

add*Ed Research Summary

Can images and discussion improve reading comprehension for middle school students with intellectual disability?

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Summary

As the first of a three-series study on the PPD (picture plus discussion) intervention, this study measured PPD effects on comprehension of age-appropriate and unadapted texts read aloud to middle school students. Comprehension was found to increase with use of the intervention.



Method

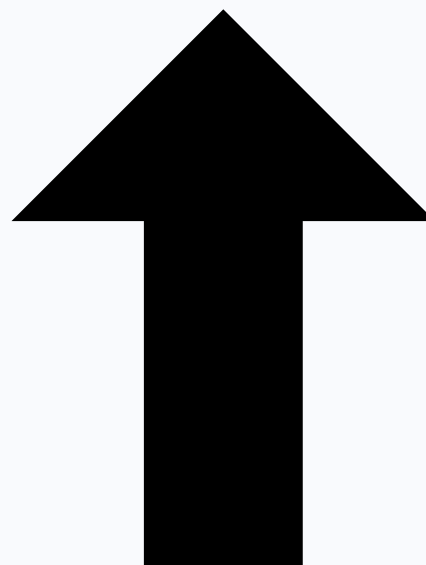
- ✓ Participants= 4 middle school students with moderate intellectual disability
- ✓ Study used a multi-probe across participants single case research design
- ✓ During baseline sessions students responded to multiple choice comprehension questions after text read aloud.
- ✓ During intervention sessions students were presented with a set of pictures representing main elements of the story and engaged in discussion about the pictures before and after reading the text (PPD). Afterwards they answered multiple choice comprehension questions.



Findings

- ✓ All students in the study demonstrated an increase in comprehension skills from baseline sessions to intervention.
- ✓ One student with the most growth, showed a 58% increase in mean accuracy.
- ✓ Students and the classroom teacher expressed interest in using the intervention again as it was described as enjoyable and easy to use.

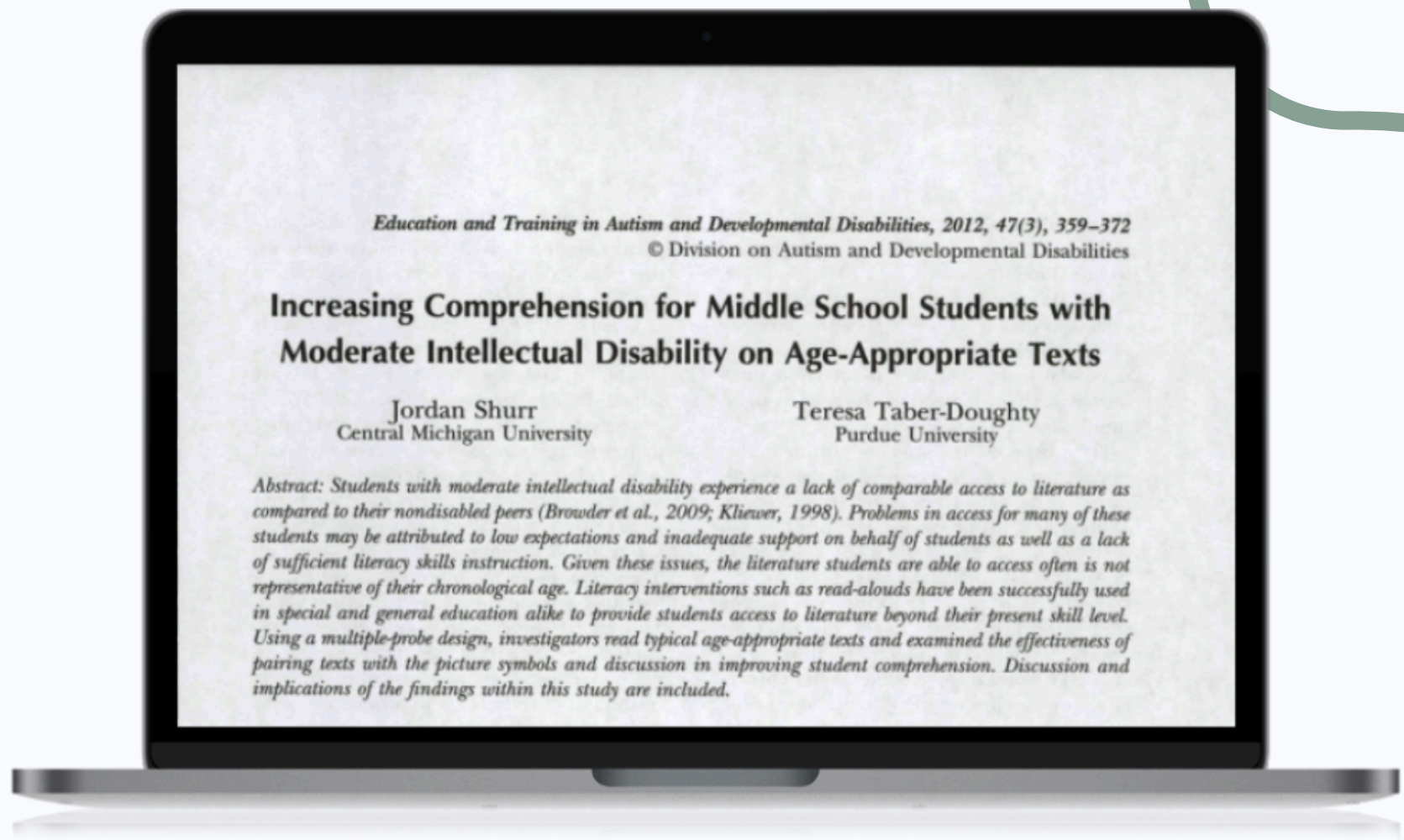
58%



Educator Take-Aways

- ✓ PPD was found beneficial for improving access and comprehension of age appropriate texts for middle school students with moderate intellectual disabilities.
- ✓ PPD is fairly easy to set up and can facilitate access to texts above reading level





Shurr, Jordan & Doughty, Teresa. (2012). Increasing Comprehension for Middle School Students with Moderate Intellectual Disability on Age-Appropriate Texts. *Education and Training in Autism and Developmental Disabilities*. 47(3). 359-372.