

The Effects of Self-Graphing on the Reading Fluency of an Elementary Student with Learning Disabilities

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Abstract : In this single-case study, we evaluated the effects of a self-graphing intervention to help students improve their reading fluency. Our participant was a 10-year-old girl with a suspected learning disability in reading. We applied an ABAB reversal design to test the efficacy of our approach. The dependent measure was the number of correctly read words from a children's book within five minutes. Our participant recorded her daily performance using a simple line diagram. Results indicate that her reading rate improved simultaneously with the intervention and dropped as soon as the treatment was suspended. The findings give reasons for optimism that our simple strategy can be a very effective tool in supporting students with learning disabilities to boost their reading fluency.

Keywords : single-case study, learning disabilities, elementary education, reading problems, reading fluency

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