ABSTRACT

This qualitative research study examined the effects of implementing visual, verbal, and performance-based, non-traditional reading comprehension strategies with struggling adolescent readers. The participants were seventh-grade general education and special education students in a remedial Language Arts class. The class met twice daily to engage in lessons that included drawing, acting, and retelling to enhance overall reading comprehension.

This study proposes that positive effects result from using non-traditional approaches with struggling readers. With the use of instruction in the non-traditional format, students’ attitudes toward lessons improved, classroom assessment scores remained proficient, and standardized test scores improved.