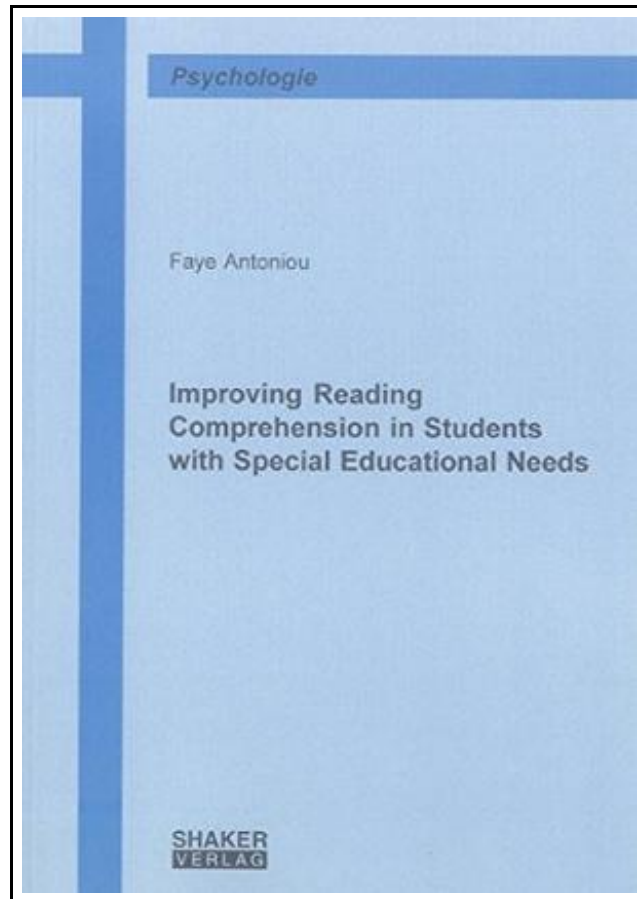


Improving Reading Comprehension in Students with Special Educational Needs



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IMPROVING READING COMPREHENSION IN STUDENTS WITH SPECIAL EDUCATIONAL NEEDS



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Shaker Verlag Jul 2006, 2006. Taschenbuch. Book Condition: Neu. 212x149x14 mm. Neuware - This manuscript describes a reading-strategy program that has been implemented in the regular lesson of the 5 th to 8 th grade classes by the teachers and aimed to improve the reading comprehension and competence of students with special educational needs (SEN) and learning disabilities (LD). The main question of this work was whether it is possible that the three aspects, which were found to be the most successful interventional components in a literature review - strategy implementation, self-regulation and explicit instruction - can be combined in a long-duration program; in order for it to be accepted and evaluated by the teachers and converted efficiently by the students in the regular classroom. It was also equally important that all participating students would benefit from the reading-strategy program regardless of their achievement in learning preconditions (IQ, vocabulary knowledge, decoding speed) or their language background. The aim of the program was to enhance all of the participating students' (with special educational needs and learning disabilities) reading comprehension, reading-strategy knowledge, and reading self-efficacy in the short and in the long run. 268 students with special educational needs (SEN) took part in the study and half of them received the program, which consisted of 29 lessons and was implemented by remedial and regular teachers in fourteen of the twenty-seven classes. Thirteen classes served as control classes and received a traditional reading comprehension instruction. Additionally, the data of 73 students with exclusively learning disabilities (LD) were taken for further analysis, in order to find out if students with learning disabilities also benefit from the program. Significant gains in favour of the treatment group were observed on the reading comprehension, reading-strategy knowledge and reading self-efficacy measurements. Results demonstrated not only immediate positive effects...

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