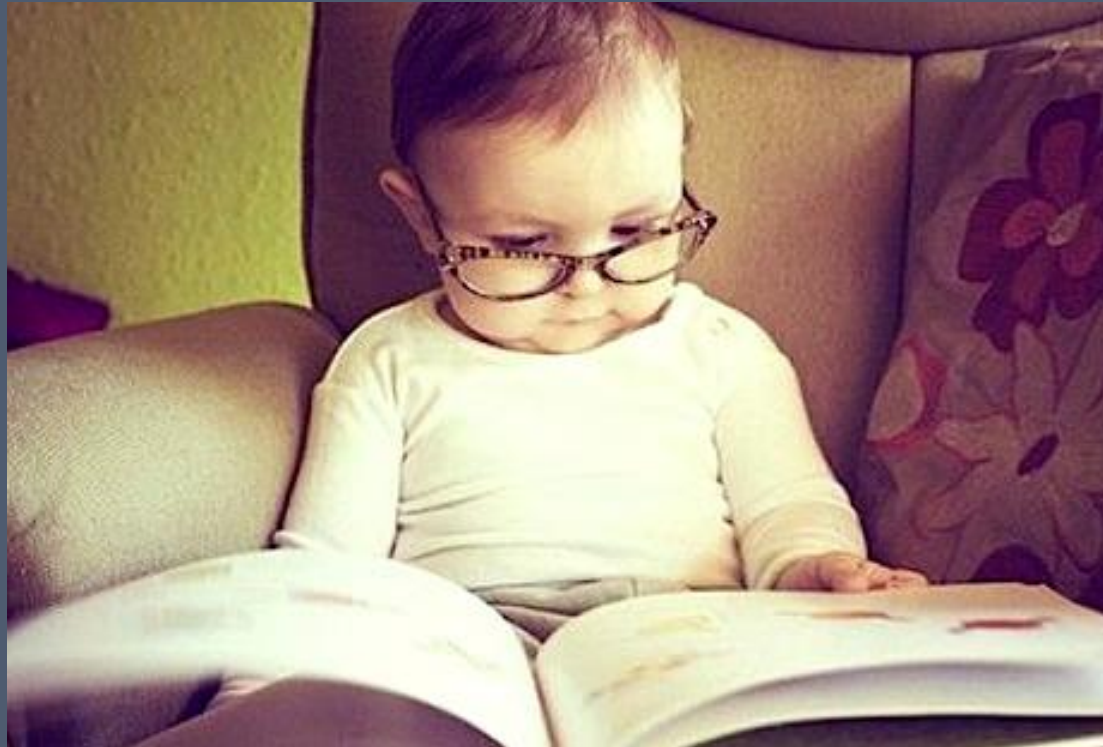


READING COMPREHENSION IMPAIRMENT INTERVENTIONS



Picture taken from <http://www.welaf.com/13854,cute-baby-reading.html>

Presentation Outline

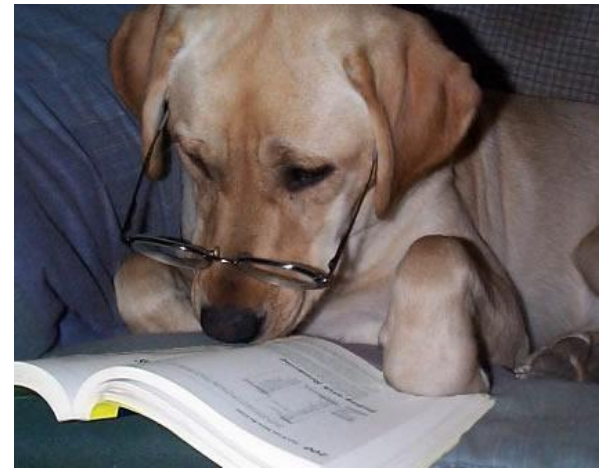


- Reading Comprehension
- Reading Comprehension Impairment
- Interventions and Strategies

What is Reading Comprehension?

- Level of understanding of text

- Components
 - ➔ decoding skills
 - ➔ reading fluency
 - ➔ broad language skills
 - ➔ executive functioning skills



(Carretti, Borella, Cornoldi, & De Beni, 2009; Sesma, Mahone, Levine, Eason, & Cutting, 2009; Nation, Cocksey, Taylor, & Bishop, 2010)

What is Reading Comprehension Impairment?

- Hidden disability
- Decoding skills and reading fluency rate are at the expected level for their age
- Difficulty understanding written text



(Hulme & Snowling, 2011)

Diagnostic Criteria

□ DSM-IV

- Reading Disorder

□ DSM-V Proposal

- Language Impairment



(APA, 1994; DSM-IV, 2010)

Implications of Reading Comprehension Impairment

- Do not develop the skills to adjust their reading to aid reading comprehension on their own.
- Academic struggles
- Confidence
- Future choices and direction



(Antoniou, F. & Souvignier, 2007)

Strategies and Interventions

Background Information

Think Aloud

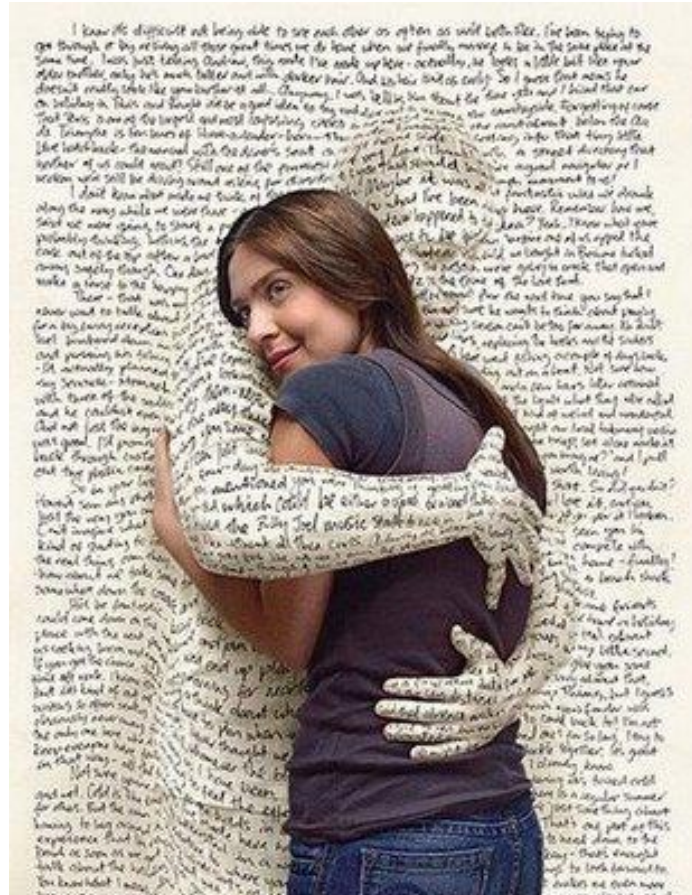
Summarizing

Synthesizing

Main Idea

Inferencing

Visualizing



P
r
e
d
i
c
t
i
n
g

V
o
c
a
b
u
l
a
r
y

Comprehension Monitoring

Questioning

Clarification

Text Structure

Reciprocal Teaching

Strategies and Interventions

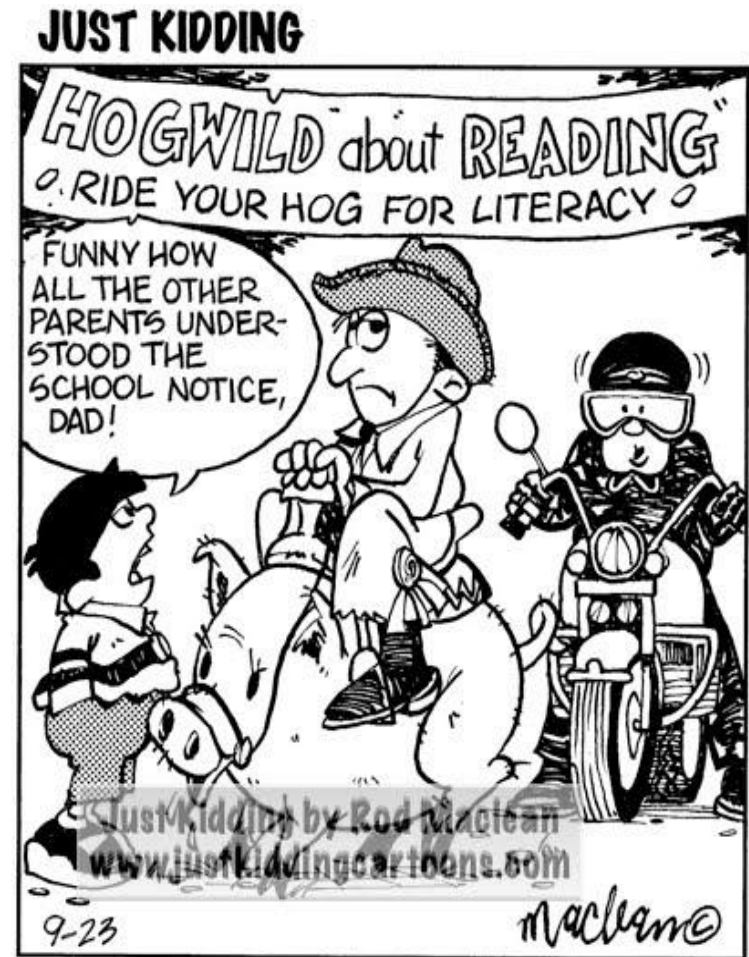
- Visualization
- Reciprocal Teaching
- Text Structures



Visualizing

- Imagery can assist readers to encode semantic information
- Consciously using words to create mental images
- Personal and memorable
- Adapt their images

(Johnson-Glenberg, 2000; Wendling & Mather, 2009)



(Maclean, R)



Visualizing and Verbalizing Program

- Nanci Bell (1984)
- Picture to Picture
 - ➔ structure words
 - :what, size, color, number, shape,
 - where, movement, mood, background, perspective,
 - when, and sound
- Word Imaging
- Single Sentence Imaging
- Sentence by Sentence
- Paragraph
- Whole Page
- Chapter and Lecture



Reciprocal Teaching

- Palincsar and Brown (1984)
- Teacher modeling, guided practice, and peer cooperative learning
- Summarizing, questioning, clarifying, and predicting



➔ Example of reciprocal teaching can be found at www.youtube.com/watch?v=vbzuycoHwts

Reciprocal Teaching



Summarizing

Highlight important
information from read
text



Questioning

Generate questions
from the information

Reciprocal Teaching



Clarifying

Make concerted attempts to clarify unfamiliar concepts or vocabulary



Predicting

Deliberate on what is implied in the text and make connections to prior knowledge

Text Types and Structures

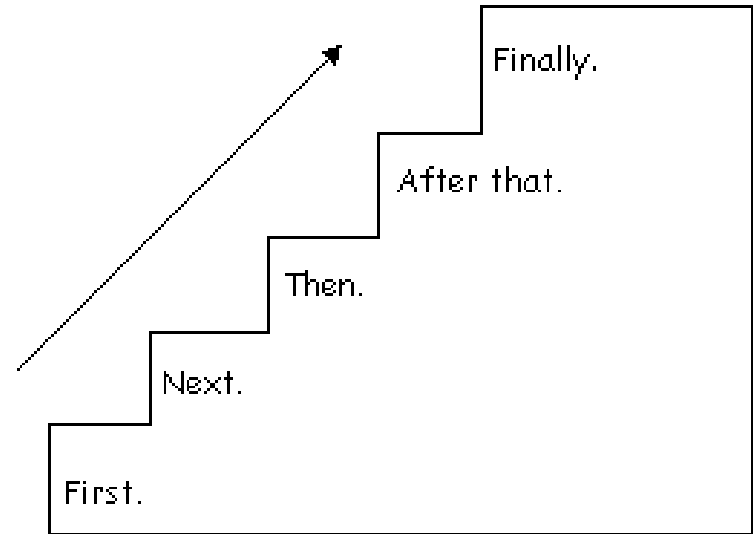
- Internal organization of text
- Guides reader through the content
 - ➔ connect new and prior knowledge, understand the purpose, and synthesize
- Narrative and expository

Text Structures and Graphic Organizers

Chronological

- first, second, third, last
- after, before, later, following, next, then, finally, when, now, previously
- actual dates

Steps in a Sequence or Chronological Order

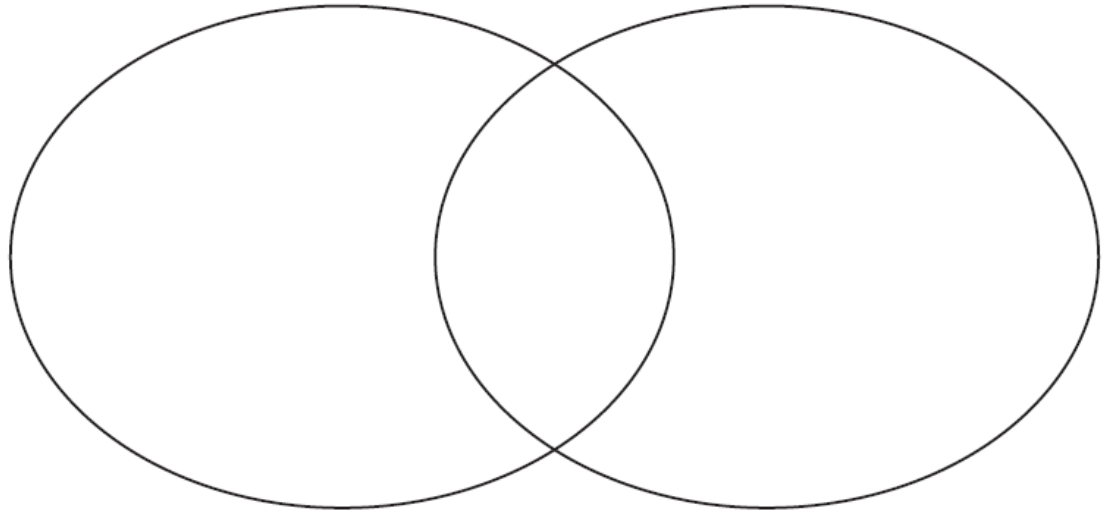


Compare and Contrast Text Structures and Graphic Organizer

Compare and Contrast

- similar, different
- have in common, contrary to, on the other hand, in the same way
- whereas, unless, instead, but, yet, like

Venn Diagram

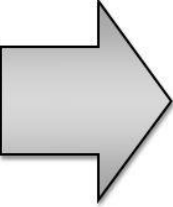


Cause and Effect Text Structures and Graphic Organizer

Cause and Effect

- if – then
- because, therefore, since, consequently
- as a result of
- due to
- for this reason

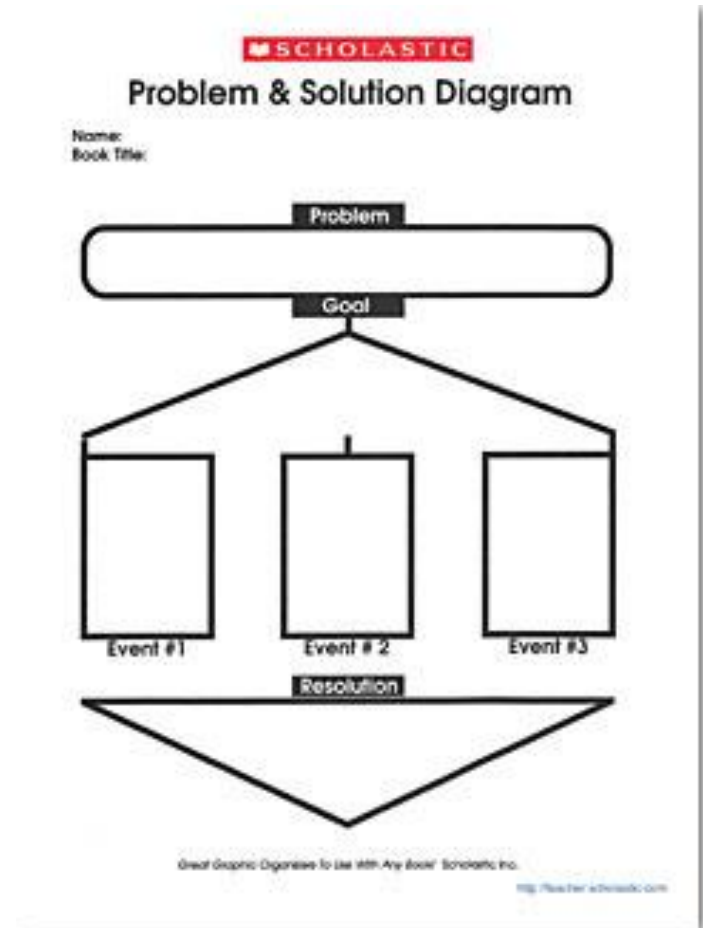
Graphic Organizer: Cause and Effect

Cause		Effect
		

Problem and Solution Text Structures and Graphic Organizers

Problem and Solution

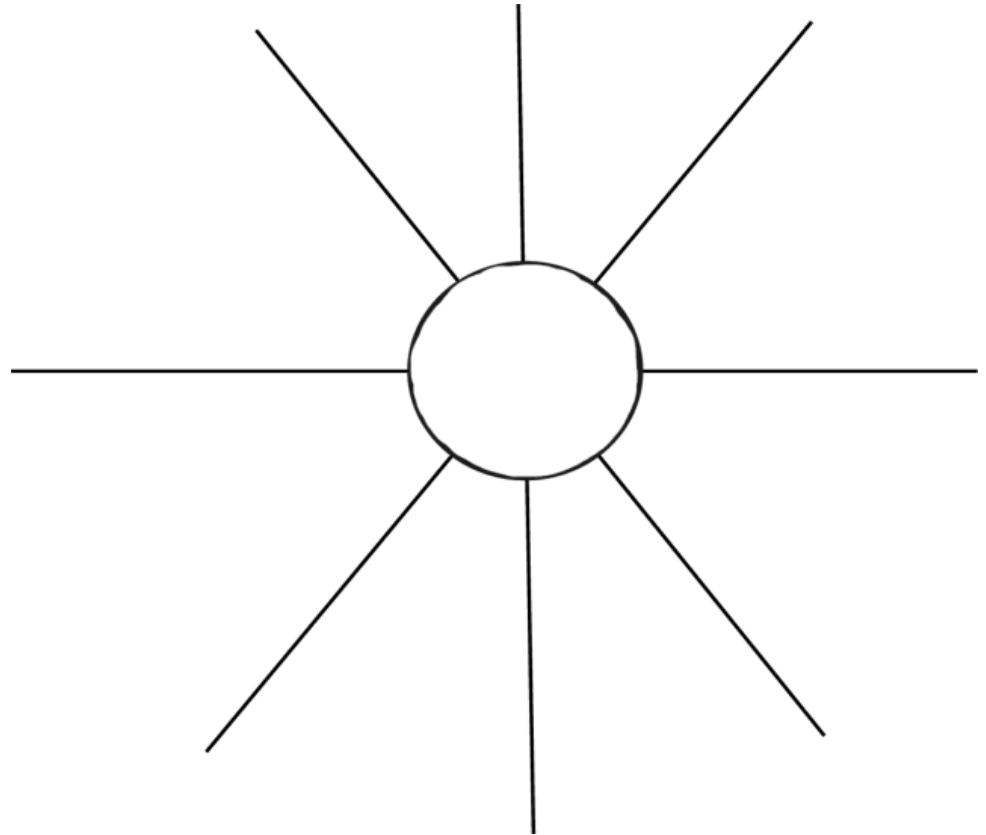
- the solution/problem is ...
- question is
- dilemma is ...
- one answer is
- one reason is



Descriptive Text Structures and Graphic Organizer

Descriptive

- nouns (person, place, thing, or idea)
- adjectives (features/characteristics)
- pronouns
- examples



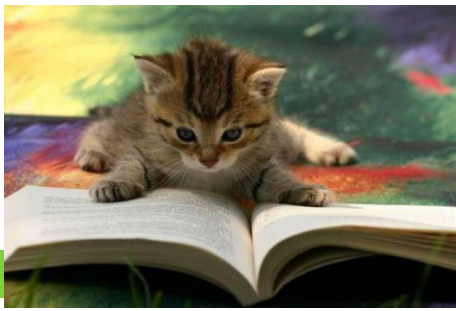
Effective Comprehension Strategy Instruction

- Explicit teaching techniques
- Direct explanation
- Modeling
- Guided practice
- Application



References

- American Psychiatric Association (1994). *DSM-IV diagnostic and statistical manual (4th ed.)*. Washington, D.C.: American Psychiatric Association.
- Antoniou, F. & Souvignier, E. (2007). Strategy instruction in reading comprehension: An intervention study for students with learning disabilities. *Learning Disabilities: A Contemporary Journal*, 5(1), 41-57. Retrieved from <http://faculty.rcoe.appstate.edu/koppenhaverd/5710/read/readingLD/strategyinstruction.pdf>
- Bell, N. (1986). *Visualizing and verbalizing for language comprehension and thinking*. Paso Robles, CA: Academy of Reading Publications.
- Carretti, B., Borella, E., Cornoldi, C., & De Beni, R. (2009). Role of working memory in explaining the performance of individuals with specific reading comprehension difficulties: A meta-analysis. *Learning and Individual Differences*, 19(2), 246-251. doi: 10.1016/j.lindif.2008.10.002
- Clarke, P.J, Snowling, M.J., Truelove, E., & Hulme, C. (2010). Ameliorating children's reading comprehension difficulties: A randomized controlled trial. *Psychological Science*, 21(8), 1106-1116. doi: 10.1177/0956797610375449



- Downing, J.A., Bakken, J.P., & Whedon, C.K. (2002). Teaching text structure to improve reading comprehension. *Intervention in School and Clinic, 37*(4), 229- 233. doi: 10.1177/105345120203700406
- DSM-5(2010). A 02 language disorder. APA DSM-5 development. Retrieved May 31, 2012 from <http://www.dsm5.org/ProposedRevision/Pages/proposedrevision.aspx?rid=486>
- Hulme, C., & Snowling, M.J. (2011). Children's reading comprehension difficulties: Nature, causes, and treatments. *Current Directions in Psychological Science, 20*(3), 139-142. doi: 10.1177/0963721411408673
- Johnson-Glenberg, M.C. (2000). Training reading comprehension in adequate decoders/poor comprehenders: Verbal versus visual strategies. *Journal of Educational Psychology, 92*(4), 772-782. doi: 10.1037/0022-0663.92.4.772
- Maclean, R (n.d). *Hogwild about reading [cartoon]*. Retrieved from www.justkiddingcartoons.com/educationcartoons.html
- Nation, K., Cocksey, J., Taylor, J.S.H., & Bishop, D.V.M. (2010). A longitudinal investigation of early reading and language skills in children with poor reading comprehension. *Journal of Child Psychology and Psychiatry, 51*(9), 1031-1039. doi: 10.1111/j.1469-7610.2010.02254.x



- Palincsar, A.S., & Brown, A.L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction, 1*(2), 117-175. doi: 10.1207/s1532690xci0102_1
- Sesma, H. W., Mahone, E. M., Levine, T., Eason, S. H., & Cutting, L.E. (2009). The contribution of executive skills to reading comprehension. *Child Neuropsychology, 15*(3), 232-246. doi: 10.1080/09297040802220029
- Snowling, M.J., & Hulme, C. (2012). The nature and classification of reading disorders: A commentary on proposals for DSM-5. *Journal of Child Psychology and Psychiatry, 53*(5), 593-607. doi: 10.1111/j.1469-7610.2011.02495.x
- Wendling, B.& Mather, N. (2009). *Essentials of Evidence-Based Academic Interventions*. Hoboken, NJ: John Wiley and Sons.

Questions or Comments?

