



Using Technology to Teach Reading Comprehension

What is the evidence base?

- This is a promising practice for **students with disabilities** based on one methodologically sound single-subject study across three students with disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement using technology to teach reading comprehension is through the following research to practice lesson plan starters:

- [Using SMART Board Technology to Teach Grocery Store Aisle Sight Words](#)

With who was it implemented?

Students with:

- Intellectual Disability (1 study, n=3)

Age Range (19-21)

- Female (n= 2), Male (n= 1)
- Ethnicity not specified (n=3)

What is the practice?

Using Technology is defined as “the use of universally designed instructional technology to provide teachers with the means to expand ways to present lessons to students with disabilities” (Lee et al., 2011, pg. 105). Using technology to teach reading always includes the presentation of instructional material in a medium other than traditional text. This can include the use of cognitively accessible multimedia palmtop or desktop computer applications, electronic books, and documents by listening to recorded or computer-generated speech.

- This practice was implemented using SMART Board technology in which students were presented grocery store aisle words on a 58-77-inch-wide screen. They were taught specific words during instructional trials using constant time delay and students were expected to verbally state the word shown (Mechling, Gast, & Thompson, 2008).

Where has it been implemented?

- Small group instruction in a technology lab (1 study)

How does this practice relate to Common Core Standards?

Common Core Standard	Proficient Expectation
CCSS.ELA-LITERACY.RI.11-12.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	The student who is proficient can read and identify words within a variety of contexts and places in both the classroom and community.
CCSS.ELA-LITERACY.RI.11-12.7- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	The student who is proficient can read the words then use that information to get what they want and make requests.

Standards adapted using: National Center and State Collaborative

<http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief1.pdf>

References used to establish this evidence base:

Lee, Y., Wehmeyer, M., Palmer, S., Williams-Diehm, K., Davies, D., & Stock, S. (2011). The effect of student-directed transition planning with a computer-based reading support program on the self-determination of students with disabilities. *The Journal of Special Education*, 45, 104-117.

Mechling, L. C., Gast, D. L., & Thompson, K. L. (2008). Comparison of the effects of SMART Board technology and flash card instruction on sight word recognition and observational learning. *Journal of Special Education Technology*, 23, 34-46.

This Practice Description was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2016). *Using Technology to Teach Reading Comprehension*.

