Read Two Impress

The science of reading advocates providing students with opportunities to read challenging texts. However, many students have limited opportunities to do so because of decoding challenges. Literacy scholars Chase Young, Timothy Rasinski, and Kathleen A. J. Mohr (2016) developed the Read Two Impress (R2I) intervention strategy to support struggling readers. R2I includes the underpinnings of the Neurological Impress Method (NIM; chapter 4, page 156), with a few modifications outlined in the strategy table.

Young and colleagues (2016) find that students can read a text, with support, around a year above their independent reading level. Additionally, they find similar results as psychologist R. G. Heckelman (1969), with NIM showing that students' comprehension and fluency measures increased. With R2I, students also increased their story-retelling skills more than with NIM (Young, Durham, & Rosenbaum-Martinez, 2018).

The R2I modification in the following strategy includes steps that I've used when supporting struggling readers. I find students' reading confidence improves as they shift to reading the text independently and fluently.

Strategy: Read Two Impress (R2I)
Pillar: Fluency

Grade Level:
- ☐ K
- ☑ 1
- ☑ 2
- ☑ 3
- ☑ 4
- ☑ 5
- ☑ 6

Instructional Grouping:
- ☐ Whole Group
- ☐ Small Group
- ☑ Individual

Consider This:
- Carefully select a text that challenges the student, slightly above the student's proximal zone of development (Vygotsky, 1978).
- This strategy is fairly intense and should be used for about ten minutes with primary students and longer for intermediate students.

What is it? Read Two Impress, based on the Neurological Impress Method, is an intervention strategy designed as individual support to help struggling readers become fluent readers.

Why is it important? We want all students to become fluent readers and have opportunities to read challenging text. R2I provides the support and repetition necessary for students to hear and emulate a fluent reader.

What works in the classroom?

Before Reading

1. **Choose a challenging text:** Select a text with the student's interest in mind while also keeping it a challenging read. (It can be about a year above the student's independent reading level.)

2. **Introduce the book or selection:** Preview the book or selection as typical. Tell the student that today you'll be reading with the student and that they should read along with you.

During Reading

1. **Sit side by side with the student:** Share a text by sitting next to the student. The student should be able to *see and hear* the words you are reading as your finger or hand follows below the text.

2. **Read aloud with the student:** Here is where the magic happens.
   a. Read the text aloud with meaningful expression, using your finger to indicate where you are reading.

   b. Read slightly louder and slightly faster than the student as you read together. (The student will typically read more slowly and try to keep up with your pace. Adjust your speed based on the student's rate; slow down and speed up appropriately.)

3. **Reread the same passage:** This step derives from the Neurological Impress Method.
   a. Reread the same paragraph or page with the student one or two additional times.
   b. As you reread, proceed to switch places with the reader. As the student reads the text more fluently, lower your voice, which allows the student to become the more prominent or lead reader.
   c. If the student is not ready, continue as previously and read louder, modeling fluency for the student.

4. **Have the student read the text aloud:** After practicing for one or more sessions, have the student read the text aloud independently. If the student needs support, read in a diminished voice with the student.

References

Heckelman, R. G. (1969). A neurological-impress method of remedial-reading instruction. *Intervention in School and Clinic*, *4*(4), 277–282. https://doi.org/10.1177/105345126900400406

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Young, C., Durham, P., & Rosenbaum-Martinez, C. (2018). A stacked approach to reading intervention: Increasing 2nd- and 3rd-graders' independent reading levels with an intervention program. *Journal of Research in Childhood Education*, *32*(2), 181–189. https://doi.org/10.1080/02568543.2017.1418771

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