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

Julia P. Gorman

Boise State University
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, 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.

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.

V. Considerations

References:
