<table>
<thead>
<tr>
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<tr>
<td>Title</td>
<td>The effect of cognitive strategies in improving reading comprehension for a student with special needs</td>
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Students who have inherent difficulties with reading, writing and mathematics
are at a disadvantage in the school environment (Torgesen, 2004). These students may
have, in addition, social and emotional problems because they cannot understand the
non-verbal signals of those around them (Kavale & Forness, 1996), thus aggravating the
difficult learning process. This study seeks to determine if the reading comprehension
of a middle school student with learning difficulties can be improved through the
teaching of cognitive strategies, and whether, in the process, he can acquire self-
regulation in his own learning. An intervention based loosely on a self-regulation
approach, Think before reading, think While reading and think After reading (TWA for
short) (Mason, 2004) was used after informed consent, based on the identified needs of
the student. Some of the strategies from TWA were combined with visualizing,
questioning, and making inferences. A single-subject ABCDCD reversal design was
used. In total there were forty-two sessions of intervention, followed by three sessions
for maintenance, three months later. At every session, data was obtained using self-
developed comprehension and fluency probes, and the sessions video-taped to ensure
treatment fidelity. An improvement in comprehension was seen in the increases in the
mean scores for both comprehension and fluency probes compared to the mean scores
obtained during baseline. Inference-making had the largest impact on comprehension.
However, its effect was not sustained in the maintenance phase. All other categories in
the comprehension probe demonstrated an improvement over baseline in the
maintenance phase. The student’s attitude towards learning however, did not show
significant change. The single student classroom setting is ideal for those who need
intensive remediation or personalized attention. Acquisition of self-regulation requires
a different approach and more time and effort to achieve.