

A Comparison of Direct Instruction Flashcards and Reading Racetracks on the Acquisition and Generalization of Core Words in Context for a Seven-Year-Old Elementary Student with Health Impairments, Learning Delays, and Behavioral Concerns.

By

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Abstract

The purpose of the study was to evaluate the effectiveness and generalization of an intervention package that included direct instruction flashcards, reading racetracks, and rewards with a single student with behavioral disorders. The participant was a seven-year-old male who qualified for services under other health impairments and received services in a self-contained behavioral intervention classroom. An ABCB design was used to evaluate the effects of our intervention package. The percent of correct and errors in decoding during reading were recorded. These data were gathered over a selected word list developed from the core word list provided by a local school district. The participant demonstrated an increase in correct decoding for both the flashcard and reading racetrack interventions. When generalization to reading in context was evaluated, the participant made a large number of correct responses for the core words in context from classroom books. The benefits of the treatment package were discussed.

Keywords: Reading racetracks, DI flashcards, generalization of outcomes, reading in context, elementary student, behavior disorders, case report