

ABSTRACT

THE EFFECTS OF EXTRINSIC AND INTRINSIC REWARDS ON SECOND GRADERS' READING FLUENCY

Increased reading time has been found to positively influence reading fluency and literacy, therefore academic success. Academic success increases the chances that children become productive participants in society. Researchers suggest the use of extrinsic reinforcement may be detrimental to a child's natural desire to perform a task; others disagree. The effects of extrinsic and intrinsic reinforcers on second graders' reading fluency were examined. Reading fluency was measured with curriculum-based measurement (CBM). Children were also asked to report the number of minutes they read each day. Hierarchical linear modeling indicated no significant differences between poor readers with extrinsic reinforcers, poor readers with intrinsic reinforcers, good readers with extrinsic reinforcers, and good readers with intrinsic reinforcers.

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