

Read Two Impress

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In 2016, we (Rasinski, Mohr, and myself) published an article in *The Reading Teacher* titled, “Read Two Impress: An Intervention for Disfluent Readers.” The article was a description of a reading intervention I had been using with struggling readers since 2009. Recently we found out that it had a very high Altmetric score (82). Altmetric is a measure of the quality and quantity of online attention that it has received. Read Two Impress (R2I) ranked in the top 2% of all research outputs ever tracked by Altmetric, which is nearly 16 million articles. It is also in the top 2% of articles published in *The Reading Teacher*. R2I has been described as an effective means for helping struggling readers in at least 10 news stories. We also know, by communication with colleagues, that R2I is used frequently in reading clinics across the world.

Because we have personally seen Read Two Impress help hundreds of kids become better and more confident readers, we thought it was time to remind educators about the power of this intervention.

Using Read Two Impress

Read Two Impress is a synergistic reading intervention that combines the Neurological Impress Method (NIM), Repeated Readings, and Echo Reading. Essentially, read chunks of text with a student using NIM and stop frequently and have the student read each section aloud. Here are the steps in more detail.

Choose a challenging text

Because R2I provides plenty of support, I always start with a text that is about one year above the student’s reading level. During the intervention, I then gauge whether students are successful. Most times, I end up increasing the reading level as they are able to fluently reread the texts after participating in R2I. I also recommend choosing text that interest the student. You can use any genre for this intervention.

Read a page or paragraph aloud together

If you are using a picture book, you may choose to read page by page. If the text is denser, such as in a news article or novel, you may want to break it down by paragraph. You can either sit closely and read the same text or use two copies. Older students may prefer the second option.

Read slightly ahead of the student

In this step, begin the NIM strategy. Sit with the student and begin reading aloud. Once a decent rhythm is established, begin reading slightly ahead of the student. Not far ahead, but perhaps only a syllable ahead. This way they are hearing the words immediately before they read them aloud. As you continue the NIM strategy, you will need to adjust your pace based on the student. It can be a bit tricky, but you will get the hang of it. The students also find it a bit strange at first, but after a few sessions, they are far more comfortable.

Read with good expression that matches the meaning of the text

Is important to read with appropriate expression during the NIM portion of the intervention. Reading with good expression will not only make the experience more enjoyable, but it will help the students develop their own expression and better understand the text.

Have the student reread the page/paragraph aloud

At the end of the page, paragraph, or predetermine chunk of text, have the student read that section back to you. Listen carefully to their accuracy, pace, and expression. Often times, you will hear yourself in their voice as NIM is known to “etch” your expression into their brains. This opportunity to read back to the tutor allows for immediate feedback for the tutor and student. They can hear their progress immediately, which often motivates the reader and builds their confidence.

Continue with subsequent page/paragraphs for 10-30 minutes

You then continue to read the text in the same way throughout. Use NIM for a section of text, have them read it back to you, and move on to the next section. When using this with kindergarten or first graders we recommend 10-15 minutes daily. By second grade, students can easily handle 20 minutes. For older students, 30 minutes daily should be sufficient.

Our Own Research on Read Two Impress

Sorry to get technical on you, but I think it is important that you know why continue to use R2I in reading intervention. We have conducted studies on R2I several times to examine its effects on students’ reading achievement. Third- through fifth-grade participated in R2I for 4 weeks receiving 30 minutes of tutoring daily. Students in the treatment group outperformed those in the control on reading expression, reading pace, and overall reading achievement scores (Young, Mohr, & Rasinski, 2015). In another study, Fifty second- and third-grade students who had difficulty reading were randomly assigned to an R2I experimental and control groups. After 360 minutes intervention over 6 weeks, R2I had larger positive effects on students’ independent reading levels than their typical intervention program (Young, Durham, Rosenbaum-Martinez, 2018). We have also found that R2I significantly improves reading comprehension in a study we conducted with 57 first- through third-graders (Young, Pearce, Gomez, Christensen, Pletcher, & Fleming, 2018). In summary, the results of these studies suggest that R2I can improve reading fluency, comprehension, and overall reading ability in the elementary grades.

While no single intervention works for all students, R2I is a viable option for intervention. If you do not see some measureable growth in a few weeks, then you may consider other approaches. In our book, [Tiered Fluency Instruction](#), we offer other options for intense intervention as well as small group and whole group instruction.

REFERENCES

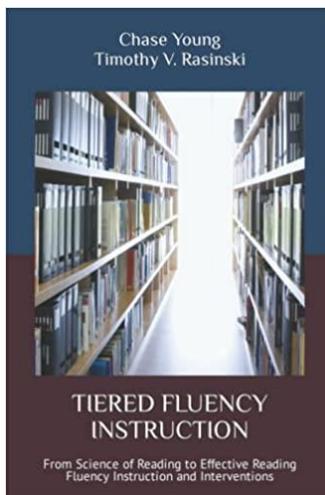
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Learn more about this and other fluency instruction approaches and intervention in ***Tiered Fluency Instruction***.



Available at:

https://www.amazon.com/Tiered-Fluency-Instruction-Effective-Interventions/dp/B09QNYKMP3/ref=sr_1_1?keywords=tiered+fluency+instruction&qid=1648129756&s=books&s_prefix=tiered+fluency+%2Cstripbooks%2C98&sr=1-1