

## Intervention Brief

<b>Intervention Name:</b> Listening Passage Preview					
<b>Setting:</b>			<b>Focus Area:</b>		
Whole-class	Small-group	Individual	Acquisition	Fluency	Generalization
X	X	X	X	X	X
<b>Intervention Targets:</b> Accuracy; Fluency					
<p><b>Brief Description:</b> Listening Passage Preview is an intervention that can be used to increase the accuracy with which students read. It is design to increase reading fluency, but focuses more on the accuracy than the rate with which students read. The teacher or interventionist reads the previously selected passage aloud for as the student follows along. While the passage is being read through the first time, the student(s) is instructed to follow along. Once the reading has been completed, the student will then read the same passage aloud. This intervention can be conducted one on one, or in a small-group setting by having the teacher read aloud then partnering children to read aloud to one another. Although the intervention is called Listening Passage Preview, it is probably best to read only two sentences at a time rather than the entire passage.</p>					
<p><b>Steps to Implementation:</b></p> <ol style="list-style-type: none"> <li>1. Select a passage that the student will read for class</li> <li>2. Present the text and explain that the student should follow along while listening</li> <li>3. Read the first two sentences from the passage aloud</li> <li>4. Tell the student to follow along with their finger</li> <li>5. Read the text at a relaxed pace</li> <li>6. Ensure students are following along</li> <li>7. Have the student read the same two sentences from the passage aloud</li> <li>8. Continue until the entire passage is read.</li> </ol>					
<p><b>Materials:</b> Relevant course texts or reading passages.</p>					
<p><b>Critical Components:</b></p> <ul style="list-style-type: none"> <li>• Teacher, or interventionist must read the passage aloud to the target student(s), but do so one or two sentences as a time.</li> <li>• Students should be monitored while the passage is being previewed to ensure that they are following along as the text is read aloud</li> <li>• Text passages should be selected based on student(s) instructional level. In other words, the student should be able to read 93% to 97% of the words correctly</li> <li>• Student must read the text aloud once the initial reading has been completed</li> <li>• This intervention is only appropriate for students who have well developed phonemic awareness and phonics</li> </ul>					
<b>References</b>					
<p>Lionetti, T. M., &amp; Cole, C. L. (2004). A comparison of the effects of two rates of listening while reading on oral reading fluency and reading comprehension. <i>Education and Treatment of Children</i>, 114-129.</p> <p>Swain, K., Leader-Janssen, E., &amp; Conley, P. (2013). Effects of repeated reading and listening passage preview on oral reading fluency. <i>Reading Improvement</i>, 50, 12-18.</p>					