

THE DIFFERENTIAL EFFECTS OF RACETRACK PROCEDURES FOR SAYING LETTER SOUNDS BY TWO FIRST-GRADE STUDENTS WITH LEARNING DISABILITIES*

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ABSTRACT

The purpose of the present study was to examine the effects of a racetrack procedure on saying the letter and sound of each letter in the alphabet with two first-grade students. Data collected were the percent of correct letters sounds at the end of each session. These data were gathered in the school resource classroom. The overall results indicated an overall increase for saying the letters of the alphabet for each of our participants. These data were statistically significant for both students. For one student, higher overall accuracy and outcomes were found. The procedures were easily implemented and data collection was straightforward and took little extra time. The reasons for our outcomes are discussed.

Keywords: racetrack procedures, spelling, single case designs, students with learning disabilities, timing, model, lead and test error correction.

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