

Introduction

Reading comprehension is an essential skill necessary in the PK-12 setting as well as a life skill that is particularly important in adulthood. Students with disabilities often struggle with reading comprehension skills, making the task of reading both cumbersome and daunting. Students who comprehend well monitor their understanding as they read and use several strategies to address any deficits in reading when issues in reading occurs, such as re-reading or summarizing, when understanding breaks down. Students with disabilities still grapple with comprehending what they read because of limited background knowledge, poor connection of prior knowledge, and inferior fluency (Swanson et. al, 2017).

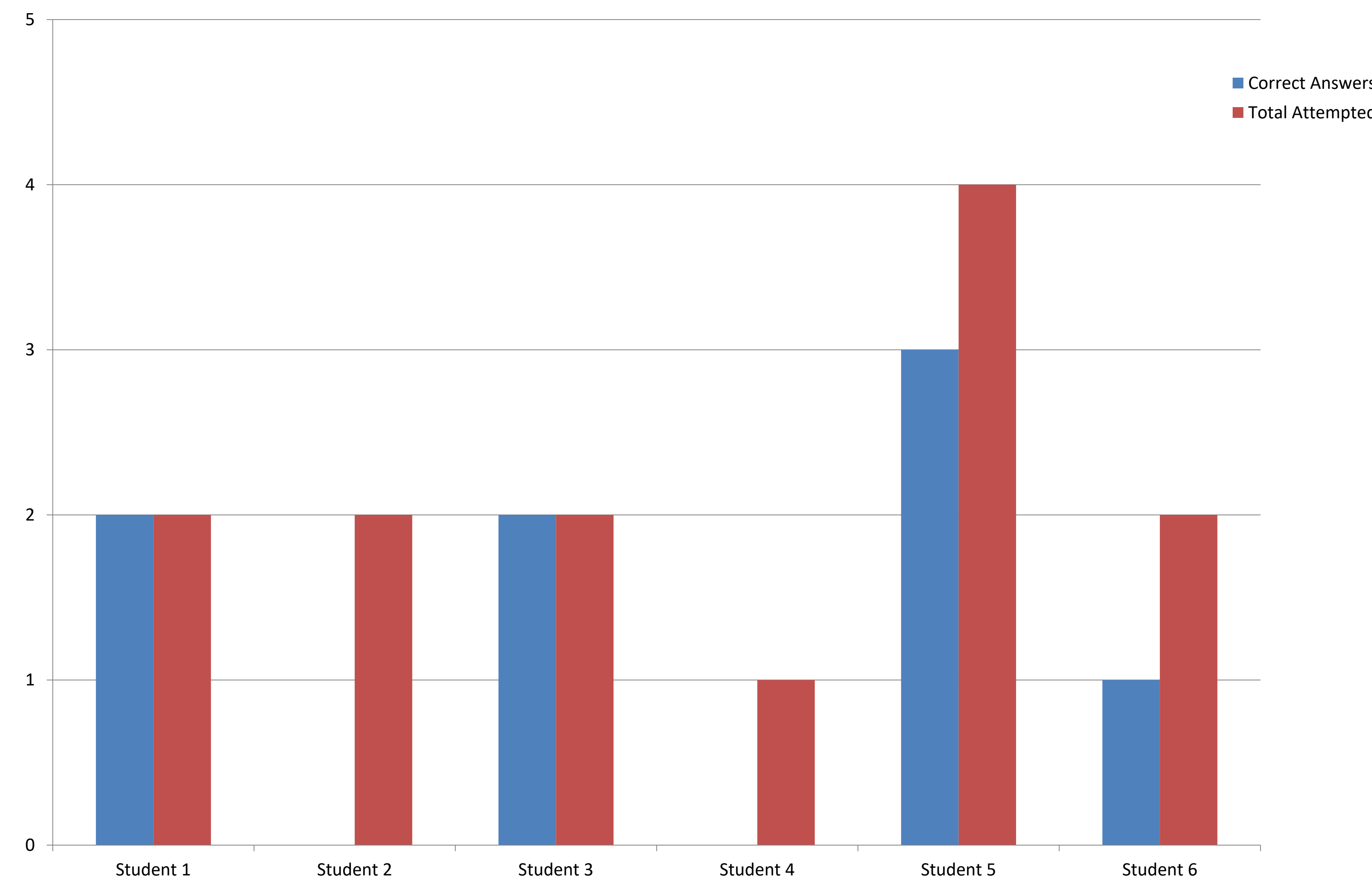
Objectives

This project was conducted to introduce the use of karaoke into the curriculum of students with learning disabilities to help improve their reading comprehension levels, as well as provide a new tool for teachers to integrate into their classroom.

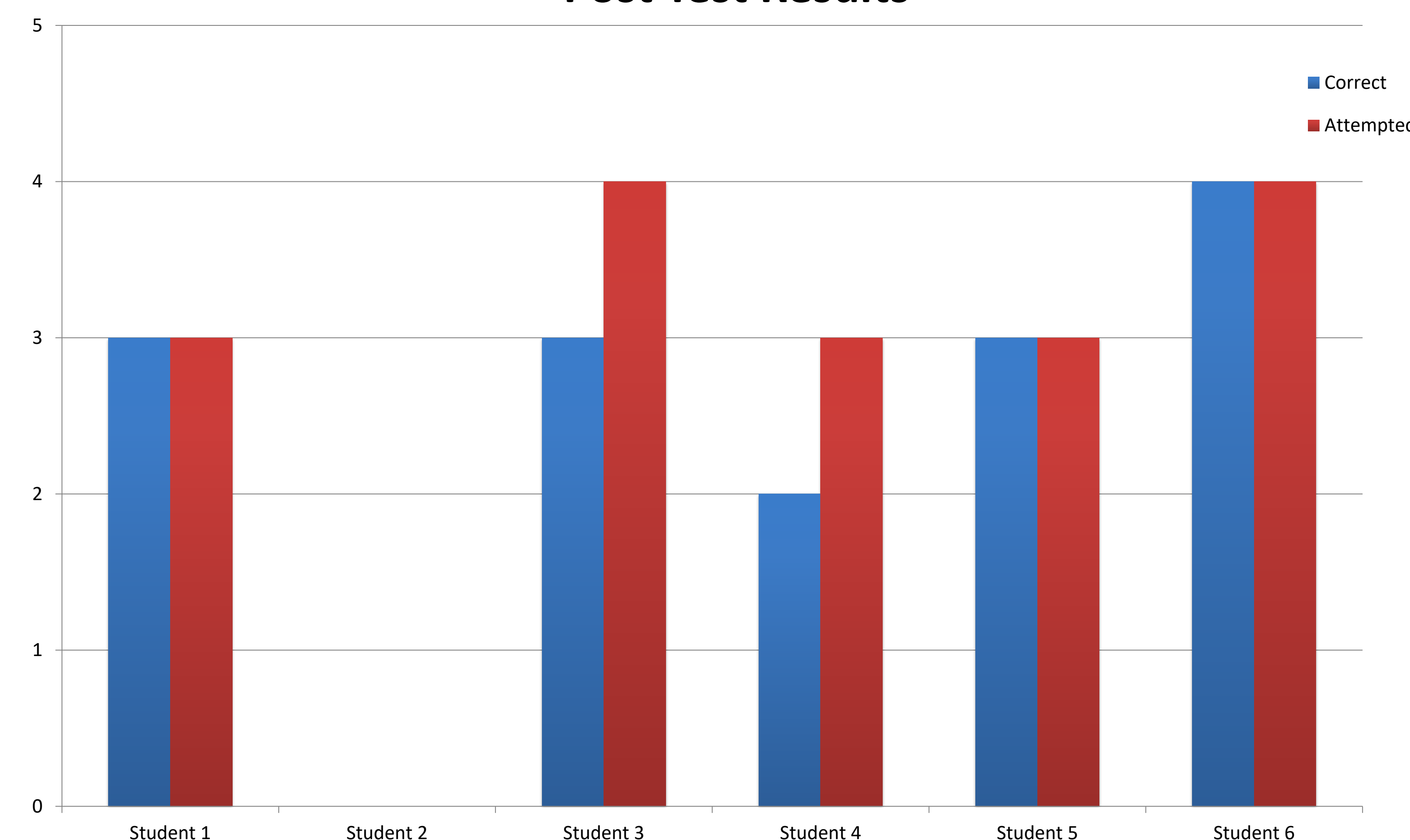
Methods

- Students received the intervention three times a week in 30 minute increments for four weeks.
- Student followed along with a sing-along version of the Disney song twice before performing the karaoke piece 3 more times.
- Students performed in pairs, but all students were attentive to the words on the screen for additional exposure to language.
- After the 30 minutes, the researcher asks the students comprehension questions about the song.

Pre-Test Results



Post Test Results



Students were given the same Closed Maze Test for both the pretest and post test. Students have one minute to read through a passage and select a word from a group of the three that best fits the sentence. Student 2 did not provide a reliable source of her ability. They went through and circled as many answers as possible and is currently in the process of being retested.

Results

- Each student showed growth in reading ability, whether more total questions were answered correctly or more questions were attempted.
- Student 2 will be retested.
- Students asked in they could continue this intervention in their normal classroom routine once the study was over.

Conclusion:

Students did not find this intervention as perceived learning and really enjoyed this study. With student scores increasing across the board, there is plenty of room in this study for further investigation on karaoke and how it affects reading comprehension.

Acknowledgement

Thank you to Midwestern State University, my mentor professor Dr. Rutherford, and everyone who has supported me in my research thus far.