Video Self-Modelling as an Intervention for Oral Reading Fluency In Year 3 Students

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Declaration

I certify that the thesis entitled “Video Self-Modelling as an Intervention for Oral Reading Fluency In Year 3 Students” and submitted as part of the degree of Master of Educational Psychology is the result of my own work, except where otherwise acknowledged, and that this research paper (or part of the same) has not been submitted for any other degree to any other university or institution.

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Abstract

Video Self-Modelling (VSM) is an intervention that allows individuals to observe exemplary instances of their own behaviour on video in order to increase the probability of that behaviour occurring again. VSM has been used to teach and strengthen various behaviours such as increasing verbal communications, reducing aggressive behaviors, improving written language skills, teaching cooking skills, and reducing fidgeting and distractibility. However little research has been conducted on VSM as an intervention to increase oral reading fluency. Therefore the intent of this study was to examine Video Self-Modelling as an intervention to improve reading fluency for Primary school students. The participants were four Year 3 students who were behind their peers in reading but not currently receiving special assistance in reading. Participants were video-taped reading a passage of text and any mistakes, pauses, and hesitations were edited out using iMovie. Each participant viewed themselves reading fluently on a DVD before school for 2 weeks. Oral reading fluency was regularly assessed before, during, and after the intervention. Results indicated that three out of four participants made immediate gains in reading fluency after viewing the DVD’s but the positive effects appeared to diminish over time. Practical implications are discussed.
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