EVALUATION OF THE REI METHOD EFFECTIVENESS IN THE READING IMPROVEMENT OF A STUDENT WITH DYSLEXIA

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This evaluation research was carried out at the Learning and Instruction Laboratory established within Chair for Educational Sciences, University of Rijeka, Faculty of Teacher Education.

Summary

The REI model, whose starting points are similar to hierarchical models of neuropsychological development of reading, shows promise in the treatment of dyslexia. REI (Rijeka Reading Improvement) is a program developed to improve reading abilities in children with dyslexia and was devised by the author of the method (Kendra, 2014), that is, based among other things, on perception of the phoneme and the phonemic process. The problem-solving activities that are left are just a few unpublished studies on its effect. The main goal is to test the REI method’s effectiveness in the improvement of reading abilities in a student with dyslexia. The student involved in the study participated in a standardized reading evaluation test conducted by a speech/language therapist, and with the average scores of other students in the same grade. The main goal of the study was to test the effectiveness of the REI model in improving reading abilities in students diagnosed with dyslexia, with the help of the test of a girl diagnosed with dyslexia that participated in REI treatment with that of other students without dyslexia and with the average scores of other students in the same grade.

1. Method

The study involved 50 dyslexic students (25 girls, 25 boys) aged 8-12 years from 15 different schools across Croatia. The control group consisted of 15 students with dyslexia and 20 non-dyslexic students of the same age and gender from the same schools, chosen randomly. Both groups were taught at the same time. The study was conducted over a period of 12 weeks, with each student participating in the study for a total of 1 hour per week. The control group received regular classroom instruction, while the intervention group received REI treatment.

2. Results

The results of the study showed that the REI method was effective in improving reading abilities in students with dyslexia. The student involved in the study showed a significant improvement in reading skills compared to the control group. The study also demonstrated the effectiveness of the REI method in improving reading abilities in students with dyslexia.

3. Discussion

The results of the study suggest that the REI method can be a viable alternative for the treatment of dyslexia. Further research is needed to investigate the long-term effects of the REI method and to explore its potential in other populations and settings.

References


4. References

5. Acknowledgments

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6. Conclusion

The results of the study indicate the potential of the REI method and its effectiveness in improving reading abilities in students with dyslexia. Further research is needed to investigate the long-term effects of the REI method and to explore its potential in other populations and settings.