We tested the effects of the Corrective Reading (CR) program with the use of behavioral tactics on reading outcomes of students with and without disabilities in grades 3 through 5 who were identified as reading below proficient. Students were selected based on reading scores derived from the New Jersey Assessment of Skills and Knowledge (NJ ASK) & Developmental Reading Assessment (DRA). The students in the CR condition (n=25) were selected from Comprehensive Application of Behavior Analysis to Schooling (CABAS®) Accelerated Independent Learner (AIL) model classrooms that apply a scientific approach to teaching in a general education setting. Students were provided with 1 or 2 sessions of CR daily for 45 minutes over the course of 4 months. Along with the implementation of CR, teachers used tactics and procedures that the AIL model of instruction use, including: the learn unit (Albers & Greer, 1991), Teacher Performance Rate Accuracy (TPRA) observations (Ingham & Greer, 1992), choral responding, point system, timed transitions, monitoring and teaching to mastery. The learn unit (Albers & Greer, 1991) can be described as “interlocking three-term contingencies that measure teachers’ and students’ behaviors” (Greer & Ross, 2008, p. 32). The three-term contingency consists of an antecedent, behavior, and consequence (Greer, 1994). The TPRA is a measurement tool to assess students’ responses and fidelity of instruction to ensure the accuracy of teacher presentation of the Corrective Reading Program (Ingham & Greer, 1992).

A comparison group of students (n=25) was selected from other classrooms in the school that did not implement the AIL model. Teachers of students in the comparison group implemented a variety of reading approaches consistent with the school district’s curricula. These approaches to reading include Guided Reading (Fountas & Pinnell, 2001) and Reader & Writer’s workshop (Calkins, 2010). Statistically and educationally significant improvements were found between those students that received the CR program and those in the comparison condition on reading skills. Students that received CR intervention showed a mean increase of 1.68 levels (Range, 0-4), and a mean of .41 grade level increase on the Developmental Reading Assessment (DRA). Students in the control condition increased a mean of .46 DRA levels (Range, 0-2) and a grade level increase mean of .19. We conclude that the CR was an effective intervention for students at the upper elementary level, and this may be a means to close the achievement gap. Our results replicated the finding of the majority of CR studies that had significant findings when it was implemented for approximately 8 months or longer (Arthur, 1988; Clunies-Ross, 1990; Flores et al., 2004; Kasendorf & McQuaid, 1987; Lewis, 1982; Lloyd et al., 1980). We also suggest that the accelerated results in our study may be due to the inclusion of the CABAS AIL® components, including the use of the learn unit (Albers & Greer, 1991) and teaching each exercise of CR to mastery.