

Paired Reading with Parents

Description: Parent tutoring can be an effective way to increase students' academic performance. Children's literacy experiences can be affected positively when parents are taught how to help their children in reading. This intervention involves a one-hour training session in which parents and children are taught how the paired reading method works. Paired reading is introduced, explained, and modeled. Next, parents and child practice while the instructor provides feedback. Following training, parents and child engage in paired reading every day for 10 minutes.

Materials

- Reading material, appropriate to child's reading level
- Timer
- Paired reading protocol, provided to the parents at training session

Preparation

- Instructor sets up a training session meeting time and place
- Paired reading protocol must be prepared

Steps in Implementing this Intervention (Perimeter)

1. Parents and child must attend one paired reading training session, which lasts approximately one hour.
2. The paired reading method is introduced, explained, and modeled by the instructor interacting with one of the children present.
3. Each parent and child dyad practices simultaneous reading while instructor provides feedback.
4. Instructor explains nonverbal signal to read independently and the independent reading phase of paired reading.
5. Child selects his/her nonverbal signal.
6. Investigator models use of signal and independent reading with one of the children.
7. Participants role-play using their signal and reading independently while instructor provides feedback.
8. Positive reinforcement is explained and modeled for the parents.
9. Parents practice using reinforcement with their child and feedback is given.
10. Reading material is provided to the parent-student pair (appropriate to child's reading level).
11. Protocol for paired reading is given to each dyad. Protocol contains the following steps:
 - Warm-up time (a few minutes of informal conversation)
 - Parent sets timer for 10 minutes
 - Child chooses story to read
 - Parent and child read simultaneously
 - Parent intervenes when errors are made
 - Parent uses corrective procedure (stops child, points to word and says it, child repeats word, simultaneous reading continues)
 - Child gives signal to read alone

- Parent quietly praises child for using signal
- Child reads alone
- Parent intervenes when error is made
- Parent uses corrective procedure above
- Parent praises child at least one time other than when child gives signal to read alone
- Cool down (time to talk about the story or session)

Tips

- Other reinforcers, besides verbal, might be considered for completing a certain amount of sessions
- CBMs can be used to monitor child's progress

References

Fiala, C., & Sheridan, S. (2003). Parent involvement and reading: Using curriculum-based measurement to assess the effects of paired reading. *Psychology in the Schools*, 40(6), 613-626.