TRAP WITH SRSD ENHANCES COMPREHENSION AND CONFIDENCE

ARTICLE

Washburn, E. K., Abdullah, S., & Mulcahy, C. A. (2021). Effects of a paraphrasing strategy on the text comprehension of fourth-grade striving readers. *The Elementary School Journal, 121*(4), 586–608. https://doi.org/10.1086/714035

WHAT DID THEY DO?

The authors conducted an experimental study to investigate the effects of a paraphrasing strategy on the text comprehension of fourth-grade striving readers. There were two research questions that guided this study: a.) Is there a functional relation between text comprehension and use of the SRSD approach with a reading strategy (TRAP) for fourth-grade striving readers? and b.) Does learning the TRAP reading strategy affect participants' reader self-perception? Six fourth-grade students participated in the study; they were paired based on their word recognition level and received six lessons.

The Self-Regulated Strategy Development (SRSD) is a research-based instructional approach that incorporates the principles of the Gradual Release of Responsibility model to shift cognitive responsibility to students. This approach is implemented through six stages: developing background knowledge, discussing the strategy, modeling it, memorizing it, supporting its use, and promoting independent performance. TRAP stands for "Think about what you are going to read," "Read a paragraph," "Ask myself, what was the main idea and two details?" and "Paraphrase." This strategy helps students break reading tasks into manageable chunks, enhancing their understanding of the text.

WHAT DID THEY FIND?

This study revealed that implementing the TRAP strategy using the SRSD model significantly improved nonfiction text recall and overall accuracy of students' responses to explicit and implicit comprehension questions, specifically an increase in implicit questions. Four of the six participants also had an increase in overall scores on the RSPS (Reader Self-Perception Scale) with a more positive self-perception in the areas of Progress and Social Feedback, after the completion of these intervention lessons. It is concluded that the combination of these strategies not only enhanced reading comprehension but also boosted students' self-perception, leading to increased confidence in their reading abilities.

WHAT COULD THIS MEAN FOR TEACHERS?

For teachers, the findings of this study highlight the importance of integrating explicit strategy instruction, such as the TRAP approach, into lessons. Teachers should consider adopting a structured, evidence-based method for teaching comprehension that helps students focus on identifying main ideas and supporting details. The TRAP strategy is especially useful for students who benefit from breaking texts into smaller, more manageable chunks, which improves their ability to synthesize information. Furthermore, the SRSD instructional approach promotes self-monitoring and goal-setting, enhancing students' independence and motivation when reading nonfiction texts.

TRAP

- THINK ABOUT WHAT YOU ARE GOING TO READ
- READ A PARAGRAPH
- ASK MYSELF, WHAT WAS THE MAIN IDEA AND TWO DETAILS?
- PARAPHRASE

William & Mary
School of Education
LITERACY LAB

WRITTEN BY
MEGAN CROWE
TRIP FELLOW