RAP: A Reading Comprehension Strategy for Students with Learning Disabilities and Concomitant Speech-Language Impairments or ADHD

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Abstract

Students with learning and language disabilities and those with attention deficit hyperactivity disorder (ADHD) frequently struggle with reading comprehension. The purpose of this study was to investigate the efficacy of a paraphrasing cognitive strategy that consists of read, ask, put (RAP) on reading comprehension. In addition, the maintenance effects two months after treatment for three students with learning disabilities either concomitant speech-language impairments or ADHD was also studied. Read, ask, put was taught using the Strategic Intervention Model (SIM). A multiple baseline design across participants was used with three fourth grade students with learning disabilities. Results indicated the use of RAP had a positive effect on reading comprehension with the most substantial gains for inferential comprehension questions. Two months after intervention, all three students either maintained gains in reading comprehension from baseline or continued to improve their reading comprehension during maintenance.