1

00:00:03,150 --> 00:00:08,170

welcome to assessing preventing and

2

00:00:06,100 --> 00:00:10,420

overcoming reading difficulties a

3

00:00:08,170 --> 00:00:13,150

professional learning series presented

4

00:00:10,420 --> 00:00:15,359

by David Kilpatrick sponsored by the

5

00:00:13,150 --> 00:00:18,400

exceptional student services unit and

6

00:00:15,359 --> 00:00:20,650

created in collaboration with specific

7

00:00:18,400 --> 00:00:24,429

learning disability specialists Jill

8

00:00:20,650 --> 00:00:26,289

Marshall and Veronica Fiedler the

9

00:00:24,429 --> 00:00:28,419

Colorado Department of Education is

10

00:00:26,289 --> 00:00:30,220

vision is that all students in Colorado

11

00:00:28,419 --> 00:00:32,739

will become educated and productive

12

00:00:30,220 --> 00:00:36,340

citizens capable of succeeding in

13

00:00:32,739 --> 00:00:38,770

society the workforce and life the

14

00:00:36,340 --> 00:00:41,289

mission of the CDE is to ensure all

15

00:00:38,770 --> 00:00:44,260

students are prepared for success in

16

00:00:41,289 --> 00:00:47,109

society work and life by providing

17

00:00:44,260 --> 00:00:49,269

excellent leadership service and support

18

00:00:47,109 --> 00:00:53,260

to schools districts and communities

19

00:00:49,269 --> 00:00:56,079

across the state this series is designed

20

00:00:53,260 --> 00:00:58,809

for use in multiple ways you can

21

00:00:56,079 --> 00:01:00,579

complete all 13 modules participants who

22

00:00:58,809 --> 00:01:02,079

engage in all 13 modules will be

23

00:01:00,579 --> 00:01:05,199

provided a comprehensive learning

24

00:01:02,079 --> 00:01:07,540

experience encompassing research impact

25

00:01:05,199 --> 00:01:09,549

and critical elements of assessing

26

00:01:07,540 --> 00:01:12,939

preventing and overcoming reading

27

00:01:09,549 --> 00:01:16,150

difficulties you can complete individual

28

00:01:12,939 --> 00:01:18,670

modules participants may view a session

29

00:01:16,150 --> 00:01:21,549

or sessions for specific information and

30

00:01:18,670 --> 00:01:23,380

guidance on topics related to assessing

31

00:01:21,549 --> 00:01:26,320

preventing and overcoming reading

32

00:01:23,380 --> 00:01:27,939

difficulties this format is ideal for

33

00:01:26,320 --> 00:01:30,759

short professional development

34

00:01:27,939 --> 00:01:32,619

opportunities for example during an

35

00:01:30,759 --> 00:01:35,140

impact team meeting or professional

36

00:01:32,619 --> 00:01:37,229

learning community you can also complete

37

00:01:35,140 --> 00:01:39,969

this as a book or chapter study

38

00:01:37,229 --> 00:01:42,369

participants may view all or part of the

39

00:01:39,969 --> 00:01:44,920

series as a tandem companion or

40

00:01:42,369 --> 00:01:46,990

supplemental resource for supporting a

41

00:01:44,920 --> 00:01:48,789

study of the book the essentials of

42

00:01:46,990 --> 00:01:50,820

assessing preventing and overcoming

43

00:01:48,789 --> 00:01:52,880

reading difficulties

44

00:01:50,820 --> 00:01:52,880

45

00:01:59,159 --> 00:02:01,219

46

00:02:02,729 --> 00:02:09,670

module 5 reading comprehension session 1

47

00:02:07,299 --> 00:02:13,060

the simple view of reading and reading

48

00:02:09,670 --> 00:02:14,980

comprehension hello this is David

49

00:02:13,060 --> 00:02:18,160

Kilpatrick and I am your presenter for

50

00:02:14,980 --> 00:02:20,140

this series of 13 webinars and through

51

00:02:18,160 --> 00:02:21,880

these webinars teachers will learn about

52

00:02:20,140 --> 00:02:24,340

the reading research particularly as it

53

00:02:21,880 --> 00:02:27,640

pertains to assessment preventing and

54

00:02:24,340 --> 00:02:31,239

overcoming reading difficulties here's

55

00:02:27,640 --> 00:02:33,850

an overview of the 13 modules each

56

00:02:31,239 --> 00:02:37,510

module contains between 1 and 7 sessions

57

00:02:33,850 --> 00:02:39,910

and in this module we have 2 sessions

58

00:02:37,510 --> 00:02:41,680

and the first session has to do with how

59

00:02:39,910 --> 00:02:45,910

the simple view of reading helps us

60

00:02:41,680 --> 00:02:47,550

understand reading comprehension as a

61

00:02:45,910 --> 00:02:49,450

result of viewing this session

62

00:02:47,550 --> 00:02:50,920

participants will be able to explain the

63

00:02:49,450 --> 00:02:51,940

simple view of reading and how it helps

64

00:02:50,920 --> 00:02:54,549

us better understand reading

65

00:02:51,940 --> 00:02:55,900

comprehension difficulties and also to

66

00:02:54,549 --> 00:02:58,150

determine if reading comprehension

67

00:02:55,900 --> 00:03:02,340

problems are the result of word reading

68

00:02:58,150 --> 00:03:02,340

problems or language problems or both

69

00:03:03,690 --> 00:03:09,340

the simple view of reading was covered

70

00:03:06,100 --> 00:03:12,280

in module 3.1 so if you have not viewed

71

00:03:09,340 --> 00:03:14,140

module 3.1 I strongly recommend that you

72

00:03:12,280 --> 00:03:15,549

go back and take a look at that and that

73

00:03:14,140 --> 00:03:21,010

will make the material in this module

74

00:03:15,549 --> 00:03:23,109

much more clear the simple view of

75

00:03:21,010 --> 00:03:24,640

reading has been supported by nearly 200

76

00:03:23,109 --> 00:03:29,500

direct studies and hundreds more

77

00:03:24,640 --> 00:03:31,570

indirect studies a recent study pretty

78

00:03:29,500 --> 00:03:32,980

large-scale focusing on comprehension

79

00:03:31,570 --> 00:03:35,200

shows that the simple view of reading

80

00:03:32,980 --> 00:03:37,750

can virtually account for all the skills

81

00:03:35,200 --> 00:03:39,609

involved in reading comprehension using

82

00:03:37,750 --> 00:03:43,150

a statistical concept it accounts for

83

00:03:39,609 --> 00:03:44,560

the vast amount of variance in skills

84

00:03:43,150 --> 00:03:47,049

versus not skilled reading comprehension

85

00:03:44,560 --> 00:03:49,420

what that means is that there really are

86

00:03:47,049 --> 00:03:51,910

not underlying mysterious factors that

87

00:03:49,420 --> 00:03:58,209

researchers don't know about that will

88

00:03:51,910 --> 00:04:02,380

affect reading comprehension recall from

89

00:03:58,209 --> 00:04:04,450

module 3 that reading defined as reading

90

00:04:02,380 --> 00:04:06,130

comprehension by the original developers

91

00:04:04,450 --> 00:04:08,650

of the simple view of reading which was

92

00:04:06,130 --> 00:04:11,340

Philip Goff and colleagues is the

93

00:04:08,650 --> 00:04:13,470

product of what they call decoding

94

00:04:11,340 --> 00:04:15,400

meaning word level reading and

95

00:04:13,470 --> 00:04:16,180

linguistic comprehension which were

96

00:04:15,400 --> 00:04:18,609

referring to simply as

97

00:04:16,180 --> 00:04:21,310

language comprehension basically the

98

00:04:18,609 --> 00:04:23,350

formula is R equals D times LC meaning

99

00:04:21,310 --> 00:04:26,940

reading comprehension is a product of

100

00:04:23,350 --> 00:04:26,940

word reading and language comprehension

101

00:04:27,960 --> 00:04:33,340

you may also recall from module 3 that

102

00:04:30,880 --> 00:04:35,470

the simple view of reading indicates

103

00:04:33,340 --> 00:04:38,530

that there can be three types of reading

104

00:04:35,470 --> 00:04:41,530

problems one is dyslexia dyslexia is

105

00:04:38,530 --> 00:04:43,630

poor word level reading and this can

106

00:04:41,530 --> 00:04:45,400

include compensators this is an issue

107

00:04:43,630 --> 00:04:47,400

we're not going to probe that deeply

108

00:04:45,400 --> 00:04:49,630

here but I do want to mention that

109

00:04:47,400 --> 00:04:52,180

children who are compensators may have

110

00:04:49,630 --> 00:04:55,090

good language skills and they may appear

111

00:04:52,180 --> 00:04:56,229

to have skilled word reading but we're

112

00:04:55,090 --> 00:04:58,060

reading as a struggle so their

113

00:04:56,229 --> 00:05:00,280

comprehension suffers as a result of

114

00:04:58,060 --> 00:05:03,639

poor word reading but they're harder to

115

00:05:00,280 --> 00:05:05,229

catch simply because they are so good at

116

00:05:03,639 --> 00:05:07,060

compensating for their poor word reading

117

00:05:05,229 --> 00:05:09,699

that their word reading looks fairly

118

00:05:07,060 --> 00:05:12,280

typical and such children are most easy

119

00:05:09,699 --> 00:05:14,259

to detect if you do a time nonsense word

120

00:05:12,280 --> 00:05:15,820

reading test with them or a phonemic

121

00:05:14,259 --> 00:05:17,199

awareness test with them particularly

122

00:05:15,820 --> 00:05:20,130

one that has a timing element such as

123

00:05:17,199 --> 00:05:23,590

the phonological or in a screening test

124

00:05:20,130 --> 00:05:25,180

hyperlexia involves children who can

125

00:05:23,590 --> 00:05:27,389

read the words just fine but they

126

00:05:25,180 --> 00:05:29,740

struggle in understanding what they read

127

00:05:27,389 --> 00:05:31,630

researchers use the term hyperlexia but

128

00:05:29,740 --> 00:05:33,729

they also use the term specific reading

129

00:05:31,630 --> 00:05:35,080

comprehension impairment and they use

130

00:05:33,729 --> 00:05:37,570

this term to distinguish it from

131

00:05:35,080 --> 00:05:40,090

situations in which word level reading

132

00:05:37,570 --> 00:05:41,470

gets in the way of comprehension and

133

00:05:40,090 --> 00:05:43,120

then you have the combined type and

134

00:05:41,470 --> 00:05:45,000

we're going to focus just on the latter

135

00:05:43,120 --> 00:05:47,320

two because both of them involve

136

00:05:45,000 --> 00:05:50,320

problems with general language

137

00:05:47,320 --> 00:05:51,909

comprehension i've had the fortunate

138

00:05:50,320 --> 00:05:53,500

opportunity to work with students

139

00:05:51,909 --> 00:05:55,090

kindergarten through twelfth grade and

140

00:05:53,500 --> 00:05:57,430

I've also had the fortunate opportunity

141

00:05:55,090 --> 00:06:00,070

to be introduced to the simple view of

142

00:05:57,430 --> 00:06:02,139

reading back in the late 1990s as a

143

00:06:00,070 --> 00:06:05,199

result I have used the simple view

144

00:06:02,139 --> 00:06:08,080

framework as my guiding principle for

145

00:06:05,199 --> 00:06:09,880

doing evaluations of children and based

146

00:06:08,080 --> 00:06:12,810

on the simple view one question I began

147

00:06:09,880 --> 00:06:15,490

to ask which I found very useful was

148

00:06:12,810 --> 00:06:16,930

when a teacher approached me and said a

149

00:06:15,490 --> 00:06:18,669

child was struggling with reading

150

00:06:16,930 --> 00:06:20,440

comprehension I would say what if you

151

00:06:18,669 --> 00:06:22,690

read the passage to the student when he

152

00:06:20,440 --> 00:06:25,090

or she understand it then and the answer

153

00:06:22,690 --> 00:06:27,099

to that was very useful if the teacher

154

00:06:25,090 --> 00:06:28,510

said yes that suggests to me that the

155

00:06:27,099 --> 00:06:29,560

reading comprehension problem is a

156

00:06:28,510 --> 00:06:31,840

direct by

157

00:06:29,560 --> 00:06:33,280

product of poor word reading if you're

158

00:06:31,840 --> 00:06:34,900

struggling with the words and all your

159

00:06:33,280 --> 00:06:38,740

focus is on the words it's hard to

160

00:06:34,900 --> 00:06:41,620

understand the meaning however if the

161

00:06:38,740 --> 00:06:43,210

teacher says no it doesn't necessarily

162

00:06:41,620 --> 00:06:45,010

rule out a word reading problem because

163

00:06:43,210 --> 00:06:46,720

a child could be a student who has that

164

00:06:45,010 --> 00:06:50,260

combined problem of word reading and

165

00:06:46,720 --> 00:06:52,060

comprehension but it does indicate that

166

00:06:50,260 --> 00:06:53,980

there is a problem with either language

167

00:06:52,060 --> 00:06:55,960

comprehension or possibly attention I

168

00:06:53,980 --> 00:06:58,000

think it's important to point out that

169

00:06:55,960 --> 00:07:01,990

there is some research that suggests

170

00:06:58,000 --> 00:07:03,610

that children with attention problems

171

00:07:01,990 --> 00:07:05,520

may do better and reading comprehension

172

00:07:03,610 --> 00:07:07,990

than they do in language comprehension

173

00:07:05,520 --> 00:07:09,940

perhaps this is because when they're

174

00:07:07,990 --> 00:07:11,350

doing reading they're focusing their

175

00:07:09,940 --> 00:07:13,419

attention on their reading but if

176

00:07:11,350 --> 00:07:15,790

they're just listening maybe they're

177

00:07:13,419 --> 00:07:18,610

more likely to zone out so to speak and

178

00:07:15,790 --> 00:07:19,990

have a lapse of attention so we can't

179

00:07:18,610 --> 00:07:21,669

assume that just because a child's

180

00:07:19,990 --> 00:07:23,919

listening comprehension may not be

181

00:07:21,669 --> 00:07:25,930

adequate that it's directly related to

182

00:07:23,919 --> 00:07:28,660

language comprehension it may be related

183

00:07:25,930 --> 00:07:31,389

to attention the person that can answer

184

00:07:28,660 --> 00:07:33,640

these questions the best is a speech

185

00:07:31,389 --> 00:07:35,830

language pathologist they have the

186

00:07:33,640 --> 00:07:38,229

background the knowledge and the test

187

00:07:35,830 --> 00:07:40,030

instruments to distinguish among the

188

00:07:38,229 --> 00:07:41,800

various reasons as to why a child may be

189

00:07:40,030 --> 00:07:45,370

struggling in listening or language

190

00:07:41,800 --> 00:07:46,720

comprehension so if they indicate that a

191

00:07:45,370 --> 00:07:49,479

child wouldn't understand even if you

192

00:07:46,720 --> 00:07:51,370

read it to him or her there may be an

193

00:07:49,479 --> 00:07:57,490

issue in more general language skills or

194

00:07:51,370 --> 00:07:59,139

attention or both another question that

195

00:07:57,490 --> 00:08:01,030

can be asked before anybody pulls out

196

00:07:59,139 --> 00:08:04,210

any test kits or makes any sort of

197

00:08:01,030 --> 00:08:07,090

special education referrals is when the

198

00:08:04,210 --> 00:08:10,060

child reads does he or she seemed to

199

00:08:07,090 --> 00:08:13,210

read effortlessly and fluently or does

200

00:08:10,060 --> 00:08:15,490

it seem to be effortful now if the

201

00:08:13,210 --> 00:08:17,260

answer is yes the child seems to read

202

00:08:15,490 --> 00:08:19,360

effortlessly then there's a good chance

203

00:08:17,260 --> 00:08:22,750

that there's a general language problem

204

00:08:19,360 --> 00:08:26,320

related to the child's reading

205

00:08:22,750 --> 00:08:28,210

comprehension however as mentioned

206

00:08:26,320 --> 00:08:29,440

earlier there's an exception to this and

207

00:08:28,210 --> 00:08:31,780

that can be compensators some

208

00:08:29,440 --> 00:08:34,120

compensators come across like they're

209

00:08:31,780 --> 00:08:36,010

pretty fluent but yet all their mental

210

00:08:34,120 --> 00:08:37,690

energy is involved in trying to sound

211

00:08:36,010 --> 00:08:39,360

fluent and there's really not much left

212

00:08:37,690 --> 00:08:42,120

over too

213

00:08:39,360 --> 00:08:44,610

comprehend but generally speaking the

214

00:08:42,120 --> 00:08:46,560

child's not a compensator this is a good

215

00:08:44,610 --> 00:08:48,360

indicator that there may be a language

216

00:08:46,560 --> 00:08:51,420

issue that is interfering with reading

217

00:08:48,360 --> 00:08:54,000

comprehension if on the other hand the

218

00:08:51,420 --> 00:08:56,480

teacher says no the child's reading is

219

00:08:54,000 --> 00:08:58,709

not very fluent and not very effortless

220

00:08:56,480 --> 00:09:00,810

that suggests that word reading is a

221

00:08:58,709 --> 00:09:02,490

contributing factor now once again the

222

00:09:00,810 --> 00:09:03,839

child could have the combined type of

223

00:09:02,490 --> 00:09:06,209

problem they could have language

224

00:09:03,839 --> 00:09:07,740

problems and word reading problems so

225

00:09:06,209 --> 00:09:09,690

the answer of no doesn't distinguish

226

00:09:07,740 --> 00:09:11,279

between those two in the speech

227

00:09:09,690 --> 00:09:13,440

pathology field they talk about the

228

00:09:11,279 --> 00:09:15,990

semantic aspects of language grammatical

229

00:09:13,440 --> 00:09:19,339

syntactic phonological and pragmatics

230

00:09:15,990 --> 00:09:23,600

and what we have to point out is that

231

00:09:19,339 --> 00:09:25,470

not all of them have the same amount of

232

00:09:23,600 --> 00:09:28,620

information that has to be learned to

233

00:09:25,470 --> 00:09:31,649

master the language in the same level of

234

00:09:28,620 --> 00:09:34,019

trajectory so for example when it comes

235

00:09:31,649 --> 00:09:37,170

to phonology or grammar and even

236

00:09:34,019 --> 00:09:39,660

syntax there's a certain limited number

237

00:09:37,170 --> 00:09:41,490

of things children need to learn but one

238

00:09:39,660 --> 00:09:43,769

comes to semantics that is meaning and

239

00:09:41,490 --> 00:09:46,170

vocabulary and background knowledge and

240

00:09:43,769 --> 00:09:48,420

pragmatics many different aspects of

241

00:09:46,170 --> 00:09:50,550

language functioning those are pretty

242

00:09:48,420 --> 00:09:52,350

wide open and something we continue to

243

00:09:50,550 --> 00:09:54,870

learn throughout our whole life so

244

00:09:52,350 --> 00:09:57,120

children can become pretty competent at

245

00:09:54,870 --> 00:09:59,579

the grammar the syntax the basic

246

00:09:57,120 --> 00:10:02,040

phonology of the language in a limited

247

00:09:59,579 --> 00:10:04,769

pool of the semantic aspect of language

248

00:10:02,040 --> 00:10:07,910

and they can come across as having

249

00:10:04,769 --> 00:10:10,140

normal language in everyday speech

250

00:10:07,910 --> 00:10:11,459

everyday language consists of only about

251

00:10:10,140 --> 00:10:13,110

two to three thousand words that get

252

00:10:11,459 --> 00:10:16,079

used over and over and over again and

253

00:10:13,110 --> 00:10:18,000

this gets mastered by even children with

254

00:10:16,079 --> 00:10:19,800

language problems by late elementary

255

00:10:18,000 --> 00:10:22,500

school and certainly English learners

256

00:10:19,800 --> 00:10:24,240

pick up on this most quickly programs

257

00:10:22,500 --> 00:10:27,089

that are designed to teach adults

258

00:10:24,240 --> 00:10:29,550

language like Pimsleur or rosetta stone

259

00:10:27,089 --> 00:10:30,779

they get people to learn those two to

260

00:10:29,550 --> 00:10:33,959

three thousand words that you're going

261

00:10:30,779 --> 00:10:36,690

to need for everyday language but a

262

00:10:33,959 --> 00:10:39,540

competent adult has a semantic lexicon

263

00:10:36,690 --> 00:10:41,550

that's into the tens of thousands of

264

00:10:39,540 --> 00:10:43,829

words so what happens is you have

265

00:10:41,550 --> 00:10:45,860

children who in everyday language they

266

00:10:43,829 --> 00:10:49,470

seem like they have pretty average

267

00:10:45,860 --> 00:10:51,690

skills for the vocabulary in fact they

268

00:10:49,470 --> 00:10:52,110

struggle in vocabulary because they have

269

00:10:51,690 --> 00:10:56,910

a very

270

00:10:52,110 --> 00:10:58,920

limited pool or language base beyond

271

00:10:56,910 --> 00:11:04,740

what they need to get through on a

272

00:10:58,920 --> 00:11:06,480

day-to-day basis in summary reading

273

00:11:04,740 --> 00:11:08,790

comprehension is based on two very broad

274

00:11:06,480 --> 00:11:09,980

skills word level reading and language

275

00:11:08,790 --> 00:11:12,060

comprehension

276

00:11:09,980 --> 00:11:14,730

when a student struggles in reading

277

00:11:12,060 --> 00:11:16,560

comprehension it's very useful to find

278

00:11:14,730 --> 00:11:19,250

out if that student would comprehend the

279

00:11:16,560 --> 00:11:21,209

passage if it were read to him or her

280

00:11:19,250 --> 00:11:23,339

some students struggle in reading

281

00:11:21,209 --> 00:11:25,140

comprehension based on difficulties in

282

00:11:23,339 --> 00:11:27,060

language comprehension some students

283

00:11:25,140 --> 00:11:29,670

struggle in reading comprehension based

284

00:11:27,060 --> 00:11:34,079

upon poor word reading and some students

285

00:11:29,670 --> 00:11:36,329

struggle as a result of both and we must

286

00:11:34,079 --> 00:11:38,459

always keep in mind that just because a

287

00:11:36,329 --> 00:11:40,200

third grader fourth grader all the way

288

00:11:38,459 --> 00:11:42,660

up to 12th grader seems to have normal

289

00:11:40,200 --> 00:11:44,550

language skills in daily conversation we

290

00:11:42,660 --> 00:11:47,220

can't assume that they don't have a

291

00:11:44,550 --> 00:11:48,420

broader language problem that may be a

292

00:11:47,220 --> 00:11:52,350

contributor to the reading comprehension

293

00:11:48,420 --> 00:11:55,529

difficulty a screening done by a speech

294

00:11:52,350 --> 00:11:56,880

pathologist would be one way to take a

295

00:11:55,529 --> 00:12:02,640

look at this if there are any concerns

296

00:11:56,880 --> 00:12:03,720

of this nature what has been your

297

00:12:02,640 --> 00:12:07,019

understanding of reading comprehension

298

00:12:03,720 --> 00:12:10,310

difficulties and how if at all does the

299

00:12:07,019 --> 00:12:10,310

simple view clarify your understanding

300

00:12:11,600 --> 00:12:18,089

in the next session in this module we're

301

00:12:15,959 --> 00:12:19,560

going to examine the various skills that

302

00:12:18,089 --> 00:12:23,360

are necessary for language comprehension

303

00:12:19,560 --> 00:12:23,360

and therefore for reading comprehension