

The purpose of the study was to investigate the effectiveness of self-questioning and underlining strategies in improving the reading comprehension ability for students with reading disabilities. The single-subject experimental design of multiple-baseline across individuals was used. The subjects were six fifth grade students with reading disabilities in resource room. Two groups were divided according to age, I.Q. and reading comprehension ability. The self-questioning instruction and underlining instruction were provided for intervention. Each child received intervention twice a week for four weeks. Finally, a follow-up sessions was conducted eight times a week for one week. Datas was analyzed by C statistic and visual analysis. The results were as follows: 1. The self-questioning instruction showed effects on increasing significantly trend in reading comprehension test scores for students with reading disabilities. 2. The self-questioning instruction had maintenance effects for students with reading disabilities after 42 days. 3. The underlining instruction increased significantly in reading comprehension test scores for students with reading disabilities. 4. The underlining instruction had maintenance effects for students with reading disabilities after 42 days. Finally, suggestion for teaching and future studies, based on the results of this research were discussed.