

The purpose of this study was to compare the effects of using pictures and prediction strategies to increase the reading ability of the mildly mentally retarded students in junior high schools. Sixty mildly mentally retarded students varied in IQ scores from 50 to 70 on Wechsler Intelligence Scale for Children or Stanford-Binet Intelligence Scale. All subjects had second grade level reading ability and were equally assigned to the following groups: (a) picture-prediction group, (b) prediction group, (c) picture group, and (d) control group. Six prozes were edited by the researcher. Multiple-choice items were developed to test the subjects after reading the passage. A retest was administered for each subjects one week later. Mixed design two-way analysis of variance, t-priori comparisons and Chi-square were used to test the null hypotheses. The results of this study were as follows: 1. There were significant effects of using pictures with prediction strategies on prose content acquisition and retention. 2. There were significant effects of using prediction only on prose content acquisition and retention. 3. There were significant effects of using pictures only on prose content acquisition and retention. 4. There were significant effects of treatment group on prose content acquisition and retention. 5. There were significant differences between prose content acquisition and retention. The acquisition scores were better than retention.