Abstract

This research study investigated the effectiveness of an early reading intervention for self-efficacy (E-RISE) on struggling readers' efficacy and reading achievement in an at-risk elementary school setting. A total of 117 first, second, and third graders participated. The intervention group contained 39 students, and the comparison group contained 78 students. The researcher assigned students to groups based on their reading achievement levels.

Students in the intervention group received E-RISE for 20 weeks. E-RISE was implemented three times a week for 30 minutes. Each E-RISE session included four instructional reading activities: making words, repeated readings, new reading, and oral/written reader responses. Also, four reading efficacy activities were included: self-regulation training, strategy verbalization, attribution retraining, and strategy instruction and feedback.

Data were collected regarding the intervention and the comparison groups' reading achievement and reading efficacy in the winter and spring using two measures: Benchmark Reading Assessment and Reading Self-Concept Scale. When controlling for differences in the pretest reading achievement scores, results indicated that the intervention group's reading achievement growth were significantly below the comparison group. However, over time both groups' scores significantly increased. Within the intervention group, the first graders' reading achievement growth was significantly greater than the growth among second and third graders in the intervention group.

In addition, the intervention and comparison group's reading efficacy growth scores did not differ significantly; however, over time both groups significantly increased their reading efficacy scores. An examination of the subcomponents of reading efficacy indicated that, while the intervention group's perception of competence and reading attitude scores increased significantly, the group's perception of difficulty scores remained consistent. Furthermore, the intervention group's reading attitude scores significantly increased more than the comparison group's scores. Finally, a significant, positive relationship between reading efficacy and reading achievement was found; however, this relationship did not differ between the two groups. These findings led to recommendations for practice and future research.