Effectiveness of Video Self Modelling (VSM) in Improving the Reading Fluency of Students with Reading Difficulties

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ABSTRACT The study aimed to identify the effectiveness of video self-modelling in improving reading fluency of students with reading difficulties and measuring the effectiveness of this procedure in retaining this skill. The study used a single-case design approach represented by a multiple investigation design. The subjects of the study were four students with reading difficulties. The study concluded that using video self-modelling can be effective in improving the elements of oral reading fluency, thus enabling students to raise their reading accuracy rate and reach their respective age-appropriate averages in reading. The results indicated that using video self-modelling contributed to students retaining the elements of reading fluency. The study also showed that the intervention method was socially acceptable by the teacher and parents. The results of the study also showed a high effect size of video self-modelling in improving reading accuracy and a medium effect size in increasing the reading rate.