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Implementing the Re-Read Adapt and Answer-Comprehend Intervention with Transition-Age Students with Intellectual and Developmental Disabilities

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I. Introduction

The Re-read Adapt and Answer-Comprehend (RAAC) reading intervention was implemented with five students with intellectual and developmental disabilities aged 18-21 at their transition program. Typically at transition programs, students receive instruction in life, vocational, and self-determination skills, leaving little time for explicit academic instruction. However, academic instruction is still needed, especially in reading, for individuals to live and work independently. Not only that, but with the reauthorization of the Individuals with Disabilities Education Act (IDEA), there has been an emphasis on post-secondary education (PSE) for students with disabilities (SWD) (IDEA; 2014). Acquiring adequate reading skills is beneficial for these students to not only in their day-to-day lives (e.g. filling out apartment or job applications), but to participate in postsecondary education and expand and pursue their chosen goals.

II. Literature

The RAAC intervention aims to improve the reading rate and comprehension of students with elementary reading levels. The RAAC intervention incorporates the evidence-based practice of repeated reading in order to increase reading rate and comprehension (Therrien 2004). Although some students in this research experienced an increase in reading rate and rate comprehension, those results were limited. This relates to the Instructional Hierarchy, and the of learning: (1) acquisition, (2) fluency, (3) generalization, and (4) adaptation (Haring & Eaton 1978). In the first stage, acquisition, the goal is to increase accuracy of the skill before focusing teaching fluency. The results of the RAAC intervention align quite well with the Instructional Hierarchy, a still widely referred to learning hierarchy.

III. Methods

Students (n=5) received the RAAC intervention, one-on-one, for eight weeks, twice weekly.

Intervention: (1) Student read four comprehension questions (2) Student read the passage once, interventionist recorded time and errors (3) Interventionist go over errors with student and give feedback on reading (4) Student and interventionist repeat Steps Two and Three, two more times (5) Student answered the same comprehension questions as in Step One (6) Student recalled important details (7) Student answered ten comprehension questions specific to the passage

IV. Results

The dotted lines represent the baseline data of decoding errors for Kelsey and Derek. The solid lines represent their decoding errors for each of their readings. Per the graph, it's shown Kelsey and Derek both made fewer errors than their baselines, representing an increase in decoding accuracy.

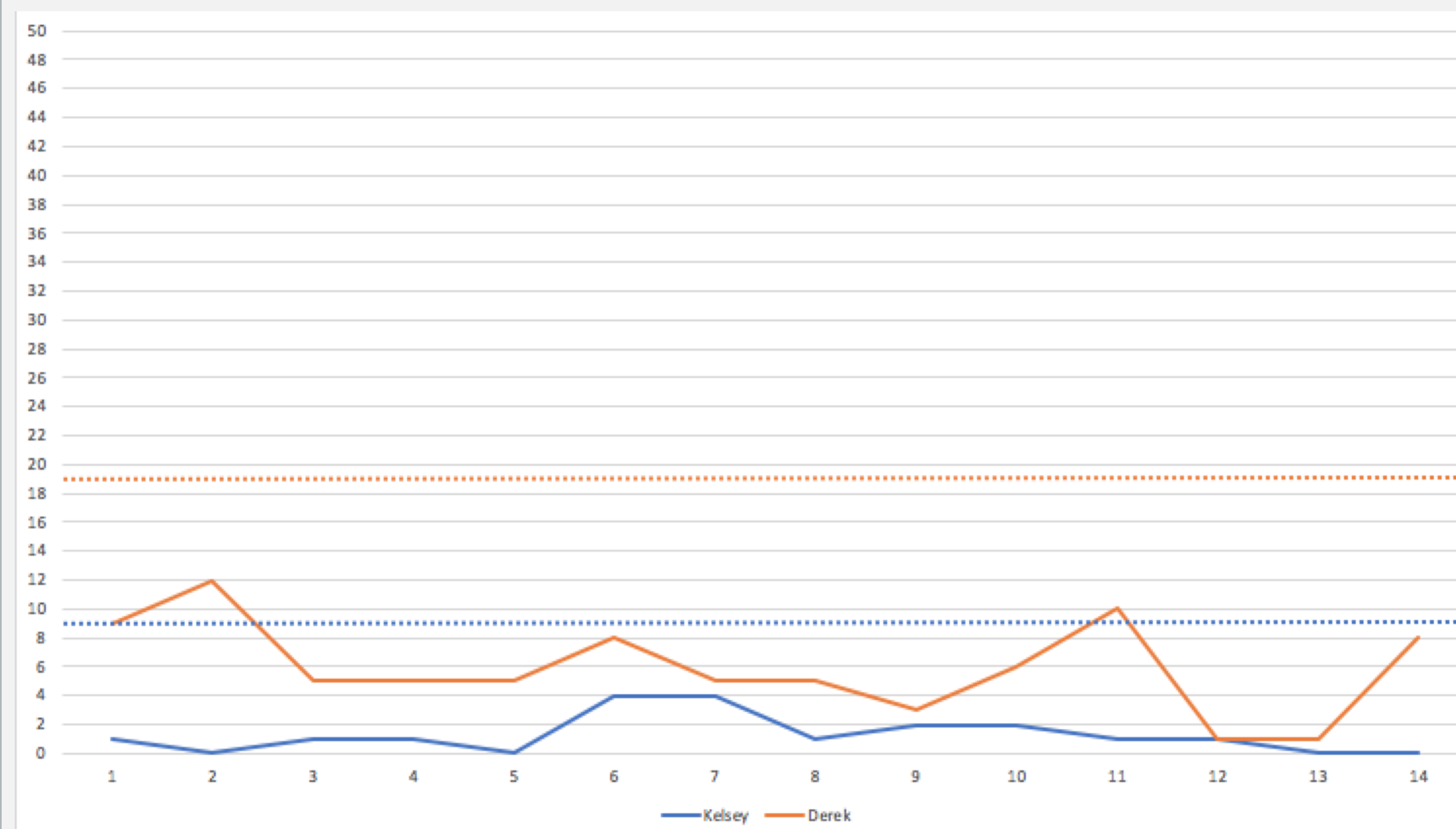


Figure 1. Decoding errors on third reading for Kelsey and Derek.

As in Figure 1, baselines and decoding errors are represented. Per the graph, it's shown Chris and Marissa both made fewer errors than their baselines, representing an increase in decoding accuracy.

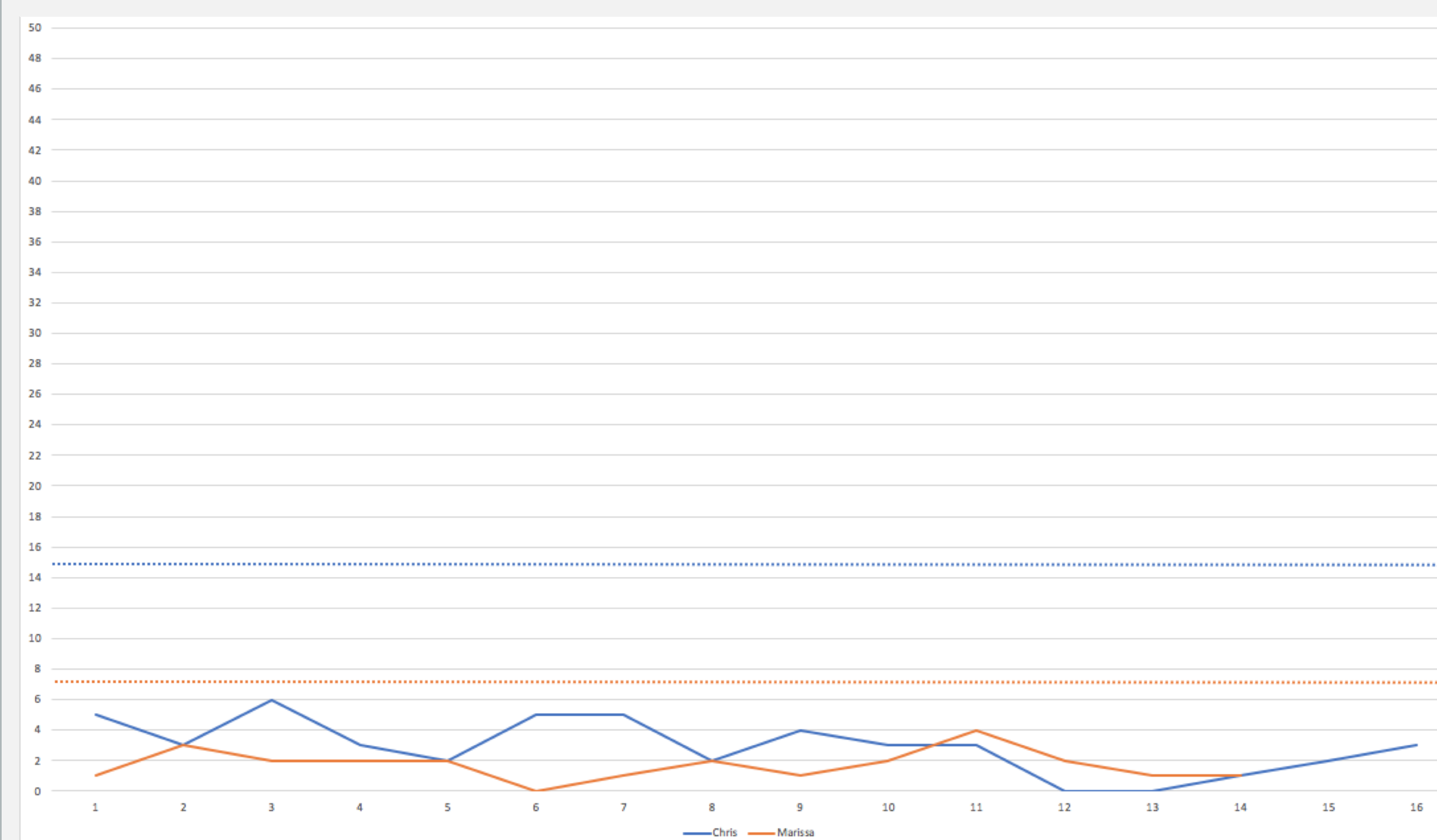


Figure 2. Decoding errors on third reading for Chris and Marissa.

IV. Results (cont.)

As in Figure 1, baseline and decoding errors are represented. Per the graph, Tanya made fewer errors than her baseline, representing an increase in decoding accuracy.

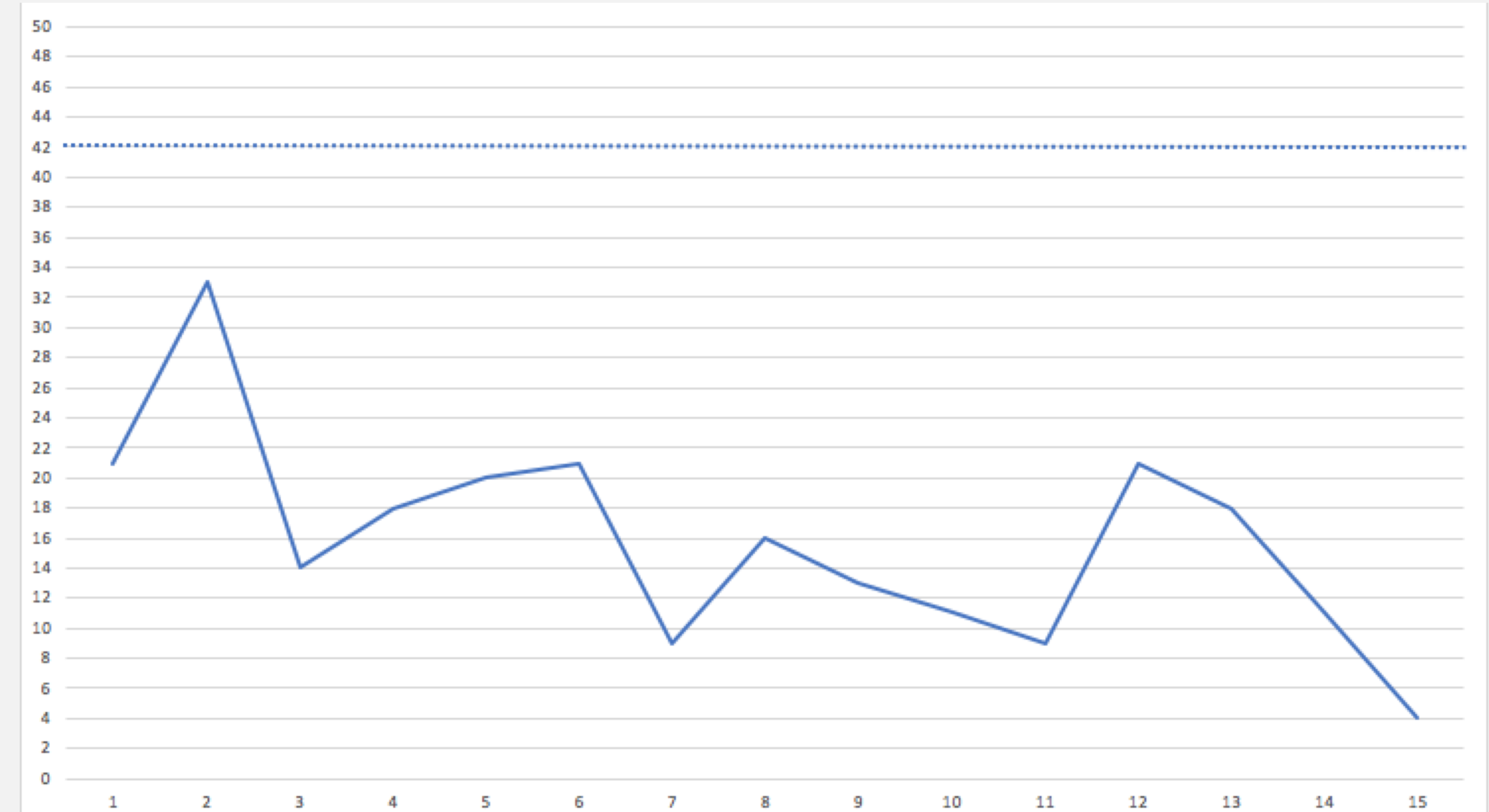


Figure 3. Decoding errors on third reading for Tanya.

Represented are the baselines and reading rates for Kelsey and Derek. Per the graph, both made increases in WRC/M.

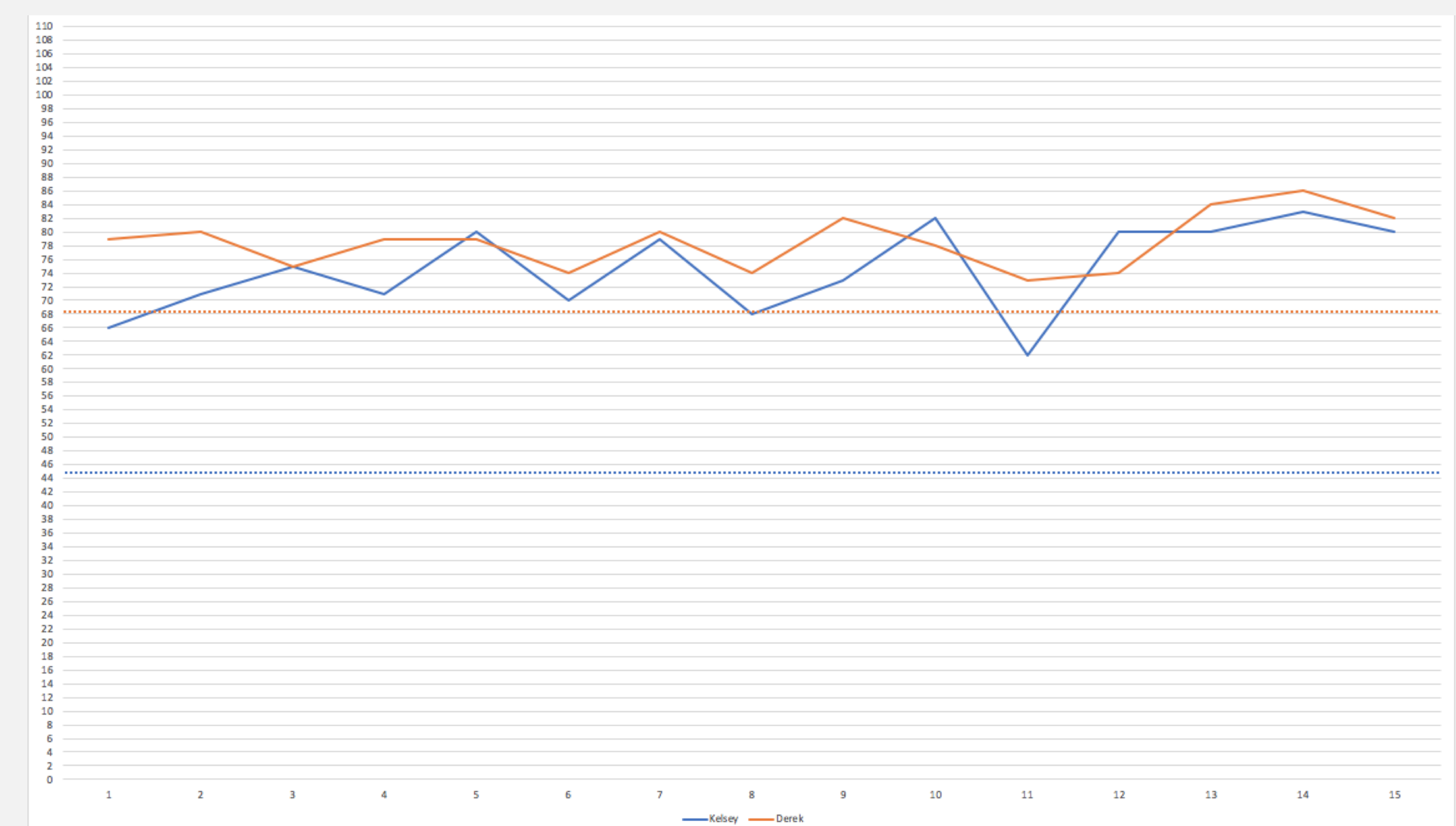


Figure 4. Reading rate on third reading for Kelsey and Derek.

V. Considerations

Instructional hierarchy. Future research should consider how improvement in decoding accuracy may develop prior to improvement in reading rate. Due to this, there needs to be consideration of extended intervention periods.

References:

- Haring, N. G., & Eaton, M. D. (1978). Systematic instructional procedures: An instructional hierarchy. In N. G. Haring, T. C. Lovitt, M. D. Eaton, & C. L. Hansen (Eds.), *The Fourth R: Research in the Classroom* (pp. 23-40). Columbus, OH: Merrill.
- Individuals with Disabilities Education Improvement Act of 2004. P.L. 108-446, 108th Congress. Retrieved from <http://idea.ed.gov/download/statute.html>
- Therrien, W. J. (2004). Fluency and Comprehension Gains as a Result of Repeated Reading. *Remedial and Special Education, 25*, 4, 252-261.