Child-centered reading intervention:
See, talk, dictate, read, write!

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Abstract

Poor reading achievement of children in elementary schools has been one of the major concerns in education. The aim of this study is to examine the effectiveness of a child-centered reading intervention in eliminating the reading problems of a student with poor reading achievement. The research was conducted with a student having difficulty in reading. A reading intervention was designed that targeted multiple areas of reading and aimed to improve reading skills through the use of multiple strategies. This intervention is child-centered and includes visual aids, talking, dictating, reading and writing stages. The study was performed in 35 sessions consisting of stages of a single sentence (5 sessions), two sentences (5 sessions), three sentences (20 sessions) and the text stage (5 sessions). The intervention sessions were audio-taped. These recordings and the written responses to the reading comprehension questions provided the data for analysis. The findings on the reading intervention revealed positive outcomes. The student exhibited certain improvements at the levels of reading, reading rate and reading comprehension. These results were discussed in the literature and the findings suggest that child-centered reading strategies such as talking, dictating and writing should be the main focus of instruction for students with low reading literacy achievement to enable these students to meet the demands of the curriculum.

Keywords: Child centred intervention, dictate, reading fluency, talk, write

Introduction

Identification and treatment of problems in reading fluency, and hence, improving the reading comprehension skills have been among the basic subjects especially of the reading studies to date (Huey, 1968; LaBerge & Samuels, 1974; Allington, 1983; Rasinski, Padak, Linek, & Sturtevant, 1994; The report of the National Reading Panel-NRP, 2000; Kuhn et al., 2006; Kuhn, Zimmerman, & Rasinski, 2014). Reading fluency is considered to be an important skill to attain more advanced skills such as reading comprehension (Stanovich, 1986). How students are able to read a text of their grade level at an appropriate rate and accuracy is one of the primary expectations of educators (Paige, Rasinski, & Magpuri-Lavell, 2012; Kuhn & Stahl, 2000; O'Connor, White, & Swanson, 2007) because the ultimate

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purpose of the action of reading is comprehension. In this respect, reading fluency is considered to be a powerful predictor of reading comprehension (Baştuğ, 2012; Fuchs, Fuchs, Hosp, and Jenkins, 2001; Başaran, 2013; Yıldız, 2013).

According to Paige et al. (2012) readers can expand the meaning of a text through reading fluency. After all, the process of reading comprehension is a complex one and readers can enrich the meaning of the text depending on past knowledge, upper-level linguistic processes and context knowledge during this process (Stanovich, 1986; Samuels, 2006; Duke & Carlisle, 2011). This indicates that readers' quality of reading fluency produces results about their basic or more advanced comprehension achievement. At this point, the relationship between reading fluency and comprehension levels differentiates with thin lines. Accordingly, fluent readers tend to create the meaning; those who have reading difficulty tend to find the meaning (Paige et al., 2012). Finding the meaning depends rather on intra textual and basic comprehension; creating the meaning depends on deep, inferential or upper-level comprehension processes (Akyol, 2011). The relationship between reading fluency and inferential comprehension involves the processes of creating meaning (Baştuğ & Keskin, 2012; Fuchs et al., 1983; Shinn, et al., 1992). Inadequate word recognition and reading rate push meaning creation at the background. LaBerge & Samuels (1974) and Logan (1997) focused on this area of research within the context of automaticity theory. They argue that fluent readers are those who read automatically without making a quick and conscious effort. A non-automatic reading results in a broken comprehension. Consequently, problems about reading fluency seem to be the indicator of problems about comprehension.

Poor reading achievement of students has been one of the major concerns of research in the past. Students' problems about their reading fluency will probably continue to be the primary problem which researchers should solve at present and in the future because reading fluency is a complex skill (Fuchs, Fuchs, Hosp, & Jenkins, 2001) and students face many problems while acquiring this skill. "About 12% of fourth-grade students in EU countries receive reading education. According to the predictions of teachers, 17% of students need assistance" (EURYDICE, 2011:66). Studies conducted in Turkey frequently call attention to the fact that students experience problems on reading fluency (Ates, 2013; Baştuğ, 2012; Keskin, 2012).

Students' problems in reading fluency emerge as the multitude of reading mistakes, the reading rate, prosodic reading and the inadequacy of reading comprehension. Akyol (2011) found out that the reading mistakes experienced by students are mainly reversals, omissions, additions, and repetitions. On the other hand, prosodic drawbacks such as the inability of reading at the rate that meets the demands the grade level and making inferences from a text at the grade level; spelling and creating accents, intonation and meaning units during reading (Akyol, 2011; Hasbrouck & Tindal, 2006; Rasinski, 2006; Zutell & T. Rasinski, 1991). Insufficient precautions for reading difficulty and lack of rich learning environments that would improve students' reading skills are considered to be the sources of non-developmental reading problems (Dion, Morgan, Funchs, & Fuchs, 2004). Attention is given to the fact that there are limited number of adequate practices on eliminating the reading difficulty in Turkey (EURYDICE, 2011). Moreover, although class education programs cover reading fluency practices in their curricula, it is stated that students have still difficulty in reading fluency (O'Connor, et.al. 2007). However, it is one of the basic requirements of an efficient reading education to eliminate students' reading problems and to help students acquire fluency in reading (NRP, 2000). In parallel with this, no adequate importance has been given to practices for developing the reading fluency skills in MEB (2005) educational programs in Turkey. In addition, methods previously developed and used in USA have been utilized in academic research on

eliminating the reading difficulties in Turkey (Ates, 2013; Baştuğ & Kaman, 2013; Baştuğ & Keskin, 2014; Çayci & Demir, 2006; Çayır & Ulusoy, 2014; Dag, 2010; Sidekli & Yangın, 2005). However, these methods were developed to enable American students meet the demans of the curriculum in USA. These methods were not always suitable for Turkish students. Thus, this indicates the need for developing new methods for eliminating the reading problems at national level. In addition, dictation has not found much coverage in these methods except Fernald Method (Myers, 1978). Especially, the dictation method both used by the student and teacher was not much available. However, both speaking (Goswami et al., 2002; Keskin, Baştuğ & Akyol, 2013) and writing (Graham & Hebert, 2010, 2011) are linguistic skills related to reading that is made up of interlocking skills and processes. It is therefore observed that the relationship between reading, and speaking and writing has been neglected during the process of eliminating the reading problems. These methods need to be developed to include the use of reading, writing and speaking skills for eliminating reading difficulties. For this purpose, the current research attempted to develop a "Child-centered reading intervention" and to examine the effectiveness of this intervention in eliminating the reading problems of a student with poor reading achievement. In the same vein, the study tried to provide a new method to be used in-class practices and contribute to the literature.

Child-centered Reading Intervention

The main reason why this method is called "child-centered reading intervention" is that students play an active role in the activities for improving the reading skill. A direct education, modelling or assistance for the student is out of the question. The student talks, forms a sentence or sentences, and makes the teacher dictate them and finally reads and writes the sentence that the teacher has dictated to him/her about an image they encounter according to his/her personal experiences and power of expression. Child-centered reading intervention complies with phonetic based sentence reading-writing method used in the first reading-writing education in Turkey in terms of gradation and progression (MEB, 2005). In addition, this intervention method includes comprehension and expression. The student interprets and infers meaning from the image presented by the teacher, talks about the image and makes the teacher dictate sentences written about it.

The child-centered reading intervention has similarities with Fernald method in terms of dictation activities. Fernald method is a multisensory approach developed to minimize reading difficulties (Myers, 1978). Dictation has also an important place in that method. However, the type and process of dictation is different from the child-centered reading intervention. Moreover, images constitute a source for the student to read and be dictated in the child-centered reading intervention. In Fernald method, the student employs the dictation process based on a word or story, and gradation is not available all the time. The child-centered reading intervention is composed of the following stages:

Stage 1 (see, understand, imagine). A visual aided worksheet is prepared by the teacher. Before each activity, two copies of the worksheet are kept available for the teacher and the student. The student looks at the image on the worksheet and activates his/her imagination. He/she envisages about the image.

Stage 2 (talk). The student is asked to talk about the images on his/her worksheet.

Stage 3 (dictate). The student has the teacher (teacher's copy) dictate the sentences about the images on his/her own worksheet. The teacher corrects student's short and inaccurate sentences. For example, the students form the sentence "I played football." for the image of

a ball. The teacher asks questions such as "when, where, with whom" so that the student can form a more meaningful and longer sentence.

Stage 4 (read). The student reads the sentence written and dictated by the teacher.

*Stage 5 (*write-read what you have written*).* The student writes the sentence on his/her worksheet. While writing, he/she reads what he/she is writing.

These stages are performed separately in each phase as shown in Table 1 below.

Table 1. *Phases of Child-centered Reading Intervention*

Phases	Stage	Activities
One-Sentence Phase	1,2,3.4.5	Activities are performed only on one single sentence at the beginner level. The student has the teacher dictate that sentence based on the image. This is an easy phase. It is for familiarizing the student with the practices involved in reading and helping him/her understand the method.
Two-Sentence Phase	1,2,3, 4,5	It is performed with two sentences especially after the first 5 sessions. The student forms two sentences about the image on the worksheet and has the teacher dictate them. A relationship between the two sentences is not necessary in this phase.
Three-Sentence Phase	1,2,3, 4,5	This is one of the most important phases of the designed intervention. Activities are performed on 3 interrelated sentences in the future stages, considering student's development. Since each sentence is related to each other, it enables the students to build connections. In addition, it supports the student in improving his/her reading fluency as well as reading comprehension because the sentences form a semantic integrity.
Text Creation Phase	1,2,3, 4,5	The student constructs a paragraph or text using the interrelated sentences that have a semantic integrity and has the teacher dictate it after he/she has improved his/her reading. This is the hardest phase of the method.

Methodology

This is a single-subject case study conducted in the perspective of qualitative research. In this type of research, the case of the subject includes the processes of conducting an intervention, observing and assessing the effectiveness of an intervention (Creswell, 2005; Fraenkel & Wallen, 2009). The case in this study is T. who experience difficulty in reading. The aim of this study is to investigate the effect of a child-centered reading intervention on the elimination of T's reading problems. Hence, the case study design was preferred in the research.

Participant

The participant of the research is a student who studies in the 4th grade at a school in Çiftlik, Niğde in 2013-2014 academic year. The 4th grade is a critical period in terms of reading ability and this is actually an obstacle that needs to be overcome. Students either

solve their problems and acquire a lot of information through reading, using their reading skills for learning purposes until the 4th grade or cannot understand texts whose contents are rather based on knowledge building and cannot read for learning purposes due to their reading problems. Students who read rather to learn how to read in the first three grades start to read to learn especially as of the 4th grade (Therrien, Kirk & Woods-Groves, 2012; Vacca et al., 2006). Informative texts are widely used in the 4th grade, considering student's developmental characteristics. Obtaining information from these texts requires reading fluency skills. In this respect, while choosing the participant for the reading intervention, the teachers who teach in the 4th grade at the related school were asked for their opinions. Four students who did not have mental or physical problems but reading difficulty were observed to see the way they read, and these students' reading rates and accuracy reading percentages were calculated. One of them who had the lowest reading level was chosen to be the participant. Table 2 presents the details on the reading performance of the participant. The participant's family provided an informed consent prior to the study. The researcher employed a random initial "T" as a pseudonym for the participant.

Table 2. *Information about the participant student (T.) ∗*

Student T.	
Age	10
Gender	Male
Grade	4th Grade
Living Conditions	He lives with his parents and two siblings.
Academic Achievement and harmony at school	Student's academic achievement level is 30.41%. No problem of harmony available.
Status of Disability	There is no mental or physical disability
Status of reading	T. recognizes all sounds. According to the text used in determining the level, T.'s reading rate is 12.32; accuracy reading level is 72.65%; and reading comprehension level is 8.33%.
Reading mistakes	Repetitions, Omissions, Additions, Reversions, Changes
Status of Reading in the 1st grade	He learned how to read late in the first grade. The student has been having many reading difficulties since then.

*These details were obtained from student's reading measurements, family and school.

T.'s father was a cleaning worker at a hospital, his mother was a housewife. T. was 10 years old and the eldest one of three siblings and all members of T.'s family lived together. T. did not have any mental or physical disabilities. T. did not also have any adaptation problems at school or within his class. T. knew all the letters; however, he often spelled

them and read them in a wrong way. His most frequent reading mistakes were repetition, omission, addition, reversion, and change. Moreover, T. started to read very late in the 1st grade and had reading problems since then. He received help from a tutor for the reading problems in the 2nd grade. Despite all the extra support he received from his teachers, he still was not performing at the level of his peers. Therefore, he was unwilling to go to school and study.

Data Collection Tools and Analysis

During the data collection process, reading texts were utilized in the research. Interviews with the teachers and in-class observations revealed that the participant had a reading level lower than the fourth-grade level. Thus, the texts were chosen from the third-grade-level textbooks. In addition, it was ensured that the texts were chosen among the ones which had not been read by the participant before. To this end, two texts, one of which was composed of 128 words (Text I), and the other was composed of 158 words (Text II), were utilized. Text I tells about the loneliness of a character named Elif and about her reading books to escape from that loneliness at home. Text II is a text on the story of a Rooster and a Fox. In this story, the Fox tries to trick the Rooster. The text tells about how the Rooster deals with the Fox with the help of its intelligence and experiences. For the content and language of the texts, T's class teacher and an academician were asked for opinions.

The student read the texts aloud and the readings were audio-taped with a voice recorder. Student's reading rate and accuracy reading percentage were calculated using these recordings. After the student read the text aloud, he answered the reading comprehension questions. While answering the reading comprehension questions, the text was not shown to the student.

The word correct per minute (WCPM) procedure was applied to determine the reading rate and accuracy of the participant (Deno, 1985; Keskin & Baştuğ, 2013). Additionally, the Error Analysis Inventory adapted into Turkish by Akyol (2013) from Ekwall & Shanker (1988) was used to examine the reading comprehension of the participant. Comprehension questions consist of surface and deep comprehension questions. From the five comprehension questions that were asked, three were surface comprehension and the other two were presumptive deep comprehensive questions. Surface comprehension questions can be directly answered from the text like in the questions of "what, where, who." The deep comprehension questions are composed of question whose answers are not written in the text directly, but that can be answered with readers' inferences from the text like in the questions of "why and how." The complete answers to the surface comprehension level questions were awarded with 2 points, incomplete answers were awarded with 1 point and questions with no answer were awarded with 0 point. The complete and effective answers to the deep comprehension questions were awarded with 3 points, incomplete answers, but having more than the half of the expected answer were awarded 2 points, answers that were slightly incomplete but involved the expected answer were awarded with 1 point and questions with no answers were awarded with 0 point.

Procedure

The student who participated in the intervention received one-on-one tutoring. The reading intervention consisted of 35 sessions. Each session lasted about 30 minutes. Measurements were carried out at the beginning of the study, after the 20th session and at the end of each session. The aim of the intervention was to engage the student in a coherent integrity during the processes of dictation and reading in the designed method.

To this end, a hierarchical structure was followed and a child-centered reading intervention was applied with the phases and sessions presented in Table 3.

Table 3. *Phases and sessions of child-centered reading intervention*

	Phases	*Number of Sessions*
1	One-Sentence Phase	5
2	Two-Sentence Phase	5
3	Three-Sentence Phase	20
4	Text Creation Phase	5
	Total	35

Example of Application (Child-centered Reading Intervention)

1- One-Sentence Phase: In this phase, the student had the teacher dictate one sentence for each of the five images on a worksheet given to him. This was the easiest phase of the method. The objective of this phase was to familiarize the student with the designed method. Examples taken from this phase are given below.

Images	*Sentences the Student had the Teacher Dictate*
	I lost my pencil at school at noon.
	We went to collect candies by bicycle in holiday.

2- Two-Sentence Phase: In this phase, the student had the teacher dictate two unrelated sentences for each of the five images on the worksheet. It was aimed by increasing the number of sentences studied that both the method is apprehended and it is prevented that the student repeats the sentences he/she established. Examples from the second phase are illustrated below.

Images	**Sentences the Student had the Teacher Dictate**
	1-I found a key while I was walking on the street. 2-The key was stuck in the lock.
	1-My sibling punctured the balloons one by one. 2-I bought balloons for my friends.

3- Three-Interrelated-Sentence Phase: It is the phase in which the method is basically used. 20 assignments were performed in this phase. The student had the teacher dictate three interrelated, coherent sentences for each of the images on the worksheet. The sentences are not independent from each other. Since each sentences is related to each other, it facilitates the students to make association. In addition, it contributed to the student in terms of improving his/her fluency reading as well as reading comprehension because the sentences formed a semantic integrity. Some examples from this phase are given below.

Images	Sentences the Student had the Teacher Dictate
	I was wearing a uniform to school. The uniform got dirty when I fell down at school. My mother washed it because it had gotten dirty.
	We placed eight eggs under the hen. Four chicks got out of the eight eggs. The chicks were yellow and black.

4- Text Creation Phase: It is the most difficult phase of the method. The student had the teacher dictate the texts consisting of interrelated sentences with the help of the images again. An example of a text used in this phase is provided below.

Images	The Text the Student had the Teacher Dictate
	Monster on the purple mountain Ali and Fatma were chewing gums. Ali and Fatma were blowing balloons out of gums. Fatma was blowing a bigger balloon. But Ali was crying because he couldn't blow a balloon. Fatma turned around and left. A monster kidnapped Fatma while she was leaving. The monster took Fatma to the purple mountain. Ali climbed the purple mountain to help Fatma. The monster on the purple mountain was having Fatma wash its dishes. Ali blew a balloon out of his gum and punctured it. It stuck on the monster when the balloon was punctured. Ali and Fatma blew balloons out of their gums to fly down the mountain. Fatma thanked Ali for saving her from the purple mountain.

Results

The purpose of this single-subject case study was to determine the effectiveness of a child-centered reading intervention in treating reading problems. The results were drawn from the pre-test and post-test reading performance of the participant T measured before and after the reading intervention. Table 4 presents the results on the student's reading skill development during the study.

Table 4. *Results about student's reading performance during the study process*

	Pre-test		Post-test	
	Text I	Text II	Text I	Text II
Total Number of Words	128 words	158 words	128 words	158 words
Term	7 min. 33 sec.	8 min. 1 sec.	5 min. 22 sec.	6 min. 28 sec.
Number of Words Incorrectly Read	35	26	8	22
Number of Words Correctly Read	93	132	120	136
Rate	12.31 words	16.5 words	22.36 words	21.03 words
Accuracy	72.65%	83.54%	93.75%	86.07%
Percentage of comprehension	8.33%	---*	91.66%	----*

*Reading comprehension was not measured in Text II.

According to results in Table 4, before the intervention, the measurements showed that at the reading level, the student read a 128-word narrative text in 7 min. 33 sec. The student read 35 words incorrectly in Text I. According to the measurement based on this text, the reading rate was 12.31; the accuracy reading level was 72.6%; and the comprehension level was 8.3%. According to the post-test results, there were 8 reading mistakes in the same text. Student's reading rate was 22.36; the accuracy reading level was 93.75%; and the comprehension level was 91.66%. Similarly, according to the measurement results of Text II on the reading level before the study, the student read a 158-word narrative text in 8 min. 1 sec. The student read 26 words incorrectly in Text II. Student's reading rate was 16.5; the accuracy reading percentage was 83.54%. According to student's post-test measurement results on Text II, the student made 22 reading mistakes in the same text. Student's reading rate was 21.03, and the accuracy reading level was 86.07%. Scores of student's reading level increased in the post-tests in both texts.

Discussion

In this research, a child-centered reading intervention was applied to eliminate a student's reading fluency problem. As a result of the intervention, T. experienced improvements in accuracy reading, reading rate and reading comprehension. Elimination of students' reading problems and developing the fluency require pedagogical practices (Ates, 2013; Baştuğ & Kaman, 2013; Baştuğ & Keskin, 2014; NRP, 2000; Çayci & Demir, 2006; Dag, 2010; Sidekli & Yangın, 2005). The reading assistance prepared for the student in the research contributed to student's reading development. Students may face problems from time to time and these students need additional assistance to succeed in reading no matter how they are taught to read (EURYDICE, 2011). Brooks (2007) maintains that it is difficult for students to achieve an average reading level without preparing a planned reading intervention. In this sense, it is critical to prepare intervention for students who have reading difficulties so that they can deal with the reading problems.

The program prepared in the research was a one-on-one reading intervention because the reading difficulty is actually special in its own right and should be applied individually for each student. Especially methods developed in the studies on the elimination of reading difficulties are applied individually (Ates, 2013; Dag, 2010; Çayci & Demir, 2006). It is necessary to discuss the results of this research along with the properties of the designed intervention. These properties are basically child-centered made up of visual aids, talking and writing to help the student eliminate his/her reading problems. Understanding the

role of child-centered reading intervention in eliminating the reading problems depends on understanding the properties of the intervention. Related literature supports the properties and effects of child-centered reading intervention.

It is student (child) centered, student-active. This program was designed to be child-centered. Student is a part of the process of developing active and fluency reading during the reading process. This also complies with the constructive approach which has been given wide scope of application in today's educational systems. Accordingly, learning how to read is considered to be an active process and student's upper level cognitive processes such as using prior knowledge and experiences, analyzing, synthesizing and interpreting include behaviours of pursuit of studying (Güneş, 2007). In child-centered reading education, the student makes an effort rather for himself/herself to eliminate the reading difficulties and acquire reading fluency. The activeness during learning how to read enables the student to assume more responsibility in eliminating his/her reading problems. Therefore, activeness of student contributes to the elimination of reading difficulties and development of reading skills.

Images support reading. Image reading has an important place in 2005 MEB (2005) Turkish Teaching program. This study aimed to help the student read with the help of images, comprehend what he/she read and develop his/her ability to think. Previous research also shows that images contribute to students' reading achievement (Arya & Feathers, 2012). Dönmez (2013) found in his study that using caricatures as images increase students' reading comprehension achievements. Images are considered to be important since readers with reading difficulties utilize them during the reading process (Akyol, 2011:135). Taşkaya (2010) investigated the role of texts with colourful images in eliminating a student's reading problem, and it was found as a result of the research that texts containing colored pictures positively affect the elimination of reading problems. Similarly, some research (Çam, 2006; Baş & Kardaş, 2014) found positive relationships between achievement of image reading and reading comprehension. In this research, images form the basis of the designed intervention. Related literature also verifies the importance of images in the development of reading ability skills.

Speaking supports reading. The student has the teacher dictate the text by means of images in this intervention. The teacher transfers student's verbal expression, that is, speech into writing, and finally, the student reads the sentences he/she has expressed verbally in this process. In this case, the student supports his/her reading with his/her speech. After all, especially the prosodic features of the speech can be transferred into student's prosody capability in the reading on the same sentence. According to the study by Keskin, et al. (2013), students' prosodies of speaking and reading aloud exhibit positive relationships. On the other hand, Goswani et al. (2002) revealed that dyslexic individuals with poor reading skills fall short of expressing speech's own rhythm. The development and effect of students' speaking abilities should be taken into consideration in the development of their reading skills.

Writing supports reading. In child-centered reading intervention, the student copies the writings that he/she has the teacher dictate. It is expected that writing will support the reading practice since the student writes what he/she has read and read what he/she has written. Because it is mentioned in the literature that the ability to write supports the reading ability and there is a integrated relationship between writing and reading. Writing supports reading because both include shared information and cognitive processes, they are purposeful functional activities (Graham & Hebert, 2010). Writing helps storing and analyzing the information in the text, and correlating what one knows, reads and thinks. The fact that writing supports reading was revealed especially by the meta-analysis conducted by Graham & Hebert (2011). In this study, the teachers help students improve

their ability to read by making them write. Thus, writing activities should be performed while conducting reading activities at schools.

After completing the reading intervention in this study, T.'s reading rate was still problematic although his reading rate showed improvements. Here, the effect of repetition (Samuels, 1979; Logan, 1997) comes to the fore which has an important place in acquiring automaticity in reading. Because the repetitive reading is missing in this intervention and it is expected from the student that he/she improve the reading ability rather with the texts he/she has produced. Especially the limited vocabulary of students with reading difficulties (Baydık, 2006; Sedita, 2005) and their inadequacy of producing a text may constitute a factor in this case because the fact that the student understands what he/she has seen, read or listened completely and accurately and tells what he/she has understood and the things he/she thinks and plans verbally and in writing depends on the richness of his/her vocabulary (Sever, 2000:13). Since the student reads the words he has produced in this research, his acquaintance with the words in different texts may be inadequate. This presents the basic limitation of the intervention developed. It may be useful in terms of the development of the reading rate that future studies allow students to read different texts along with the texts they have produced and make repetitive readings in the intervention.

In this study, the focus was on the automaticy and comprehension achievement of T. in fluency reading. In fact, reading fluency is considered to be beyond word recognition and reading rate in the literature (Rasinski, 2006) and include prosodic (Dowhower, 1987;1991) reading. However, it is necessary to improve T.'s ability of accuracy reading and rate at first because a hierarchy is observed in the development of fluency reading abilities. Research on reading skill development (Mathson, Allington & Solic, 2006; Schwanenflugel, Hamilton, Kuhn,Wisenbaker, & Stahl, 2004) has revealed that readers first learn accurate reading or word recognition-differentiation, then automatic-speed reading, and finally reading with prosodic features. The present research focuses rather on accuracy reading and reading rate. In future studies, the effect of child-centered reading intervention on prosodic reading may be investigated.

When considering the findings, its becomes clear that the intervention developed for a student with reading difficulty contributed to the development of T.'s accuracy reading, reading rate and reading comprehension in the research. However, testing this intervention on different students will help understanding its effect more deeply. It is imperative that attention is given to the area of reading skill development. The results of this study suggest that the reading intervention employed in this study can be used as an alternative method for students with reading problems.

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