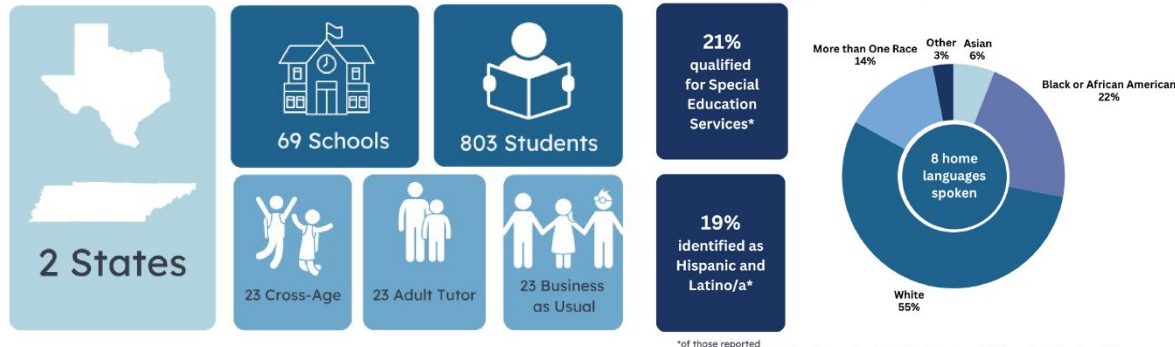


READING BUDDIES

The Effects of *Sound Partners* when Delivered through Cross-Age Peer Tutoring

The University of Texas at Austin and Vanderbilt University partnered with YMCA after-school programs in Texas and Tennessee to test the efficacy of a cross-age peer tutoring model using the Sound Partners reading intervention. This program aimed to reduce learning gaps for students with reading difficulties.

Demographics



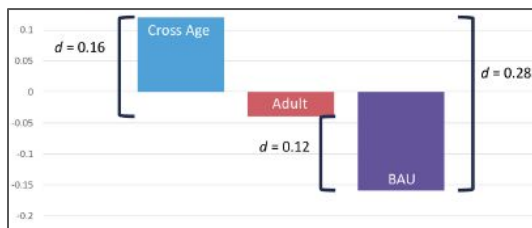
Lesson Outcomes

Adult and elementary tutors demonstrated a high degree of fidelity to the Sound Partners program. Additionally, students were focused on the lessons and engaged during Reading Buddies time in both conditions. Elementary tutors demonstrated greater alignment to Sound Partners than adult tutors in the following components: on-task behavior, introducing new skills, segmenting and blending words, and writing letters that represent sounds.

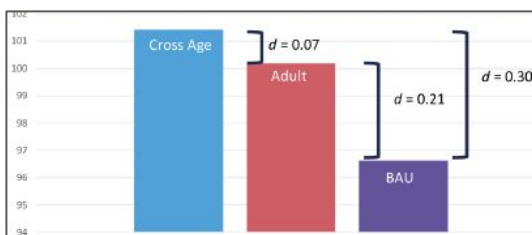
Academic Outcomes



Tutor Outcomes: Oral Reading Fluency



Tutee Outcomes: Oral Reading Fluency



Tutee Outcomes: Test of Word Reading Efficiency: Sight Word Reading

- Results indicate that cross-age tutors can deliver Sound Partners as well as adult tutors.
- Tutees in both treatment groups benefit on measures of oral reading fluency, letter word ID, and sight word reading.
- 3rd, 4th, and 5th grade tutors benefit from cross-age tutoring.

Note: Cohen's d effect sizes are a way to quantify differences between groups. According to Matthew Kraft's article published in *Educational Researcher* (2020), small effects are < 0.05 , medium Effects are 0.05 to 0.20, and large effects are > 0.20 .

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