

THE EFFECTS OF READING RACETRACKS AND FLASHCARDS FOR TEACHING OF SIGHT WORDS

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ABSTRACT

The purpose of this study was to assess the effects of pairing reading racetracks and flashcards for teaching of sight words. Two male elementary school male students served as our participants. The first participant was diagnosed with a specific learning disability, and the second participant was diagnosed with mild intellectual disabilities. Data were taken on the number of corrects and errors from selected sight words. A reversal design with follow up probes was used to evaluate the reading racetrack and flashcard intervention. The results found that reading racetracks paired with flashcards were effective in increasing sight word reading. These outcomes were replicated across each participant and each phase of the investigation. The efficacy of employing reading racetracks and flashcards at the classroom level was discussed.

Key words: sight words, elementary students, learning disabilities, intellectual disabilities, correct rate, error rate, classroom research, fluency