

Comparison of effectiveness of phonetic intervention, holistic intervention and mixed intervention on the rate and accuracy of reading skills of children with reading difficulty in grade 2(Article)

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Abstract

Objective: The purpose of this study is the comparison of the effectiveness of phonetic, holistic and mixed methods on reading accuracy and reading speed of students' with reading difficulties in grade two in primary school. **Materials & Methods:** This study is quasi experimental-comparative. The population is students with reading difficulties of the ordinary primary school in grade two in Jahrom and the investigated sample was 12 students with reading problems which were picked up from ordinary schools in access and randomly categorized into three groups, so that each group contained 4 people received one of the interventions in 35 sessions. The participants were investigated and compared regarding accuracy and speed of reading text, accuracy of non-words, and words before, after, and one month after the intervention using diagnostic reading test (Shirazi, Nili Pour 1384). Using software SPSS, descriptive statistics and statistical test were carried out. **Results:** After three interventions, the participants had a significant difference in all indices of reading skills in comparison to pre study ($p < 0.05$). But, after the invention, no significant difference was observed among intervention methods in all indices of reading skills ($p > 0.05$). **Conclusion:** During this study, it was perceived that the three phonetic, mixed and holistic interventions made a significant difference among students with reading difficulties. As the result, reading problems could be treated through three interventions. © 2016, Institute of Integrative Omics and Applied Biotechnology. All rights reserved.

Author keywords

Holistic intervention, Mixed intervention, Phonetics intervention, Reading difficulties