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

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A thesis presented in partial fulfillment of the requirements for the degree of

Master of Educational Psychology

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New Zealand

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.

Signed_____

Date_____

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.

Table of Contents

Title Page i

Declaration ii

Abstract iii

Table of Contents iv

List of Figures vi

List of Tables vii

Introduction 1

Reading Fluency 3

Video Self-Modelling 7

Summary 10

Hypothesis 10

Method 12

Participants and setting 12

Measures 12

Equipment 13

Procedure 13

Design 15

Inter-observer reliability 16

Ethical considerations 16

Results 17

Ben 17

Matthew 18

Figure 1 18

Table 1 19

Table 2 19

Blake 20

Sienna 20

Discussion 22

The role of prosody 25

Limitations 26

Practical implications 28

Future research 28

Conclusion 29

References 30

Appendix

A. Consent form Parents 35

B. Consent form School 36

C. Consent form Participants 37

D. MUHECN Approval 38

E. Cultural Advisor 39

List of Figures

Participants number of correct words per minute before, during and after VSM 18

List of Tables

Mean words read correctly per minute 19

Percentage of non-overlapping data points 19