

Research Digest: Academic Intervention

Bonfiglio, C. M., Daly, E. J. III, Martens, B. K., Lin, L. R., & Corsaut, S. K. (2004). An experimental analysis of reading interventions: Generalization across instructional strategies, time, and passages. *Journal of Applied Behavior Analysis, 37*, 111-114.

Previous studies have examined the separate and combined effects of skill-based and performance-based treatment components with elementary students. Variability within subjects and treatment conditions was notable. There are concerns about the reliability of results and researchers' abilities to characterize students accurately as in need of skill-or performance-based treatments.

This study sought to compare the treatment, maintenance, and possible generalized effects of skill-based and performance-based interventions across three intervention conditions for an elementary school girl using a multiple probe design across tasks. Six passages were assigned to a single treatment condition and ranked in terms of difficulty levels. Treatment conditions included performance-based treatment, skill-based treatment, and combined performance-based and skill-based treatments. Each treatment condition was randomly assigned to one of the three easier passages and one of the three more difficult passages. During treatment days, the three treatment conditions were carried out in randomized order. The student's performance was scored as the number of correctly read words (CRW) per minute for every session.

Results indicated that both skill- and performance-based treatments improved reading fluency and promoted maintenance following instructions.

This Research Digest is a product of the Nebraska Center for Research on Children, Youth, Families and Schools. The research presented is a sample of state-of-the-art research conducted in the area of academic interventions by faculty at UNL. For more information on the Center, please contact Holly Sexton at hsexton1@unl.edu