

An investigation into the use of toe by toe multisensory reading intervention programme to improve reading achievements of struggling primary aged readers at a mainstreamed school in Saint Lucia¹.

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Abstract

Reading is the conduit through which one acquires the knowledge necessary for academic success and societal functioning. The increasing number of students who are at risk for reading failures has augmented the demand for research-based programmes and approaches. This mixed method, pragmatic case study is aimed at (1) evaluating an existing reading intervention, Toe by Toe on reading attainments of two fourth grade students, (2) exploring students' responses to the reading intervention, and (3) exploring the factors, which contribute, to the successful implementation of this intervention.

To improve students' reading attainments, two students, one male and one female, were given four weeks of one-to-one instruction and the visual analysis method was utilized in measuring reading attainments. Qualitative semi-structured interviews were also conducted to determine students' perspective on reading and the intervention programme. Barriers to implementation were additionally identified. Data were collected and analysed at the three stages of the intervention.

Findings from the Informal Reading Inventory and Elementary Spelling Inventory indicate that students demonstrated propitious growth with improved scores in word decoding, word recognition, reading fluency and comprehension. Interviews with students reflected positive feedback to the intervention, in addition to salient barriers to implementation, including motivation, time, and cost. Thematic analysis was employed in analysing qualitative data.

In summary, Toe by Toe is effective in improving reading attainments. However, it is not without limitations and users should be cognizant of them. This study contributes to the research base for the use of reading interventions to support struggling readers.

Keywords: Attitude, Pre-test, Post-test, Exit slip, Attitude scale checklist, Observation checklist,

Tactile learning

¹ This is a dissertation completed by the researcher as a partial fulfillment of the requirement for her MA Education at University Of South Wales in 2019.

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