Jessica Rice

The Effectiveness of Self-Regulated Strategy Development for School-Age Children with Hearing Loss

Abstract

Purpose: The two-fold purpose of this feasibility study was to determine if (a) self-regulated strategy development intervention would improve the reading comprehension skills of children with hearing loss and (b) if self-regulated strategy development intervention would improve the writing skills of children with hearing loss.

Method: One eleven year-old child with bilateral sensorineural hearing loss participated in this single-subject, multiple probe across behaviors design treatment study which examined the effectiveness of using writing intervention to improve reading comprehension in children with hearing loss. The participant completed three seven-week writing interventions focused on narratives, opinion essays, and persuasive essays. The participant also completed progress monitoring at baseline, at the onset of each intervention session, and after the intervention sections were complete. Intervention was delivered one-on-one for 60 minutes.

Results: Comparison of pre- and post-test measures of reading comprehension indicated that the writing intervention was effective for improving reading comprehension for the participant. Visual analysis of progress monitoring data indicated that writing performance improved in two out of the three styles of writing throughout the intervention and that the improvement for those two areas was maintained after intervention was complete.
Conclusions: Self-regulated strategy development writing intervention can be an effective intervention strategy to improve reading comprehension and writing skills in children with hearing loss.