













Developing Reading and Listening Skills of an Inclusion Student: An Action Research

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Abstract

Inclusion students, like all students, need to develop strong reading and listening skills to communicate effectively, understand instructions, and retain information. These skills are also important for their independence and future career success. Improving these skills can help inclusion students to achieve their academic, social, and professional goals. The main purpose of this research is to improve the reading and listening skills of an inclusion student studying at the 2nd grade level. For this purpose, the study was designed and conducted as an action research. First of all, the current level of the student in reading and listening skills was determined. Interactive reading and repeated reading methods were used in the intervention process. The intervention process of the study lasted for 6 weeks. In this process, 14 different children's picture books were read by the student's parents using the interactive reading method. Then, the student was allowed to read children's picture books until he reached the level of free reader. As a result of the research, it was concluded that the student made fewer reading errors than before the intervention process, the rate of word recognition and the reading prosody score increased, and the success of reading comprehension and listening comprehension improved.

Keywords

Reading and listening skills, children's picture book, interactive reading, inclusive student.

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INTRODUCTION

Basic language skills -listening, speaking, reading, and writing- are indispensable in academic and social life. Individuals can express themselves and explain their feelings and thoughts by using their language skills. At the same time, language skills are needed to understand the feelings and thoughts of others. Basic language skills consist of listening, speaking, reading, and writing. Reading and listening skills are necessary to understand Turkish and speaking and writing skills are necessary to be able to explain it (Çal & Erdoğan 2017). These skills are closely related to each other from the acquisition stage. Chermak and Muisek (1997) claim that the region of the brain used for the reading function is located within the region used for the listening function. Listening and reading skills are essential for understanding and acquiring knowledge. Reading is a process that requires more cognitive performance than listening skill (Emiroğlu & Pınar, 2013).

Reading is the process of constructing meaning, which is based on effective communication between the writer and the reader, takes place in line with a specific purpose and method, and uses prior knowledge. Reading is also expressed as an interactive comprehension process that takes place with a mental effort in which shapes are transformed into sounds (Coltheart, 2005). The reading process, which starts with vision and vocalization and continues with the brain performing various skills, is completed by going through the stages of seeing, understanding, and structuring in the mind (Akyol & Çoban-Sural, 2021). Voice, sound awareness, word recognition, fluent reading, and reading comprehension skills are required to reach a sufficient level of reading (NICHD, 2000; NRP, 2000). Reading and reading comprehension are related to each other in a cause-effect relationship. The main purpose of reading is to understand what is read (Güngör, 2005).

Reading comprehension can be defined as the process of constructing meaning in which the reader uses his/her prior knowledge and interacts with the text while reading it (Duke, 2003). Reading comprehension is a cognitive and social activity that is directly related to many academic activities (Paris, 1991). Word recognition is the reader's understanding of the word when s/he sees it, and it forms the basis of reading, reading comprehension, and fluent reading skills (Akyol, 2019; Yangin & Sidekli, 2006).

Fluent reading is carried out as if speaking, paying attention to punctuation, emphasis, and intonation, without word repetition and pauses (Allington, 2006). Tompkins (2006) and Hudson, Pullen, Lane and Torgesen (2008) point out that individuals who cannot read fluently will have difficulty understanding what they read.

It is known that reading, reading comprehension, fluent reading, and word recognition skills seriously affect students' academic success (Gallik, 1999). In addition to academic success, these skills help students with intellectual disabilities maintain their daily life activities, develop themselves in various fields, gain mental independence and develop their social skills (Akdağ, 2019; Güneş, 2007; MEB, 2004; Özak, 2008). It is thought that these skills have an important place in the primary school process and that the most effective people to manage this process are the classroom teachers. In the process of gaining these skills, teachers should model for their students instead of teaching them directly, and thus enable students to learn indirectly (Borich, 2013; 2014). Interactive and repeated reading is one of the important reading techniques that teachers can use within the indirect teaching model (Ceyhan, 2019). Duran and Öztürk (2018, p.88) argue that one of the basic steps of education is listening. Başkan and Deniz (2015, p.183) also state that individuals with improved listening skills will achieve success in their academic life, their quality of life increases, and they can better defend their rights. Listening skill

helps people to carry out a command and establish healthy communication. Listening skill has a complex structure and needs to be supported by comprehension activities (Gilakjani & Sabouri, 2016, p.129).

Reasons such as intellectual disabilities, language and speech disorders, and sensory and emotional issues that some students have cause problems in these students' learning or reading development (Seçkin Yılmaz & Baydık, 2017). There are some limitations and inadequacies between mental functions and social and practical adaptation skills in individuals with intellectual learning disabilities (Fidan & Akyol, 2011). Intellectual disabilities can be classified as mild, moderate, and severe, and individuals with mild intellectual disabilities experience delays in acquiring basic literacy and counting skills (Fidan & Akyol, 2011). Although delays are observed in the reading processes of individuals with intellectual disabilities, these individuals can also learn to read when sufficient resources are provided, and time and attention are given (National Joint Committee on Learning Disabilities [NJCLD], 1993).

When the national and international literature is examined, it is seen that there are many studies about students with special needs (Akoğlu & Turan, 2012; Alghazo & Naggat-Gaad, 2004; Avcıoğlu, 2012; Bakkaloğlu & Sucuoğlu 2000; Browden, Wakeman, Spooner, Ahlgrim-Delzell & Algozzinexya, 2006; Çatak & Tekinarslan, 2008; Diken & Sucuoğlu, 1999; Eliçin, Dağseven Emecen & Yıkılmış, 2013; Eripek, 2004; Freeman & Alkin, 2000; Girgin & Baysal, 2005; Güldenoğlu & Kargin, 2012; Öztürk & Eratay, 2010; Şahbaz, 2006; Varol, 2009; Yıkılmış, Tekinarslan & Sazak Pınar, 2006; Wright, 1999), reading difficulties (Akyol & Kodan, 2016; Akyol & Sever, 2019; Akyol & Sural, 2021; Baydık, 2011; Dinç, 2016; Dündar & Akyol, 2014; Meiri, Levinson & Horowitz-Kraus, 2019; Nation 2019; Özkara, 2010; Özmen, 2005; Seçkin, 2012; Sidekli, 2010; Türkmenoğlu & Baştuğ, 2017; Uysal-Kanık & Akyol, 2019; Yangın & Sidekli, 2006; Yüksel, 2010; Zijlstra & van Bergen, 2020), learning disability (Başar & Göncü, 2018; Baten & Desoete, 2019; Delimehmet-Dada & Ergül, 2020; Deniz & Aslan, 2020; Ergül, 2012; Fidan & Akyol, 2011; Hendricks & Fuchs, 2020; İlker & Melekoğlu, 2017; Shen & Troia, 2018; Yazdi-Ugav, Zach & Zeev, 2020) and interactive reading (Yıldız-Bıçakçı, Er & Aral, 2018; Çetinkaya, Ateş & Yıldırım, 2019; Er, 2016; Ergül, Sarıca & Akoğlu, 2016; İlhan & Canbulat, 2021; Karadoğan, 2020; Moss, 2016; Seyit, Akbay, Yıldırım & Çetinkaya, 2020; Sezer, Çetinkaya, Tosun & Yıldırım, 2021; Yıkılmış, 1999; Yurtbakan, 2020; Wauters & Dirks, 2017; van der Wilt, Boerma, van Oers & van der Veen, 2019). Nevertheless, among these studies, there was no study about using the interactive reading method on a student with special needs. The research is also important in terms of presenting a reading method that can be used by teachers who have students with special needs in their classrooms and showing a method that will contribute to parents who have children with special needs. This research aimed to improve the reading and listening skills of a student with mild intellectual disability by using the interactive reading method.

METHOD

The Research Model

This research aimed to improve the reading and listening skills of a 2nd-grade inclusive student. In this study, action research, one of the qualitative research designs, was used. Action research is a practice-based type of research used when the researcher is personally involved in the problem (Patton, 2002). Action research is an approach to data collection and analysis, carried out by practitioners or the researcher himself/herself, to understand and solve an existing problem posed by the practice process (Yıldırım & Şimşek, 2005). Considering that the researcher is personally involved in the problem, it is

necessary to prefer action research, which is an approach that includes systematic data collection and analysis to understand and solve a problem that has already arisen.

Participant

The participant continues his education at the 2nd grade level as an inclusion student in a public school in a district of Kocaeli Province. The participant is 8 years old, male, and the only inclusive student in a class of 24 people. He has an older brother and a younger sister. His older brother is a 4th-grade student at the same school as the participant. Although there is no inclusion report, it is stated that he is a good reader according to the interview with his teacher. His other sibling did not reach school age. As a result of the interviews with the parents, it was learned that his academic studies were mostly completed with the help of his mother and mother at home. He does not have any physical special needs other than his mild intellectual disability. He could not participate in distance education, which started during the pandemic period, due to technological inadequacies. At the end of the first grade, his classroom teacher shared with the researchers that he had reading and comprehension skills appropriate for the first-grade level. However, he could not follow the lessons in the 2nd grade and was exposed to learning losses. His mother is a high school graduate, and she is a housewife. His father has an associate degree. It is known that his father worked in the private sector in the working class. In line with the income information obtained from the student information form, it can be said that the family is at a low socioeconomic level.

Data Collection Tools

Word Recognition

The word recognition percentage formula, stated by Akyol et al. (2014), was used in this study. According to this formula, the word recognition percentage is found by calculating the number of words read correctly / the total number of words read in a 60-second oral reading process.

Prosody

The Multidimensional Fluency Scale, which was developed by Zutell and Rasinski (1991) and adapted into Turkish by Yıldırım, Yıldız and Ateş (2009), was used to determine the prosody. The scale consists of 4 dimensions: expression and volume, phrasing, smoothness, and pace. The highest score that can be obtained from the scale is 16 and the lowest score is 4. According to Akyol et al. (2014), at the end of the year, if a student's score is 8 or below 8, it indicates that the student needs additional evaluations.

Reading Comprehension

The Error Analysis Inventory adapted by Akyol (2017) from Haris and Sipay (1990), Ekwall and Shanker (1988), and May (1986) was used to determine reading and reading comprehension. In the process of determining the level of reading and comprehension, the text titled "The First Dream", which was stated to be suitable for the second-grade level by Akyol and Sever (2018), and the comprehension questions for this text were used.

Listening Comprehension

The participant's listening comprehension skill was measured using the sentence verification technique (SVT). The text titled "The Story of the Toys" prepared by Akyol et al. (2014) for the second-grade level and the questions prepared by Akyol et al. (2014) for this text were used. SVT can be used in texts composed of 12 sentences or rewritten text with 12 sentences. SVT questions are directed to

students by using the original sentence, expressing the original sentence with other words, changing the meaning of the original sentence, and creating distracting sentence formats. 80% or more of the correct answers from the SVT indicate a good understanding, between 71-79% a medium level of understanding, and correct answers below these rates indicate poor understanding (Royer, 2001).

Techniques Used in Research

Interactive Reading

Reading as a way of learning can be realized in a variety of purposes and ways. Visual reading, critical reading, guided reading, casual reading, and interactive reading are some of these reading types (Arıcı, 2012). Interactive reading is defined as a reading method in which the roles of the reader and the listener change, allowing them to criticize and discuss the text, and enabling the reader to participate actively in the reading process (Yıldız-Bıçakçı, Er and Aral, 2018; Snow and Ninio, 1986; Whitehurst et al., 1988). Çetinkaya, Öksüz and Öztürk (2018) stated that the interactive reading method will contribute to each component of reading separately. When the literature is examined, it is seen that interactive reading facilitates students' vocabulary learning (Brett, Rothlein & Hurley, 1996), and enables them to learn new words (Penno, Wilkinson & Moore, 2002; Smeets, van Dijken & Bus, 2014), improves their early literacy skills (Hargrave & Senechal, 2000) and contributes to their expressive language (Lever & Sénéchal, 2011). In addition, interactive reading is also effective for students with speech disorders, language disorders, hearing impairment, down syndrome, and autism (Yurtbakan, 2020).

Repeated Reading

Dündar and Akyol (2014) define repeated reading as a reading method based on re-reading a text until it is read fluently. When the reader reads the text fluently, s/he switches to another text and the process continues in this way (Samuels, 1997). This reading method is especially effective for students who read slowly, incompletely, and incorrectly. This method, which improves reading fluency and reading comprehension (May, 1986; O'Connor, White, & Swanson, 2007), can be applied both alone with the student and under the guidance of the teacher. In addition, repeated reading is a reading development strategy that can be used for weak readers and students with learning difficulties (Dündar & Akyol, 2014; Rashotte & Torgesen, 1985; Reutzel & Cooter, 1996; Yılmaz, 2006).

Research Process

Determining Reading and Reading Comprehension Level

To determine the current reading level of the participant, the text titled "The First Dream", which was stated to be suitable for the second-grade level by Akyol and Sever (2018) was used. The text consists of 92 words. The participant was asked to read the text aloud. Video recording was taken during the reading. The participant's reading mistakes were determined by watching the video again. Before the practice, it was seen that the participant's reading and reading comprehension skills were not at the desired level.

Determining the Listening Comprehension Level

The participant's listening comprehension skill was measured using the SVT method. Text and SVT questions prepared in accordance with the second-grade level by Akyol et al. (2014) were used. The text was voiced to the student by the researcher and then the questions were directed. Thus, the

participant's listening comprehension scores were revealed. It was found that the participant's listening comprehension scores before the implementation were not at the desired level.

Developing an Action Plan and Data Collection

As a result of the preliminary evaluations, it was seen that the participant needed support in reading fluency and reading and listening comprehension skills. Since the participant could not get educational support at school due to the pandemic process and could not participate in distance education due to technological inadequacies, it was focused on what the parents could do at home. By examining the relevant literature, it was thought that reading fluency, reading comprehension, and listening skills could be improved by making interactive reading with the participant. The participant's family was contacted and asked if they could do an interactive reading at home. His father stated that he could voluntarily carry out interactive reading studies. The sample interactive reading process was introduced to the participant's father via Zoom. During the interviews with the student's classroom teacher and parents, it was learned which types of books could be of interest to the student. Then, the books to be used in the interactive reading process were determined in line with the expert opinions. During the process, parents were frequently informed about the interactive reading process. Information was exchanged about what happened in the process, and feedback was provided on the interactive reading process. The list of books used in the process is as follows:

Table 1

Books used in the interactive reading process

	The Title of the book	Publisher	Author
1	Madeline Finn and the Library Dog	Hep Kitap	Lisa Papp
2	Daddy's Sandwich	Beyaz Balina Publishing	Pip Jones ve Laura Hughes
3	Ernest	Türkiye İş Bankası Publications	Catherine Rayner
4	Sick Day for Amos Mcgee	Yapı Kredi Publications	Philip C. Stead
5	Laika Astronaut Dog	Meav Publishing	Owen Davey
6	Pezzettino	Elma Publishing House	Leo Lionni
7	The Giving Tree	Bulut Publications	Shel Silverstein
8	Kırmızı Elma	Yapı Kredi Publications	Feridun Oral
9	Stick and Stone	Beyaz Balina Publications	Beth Ferry
10	My Dad at the Zoo	Uçanbalık Publishing	Coralie Saudo
11	My Dad is Big and Strong But...	Uçanbalık Publishing	Coralie Saudo ve Kris Di Giacomo
12	Annemin Çantası	Yapı Kredi Publications	Sara Şahinkanat
13	Lucy Lady Bird	İş Bankası Kültür Publications	Sharon King-Chai ve Sharon King-Chai
14	Kırmızı Kanatlı Baykuş	Yapı Kredi Publications	Feridun Oral

The interactive reading process is designed to read each book to the participant interactively with the parent every three days. The books were determined by taking information from the classroom

teacher and the parents and according to the expert opinions and the student's reading interests. Some of the selected books are father-themed is to make the interactive readings entertaining for the participant and his father. The other books were chosen from the books with animal characters, considering that the participant liked the books with animals more. The book, which was read interactively on the first day, was requested the participant to read it silently and repeatedly the next day, and repeated readings were made on the third day. It is aimed to increase the student's word recognition rate with repeated readings. Children's picture books to be read in the process were provided and delivered to the participant, and the intervention process of the research started. The family was kept in touch throughout the implementation process. The intervention process, which included interactive readings and repeated readings of the student's book, was completed in 6 weeks.

Validity and Reliability

To ensure the reliability of the research data, the data obtained during the research process were scored by two different experts. In the scoring process, the reliability formula of Miles and Huberman (1994) was used. According to this formula, the consensus among the encoders is calculated with the formula $(\text{Consensus}/\text{Term number}) \times 100$. In the process of measuring reading and listening skills, field experts did not dissent. In this context, the ratio obtained from the reliability formula can be expressed as 100%.

The three experts' opinions on classroom education were used in the selection of the books to be used in the research process. In line with expert opinions, books suitable for the research's purpose were determined and included in the process. Since the interactive readings will be carried out by the parents during the research process, sample interactive reading practices were carried out with the parents at different times before starting the implementation process. These implementations took 80 minutes. Thus, it is aimed that the parents have theoretical and practical knowledge about interactive reading.

Ethical Principles

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FINDINGS

In line with the data of the research, findings on reading fluency, reading comprehension skills, and listening comprehension skills were obtained. Below are the findings regarding the number of reading errors and types of errors before and after the implementation. The number of errors and the type of error made by the participant are as follows.

Table 2

Number of errors by participant's error type before implementation

Error type	f
Skipping	25
Adding	2
Misreading	14
Repetitions	4

Read Backwards	-
Total	45

It is seen that the participant made 45 reading errors while reading a 92-word text. The majority of reading errors consist of skipping and misreading. According to Ekwall and Shanker's (1998; cited in Akyol, 2014) table of "Misread words", the participant is at frustration reading level.

The participant read 56 words during the 60-second oral reading period. During this reading process, he made 15 errors. He read 41 words correctly. In this context, it is seen that the participant's word recognition rate is 73%. Akyol et al. (2014) point out that the word recognition rate for the instructional level is between 92% and 98%. The fact that the participant's word recognition rate was 73% indicates that he needs support in terms of word recognition.

The participant's prosody was determined by the Multidimensional Fluency Scale, which was developed by Zutell and Rasinski (1991) and adapted into Turkish by Yıldırım, Yıldız and Ateş (2009). The points of the participant from the rubric are as follows:

Table 3

Prosody scores before implementation

Prosody	Point
Expression and Volume	2
Phrasing	1
Smoothness	1
Pace	3
Total	7

When the participant's prosody is examined, it is seen that he got 7 points from the rubric. According to Akyol et al. (2014), scores of 8 and below from the rubric indicate that support is needed for prosodic reading. If the current reading level of the participant is summarized, it turns out that he made too many reading errors and could not read fluently.

Comprehension questions developed by Akyol and Sever (2018) were used for the text of "The First Dream" to determine the participant's reading comprehension level. These questions consist of 5 questions, 4 of which are simple level understanding and 1 deep understanding question. The highest score that can be obtained from the questions is 11. The participant could not answer any of the questions correctly. The participant's comprehension score was 0/11. With this result, it is seen that there are significant deficiencies in the participant's reading comprehension skills.

Listening Comprehension

The listening comprehension skill of the participant was measured using the SVT method. As a result of this process, it was determined that three of the 12 questions were correctly remembered by the participant. This result indicates that the listening comprehension score is only 25%. However, according to Royer (2001), SVT scores of 70% or less indicate that there are problems in comprehension.

Table 4*Numbers of errors and error types before the implementation*

Error type	f
Skipping	-
Adding	2
Misreading	5
Repetitions	8
Read Backwards	-
Total	15

After the implementation process, the text that was read to the participant before the implementation was read aloud again. The reading process was video-recorded and watched repeatedly, and reading errors were revealed. When Table 4 is examined, it is seen that 15 reading errors were made in the 92-word text. This shows that the participant is still at frustration reading level. However, the participant who had 45 reading errors before the implementation reduced this number to 15. The participant's errors decreased. Skipping, which was the most frequently recurring error type before the implementation, was not encountered after the implementation. It can also be thought that the participant corrected his reading errors since his books were written in different styles and with different fonts. After the implementation, the participant read 47 words in a 60-second oral reading period. During the 60-second reading aloud, the participant made 7 reading errors. The participant's word recognition rate after the implementation was 85%. It is seen that the participant has not yet reached the educational level. When the word recognition rate is compared before and after the implementation, it can be stated that the word recognition rate is 13% higher after the implementation. The total number of words read by the participant during the 60-second oral reading period decreased from 56 to 47. However, the correct reading rate has increased. The decrease in participant's reading speed may be a result of paying more attention to the prosody and word recognition dimensions of fluent reading. The participant's prosody scores before the implementation are as follows.

Table 5*Prosody scores after the implementation*

Prosody	Point
Skipping	3
Adding	2
Misreading	2
Repetitions	2
Total	9

The participant got 9 points from the prosody rubric after the implementation. It is known that the participant's prosody score before the implementation was 7. According to Akyol et al. (2014), if the scores obtained from the prosody rubric are 8 and below, it is indicated that the participant needs

additional teaching support. With the interactive reading implementation, the participant's prosody score increased from 7 to 9. Thus, the participant achieved a prosody score higher than 8 points.

The participant's reading comprehension scores after the implementation were re-measured using the text and comprehension questions used before the implementation. Before the implementation, the participant's reading comprehension score was 0/11. After the implementation, the participant gave a correct answer to 1 of the 5 questions and a partially correct answer to 2 of them. The participant's reading comprehension score after the implementation is 4/11. The participant's reading comprehension level is still at frustration reading level, but giving a completely correct answer to 1 question and partially correct answer to 2 questions allows it to be interpreted that his reading comprehension skill is positively affected.

Listening Comprehension

When the participant's listening comprehension scores before and after the implementation were examined, it was revealed that he answered three of the 12 questions correctly before the implementation, and this number increased to 8 correct answers out of 12 questions after the implementation. It is seen that the participant's listening comprehension correct answer rates are 25% before the implementation and 66% after the implementation. According to Royer (2001), the correct response rate for listening comprehension, which increased to 66% after the implementation, is insufficient. Royer (2001) argues that this rate indicates the frustration reading level when it is 70% or less. Although the participant did not get the score to reach the instructional level, it can be stated that his listening comprehension skill increased considerably after the implementation.

RESULTS, DISCUSSIONS, AND SUGGESTIONS

In the results of this research, which aims to improve the reading and listening skills of an inclusion student by using interactive reading and repeated reading methods, it has been concluded that the participant's reading and listening skills have improved. According to the results of the research, the participant's reading errors decreased, word recognition rate, prosody score, reading and listening comprehension scores improved.

The results of the research reveal that interactive reading increases the student's word recognition rate. Lewis and Doorlag (1983) and Yılmaz (2008) consider reading in two dimensions as word recognition and comprehension, and they mention that acquiring word recognition skills is a more difficult process for students with learning disabilities. Since word recognition is considered an important basis for reading comprehension, it can be said that individuals who are defined as good readers can recognize words quickly. (Fidan & Akyol, 2011; Yılmaz, 2008). Stahl (2003) states that the interactive reading method directly affects students' word recognition abilities. Similarly, in the studies conducted by Çetinkaya, Öksüz and Öztürk (2018), Durmaz (2020), Mol, Bus, de Jong and Smeets (2008), Levin and Aram (2012), Gölcük, Okur and Berument, (2015), Whitehurst et al., (1994), Wiseman (2011), Karatay (2007), Sever (2011), Hargrave and Senechal (2000), it was concluded that the interactive reading method affected the students' vocabulary. Since it is known that the increase in the vocabulary will also affect students' word recognition skills (Çetinkaya, Öksüz, & Öztürk, 2018), these studies support the findings of this study. Vocabulary is among the general objectives of the Turkish course, and it is emphasized that it should be expanded (MEB, 2019). Karadoğan (2020) emphasizes that while reading studies are carried out, it is necessary to address the individual's

vocabulary. Vocabulary is an important element that affects reading and reading comprehension (Biemiller, 2003). Therefore, expanding students' vocabulary will significantly affect their academic lives.

Within the research, it was concluded that interactive reading had a positive effect on the student's reading comprehension skills. In the study of Ergül, Akoğlu, Karaman and Sarıca (2017), the interactive reading practice was applied to 72 students in the preschool period. When these 72 students started 1st grade, they were included in a study with their peers who were not included in the interactive reading process. It was concluded that there was a significant difference between the students who were included in the interactive reading implementation in the preschool period and the students who were not included in terms of the number of correct words they read per minute, the reading time, the number of meaningless words read correctly and their reading comprehension. When the literature is examined, it has been revealed in the studies conducted by Akoğlu, Ergül and Duman (2014), Er, (2016), Karadoğan (2020), Whitehurst & et al. (1988), Beyreli and Amanvermez İncirkuş (2018) and Ergül et al. (2016) that the interactive reading method affects the reading comprehension skills of the students. In addition, Özbay and Melanlıoğlu (2008), Çeçen (2007) and Sever (2011) also emphasize that the interactive reading method contributes to the vocabulary and thus the intelligibility of the reading material will increase. These studies coincide with the data of this study.

In Yurtbakan's (2022) study, interactive reading done by parents and teachers together and interactive reading made by only the teacher were compared. Children who perform an interactive reading with their parents have higher reading fluency and reading comprehension skills. Beschorner and Hutchison (2014), Gladwin and Stepp-Greany (2008) and Ceyhan (2019) state that the interactive reading process carried out by parents improves students' reading comprehension skills. It can be said that the participation of the parents in the interactive reading process improves the student's reading motivation, and this situation is effective in the development of the participant's reading skills. Reading motivation plays an important role in the development of fluent reading (Schwanenflugel et al., 2009). Since it is known that the reading motivation and reading attitudes of the students participating in interactive reading practices with their parents increase (Loera, Rueda, & Nakatamo, 2011; Kotaman, 2013), it can be argued that the participation of the parents in the process also contributed to the development of the participant's reading skills.

Reading errors are one of the main problems affecting fluent reading and reading comprehension skills (Akyol & Temur, 2008; Dündar & Akyol, 2014). The main word errors revealed in the studies carried out by Sarıpinar and Erden (2010), Sidekli (2010), and Bay (2010) are reading by skipping letters, syllables and words, adding letters, syllables, words, repetition of lines, words and sentences, pronunciation problems, mixing the letters of the word, following the words with fingers and not being able to read the word at all. In the study of Sarıpinar and Erden (2010) titled "Usability of Tests Measuring Academic Skills and Sensory-Motor Functions in Reading Disability", the statistical relationship between reading errors and various variables was examined. In the study, it was concluded that there was a significant difference between class level, socioeconomic level, gender, and reading errors. In addition, reading errors made by students with and without reading difficulties were examined and it was determined that students with reading difficulties were more prone to making mistakes. In the studies of Efe and Temel (2018) and Ergül, Akoğlu, Sarıca, Turan and Karaman (2005), it was concluded that the interactive reading method affects students' reading skills in various ways. Dündar and Akyol (2014), on the other hand, used the repeated reading method in a study they conducted with a second-grade student with reading and comprehension problems to ensure the

reading motivation of the student and thus eliminate reading errors. In this study, it was seen that the student's reading errors decreased thanks to repeated reading and interactive reading.

Prosody can be defined as paying attention to tone, emphasis, and intonation while reading a text (Rasinski, 2004). Prosodic reading can also be explained as reading as if speaking. Prosodic reading, which is seen as a basic element for the realization of fluent reading, is an important concept that helps the readers to understand what they read and for the listeners to understand what they are listening to (Hudson, Lane, & Pullen, 2005; Pikulski & Chard, 2005). Caldwell (2008), Ergül (2012), and Furnes & Samuelsson (2009) state that students with reading difficulties have problems with prosodic reading skills. Eliminating this problem is necessary for academic success, as students will have difficulty understanding what they read when they cannot read prosodic. In this study, the positive effects of interactive reading and repeated reading methods on the reading prosody scores of a student with an intellectual disability are seen. In the research of Ayar (2007), Mitchell (2009) and LaRocco (2008), it was concluded that the repeated reading and, in the research, carried out by Ceyhan (2019), the interactive reading affected fluent reading skills of the students. Based on these studies, it can be concluded that repeated and interactive reading affects students' prosodic reading skills.

Within the research, various recommendations were given to both teachers and researchers. These are:

1. More interactive and repeated reading studies can be done on different variables with students with reading difficulties, learning difficulties, inclusion reports, and intellectual disabilities.
2. In the research, two reading methods were used, namely repeated reading and interactive reading. These methods can be diversified, and studies can be carried out with students who have an inclusion report.
3. Teachers can do interactive reading activities in their classes with students who have inclusion reports.

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The first author and the fourth author of the article were more involved in the research process design, data collection and analysis. The second and third author of the article contributed more to the literature review and the writing of the article text. All authors took an active role in the entire research process and contributed to all parts of the article.

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