Abstract

This action research study combined qualitative and quantitative research methods. Three itinerant learning support students participated in the study. The students participated in intervention for approximately 45 minutes daily. The main focus of the study was to provide the students with meaningful interventions in order for the students to increase their reading skills and become successful readers.

A direct instruction program was utilized as well as other intervention methods such as, repeated readings, word building, as well as other literacy activities. Student progress in reading was examined, as well as student engagement during the intervention time period where various interventions were implemented. The students participated in baseline assessments, pre/post interviews, district wide benchmark assessments, called STAR, and progress monitoring using STAR. A field log was also kept and played a vital role in documenting student progress and areas of weakness that needed to be further addressed. The study concluded that, in order for students to make progress in reading, interventions should consist of a balance of direct instruction and other engaging literacy activities. In order to help foster a joy of reading, reading material that interests the students should also be employed.