



EVIDENCE BASED INTERVENTION NETWORK EBI BRIEF

Partner Reading¹

Partner Reading is a research-based intervention that has been proven to increase reading fluency for students with and without reading disabilities. Partner Reading combines elements from different approaches and puts them together for the maximum chance for student success. Partner Reading combines repeated reading and peer-assisted learning strategies. Partner Reading provides a structured reading activity that the entire class can participate in at the same time. This makes it especially helpful for teachers who do not have enough time to spend part of their day listening to students read one at a time. In addition, classrooms are often made up of students who are at a variety of different reading levels and because of the format of this intervention it is helpful for groups with a wide range of reading abilities (Rathvon, 2008). This addresses the difficulties teacher's face when trying to individualize instruction. Partner Reading is supported by research that shows how valuable of a tool it can be when used in schools (Rathvon, 2008).

Description

Educators often face the question of how to individualize classroom instruction to all students even though the students fall into a wide range of abilities. Research shows that Partner Reading improves the scores of average readers, struggling readers, and students identified with reading disabilities. Average readers who engaged in Partner Reading were found to improve more than average readers who were not part of the intervention. However, students with reading disabilities were found to improve the most (Fuchs et al., 1997).

Peer-assisted learning has been found to help keep all students engaged even when their reading achievement varies. Partner Reading is a peer-assisted intervention where students are strategically split into pairs. Higher performing students are paired with students who are having difficulty reading. The student who is not reading follows along and corrects the other student whenever he or she makes a mistake. This provides both students with additional coverage of the content material while also receiving feedback and immediate error correction (Fuchs et al., 1997). Also, the entire class participates in this activity at the same time. This is a helpful aspect of the intervention because most teachers find time-efficient activities to be essential in the classroom.

Partner Reading has demonstrated success with students of different ages (Bryant et al, 2000). Most reading interventions are designed for students in third grade or below. However, there are students who continue to struggle with reading in later grades. Research has been done that shows Partner Reading to also be effective with middle school students (Bryant et al, 2000). Most middle schools do not have fluency building skills in their curricula (Bryant et al, 2000). However, Partner Reading can be used to supplement teacher instruction while increasing fluency. It is important for

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middle school students to be able to read fluently because of the amount of increased reading they are required to do (Bryant et al, 2000).

Empirical support

In research conducted by Fuchs et al. (1997), the focus was to determine the effectiveness of a class wide peer-tutoring program for reading. Forty 2nd-6th grade teachers volunteered to participate in the study. Each teacher chose three students with specific classifications. One student who was previously identified with a Learning Disability in reading, one was a non-disabled but low-performing student, and one was an average achieving student. These students were paired with the students ranked highest in the class and then performed the Partner Reading intervention. The intervention was implemented in place of the regularly scheduled reading instruction 3 times per week, for 15 weeks. The results showed that the students with the Learning Disability in reading along with the low performing and average achieving students demonstrated significantly greater progress than their counterparts in regular reading instruction. Also, the majority of teachers who participated in the study expressed they would like to use the intervention again because of the positive outcome and how time effective it is (Fuchs et al., 1997).

Vaughn et al., (2000), implemented a study examining if Partner Reading or Collaborative Strategic Reading helped students increase reading fluency or reading comprehension. There were 121 participants, mostly 3rd graders, who partook in the Partner Reading intervention or Collaborative Strategic Reading. Both strategies were implemented 2-3 times per week, for 12 weeks. The results did not find an increase in reading comprehension but they did demonstrate that Partner Reading may increase reading fluency in students (Vaughn et al., 2000).

In a study conducted by Bryant et al. (2000), the effects of Partner Reading on middle-school students achievement was examined. The same three groups of learners that were chosen in the Fuchs et al. (1997) study were also used in this study, but the students were from a different age group. Twenty teachers implemented Partner Reading as part of a peer tutoring program and 20 did not implement the intervention. The program was administered for 15 weeks with pre-treatment and post-treatment data collection. Greater reading progress was found in the classrooms where Partner reading was used (Bryant et al, 2000).

Conclusion

Partner reading is an easy to implement intervention that helps increase reading fluency, especially for students who have been identified with reading disabilities or have low-achieving reading abilities (Vaughn et al., 2000). Partner Reading is an efficient way to keep all students engaged in what they are doing regardless of their level of achievement, while also providing them with immediate feedback and error correction (Fuchs et al., 1997). It is an effective time saving strategy for teachers that can help students with all different levels of reading ability. In conclusion, Partner Reading is an intervention that should be used in the classroom because of its success.

[HTTP://WWW.ECU.EDU/CS-CAS/PSYC/RILEYTILLMANT/EBI-NETWORK-HOMEPAGE.CFM](http://www.ecu.edu/cs-cas/psyc/rileytillmant/ebi-network-homepage.cfm)



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