Notice of the Final Oral Examination
for the Degree of Master of Arts
of
MAXINE SCHMIDT
BA (University of Guelph, 2014)

“Fluency as a Bridge to Comprehension: An Efficacy Study of the RAVE-O Literacy Program”

Department of Education Psychology & Leadership Studies

Monday, April 15, 2019
1:30pm
MacLaurin Building
Room A341

Supervisory Committee:
Dr. Gina Harrison, Department of Education Psychology & Leadership Studies, University of Victoria (Supervisor)
Dr. John Walsh, Department of Education Psychology & Leadership Studies, UVic (Member)

External Examiner:
Dr. Ruthanne Tobin, Department of Curriculum and Instruction, UVic

Chair of Oral Examination:
Dr. Xiaodai Dong, Department of Electrical Engineering, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract

The purpose of this study was to investigate the effectiveness of a theoretically-grounded reading intervention in children with reading difficulties. Participants were between the ages of 8 to 10 years from a community-based program for children with learning disabilities and a single-case research (SCR) design was employed. An adapted version of the RAVE-O intervention was delivered which focused on instruction in phonology, orthography, semantics, syntax, and morphology in building children’s word-level fluency skills. Norm-referenced word-level reading, decoding, and reading comprehension measures were collected at pre- and post-test, and progress monitoring data via curriculum-based measures were also collected. Overall results based on percentage of non-overlapping data (PND) analyses indicated moderate effects for decoding fluency and reading comprehension and small effects for decoding accuracy and reading fluency. Implications for educators and professionals working with elementary school students identified with reading difficulties are discussed.