

Pencil Tap

Objective: To increase reading fluency for students who:

- make many reading errors which they do not independently self correct
- demonstrate the skills to correct words read in error when cued to do so

Materials: Short texts in which the student is able to self correct most errors if given a cue from the Interventionist to do so

Sequence:

1. **Explain:** Interventionist says, “Today you are going to do some reading out loud for me. If you make a mistake, I am going to tap my pencil. When I tap my pencil, you stop, fix your error, then go back to the beginning of the sentence. Remember, stop, fix, go back. What will you do when I tap my pencil?” Student demonstrates understanding of this procedure each session.
2. **First Reading:** Student begins reading from text. Interventionist taps pencil lightly but immediately each time the student makes a reading error. Suggestion: tap with the eraser of a pencil.
3. After tapping, the Interventionist waits silently for 5 seconds. If the student makes the correction, praise him/her for good reading. He/She goes back to the beginning of the sentence and starts again.
4. If the student does not self-correct the word he/she missed, use the standard correction, “That word is _____. What word?” The student repeats the word. Interventionist says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.
5. **Second and Third Readings:** Follow the same format each time, repeating the same passage for a total of 3 readings.

What If I Don't See Progress?

1. Make sure pencil tap is being delivered immediately after each error
2. Does the student self correct most errors when given a cue but no additional assistance?
3. Have sessions been regular and frequent?
4. Has there been sufficient praise?
5. Are the error correction procedures being delivered correctly and consistently?

Pencil Tap Intervention Integrity Observation Checklist

Student Name: _____

Grade Level of Student: _____

Interventionist Name: _____

Date of Observation: _____

Observer Name: _____

INTERVENTION SEQUENCE	YES	NO
Interventionist provides copy of text to student		
Interventionist says, "When I tap the pencil, you stop, fix your error, then go back to the beginning of the sentence. Remember, stop, fix, go back" each session.		
Interventionist says, "What will you do when I tap my pencil?" and gets a correct student response each session.		
Reading 1: Student begins reading, and Interventionist taps pencil immediately each time the student makes a reading error. Also mark "Yes" to all Reading 1 items if the student did not make any errors during this reading.		
Tap is loud enough to cue, but not so strong as to startle, or appear as a scolding.		
After tapping the pencil, the Interventionist waits silently for 5 seconds.		
For every error, if the student makes the correction, Interventionist praises him/her for good reading and direct student to go back to the beginning of that sentence and start again. If the student does not self-correct the word he/she missed, Interventionist performs standard correction procedure.		
Reading 2: Student begins reading, and Interventionist taps pencil immediately each time the student makes a reading error. Also mark "Yes" to all Reading 2 items if the student did not make any errors during this reading.		
Tap is loud enough to cue, but not so strong as to startle, or appear as a scolding		
After tapping the pencil, the Interventionist waits silently for 5 seconds		
For every error, if the student makes the correction, Interventionist praises him/her for good reading and direct student to go back to the beginning of that sentence and start again. If the student does not self-correct the word he/she missed, Interventionist performs standard correction procedure		
Reading 3: Student begins reading, and Interventionist taps pencil immediately each time the student makes a reading error. Also mark "Yes" to all Reading 3 items if the student did not make any errors during this reading.		
Tap is loud enough to cue, but not so strong as to startle, or appear as a scolding		
After tapping the pencil, the Interventionist waits silently for 5 seconds		
For every error, if the student makes the correction, Interventionist praises him/her for good reading and direct student to go back to the beginning of that sentence and start again. If the student does not self-correct the word he/she missed, Interventionist performs standard correction procedure.		

Additional Comments:

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Evidence Base

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Education Research*. 77(1), 81-112.

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Lysakowski, R.S., & Walberg, H.J. (1982). Instructional effects of cues, participation, and corrective feedback: A quantitative synthesis. *American Educational Research Journal* Vol 19(4), 559-578

Tenenbaum, G., & Goldring, E. (1989). A meta-analysis fo the effecta of enhanced instruction: Cues, participation, reinforcement and feedback and correctives on motor skill learning. *Journal of Research & Development in Education*. Vol 22(3) 53-64.