

THE EFFECTS OF INTRODUCING A COMPREHENSION-BUILDING PROGRAM ON THE READING SKILLS FOR A STUDENT WITH AUTISM: A BRIEF REPORT*

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ABSTRACT

The purpose of this study was to determine the effectiveness reading for comprehension when the questions were directly taught to a student with autism. The participant was a 12-year-old male student with autism enrolled in a self-contained classroom for students with developmentally disabilities. The results indicate that the comprehension program gradually improved the student's comprehension. He was also able to read more stories when the intervention was employed. The combining of precision teaching with an academic intervention was also discussed.

Keywords: *autism, precision teaching, comprehension training, self-contained classroom, standard celeration charting*

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