

Achieving Reading Fluency

Using Audio-
assisted
Reading
Techniques



Who are we?

- Meryl-Lynn Pluck

Teacher

Reading Specialist (trained by Marie Clay)

Author of Resource books for teachers
and student books

- David Pluck

Teacher

Educational Psychologist (trained by Marie Clay)

Director of Special Education

Who are you?

Classroom teachers?

Specialist teachers working 1:1 and/or
with small groups?

Classroom Assistants?

Advisers/Administrators?

Parents?

Others?

Age of students you have concern for:

- under 6 years?
- 6 – 9 years?
- 10 – 14 years?
- Young adults?
- Adults?

Rainbow Reading

- On a scale of 0 – 5 how much do you know about Rainbow Reading
- 0 – nothing
- 1 – very little
- 2 – a little
- 3 – more than a little
- 4 – quite a lot
- 5 – know it really well

“Challenges” of students you have concern for:

- Struggling readers
- Reluctant readers
- English language learners
- Low language
- Students with Special Educational needs

With regard to literacy,
what is it your students are not doing
that you believe they need to be doing,
in order to become successful readers?

Struggling readers need:

- to be confident and motivated to read often for enjoyment and information
- to be able to read a range of text types, at an age appropriate level, accurately and with good understanding
- to experience success and view themselves as learners who can achieve

Struggling readers need:

- to be able to read fluently:
 - effortlessly
 - smoothly
 - accurately
 - expressively
 - with good understanding

Ideal reading intervention programme

What would you want your ideal reading intervention programme to have that would assist, motivate, support and extend your students in their quest to become fluent readers?

Ideal intervention programme would have:

- direct instruction
- a variety of different text types
- high interest books
- texts at an appropriate level of difficulty
- Repeated readings
- Models of fluent reading for students to emulate

Ideal intervention programme would have:

- opportunities for supported reading practice
- opportunities for positive performance readings (with feedback)
- opportunities to respond orally and/or in writing to text
- opportunities for ongoing assessment and monitoring that is documented
- opportunities to develop an awareness of fluency and an ability to monitor it (meta-fluency)

Rainbow Reading

What's it all about?

Books

Audio support

Activities

Recommended procedure





Rainbow Reading

How, when and where?

- Each student reads his or her own book and moves at a pace that best suits him or her (personal audio player rather than listening center).
- Small group (4 – 6 students)
- 4 – 5 days a week
- 20 – 30 minutes
- In or out of class





Procedure

Student's reading level is established

Students practise at their instructional reading level
...which is achievable but challenging



Rainbow Reading



Procedure

Student is orientated to a book
at instructional reading level



Student listens to audio and follows along
(student may do some activities)



Student reads independently



Student conferences with tutor



Rainbow Reading Programme

Books:

- High interest

*... so students want
to read*



Rainbow Reading

Rainbow Reading Programme

Books:

Graded

at seven colour-coded levels from

White: 5 - 6 year reading level

through to

Violet: 11 – 12 year reading level

... so students can work

at their instructional reading level



Rainbow Reading

Rainbow Reading Programme

Books:

- Variety of:
authors, genre, illustrators, topics
- Fact and fiction with topics of
universal appeal

*... so students are being prepared to read
anything and everything*



Rainbow Reading

Rainbow Reading Programme

Books:

- Trialled
- Blurb
- Careful style and layout of text and illustrations
- Full colour illustrations and/or photos

*... so they are attractive, user-friendly
and educationally sound*



Rainbow Reading

Rainbow Reading Programme

Audio support:

To provide access to a good model that students can use for support and that they can emulate



Rainbow Reading

Rainbow Reading Programme

Audio support:

One story per tape, recorded on both sides

... for ease of use.

Rainbow Reading



Rainbow Reading Programme

Audio support:

Fluent reading

... as a good model

Rainbow Reading



Rainbow Reading Programme

Audio support:

Controlled speed:

- slower for lower levels
- faster for higher levels

...so students can listen and follow along.

Rainbow Reading





Rainbow Reading Programme

Audio support:

Male and female voices (trained)

... to provide good models that our boys and girls can identify with



Rainbow Reading Programme

Audio support:

No background noise

... to eliminate distractions

Rainbow Reading Programme Assessment Manual:

- for establishing instructional reading level and monitoring progress



Rainbow Reading



Rainbow Reading Programme

Assessment Manual:

- Titles typed double spaced
for taking Running Records
- Introduction to each story
to orientate the student
- Comprehension questions
for checking understanding



Rainbow Reading Programme

Assessment Manual:

- Instructions
for administering and scoring
- Photocopiable
for ease of use



Name: _____ Age: _____ Date: _____

Recorder _____ Heard Seen Unseen

Running words _____	Easy (95-100%) _____	Errors _____ Self Corrections _____ M S V M S V
Errors _____	Instructional (90-94%) _____	
Accuracy _____ %	Hard (<90%) _____	
Self corrections _____	S.C.I: _____	

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: The children in this story offer to do everything for their mum on her special day.


Title - <i>Happy Birthday, Mum</i>		White Level (5-6y)		Errors	Self Corr.
E	SC	MSV	MSV		
2					
"Happy birthday, Mum," we said.					
"We'll do everything today. / We'll get breakfast."					
In the bowl went the fruit. / In the glass went the juice.					
3					
Out of the glass went some juice. / Oops!					
"Here's a cloth," said Mum.					
4					
"We'll tidy the house," we said.					
In the drawers went the clothes.					
In the cupboards went the plates.					
Out of the cupboards went some / plates. Oops!					
5					
"Here's the broom," said Mum.					

Title - <i>Happy Birthday, Mum</i>		White Level (5-6y)		Errors	Self Corr.
E	SC	MSV	MSV		
6					
"We'll wash / the clothes," we said.					
In the machine / went the clothes.					
In the machine went the soap.					
On the floor went some soap. / Oops!					
"Here's the mop," / said Mum.					
7					
"We'll get ¹⁰⁰ tea," we said.					
"No!" said Dad. / "You've done enough."					
In the car went the children.					
In the car went Mum and Dad.					
Out to the restaurant they all went.					
8					
"Here's the menu," / said the waiter. †135					

M - Meaning Does it make sense? S - Structure Can it be said that way? V - Visual Does it look similar?

COMPREHENSION QUESTIONS

1. What did the children get Mum for breakfast?
2. Where did the children put the clothes when they tidied the house?
3. What happened when the children washed the clothes?
4. Why did Mum give the children a broom?
5. What did Dad mean when he said, "You've done enough?"



Rainbow Reading Programme

Teachers' Manual:

- Comprehensive guide to setting up, operating and monitoring the programme *with guidelines for working with students from non-English speaking backgrounds*
- Research Report *to validate the methodology*

Rainbow Reading



Rainbow Reading Programme

Teachers' Manual:

- Photocopiable: graphs, awards, Student's Handbook, Record of Students' Work and a trouble shooting section
for ease of implementation
- Notes to Parents
to foster optimal home-school connections



Rainbow Reading Programme Activities



- Text related and educational
so students are learning and revisiting text

Rainbow Reading

Rainbow Reading Programme

Activities

- Fun

so students are happy to be participate

- Optional

so students read as much as possible and complete activities only if they need to

- Self explanatory

so students can complete them independently at home or in the classroom



Rainbow Reading Programme CLOZE (Text Completion) Manual:

- Titles typed double spaced for students to fill in the gaps

... an effective means of teaching and assessing comprehension



Rainbow Reading Programme

CLOZE

(Text Completion) Manual:

- Illustrated with an orientation
*so they are attractive
and students are introduced to story*
- Two versions
*to give teachers choice
and the opportunity to customise*
- Instructions for administering and scoring
for ease of implementation



Name: _____

Age: _____

Date: _____



INTRODUCTION: The boy in this story, Zak, has too many things to remember to take with him when he goes surfing.

Title - Zak Went Surfing

Red Level



Errors
M S

When Zak went surfing one weekend he remembered to take his wet suit. He remembered to take _____ wet suit and he _____ to take a towel. _____ Zak went surfing that _____ he remembered to take _____ wet suit, a towel _____ some sun block. He _____ to take his wet _____, a towel and some _____ block. And he remembered _____ take his fins. When Zak _____ surfing that weekend, he _____ to take his wet _____, a towel, some sun _____, his fins and _____ lunch. He remembered to _____ someone where he was _____ and when he was _____ to be back. But, _____ Zak went surfing that _____, he forgot to take his board!

SCORE ____ / 20 x 5 = ____ / 100 ____ %	Exact Replacement: ____	Synonyms Allowed: ____	Heard <input type="checkbox"/>	Seen <input type="checkbox"/>	Unseen <input type="checkbox"/>
	<small>(Higher percentages apply)</small>				
	Easy (45%+) ____	Instructional (40-44%) ____	Hard (<40%) ____		
	ERRORS: M - Meaning (makes sense) ____		S - Structure (can be said that way) ____		
	COMMENT: _____				

Name: _____

Age: _____

Date: _____



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SCORE ____ / ____ %	Exact Replacement: ____	Synonyms Allowed: ____	Heard <input type="checkbox"/>	Seen <input type="checkbox"/>	Unseen <input type="checkbox"/>
	<small>(Higher percentages apply)</small>				
	Easy (45%+) ____	Instructional (40-44%) ____	Hard (<40%) ____		
	ERRORS: M - Meaning (makes sense) ____		S - Structure (can be said that way) ____		
	COMMENT: _____				

Rainbow Reading Programme

Text Sequencing Manual:



Rainbow Reading Programme

Text Sequencing Manual:



- Stories are summarised and divided into sections
for students to read, reassemble in order and gain meaningful comprehension practice
- Different number of strips and font size for different levels
so students are provided with optimal degree of challenge

Rainbow Reading Programme

Text Sequencing Manual:

- Illustrated
so they are attractive
- Self checking message on the back
for self monitoring
- Photocopiable
for ease of use





A Rat called Nora
By Jane Buxton

GREEN
LEVEL



Johnny Potter gave me a rat called Nora.
I took her to the bakery and she ate some bread on the way home.
“Nora,” I said, “you’re getting much too fat.”

That night I put Nora in my old aquarium.
But, when I woke next morning, she had pushed the cardboard lid off
and disappeared.

I searched the house. My sister told me she’d heard the cat playing with
something in the night.

When I told Mum I thought the cat had eaten Nora, I sniffed.
She told me to get a tissue from her top drawer.

There, on a nest of shredded tissues, was Nora, surrounded by a mass of
tiny, pink baby rats.



Well Done!

You’ve
got
it
right!

Rainbow Reading Programme

Word Search Manual:



Rainbow Reading

Rainbow Reading Programme

Word Search Manual:

- Words from Rainbow Reading books have been hidden in grids
for students to identify
- Grids are different sizes
to correlate with the reading level of the book
- Grids are photocopiable and answers are provided
for ease of use



Rainbow Reading Programme

Word Search Manual:

- High proportion of high frequency words at earlier levels with interest words introduced with increasing frequency as levels get harder *so students become familiar with them.*
- Words are only written from left to write *so students see the words spelled correctly*
- Letters are all lower case *as students meet them in books.*



Name: _____

Age: _____

Date: _____



Title - The Dog and the Possum

Yellow Level



Words can be found in these directions:



Each letter can only be used in one word.

v	l	o	o	k	l	l	o	n	g	t	h	e
e	h	i	s	o	o	n	r	t	o	u	t	
r	o	w	n	s	n	o	o	i	o	i	d	
y	b	e	g	a	n	e	u	k	t	i	o	t
t	h	o	s	e	m	y	s	h	i	n	o	w
u	o	l	s	m	i	n	e	a	o	n	t	o
g	e	t	o	a	d	a	y	l	w	w	g	s
w	a	n	d	o	i	f	r	i	e	n	d	h
h	l	i	k	e	k	d	a	r	e	h	w	e
e	h	e	l	p	b	e	r	a	n	e	a	y
n	c	a	m	e	a	c	d	w	h	y	n	o
w	e	r	e	i	c	a	g	o	a	t	t	u
f	r	o	m	n	k	a	s	w	i	t	h	r

Words to find:

- | | | | | |
|-------|--------|------|------|---------|
| are | ago | and | at | as |
| began | back | came | day | friend |
| from | get | his | he | in |
| how | help | it | like | looking |
| long | looked | look | mine | now |
| not | out | on | one | own |
| my | ran | said | the | those |
| too | she | saw | to | very |
| when | were | want | why | with |
| your | | | | |

Use the letters that are left to make the word that tells what the dog thought of her hair style. _____

136 - Rob, the Robot Yellow

b	d	o	i	n	s	a	i	d	s	n	b	
a	h	e	l	p	m	f	a	n	a	o	e	a
c	c	a	m	e	u	m	r	o	f	m	e	b
k	d	l	u	n	s	n	o	o	f	e	d	y
w	w	o	i	s	t	f	a	r	m	w	t	g
e	w	h	w	k	o	t	t	h	e	i	h	o
r	w	h	e	n	e	h	o	e	t	l	a	o
e	a	i	e	n	o	e	w	u	r	l	t	d
i	s	n	s	r	h	y	a	r	t	e	e	p
b	u	t	d	h	e	a	s	w	i	t	h	l
t	h	i	n	g	h	i	n	g	h	i	n	g
w	h	a	t	u	p	a	r	o	u	n	d	y
w	e	n	t	y	o	u	a	c	r	o	s	s

Word made from letters left: afternoon

138 - Eel Be Right Yellow

a	a	e	n	i	g	h	t	o	r	w	a	a
w	d	r	v	t	h	e	r	e	a	h	b	f
a	a	i	o	e	t	h	i	n	g	e	o	t
y	l	b	w	u	r	t	h	e	m	n	u	e
w	o	w	e	a	n	y	t	i	m	e	t	r
h	n	h	j	h	s	d	h	a	n	d	i	r
e	g	i	u	i	c	a	t	c	h	n	i	
r	g	c	s	b	n	n	t	h	r	e	e	g
e	o	h	t	i	t	t	d	g	n	g	u	h
w	e	n	t	g	o	o	o	a	i	n	t	
l	o	o	k	b	u	t	n	t	n	v	t	t
d	o	w	n	t	h	e	r	e	d	e	i	w
w	h	a	t	c	a	m	e	o	u	r	l	o

Word made from letters left: drain

140 - The Dog and the Possum Yellow

v	l	o	o	k	l	l	o	n	g	t	h	e
e	h	i	s	o	o	n	r	t	o	u	t	
r	o	w	n	s	n	o	o	i	o	i	d	
y	b	e	g	a	n	e	u	k	t	i	o	t
t	h	o	s	e	m	y	s	h	i	n	o	w
u	o	l	s	m	i	n	e	a	o	n	t	o
g	e	t	o	a	d	a	y	l	w	w	g	s
w	a	n	d	o	i	f	r	i	e	n	d	h
h	l	i	k	e	k	d	a	r	e	h	w	e
e	h	e	l	p	b	e	r	a	n	e	a	y
n	c	a	m	e	a	c	d	w	h	y	n	o
w	e	r	e	i	c	a	g	o	a	t	t	u
f	r	o	m	n	k	a	s	w	i	t	h	r

Word made from letters left: ridiculous

137 - The Camping Trip Yellow

a	f	a	s	t	g	r	e	w	l	o	n	g
a	r	r	i	f	r	o	m	l	m	a	d	e
w	f	o	i	t	h	e	n	a	t	h	e	o
a	n	o	u	r	t	g	e	t	t	r	n	o
y	f	o	r	n	e	h	t	a	e	e	o	k
b	e	g	a	n	d	a	e	h	n	n	r	e
b	e	f	o	r	e	d	h	i	e	d	n	d
i	n	t	o	t	a	i	o	i	r	m	i	s
o	n	t	o	i	y	s	n	w	m	p	g	t
s	a	i	d	m	w	o	s	n	u	h	o	
b	o	t	h	e	o	a	u	i	t	t	o	
t	h	i	n	k	a	t	y	t	t	d	u	d
w	i	t	h	w	e	r	e	o	f	f	e	e

Word made from letters left: afternoon

139 - Guinea Pigs Yellow

v	m	e	o	s	m	a	k	e	o	r	m	s
e	f	o	a	t	h	t	h	a	t	i	l	
r	u	o	r	t	i	o	i	c	s	o	g	e
y	n	p	r	e	n	b	u	t	a	u	h	e
w	h	i	c	h	s	e	n	i	t	t	e	p
t	h	e	y	w	i	c	a	b	d	l	o	
g	o	o	d	i	d	o	v	e	i	b	e	t
w	i	l	l	t	e	m	e	t	f	e	m	e
t	h	a	n	h	c	e	t	t	t	c	n	e
t	h	e	i	r	n	a	o	e	h	a	i	r
t	h	e	m	i	a	e	n	r	i	u	o	b
p	l	a	y	n	r	b	e	d	n	s	v	u
n	e	v	e	r	e	e	h	d	k	e	e	t

Word made from letters left: lunch

141 - Worrying Sounds Yellow

b	c	h	i	d	r	e	n	m	o	s	t	
a	e	h	a	v	e	n	i	g	h	t	w	s
i	n	e	h	e	m	w	i	t	h	a	l	
l	f	d	n	o	b	n	e	x	t	s	e	
l	a	t	e	k	u	r	v	e	r	y	e	
m	i	g	h	t	a	s	t	n	f	o	r	p
w	h	i	c	h	a	l	e	w	i	n	e	w
w	w	a	l	i	k	e	l	e	r	n	u	s
h	s	o	f	w	i	t	h	i	s	g	a	
a	h	m	u	t	o	h	s	t	t	o	t	b
t	e	o	n	l	e	t	i	o	h	o		
s	a	i	d	m	d	r	s	i	n	a	e	u
a	f	t	e	r	n	o	o	n	e	e	t	

Words made from letters left: smoke alarm

Rainbow Reading Programme Dice Game Manual:



Rainbow Reading











Rainbow Reading Programme

Dice Game Manual:

- A fun activity where books are presented in Dice Game format
*... for students to read and follow the instructions.
Encourages repeated readings and fosters comprehension*
- Illustrated and photocopiable
for appeal and ease of use.
- Ideal group and/or family activity



<p>Mum growls at you for kicking your shoe off and hitting a duck. Throw again. If you throw an odd number go to 15.</p> <p>12</p>	<p>11</p>	<p>10</p>	<p>Your shoe hits a duck's back and splashes into the lake. Throw again. Go forward that number.</p> <p>9</p>	<p>8</p>	<p>You kick out at the ducks and your shoe flies off. Throw again. Go back that number.</p> <p>7</p>	<p>6</p>	<p>5</p>
<p>13</p>	<div style="text-align: center;">  <p>ORANGE LEVEL</p> <ul style="list-style-type: none"> • Throw the dice. • Highest number starts. • Throw the exact number to finish. </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 20%;">  </div> <div style="width: 60%; text-align: center;"> <p>Mum says "The shoe is lost. Let's go home. Go and get in the car." Go forward 3 spaces.</p> <p>28 27 26 25</p> <div style="border: 2px solid black; padding: 5px; display: inline-block;"> <p>Grumbling Kim</p>  </div> <p>You grumble because you don't want to go home yet.</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; text-align: center;"> <p>END</p> </div> </div> <div style="width: 20%;">  </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 20%;">  </div> <div style="width: 60%; text-align: center;"> <p>29</p> <p>24</p> </div> <div style="width: 20%;">  </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 20%;">  </div> <div style="width: 60%; text-align: center;"> <p>30</p> <p>23</p> </div> <div style="width: 20%;">  </div> </div>						<p>You grumble about the park, your shoes and the ducks. Go back 4 2 spaces.</p> <p>3</p>
<p>Dad rakes and rakes the bottom of the lake but doesn't find the shoe. Go on to 16.</p> <p>14</p>							<p>2</p>
<p>15</p>							<p>1</p>
<p>16</p>							<p>START</p>
<p>Dad rakes up a drink can and a red shoe but no white shoe. Miss a turn.</p> <p>17</p>							<p>Mum rakes and rakes the bottom of the lake but doesn't find the shoe. Name 2 numbers. Throw the dice. If you throw one of those numbers go on to 21.</p> <p>18</p>



Rainbow Reading Programme Writing Manual

Rainbow Reading



Rainbow Reading Programme

Writing Manual

- A variety of meaningful writing activities directly related to every title

to encourage students to comprehend and interpret what they have read and to identify text structures. Improves skills in both reading and writing





Serious Fishing
by Maria Beard

GREEN
LEVEL

The children in this story fish in a very different way from Dad and Blair. Fill in the grid to compare the different methods of fishing.



	Children	Dad and Blair
Preparation		
Where they fish		
Equipment		
		very early, when it's still dark
	off the jetty	
What they catch		

P.T.O. if you need more space



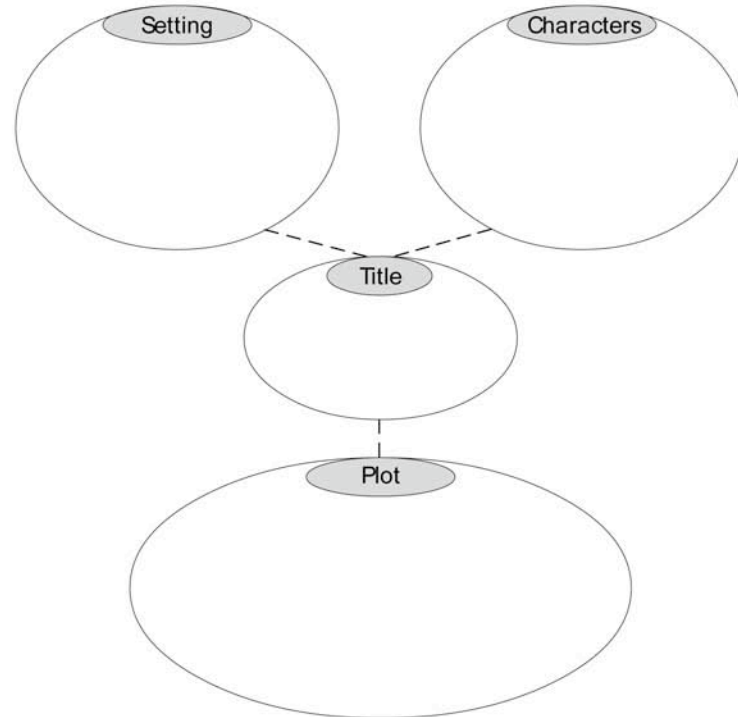
- Remember to include :
- when they go fishing
 - what they take
 - where they go
 - what they catch.



Sam's Sore Ear
by Karen Anderson

RED
LEVEL

Fill in the shapes to make a story web for 'Sam's Sore Ear'.



P.T.O. if you need more space



- The title is the name of the story, the setting is where the story happened, the characters are the people in the story and the plot is what happened.

Rainbow Reading Programme

Video:

- Shows the programme in action
- Complements Teachers' Manual
- How to set up and run the programme
- Step by step instructions
- Detailed view of programme in action.

Rainbow Reading



Rainbow Reading Programme

Students who will benefit:

- Students learning to read
- Reading underachievers and reluctant readers
 - Language delayed students
- Students with a variety of special needs
 - Poor comprehenders
 - Slow, non-fluent readers
 - Students learning English



Rainbow Reading

Rainbow Reading Programme

Behaviours Fostered:



- *Accuracy*
- *Comprehension*
- *Monitoring*
- *Phrasing and fluency*
- *Positive attitude*
- *Cross checking and self correction*

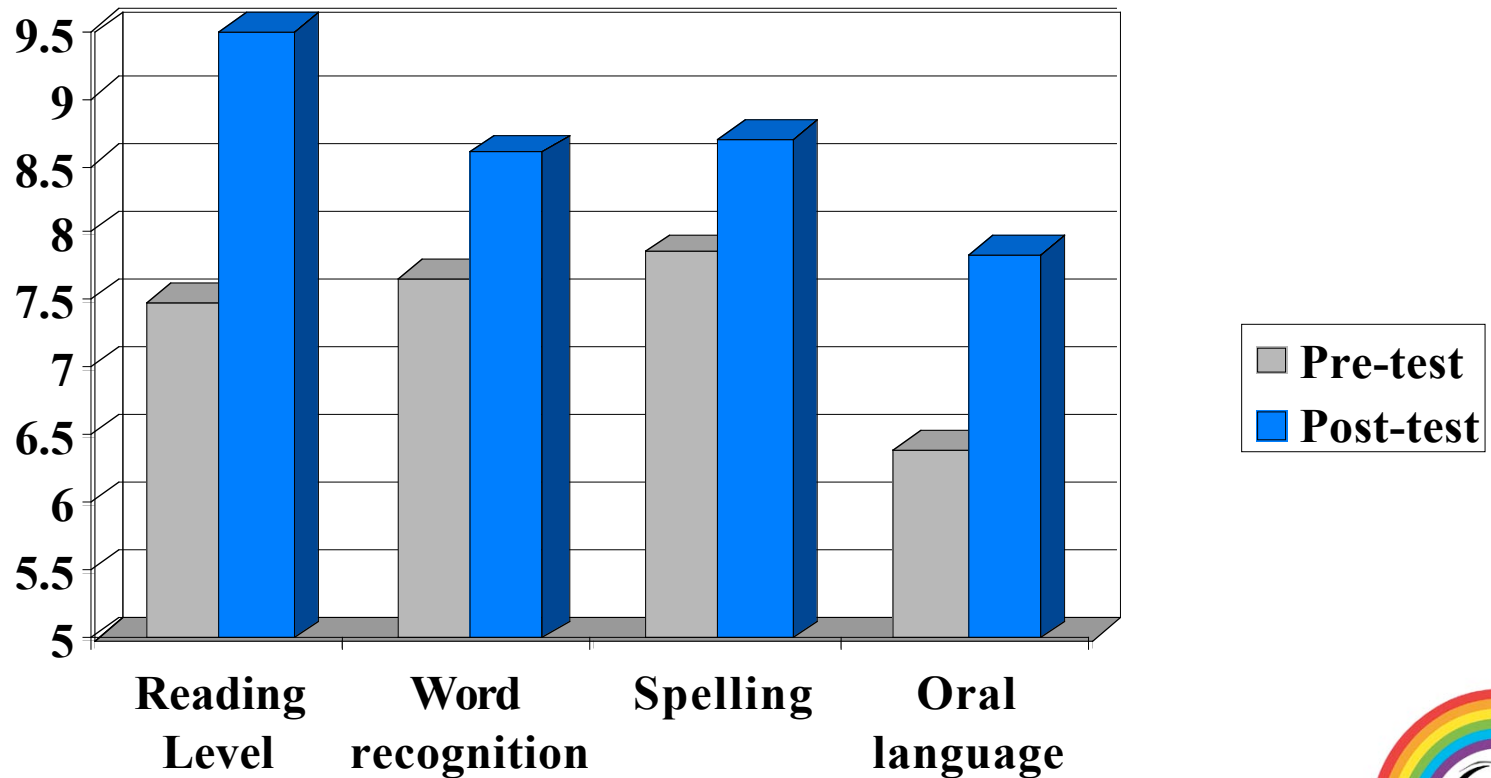
How effective is Rainbow Reading?



Rainbow Reading

Mean gains made by Rainbow Reading students in 18 weeks

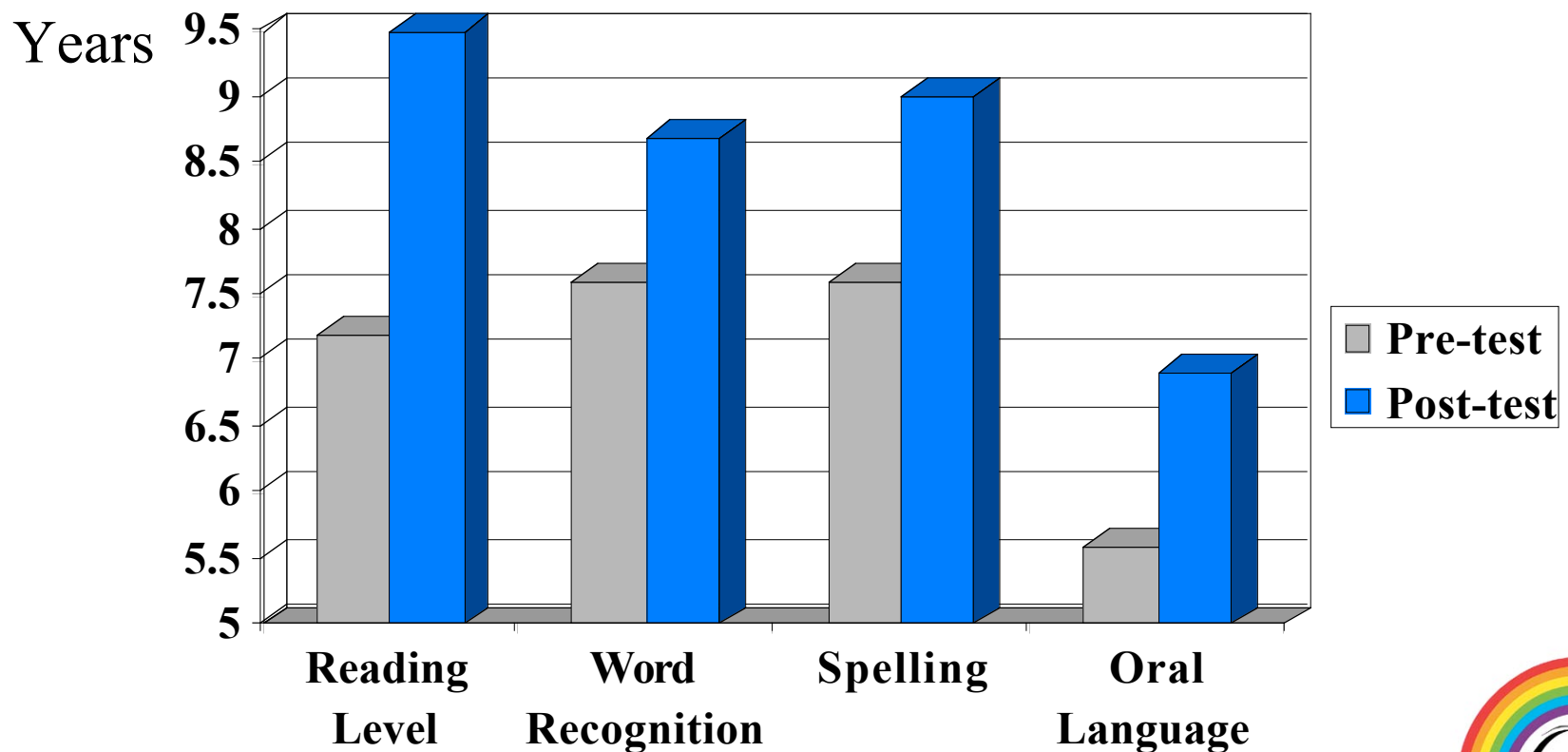
Years



Rainbow Reading



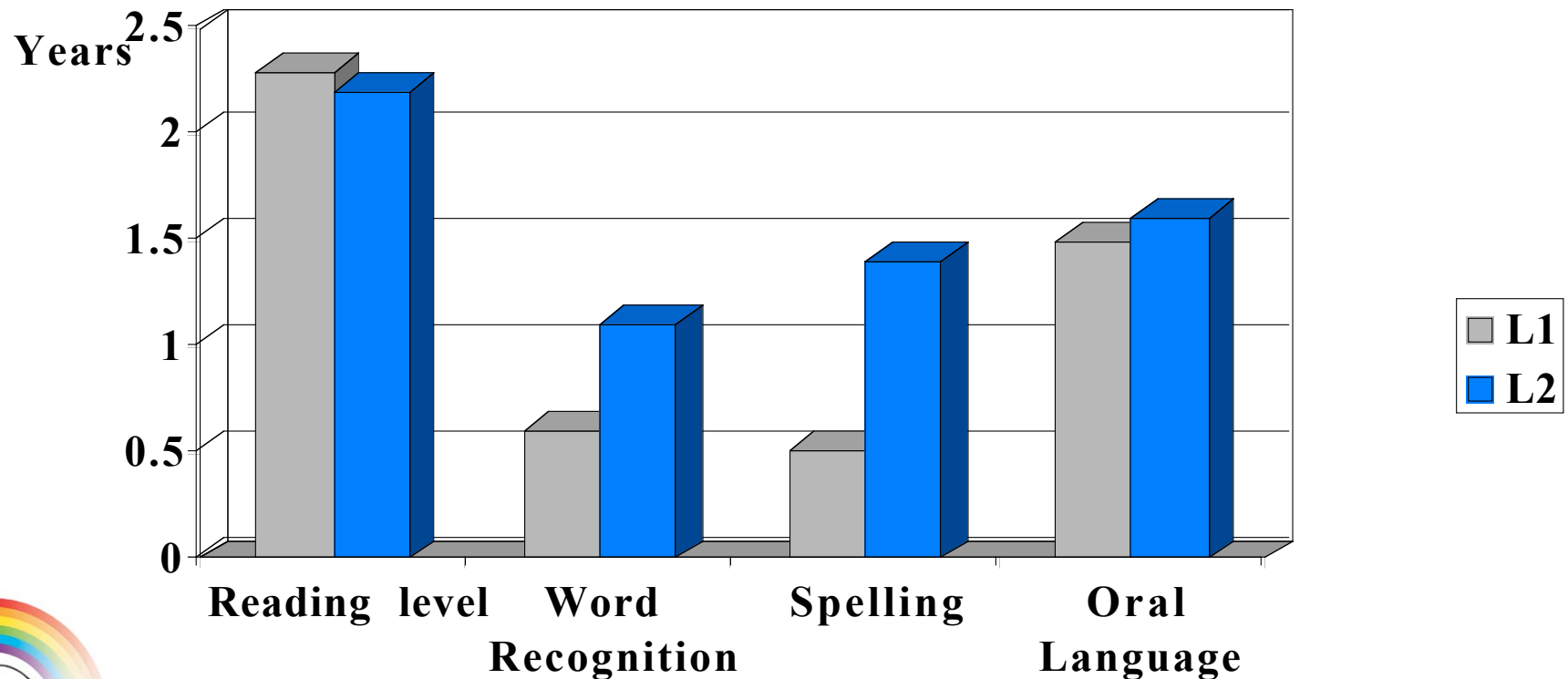
Mean gains made by Rainbow Reading English Language Learner students in 18 weeks



Rainbow Reading



Comparison of Gains Made by L1 and L2 Rainbow Reading students in 18 weeks



Rainbow Reading

Rainbow Reading Programme

- Rainbow Reading is an effective intervention for students of all ages and stages from 6 year olds through to adults
- An early intervention means a quick recovery
- All struggling readers deserve to get the best intervention regardless of their age and learning challenges.

Rainbow Reading

Supports Special Education Students

Reading Disability;

reading substantially below level expected for age and intelligence.

Recommended Best Practices:

Scaffold, shape, motivate, provide opportunities to learn, to construct meaning and to connect prior knowledge.

How Rainbow Reading Can Help:

Scaffolds with audio, repeated practice with orientation and conferencing to check and foster understanding.

Rainbow Reading



Rainbow Reading

Supports Special Education Students

Written Expression Disorder;

writing substantially below level expected for age and intelligence.

Recommended Best Practices:

Explicit instruction in writing process and text structures, opportunities to practise in meaningful ways.

How Rainbow Reading Can Help:

A different text-related writing activity for every text; designed as a model and incentive for writing.

Rainbow Reading



Rainbow Reading

Supports Special Education Students

Hearing impairment;

hearing loss, language delay.

Recommended Best Practices:

Exposure to enriched language experiences and to a range of models, repetition, direct instruction, active involvement, multi-sensory approach with self-monitoring.

How Rainbow Reading Can Help:

Exposure to a variety of rich texts, repeated practice, direct, individualised instruction, self-monitoring, self-management, multi-sensory.

Rainbow Reading





Rainbow Reading

Supports Special Education Students

Visually impaired;

visual loss with possible limited understanding of some concepts.

Recommended Best Practices:

Teaching listening skills and increased opportunities to listen and discuss.

How Rainbow Reading Can Help:

Listening skills practiced with audio, opportunities for discussion during orientation and conference.



Rainbow Reading

Supports Special Education Students

Attention-Deficit/Hyperactivity Disorder (ADHD);

poor academic performance, inattention, impulsivity, over-activity

Recommended Best Practices:

Individualised programming, self-management, focusing attention, positive reinforcement, multiple method intervention across settings for generalisation.

How Rainbow Reading Can Help:

Focuses attention (headphones), self-managing, self-pacing, individualised, structured, set procedure, suitable for use across settings (school and home).

Rainbow Reading

Supports Special Education Students

Autism/Asperger's Condition;

impaired communication, restricted repertoire of activity and interests, stereotypic and repetitive behavior.

Recommended Best Practices:

Improve independence and expand life skills. Structure environment and curriculum activities that address behaviours associated with autism.

How Rainbow Reading Can Help:

Self-managing. Students take control. Structured, individualised program.

Rainbow Reading





Rainbow Reading

Supports Special Education Students

Expressive language disorder;

articulation of language substantially below level expected for age and intelligence.

Recommended Best Practices:

Increased opportunity for verbal responses, listening to and emulating models, self-monitoring.

How Rainbow Reading Can Help:

Increased opportunities for verbal responses (reading to self and reading to and discussing with teacher), listening to and emulating model (audio), self-monitoring.

Rainbow Reading

Supports Special Education Students

Receptive language disorder;

understanding of language substantially below level expected for age and intelligence.

Recommended Best Practices:

*Increased opportunity for listening to models, discussion to foster and check understanding, self-monitoring.
Meta-cognition strategies.*

How Rainbow Reading Can Help:

Increased opportunities for listening (audio) and discussing with teacher, responding to text in various self-monitoring.

Rainbow Reading



Rainbow Reading

Supports Special Education Students

Psycho-social/environmental deprivation;

poor academic achievement, limited ability to associate ideas and events.

Recommended Best Practices:

Systematic and specific instruction, learning that is appropriately paced, leveled, sequenced and scaffolded. Reinforcement, repetition, feedback. Opportunities to experience success.

How Rainbow Reading Can Help:

Explicit instruction. Self-paced individualised practice with feedback during orientation and conference. Repeated, supported readings of graded text. Opportunities to experience success.

Rainbow Reading





Rainbow Reading

Supports Special Education Students

Intellectual Impairment;

significantly below average general intellectual functioning; poor academic achievement, lacking in generalization and ability to readily learn material incidentally.

Recommended Best Practices:

Systematic and specific instruction, learning that is appropriately paced, levelled, sequenced and scaffolded. Reinforcement, repetition, feedback. Opportunities to experience success. Assistance in generalisation.

How Rainbow Reading Can Help:

Explicit instruction as well as feedback during orientation and conference. Self-paced individualised practice. Repeated, supported readings of graded text. Opportunities to experience success.

Rainbow Reading

References:

Kirk and Gallagher, “Educating Exceptional Children” 1979
Houghton Mifflin Company

American Psychiatric Association. “Diagnostic and
Statistical Manual of Mental Disorders” 1995

Bear, Minke, Thomas (ed) “Children’s Needs 11
Development, Problems and Alternatives.” National
Association of School Psychologists 2000

Thomas and Grimes (ed) “Best Practices in School
Psychology 1V Volumes 1 and 2 National Association of
School Psychologists 2002



Rainbow Reading

Why does it work?

- Engagement
Active participation, increased mileage
- Failure-free
Accommodates all learning styles
Students experience & expect success
- Supportive
Creates a positive psychological environment
which is non-threatening and encouraging.



Rainbow Reading

Why does it work?

- Individualised
Students move at a pace that best suits them
Acceleration closes the gap
- Modelling
Provides a benchmark to aspire to
- Books are high interest and program is enjoyable
Students are motivated

Rainbow Reading

Why does it work?



- Repeated Readings
Improves fluency & comprehension
- Goals are set & progress achievable
Books are graded

Rainbow Reading

Why does it work?



- Focus on real reading
Accuracy, fluency & comprehension
- Tutor feedback
Affirms, informs, guides future learning
- Self-managing and self-monitoring
Builds independence, control & ownership



Testimonials

"Pupils are keen to use the books and tapes. The stories really appeal to them because they deal with topics within their experience, or of universal appeal. This is a significant factor in their success."

*Bernadette Heibner, Resource Teacher of Literacy
Avondale Primary School, Auckland*

Rainbow Reading



Testimonials



"Our four children have all improved in reading levels in the four months on the programme. The most significant change is the improvement in reading fluency, even a child with a speech disability. All children enjoy being on the programme."

Joanne Cavanagh, Deputy Principal, Gordonton School

Testimonials



"In a recent survey of my staff (12 teachers) as to who would make use of the Rainbow Reading Programme within their class, every teacher opted to make use of it. Reasons being: "Well made, high interest/motivation, suits my needs to individualise programmes for some pupils. Progressive in nature (children know and can work out for themselves that progress is being made). As a consequence we have made the decision to buy a second complete set."

Noel More, Principal, Putuaki Primary School Kawerau



Testimonials

“Rainbow Reading is an excellent resource which supplements our school reading programme. Our very able Teachers’ Aide runs the programme for 30 – 40 minutes daily with 6 – 8 students. Our children enjoy being in the programme and it certainly improves their reading skills and interest in reading.”

Tim Brenton, Teaching Principal, Takaka Primary School Golden Bay

Evaluation Time

How could an audio-assisted reading programme help the students you have concern for?

How could it encourage them to do the things they need to be doing, in order to become successful readers?

Does it have any of the features of your ideal reading programme that would assist, motivate, support and extend your students?