1

00:00:03,200 --> 00:00:09,269

module three the simple view of reading

2

00:00:06,590 --> 00:00:11,459

Session two types of reading

3

00:00:09,269 --> 00:00:16,800

difficulties based on the simple view of

4

00:00:11,459 --> 00:00:18,990

reading hello this is David Kilpatrick

5

00:00:16,800 --> 00:00:21,420

your presenter for the thirteen on

6

00:00:18,990 --> 00:00:23,280

demand webinars in going through these

7

00:00:21,420 --> 00:00:25,470

webinars participants will be able to

8

00:00:23,280 --> 00:00:28,080

learn about how to apply the reading

9

00:00:25,470 --> 00:00:32,460

research to assessing preventing and

10

00:00:28,080 --> 00:00:35,220

overcoming reading difficulties we are

11

00:00:32,460 --> 00:00:37,710

in module three you see the 13 modules

12

00:00:35,220 --> 00:00:40,560

here and within module three there are

13

00:00:37,710 --> 00:00:42,150

two sessions and we are beginning the

14

00:00:40,560 --> 00:00:44,400

second session on the types of reading

15

00:00:42,150 --> 00:00:46,560

difficulties these will be best

16

00:00:44,400 --> 00:00:52,399

understood if you have viewed session

17

00:00:46,560 --> 00:00:54,450

3.1 as a result of this session

18

00:00:52,399 --> 00:00:56,130

participants should be able to identify

19

00:00:54,450 --> 00:00:58,200

the characteristics of each of the three

20

00:00:56,130 --> 00:01:00,329

types of well established reading

21

00:00:58,200 --> 00:01:01,559

difficulties as well as understand the

22

00:01:00,329 --> 00:01:03,239

connection between the simple view of

23

00:01:01,559 --> 00:01:06,630

reading and these three types of reading

24

00:01:03,239 --> 00:01:07,950

difficulties historically there have

25

00:01:06,630 --> 00:01:09,570

been many different proposals about

26

00:01:07,950 --> 00:01:12,870

types of reading problems and reading

27

00:01:09,570 --> 00:01:16,409

difficulties only one scenario has

28

00:01:12,870 --> 00:01:18,270

really established itself scientifically

29

00:01:16,409 --> 00:01:20,280

in terms of coming up with subtypes of

30

00:01:18,270 --> 00:01:21,479

reading problems within each of those

31

00:01:20,280 --> 00:01:23,310

you're going to see a lot of variability

32

00:01:21,479 --> 00:01:25,350

of course so many different children

33

00:01:23,310 --> 00:01:27,780

have many different presenting symptoms

34

00:01:25,350 --> 00:01:29,580

but all of them would fit into one of

35

00:01:27,780 --> 00:01:32,280

these three categories that we're going

36

00:01:29,580 --> 00:01:33,810

to learn about and these categories are

37

00:01:32,280 --> 00:01:35,400

very consistent with the simple view in

38

00:01:33,810 --> 00:01:40,799

fact they emerge from the simple view of

39

00:01:35,400 --> 00:01:44,250

reading using a simple view model in

40

00:01:40,799 --> 00:01:47,340

terms of recognizing that reading

41

00:01:44,250 --> 00:01:49,560

comprehension is based upon word level

42

00:01:47,340 --> 00:01:51,240

reading and language comprehension you

43

00:01:49,560 --> 00:01:52,619

could have some students who struggle in

44

00:01:51,240 --> 00:01:54,450

word level reading but not language

45

00:01:52,619 --> 00:01:56,159

comprehension you could have other

46

00:01:54,450 --> 00:01:57,960

students who struggle in language

47

00:01:56,159 --> 00:01:59,430

comprehension but not word level reading

48

00:01:57,960 --> 00:02:02,340

and you can have students who struggle

49

00:01:59,430 --> 00:02:03,750

in both all three of these have been

50

00:02:02,340 --> 00:02:06,299

very well established in the reading

51

00:02:03,750 --> 00:02:09,950

research as subtypes of reading

52

00:02:06,299 --> 00:02:09,950

difficulties and reading disabilities

53

00:02:12,680 --> 00:02:16,470

now you see at the top here it says

54

00:02:14,790 --> 00:02:19,200

reading difficulties not necessarily

55

00:02:16,470 --> 00:02:21,239

reading disabilities what constitutes a

56

00:02:19,200 --> 00:02:22,950

disability versus just a difficulty is

57

00:02:21,239 --> 00:02:25,230

something that is really left up to

58

00:02:22,950 --> 00:02:29,790

individual school districts individual

59

00:02:25,230 --> 00:02:33,690

states etc reading researchers recognize

60

00:02:29,790 --> 00:02:36,300

that not only do reading skills fall

61

00:02:33,690 --> 00:02:38,040

along a very fine-grained continuum but

62

00:02:36,300 --> 00:02:40,019

the various components that go into

63

00:02:38,040 --> 00:02:41,940

those reading skills fall along a

64

00:02:40,019 --> 00:02:44,190

fine-grained continuum so there is no

65

00:02:41,940 --> 00:02:48,959

simple cutoff that researchers can offer

66

00:02:44,190 --> 00:02:50,489

and say from this point and below these

67

00:02:48,959 --> 00:02:52,190

kids have disabilities in this point

68

00:02:50,489 --> 00:02:54,900

above and they do not have disabilities

69

00:02:52,190 --> 00:02:56,069

so the three types of reading

70

00:02:54,900 --> 00:02:58,200

difficulties that I'm going to be

71

00:02:56,069 --> 00:02:59,940

talking about could apply to children

72

00:02:58,200 --> 00:03:02,060

who may qualify as having a reading

73

00:02:59,940 --> 00:03:04,530

disability under IDEA but could also

74

00:03:02,060 --> 00:03:06,209

apply to children whose reading

75

00:03:04,530 --> 00:03:11,819

difficulties are not severe enough to

76

00:03:06,209 --> 00:03:15,450

warrant an IEP under IDEA the first is

77

00:03:11,819 --> 00:03:17,430

dyslexia dyslexia has a lot of mystique

78

00:03:15,450 --> 00:03:20,130

and people think it has to do with

79

00:03:17,430 --> 00:03:22,560

visual processing etc what we learn from

80

00:03:20,130 --> 00:03:25,109

one of the previous sessions that visual

81

00:03:22,560 --> 00:03:27,359

skills do not contribute to word level

82

00:03:25,109 --> 00:03:28,620

reading once those words have entered

83

00:03:27,359 --> 00:03:30,060

through our vision if you can't see the

84

00:03:28,620 --> 00:03:31,769

words of course you won't be able to

85

00:03:30,060 --> 00:03:33,450

read them but as long as you have decent

86

00:03:31,769 --> 00:03:35,970

visual acuity you can input the letter

87

00:03:33,450 --> 00:03:37,829

string the linguistic system takes over

88

00:03:35,970 --> 00:03:40,500

this will be discussed in more detail in

89

00:03:37,829 --> 00:03:42,480

chapter four but all the types of

90

00:03:40,500 --> 00:03:44,760

folklore that we hear about dyslexia and

91

00:03:42,480 --> 00:03:47,130

visual processing deficits have not

92

00:03:44,760 --> 00:03:50,310

borne out in research with intensive

93

00:03:47,130 --> 00:03:52,410

research over the last 40 years as it

94

00:03:50,310 --> 00:03:54,660

turns out children with dyslexia are

95

00:03:52,410 --> 00:03:57,690

defined or adults with dyslexia are

96

00:03:54,660 --> 00:04:00,599

defined by researchers as individuals

97

00:03:57,690 --> 00:04:02,940

with low word level reading despite

98

00:04:00,599 --> 00:04:05,340

adequate effort and opportunity and so

99

00:04:02,940 --> 00:04:08,160

long as it's not based on being deaf or

100

00:04:05,340 --> 00:04:10,230

blind or having a severe intellectual

101

00:04:08,160 --> 00:04:11,880

disability you can have a mild

102

00:04:10,230 --> 00:04:13,980

intellectual disability and still be a

103

00:04:11,880 --> 00:04:15,329

good word reader but individuals with

104

00:04:13,980 --> 00:04:17,880

the most severe intellectual

105

00:04:15,329 --> 00:04:21,239

disabilities may not be able to develop

106

00:04:17,880 --> 00:04:22,860

those skills all the other types of

107

00:04:21,239 --> 00:04:25,530

things you hear about dyslexia are based

108

00:04:22,860 --> 00:04:27,240

on popular lore so researchers define

109

00:04:25,530 --> 00:04:29,220

dyslexia is poor word-level reading

110

00:04:27,240 --> 00:04:31,590

despite adequate effort and opportunity

111

00:04:29,220 --> 00:04:34,050

and typically what is added to that is

112

00:04:31,590 --> 00:04:37,350

that their language skills are average

113

00:04:34,050 --> 00:04:39,240

or better and while that may not be a

114

00:04:37,350 --> 00:04:41,370

requirement under some ways of

115

00:04:39,240 --> 00:04:44,430

describing dyslexia it helps make sense

116

00:04:41,370 --> 00:04:48,020

of dyslexia in relation to the third

117

00:04:44,430 --> 00:04:50,430

reading difficulty that we'll talk about

118

00:04:48,020 --> 00:04:52,370

what you might consider to be the

119

00:04:50,430 --> 00:04:55,050

opposite pattern of dyslexia hyperlexia

120

00:04:52,370 --> 00:04:57,240

with a hyperlexic think of the word

121

00:04:55,050 --> 00:04:58,740

hyper means above and beyond and it

122

00:04:57,240 --> 00:05:01,260

means you can read above and beyond what

123

00:04:58,740 --> 00:05:04,860

you can comprehend so skilled word

124

00:05:01,260 --> 00:05:06,930

reading is a hallmark of hyperlexic

125

00:05:04,860 --> 00:05:09,270

but their language comprehension is

126

00:05:06,930 --> 00:05:10,890

typically below average teachers have

127

00:05:09,270 --> 00:05:14,400

referred to these types of students as

128

00:05:10,890 --> 00:05:16,950

word callers we find this as a common

129

00:05:14,400 --> 00:05:19,500

pattern in too broadly defined groups

130

00:05:16,950 --> 00:05:21,960

one would be children who inherently

131

00:05:19,500 --> 00:05:23,040

have language related skill deficits

132

00:05:21,960 --> 00:05:24,570

those would be kids with speech or

133

00:05:23,040 --> 00:05:27,450

language impairments or intellectual

134

00:05:24,570 --> 00:05:29,970

disabilities or autism where they have a

135

00:05:27,450 --> 00:05:32,940

language based problem in their first or

136

00:05:29,970 --> 00:05:34,530

only language but we also see this in

137

00:05:32,940 --> 00:05:36,780

another group and that would be your

138

00:05:34,530 --> 00:05:39,270

English Learner students those are

139

00:05:36,780 --> 00:05:41,520

children who may be perfectly competent

140

00:05:39,270 --> 00:05:43,650

in their original language but because

141

00:05:41,520 --> 00:05:46,020

English is a second language they may

142

00:05:43,650 --> 00:05:47,880

not have enough English language

143

00:05:46,020 --> 00:05:50,190

comprehension in order to be competent

144

00:05:47,880 --> 00:05:53,640

at reading English and comprehending

145

00:05:50,190 --> 00:05:55,979

written English more will be said about

146

00:05:53,640 --> 00:06:00,390

these English language learners in a

147

00:05:55,979 --> 00:06:02,539

later module then if children have a

148

00:06:00,390 --> 00:06:06,030

problem with both word level reading and

149

00:06:02,539 --> 00:06:07,470

with language comprehension they are the

150

00:06:06,030 --> 00:06:10,140

mixed or combined type of reading

151

00:06:07,470 --> 00:06:11,910

difficulty these students often present

152

00:06:10,140 --> 00:06:14,220

the greatest challenges for teachers

153

00:06:11,910 --> 00:06:16,229

because they have to in a sense fight a

154

00:06:14,220 --> 00:06:18,240

battle on two fronts address the

155

00:06:16,229 --> 00:06:20,820

language issue as well as address the

156

00:06:18,240 --> 00:06:22,560

word reading issue now it must be noted

157

00:06:20,820 --> 00:06:25,289

that for children that come under the

158

00:06:22,560 --> 00:06:27,360

area of hyperlexia or the mixed type

159

00:06:25,289 --> 00:06:29,760

because they have language related

160

00:06:27,360 --> 00:06:31,789

issues it is strongly recommended that a

161

00:06:29,760 --> 00:06:34,320

speech-language evaluation is

162

00:06:31,789 --> 00:06:35,810

administered to such children and that

163

00:06:34,320 --> 00:06:38,409

on some level or another a

164

00:06:35,810 --> 00:06:41,469

speech-language pathologist is

165

00:06:38,409 --> 00:06:43,749

involved in such a case because language

166

00:06:41,469 --> 00:06:46,029

is so central to the type of reading

167

00:06:43,749 --> 00:06:50,229

difficulties that the hyperlexic and the

168

00:06:46,029 --> 00:06:51,879

mixed or combined type have these

169

00:06:50,229 --> 00:06:54,489

various types of reading difficulties

170

00:06:51,879 --> 00:06:55,929

cut across multiple special education

171

00:06:54,489 --> 00:06:58,149

designations whether it's a specific

172

00:06:55,929 --> 00:07:01,209

learning disability and indeed reading

173

00:06:58,149 --> 00:07:02,649

problems occur in approximately 80 to 85

174

00:07:01,209 --> 00:07:04,269

percent of all children who are

175

00:07:02,649 --> 00:07:05,979

designated as having a specific learning

176

00:07:04,269 --> 00:07:08,949

disability a speech or language

177

00:07:05,979 --> 00:07:10,029

impairment they may have difficulties

178

00:07:08,949 --> 00:07:11,889

with word reading and language

179

00:07:10,029 --> 00:07:14,039

comprehension or just language

180

00:07:11,889 --> 00:07:16,329

comprehension an intellectual disability

181

00:07:14,039 --> 00:07:19,559

similar to speech language impairment

182

00:07:16,329 --> 00:07:22,179

may have that mix or combined pattern

183

00:07:19,559 --> 00:07:24,849

serious emotional disability autism

184

00:07:22,179 --> 00:07:26,949

spectrum disorder so I think we need to

185

00:07:24,849 --> 00:07:31,119

get away from ever explaining a child's

186

00:07:26,949 --> 00:07:33,639

reading problem based upon their IDEA

187

00:07:31,119 --> 00:07:34,959

categorization in other words we can't

188

00:07:33,639 --> 00:07:36,519

say well he's struggling and reading

189

00:07:34,959 --> 00:07:37,719

because of an intellectual disability or

190

00:07:36,519 --> 00:07:39,639

because of a serious emotional

191

00:07:37,719 --> 00:07:41,139

disability the nice thing about the

192

00:07:39,639 --> 00:07:43,300

simple view and the nice thing about

193

00:07:41,139 --> 00:07:45,490

this breakdown of reading problems as it

194

00:07:43,300 --> 00:07:47,139

cuts across these disability areas so

195

00:07:45,490 --> 00:07:49,449

instead we may be able to say well the

196

00:07:47,139 --> 00:07:51,129

reason he's struggling is because he has

197

00:07:49,449 --> 00:07:53,439

difficulty in phonemic awareness and

198

00:07:51,129 --> 00:07:54,639

vocabulary now that's very different

199

00:07:53,439 --> 00:07:56,199

than saying because he has an

200

00:07:54,639 --> 00:07:58,300

intellectual disability or has a speech

201

00:07:56,199 --> 00:08:00,999

or language impairment that gives us

202

00:07:58,300 --> 00:08:02,740

some instructional marching orders to

203

00:08:00,999 --> 00:08:04,149

say this is what we're going to address

204

00:08:02,740 --> 00:08:05,169

we're going to address the vocabulary

205

00:08:04,149 --> 00:08:09,399

we're going to address the phonemic

206

00:08:05,169 --> 00:08:11,019

awareness etc so in summary the simple

207

00:08:09,399 --> 00:08:12,699

view has some important implications for

208

00:08:11,019 --> 00:08:14,800

understanding different types of reading

209

00:08:12,699 --> 00:08:16,179

difficulties we have three different

210

00:08:14,800 --> 00:08:18,429

types of reading difficulties whether

211

00:08:16,179 --> 00:08:20,079

the word reading is is poor in the

212

00:08:18,429 --> 00:08:22,659

presence of good language skills that's

213

00:08:20,079 --> 00:08:24,519

dyslexia whether the word reading is

214

00:08:22,659 --> 00:08:25,059

strong in the presence of weak language

215

00:08:24,519 --> 00:08:27,189

skills

216

00:08:25,059 --> 00:08:29,739

that's hyperlexia or whether the two

217

00:08:27,189 --> 00:08:31,360

areas both language and word reading are

218

00:08:29,739 --> 00:08:35,500

problematic and that would be your mixed

219

00:08:31,360 --> 00:08:37,360

or combined type identifying these types

220

00:08:35,500 --> 00:08:40,149

of reading difficulties will help

221

00:08:37,360 --> 00:08:43,120

teachers to narrow down the source of

222

00:08:40,149 --> 00:08:44,829

the individual's reading difficulty so

223

00:08:43,120 --> 00:08:46,120

it's not enough to say that there's a

224

00:08:44,829 --> 00:08:48,100

word reading difficulty you're going to

225

00:08:46,120 --> 00:08:50,650

probe deeper in this simple view to find

226

00:08:48,100 --> 00:08:52,510

out what is it about that child

227

00:08:50,650 --> 00:08:55,630

weird reading that's causing a problem

228

00:08:52,510 --> 00:08:57,190

can we narrow it down to word specific

229

00:08:55,630 --> 00:08:59,620

knowledge phonemic awareness letter

230

00:08:57,190 --> 00:09:01,660

sound knowledge etc same thing with

231

00:08:59,620 --> 00:09:03,820

language comprehension and here we would

232

00:09:01,660 --> 00:09:05,380

like to defer to specialists in this

233

00:09:03,820 --> 00:09:09,970

area that those are our speech-language

234

00:09:05,380 --> 00:09:12,910

pathologists as a result it helps with

235

00:09:09,970 --> 00:09:14,140

educational planning because students

236

00:09:12,910 --> 00:09:16,540

with dyslexia and students with

237

00:09:14,140 --> 00:09:18,490

hyperlexia have almost no overlap in

238

00:09:16,540 --> 00:09:20,290

terms of the problems that they face as

239

00:09:18,490 --> 00:09:23,470

a result they don't make good small

240

00:09:20,290 --> 00:09:25,210

group partners and children with a mixed

241

00:09:23,470 --> 00:09:27,130

type really should be grouped together

242

00:09:25,210 --> 00:09:30,070

because they need to have both those

243

00:09:27,130 --> 00:09:34,320

sets of skills address the language

244

00:09:30,070 --> 00:09:34,320

comprehension in the word reading issues

245

00:09:34,590 --> 00:09:39,280

so as mentioned our instructional

246

00:09:37,360 --> 00:09:42,940

grouping should very well be based upon

247

00:09:39,280 --> 00:09:45,160

this breakdown that is very inherent

248

00:09:42,940 --> 00:09:47,050

within the simple view and recognizing

249

00:09:45,160 --> 00:09:50,260

the nature of the child's reading

250

00:09:47,050 --> 00:09:51,880

problem is it based on overall language

251

00:09:50,260 --> 00:09:53,080

comprehension is it based on word

252

00:09:51,880 --> 00:09:55,950

reading or is it based on some

253

00:09:53,080 --> 00:09:55,950

combination of the two

254

00:09:57,660 --> 00:10:01,990

you may want to stop and reflect now if

255

00:09:59,980 --> 00:10:04,540

you're working in a small group maybe

256

00:10:01,990 --> 00:10:05,830

ask yourself how might the understanding

257

00:10:04,540 --> 00:10:07,480

of the characteristics of the three

258

00:10:05,830 --> 00:10:10,200

types of reading difficulties inform

259

00:10:07,480 --> 00:10:10,200

your instruction

260

00:10:16,050 --> 00:10:20,879

coming up next is module 4 and the first

261

00:10:19,259 --> 00:10:21,989

session in module 4 has to do with

262

00:10:20,879 --> 00:10:25,670

looking at the various challenges

263

00:10:21,989 --> 00:10:25,670

related to word level reading