

Music- and Drama-based Program Improves Reading Skills: A Four Year Study

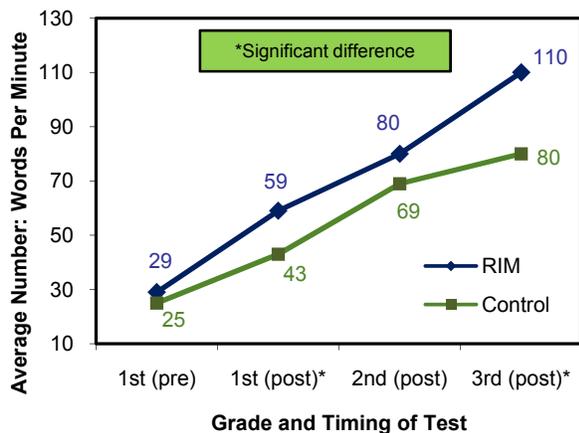
What We Did...

Researchers from 3D Group conducted a four-year study to determine the impact of Reading In Motion's music- and drama-based reading program (RIM) on students as they progressed from kindergarten through third grade. The study included six classrooms in two schools that received RIM and five classrooms in two control schools that did not receive the program. To control for differences between the schools, RIM and control schools were located in inner-city Chicago and matched on reading level, poverty rate, and other demographic factors. The program was delivered for 40 minutes in the RIM schools each school day during the 2004-2008 school years. RIM and control students were tested at the beginning, middle, and end of each school year using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments. 3D Group analyzed these data to determine the impact of the program on RIM students as compared to the control students.

What We Found...

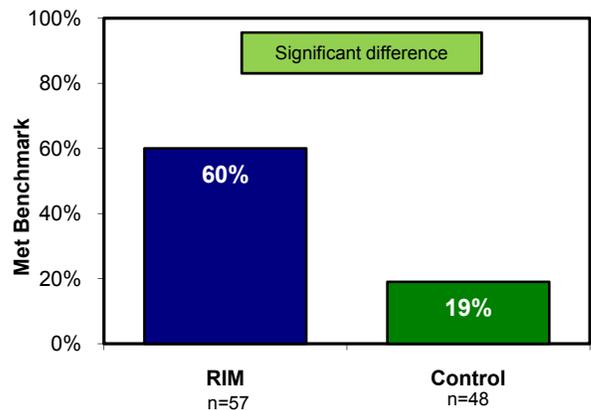
- ✓ Both groups started out the same on average, but after four years, students who were in Reading In Motion from kindergarten through third grade read 30 more words per minute (110 words) than the control students (80 words) (Figure 1).
- ✓ More than three times as many students in Reading In Motion met the reading benchmark at the end of third grade, as compared to students who used other programs to learn reading (Figure 2).
- ✓ Reading In Motion significantly improved students' reading scores at the end of third grade.
- ✓ Reading In Motion was more effective than 80% to 95% of all third grade programs, according to DIBELS' national normative data of third grade reading programs.

Figure 1. Number of Words Read Per Minute Over Time



The difference between RIM and control students was statistically significant using an independent means t-tests (first grade: $t(101) = 2.55, p < .05$; third grade: $t(103) = 4.12, p < .001$)

Figure 2. Percentage of Students that Met Benchmark at End of Third Grade



The difference between RIM and control students was statistically significant $\chi^2(1, N=105) = 18.02, p < .001$ using a Chi-square test.

Please contact Reading In Motion for more information about the program (312) 357-9463.
This report was compiled by Dale Rose, Ph.D. and Micheline Magnotta, M.A., Researchers at 3D Group.