1

00:00:05,000 --> 00:00:10,860

module nine assessing reading

2

00:00:07,890 --> 00:00:13,920

comprehension and related skills session

3

00:00:10,860 --> 00:00:16,400

to language comprehension and related

4

00:00:13,920 --> 00:00:16,400

tests

5

00:00:16,960 --> 00:00:21,430

hello this is David Kilpatrick your

6

00:00:19,330 --> 00:00:23,800

presenter for the thirteen on demand

7

00:00:21,430 --> 00:00:26,680

webinars and as a result of these

8

00:00:23,800 --> 00:00:28,300

webinars the hope is that educational

9

00:00:26,680 --> 00:00:30,150

professionals will learn more about the

10

00:00:28,300 --> 00:00:32,619

reading research as it pertains to

11

00:00:30,150 --> 00:00:35,710

assessing preventing and overcoming

12

00:00:32,619 --> 00:00:38,620

reading difficulties here's an overview

13

00:00:35,710 --> 00:00:40,210

of those thirteen modules for each of

14

00:00:38,620 --> 00:00:44,500

the webinars and we're going to be

15

00:00:40,210 --> 00:00:46,629

working on module 9 this particular

16

00:00:44,500 --> 00:00:49,090

session is the second session in module

17

00:00:46,629 --> 00:00:53,320

9 looking at language comprehension and

18

00:00:49,090 --> 00:00:55,870

related tests as a result of listening

19

00:00:53,320 --> 00:00:57,610

to this webinar participants will be

20

00:00:55,870 --> 00:00:59,980

able to identify language skills that

21

00:00:57,610 --> 00:01:01,960

support reading comprehension and select

22

00:00:59,980 --> 00:01:03,640

and interpret language related tests to

23

00:01:01,960 --> 00:01:08,380

further understand the source of reading

24

00:01:03,640 --> 00:01:09,790

comprehension difficulties recall once

25

00:01:08,380 --> 00:01:11,979

again the simple view of reading which

26

00:01:09,790 --> 00:01:13,630

proposes that reading comprehension is

27

00:01:11,979 --> 00:01:15,729

the product of word level reading and

28

00:01:13,630 --> 00:01:18,220

language comprehension skills if

29

00:01:15,729 --> 00:01:19,810

language comprehension skills is one of

30

00:01:18,220 --> 00:01:21,310

the two broad skill areas that goes into

31

00:01:19,810 --> 00:01:23,350

reading comprehension and language

32

00:01:21,310 --> 00:01:25,450

comprehension has to be an important

33

00:01:23,350 --> 00:01:26,350

source of information when we evaluate

34

00:01:25,450 --> 00:01:30,130

children for reading comprehension

35

00:01:26,350 --> 00:01:32,320

problems and this would influence not

36

00:01:30,130 --> 00:01:35,140

just assessment but also instruction and

37

00:01:32,320 --> 00:01:38,110

intervention poor language comprehension

38

00:01:35,140 --> 00:01:40,150

is the basis for two types of reading

39

00:01:38,110 --> 00:01:42,130

difficulties hyperlexia in which

40

00:01:40,150 --> 00:01:44,860

children do not understand what they're

41

00:01:42,130 --> 00:01:46,720

reading and the combined type in which

42

00:01:44,860 --> 00:01:48,430

children struggle with understanding what

43

00:01:46,720 --> 00:01:53,439

they read but also struggle with reading

44

00:01:48,430 --> 00:01:55,659

the words there are a number of

45

00:01:53,439 --> 00:01:57,340

different skills that influence language

46

00:01:55,659 --> 00:01:59,380

comprehension which in turn will

47

00:01:57,340 --> 00:02:01,600

influence reading comprehension first of

48

00:01:59,380 --> 00:02:03,310

all would be vocabulary knowledge if you

49

00:02:01,600 --> 00:02:05,170

don't understand the words and had given

50

00:02:03,310 --> 00:02:07,540

communication whether it's written or

51

00:02:05,170 --> 00:02:10,360

oral you're not going to comprehend that

52

00:02:07,540 --> 00:02:15,220

communication very well grammar and

53

00:02:10,360 --> 00:02:17,110

syntax background knowledge constructing

54

00:02:15,220 --> 00:02:19,570

a mental model which is not really a

55

00:02:17,110 --> 00:02:21,340

separate language skill but it is

56

00:02:19,570 --> 00:02:24,070

related to language because numerous

57

00:02:21,340 --> 00:02:26,250

language functions help promote the

58

00:02:24,070 --> 00:02:30,180

construction of a mental model

59

00:02:26,250 --> 00:02:32,920

inferencing working memory

60

00:02:30,180 --> 00:02:34,269

attention and comprehension monitoring

61

00:02:32,920 --> 00:02:37,599

are really executive functioning skills

62

00:02:34,269 --> 00:02:41,860

but those are related skills to language

63

00:02:37,599 --> 00:02:43,390

understanding vocabulary knowledge it's

64

00:02:41,860 --> 00:02:45,220

not just enough to know the dictionary

65

00:02:43,390 --> 00:02:47,410

definition of a word you have to look at

66

00:02:45,220 --> 00:02:49,150

the various nuances that a word may have

67

00:02:47,410 --> 00:02:50,799

in a given context and idiomatic

68

00:02:49,150 --> 00:02:51,970

expressions if someone says they're

69

00:02:50,799 --> 00:02:53,560

going to show you the door that doesn't

70

00:02:51,970 --> 00:02:55,209

mean that they're gonna have you examine

71

00:02:53,560 --> 00:02:56,530

the hinges in the doorknob it means

72

00:02:55,209 --> 00:02:59,079

they're trying to tell you it's time to

73

00:02:56,530 --> 00:03:01,599

leave so that's an idiomatic expression

74

00:02:59,079 --> 00:03:04,810

and that expresses language that is not

75

00:03:01,599 --> 00:03:06,940

captured by the individual words the

76

00:03:04,810 --> 00:03:09,310

verbal portion of traditional IQ tests

77

00:03:06,940 --> 00:03:11,799

tend to correlate pretty strongly with

78

00:03:09,310 --> 00:03:14,700

the global scores on language batteries

79

00:03:11,799 --> 00:03:18,280

and speech language assessments and

80

00:03:14,700 --> 00:03:21,220

either the vocabulary sub test or some

81

00:03:18,280 --> 00:03:23,079

portions of the verbal portions of IQ

82

00:03:21,220 --> 00:03:24,549

tests have been used in hundreds of

83

00:03:23,079 --> 00:03:28,799

studies in the reading research as an

84

00:03:24,549 --> 00:03:31,150

index of language skills with that said

85

00:03:28,799 --> 00:03:33,690

the better route to take when it comes

86

00:03:31,150 --> 00:03:35,769

to evaluating vocabulary knowledge is to

87

00:03:33,690 --> 00:03:37,540

request an evaluation from a

88

00:03:35,769 --> 00:03:38,950

speech-language pathologist

89

00:03:37,540 --> 00:03:42,459

they are going to be much more well

90

00:03:38,950 --> 00:03:46,120

suited to evaluate vocabulary although

91

00:03:42,459 --> 00:03:48,730

in a pinch we can look at things such as

92

00:03:46,120 --> 00:03:50,549

verbal IQ scores if in fact those have

93

00:03:48,730 --> 00:03:52,750

been gathered

94

00:03:50,549 --> 00:03:54,099

you can also assess the students

95

00:03:52,750 --> 00:03:56,319

vocabulary informally just through

96

00:03:54,099 --> 00:03:57,819

interacting with them however what we've

97

00:03:56,319 --> 00:03:59,829

learned from earlier sessions is this

98

00:03:57,819 --> 00:04:01,389

can be problematic and the child may

99

00:03:59,829 --> 00:04:04,599

seem to have a good command of everyday

100

00:04:01,389 --> 00:04:08,049

language but their broader vocabulary

101

00:04:04,599 --> 00:04:10,090

may not be quite as well in place as

102

00:04:08,049 --> 00:04:12,760

compared to their peers the same age and

103

00:04:10,090 --> 00:04:14,620

for English learners their trajectory

104

00:04:12,760 --> 00:04:16,989

and developing vocabulary is going to be

105

00:04:14,620 --> 00:04:21,190

a little bit longer compared to their

106

00:04:16,989 --> 00:04:23,229

native English-speaking peers grammar

107

00:04:21,190 --> 00:04:25,930

and syntax of course is essential to

108

00:04:23,229 --> 00:04:28,479

comprehend language however grammar and

109

00:04:25,930 --> 00:04:30,760

syntax tends not to be a separate

110

00:04:28,479 --> 00:04:32,199

problem typically a child that has

111

00:04:30,760 --> 00:04:34,449

difficulties with grammar and syntax

112

00:04:32,199 --> 00:04:35,860

either due to a language related problem

113

00:04:34,449 --> 00:04:37,690

or the fact that they're an English

114

00:04:35,860 --> 00:04:40,060

Learner it's usually part of a package

115

00:04:37,690 --> 00:04:42,280

deal these children also typically have

116

00:04:40,060 --> 00:04:44,020

vocabulary concerns it's pretty rare

117

00:04:42,280 --> 00:04:45,340

that we have a child who has really good

118

00:04:44,020 --> 00:04:48,610

vocabulary but they struggle with

119

00:04:45,340 --> 00:04:51,129

grammar and syntax and speech

120

00:04:48,610 --> 00:04:53,110

pathologists have some very good

121

00:04:51,129 --> 00:04:58,870

batteries that can evaluate for these

122

00:04:53,110 --> 00:05:00,729

skills background knowledge is related

123

00:04:58,870 --> 00:05:02,110

to both language and experience as well

124

00:05:00,729 --> 00:05:02,949

as just general knowledge and there's

125

00:05:02,110 --> 00:05:04,030

two types

126

00:05:02,949 --> 00:05:08,159

first of all general background

127

00:05:04,030 --> 00:05:12,220

knowledge this very much influences

128

00:05:08,159 --> 00:05:14,020

language comprehension and there are

129

00:05:12,220 --> 00:05:16,330

some sub tests available on norm

130

00:05:14,020 --> 00:05:18,639

batteries for example the Wechsler

131

00:05:16,330 --> 00:05:21,550

scales has an optional information sub

132

00:05:18,639 --> 00:05:25,210

test the Woodcock Johnson has more than

133

00:05:21,550 --> 00:05:27,599

one background knowledge type task one

134

00:05:25,210 --> 00:05:29,710

study I did the correlation between

135

00:05:27,599 --> 00:05:31,509

reading comprehension and the

136

00:05:29,710 --> 00:05:33,580

information sub test from the Wechsler

137

00:05:31,509 --> 00:05:36,610

was a positive 0.6 which is pretty

138

00:05:33,580 --> 00:05:39,069

pretty substantial and then there's

139

00:05:36,610 --> 00:05:40,960

specific topical knowledge this is not

140

00:05:39,069 --> 00:05:42,520

quite as easy to assess because we don't

141

00:05:40,960 --> 00:05:45,039

have available sub tests for that but

142

00:05:42,520 --> 00:05:46,930

it's still very important one of the

143

00:05:45,039 --> 00:05:48,729

most famous studies along these lines is

144

00:05:46,930 --> 00:05:50,620

they took children with low language

145

00:05:48,729 --> 00:05:52,060

skills who knew a lot about baseball and

146

00:05:50,620 --> 00:05:53,530

they took children who have very high

147

00:05:52,060 --> 00:05:54,909

language skills who didn't know much of

148

00:05:53,530 --> 00:05:57,250

anything about baseball and they had

149

00:05:54,909 --> 00:05:59,259

them read a passage on baseball and sure

150

00:05:57,250 --> 00:06:00,729

enough the kids that had more background

151

00:05:59,259 --> 00:06:02,650

knowledge and less overall language

152

00:06:00,729 --> 00:06:04,090

skills do better on answering the

153

00:06:02,650 --> 00:06:05,740

comprehension questions so that shows

154

00:06:04,090 --> 00:06:08,229

you the importance of having adequate

155

00:06:05,740 --> 00:06:11,229

background knowledge and my one comment

156

00:06:08,229 --> 00:06:13,690

is that I think that we might neglect

157

00:06:11,229 --> 00:06:16,659

trying to access background knowledge as

158

00:06:13,690 --> 00:06:18,940

a contributing factor and the

159

00:06:16,659 --> 00:06:21,610

information subtest off the Wechsler as

160

00:06:18,940 --> 00:06:22,990

well as one or more of those general

161

00:06:21,610 --> 00:06:23,800

information sub tests off the

162

00:06:22,990 --> 00:06:28,020

Woodcock-Johnson

163

00:06:23,800 --> 00:06:31,750

might be a good route to take as

164

00:06:28,020 --> 00:06:33,340

mentioned in a previous session we build

165

00:06:31,750 --> 00:06:35,110

a mental model or it's also called a

166

00:06:33,340 --> 00:06:37,180

situation model that becomes our

167

00:06:35,110 --> 00:06:39,400

framework for interpreting what's going

168

00:06:37,180 --> 00:06:42,900

on and that only happens by piecing

169

00:06:39,400 --> 00:06:46,419

together vocabulary piecing together

170

00:06:42,900 --> 00:06:48,819

background knowledge and using obviously

171

00:06:46,419 --> 00:06:50,229

our grammar and our syntax in order to

172

00:06:48,819 --> 00:06:52,330

understand what's going on in a

173

00:06:50,229 --> 00:06:55,020

situation and it requires inferencing

174

00:06:52,330 --> 00:06:57,479

which we'll talk about momentarily

175

00:06:55,020 --> 00:06:59,190

one of the difficulties is there really

176

00:06:57,479 --> 00:07:01,470

is not a direct test that I know of

177

00:06:59,190 --> 00:07:03,690

about how to create a mental model the

178

00:07:01,470 --> 00:07:06,090

mental model is central to language

179

00:07:03,690 --> 00:07:09,030

comprehension and it's central therefore

180

00:07:06,090 --> 00:07:10,169

to reading comprehension the idea is

181

00:07:09,030 --> 00:07:11,550

that when you need to look at the

182

00:07:10,169 --> 00:07:13,380

components that go into creating a

183

00:07:11,550 --> 00:07:15,750

mental model in order to understand

184

00:07:13,380 --> 00:07:18,410

one's ability to make up such a model

185

00:07:15,750 --> 00:07:20,550

and understand what they're reading

186

00:07:18,410 --> 00:07:22,500

working memory seems to correlate with

187

00:07:20,550 --> 00:07:25,050

just about all type of learning it

188

00:07:22,500 --> 00:07:27,090

refers to the temporary store of

189

00:07:25,050 --> 00:07:30,680

information that has to do with what

190

00:07:27,090 --> 00:07:34,979

we're thinking right now so if someone

191

00:07:30,680 --> 00:07:36,389

gives us a sentence and if they give us

192

00:07:34,979 --> 00:07:37,380

a longer sentence a longer sentence

193

00:07:36,389 --> 00:07:38,490

there comes a point where there's too

194

00:07:37,380 --> 00:07:42,000

much in the sentence for us to keep

195

00:07:38,490 --> 00:07:43,710

track of and in fact sentence memory is

196

00:07:42,000 --> 00:07:45,479

one of the ways that we test working

197

00:07:43,710 --> 00:07:48,509

memory speech pathology batteries have

198

00:07:45,479 --> 00:07:49,740

sentence memory the classic IQ test and

199

00:07:48,509 --> 00:07:50,940

even other tests such as the

200

00:07:49,740 --> 00:07:52,979

comprehensive test of phonological

201

00:07:50,940 --> 00:07:55,530

processing will have some sort of digit span

202

00:07:52,979 --> 00:07:57,810

tasks where kids repeat back

203

00:07:55,530 --> 00:08:03,510

numbers and the series of numbers gets

204

00:07:57,810 --> 00:08:05,280

longer and longer attention like working

205

00:08:03,510 --> 00:08:07,289

memory seems to influence all type of

206

00:08:05,280 --> 00:08:08,849

learnings on some level or another and

207

00:08:07,289 --> 00:08:10,380

it can also affect listening

208

00:08:08,849 --> 00:08:12,060

comprehension differently than reading

209

00:08:10,380 --> 00:08:14,190

comprehension this was brought up in a

210

00:08:12,060 --> 00:08:15,750

previous session we can distinguish

211

00:08:14,190 --> 00:08:17,610

between listening comprehension and

212

00:08:15,750 --> 00:08:19,349

language comprehension there are

213

00:08:17,610 --> 00:08:21,539

children who do poorly on listening

214

00:08:19,349 --> 00:08:23,250

comprehension tests and actually do well

215

00:08:21,539 --> 00:08:26,599

on the other aspects of language

216

00:08:23,250 --> 00:08:28,800

comprehension such as vocabulary etc and

217

00:08:26,599 --> 00:08:31,620

very often it's because these children

218

00:08:28,800 --> 00:08:34,050

have lapses of attention so they may

219

00:08:31,620 --> 00:08:36,570

have the language capability but they're

220

00:08:34,050 --> 00:08:38,339

not applying it went in a context of a

221

00:08:36,570 --> 00:08:39,900

listening comprehension task and of

222

00:08:38,339 --> 00:08:42,750

course in the context of listening in a

223

00:08:39,900 --> 00:08:44,550

classroom in terms of evaluating for

224

00:08:42,750 --> 00:08:46,400

attention we have many different rating

225

00:08:44,550 --> 00:08:48,300

scales available for that as well as

226

00:08:46,400 --> 00:08:52,310

observation by a professional who

227

00:08:48,300 --> 00:08:52,310

understands attentional difficulties

228

00:08:52,850 --> 00:08:57,930

inferencing is central to language

229

00:08:55,589 --> 00:09:00,600

comprehension because there's no way

230

00:08:57,930 --> 00:09:03,029

every bit of information that is trying

231

00:09:00,600 --> 00:09:06,029

to be conveyed is conveyed verbally we

232

00:09:03,029 --> 00:09:08,620

have to infer things and without

233

00:09:06,029 --> 00:09:10,540

inferencing one would really miss out on

234

00:09:08,620 --> 00:09:13,260

large portion of what a person is trying

235

00:09:10,540 --> 00:09:16,660

to communicate verbally or through print

236

00:09:13,260 --> 00:09:18,910

and as mentioned earlier it's necessary

237

00:09:16,660 --> 00:09:21,040

for building a mental model in a

238

00:09:18,910 --> 00:09:23,080

previous session you read a very brief

239

00:09:21,040 --> 00:09:24,640

little passage about a girl who wanted

240

00:09:23,080 --> 00:09:27,190

to buy a present for a birthday party

241

00:09:24,640 --> 00:09:29,620

and within that simple little two or

242

00:09:27,190 --> 00:09:34,210

three sentence story there were multiple

243

00:09:29,620 --> 00:09:36,550

inferences that had to occur and proper

244

00:09:34,210 --> 00:09:38,560

inferencing requires vocabulary and

245

00:09:36,550 --> 00:09:40,360

background knowledge now a lot of us may

246

00:09:38,560 --> 00:09:41,680

seem to be getting repetitive but what

247

00:09:40,360 --> 00:09:43,210

you're seeing is some of these key

248

00:09:41,680 --> 00:09:45,640

skills whether it's vocabulary knowledge

249

00:09:43,210 --> 00:09:47,440

and background knowledge working memory

250

00:09:45,640 --> 00:09:49,390

they'll overlap with each other and they

251

00:09:47,440 --> 00:09:52,420

all interact with each other in multiple

252

00:09:49,390 --> 00:09:54,280

ways but we can conceptually pull them

253

00:09:52,420 --> 00:09:56,500

apart for the purpose of assessment to

254

00:09:54,280 --> 00:09:57,670

see how much each of these components

255

00:09:56,500 --> 00:09:59,680

are contributing to the language

256

00:09:57,670 --> 00:10:00,880

comprehension which in turn is

257

00:09:59,680 --> 00:10:04,330

contributing to the reading

258

00:10:00,880 --> 00:10:06,640

comprehension problems there are some

259

00:10:04,330 --> 00:10:07,960

sub tests on speech language batteries

260

00:10:06,640 --> 00:10:09,550

that we're going to look at inferencing

261

00:10:07,960 --> 00:10:11,590

and that might be something to consider

262

00:10:09,550 --> 00:10:13,510

when you have a child who has a language

263

00:10:11,590 --> 00:10:17,860

comprehension or a reading comprehension

264

00:10:13,510 --> 00:10:19,510

difficulty comprehension monitoring is

265

00:10:17,860 --> 00:10:22,330

more of an executive functioning skill

266

00:10:19,510 --> 00:10:23,800

not so much a language skill per se but

267

00:10:22,330 --> 00:10:25,870

it's kind of a meta language skill in

268

00:10:23,800 --> 00:10:27,760

the sense of knowing that you're

269

00:10:25,870 --> 00:10:29,320

understanding something properly that's

270

00:10:27,760 --> 00:10:31,570

true for oral language it's true for

271

00:10:29,320 --> 00:10:32,950

written language there really isn't a

272

00:10:31,570 --> 00:10:34,720

whole lot in terms of formalized

273

00:10:32,950 --> 00:10:36,790

assessment of this particular language

274

00:10:34,720 --> 00:10:38,920

related skill but there are some

275

00:10:36,790 --> 00:10:40,660

informal ways one is just to stop and

276

00:10:38,920 --> 00:10:42,430

ask questions so if you're reading a

277

00:10:40,660 --> 00:10:44,200

story to a child or a child is reading a

278

00:10:42,430 --> 00:10:46,720

story aloud that you're listening to you

279

00:10:44,200 --> 00:10:47,920

can stop and ask the question and see

280

00:10:46,720 --> 00:10:51,130

how well they're understanding what

281

00:10:47,920 --> 00:10:52,960

they're reading another thing is to when

282

00:10:51,130 --> 00:10:54,250

telling a story or reading a story to

283

00:10:52,960 --> 00:10:56,200

deliberately throw in something that's

284

00:10:54,250 --> 00:10:57,670

nonsensical and see if they're able to

285

00:10:56,200 --> 00:10:58,540

catch it and see if they notice that if

286

00:10:57,670 --> 00:11:04,020

they're monitoring their own

287

00:10:58,540 --> 00:11:08,170

comprehension English learners often

288

00:11:04,020 --> 00:11:10,030

function like hyperlexicsthey pick up

289

00:11:08,170 --> 00:11:12,280

on reading the words more quickly than

290

00:11:10,030 --> 00:11:13,720

they pick up on the larger vocabulary

291

00:11:12,280 --> 00:11:16,960

that they're running a need to fully

292

00:11:13,720 --> 00:11:18,790

comprehend the English language and so

293

00:11:16,960 --> 00:11:21,220

word level reading grows faster than

294

00:11:18,790 --> 00:11:22,390

reading comprehension and their

295

00:11:21,220 --> 00:11:26,110

difficulties with

296

00:11:22,390 --> 00:11:27,610

language related skills that encompass

297

00:11:26,110 --> 00:11:29,279

almost all the things in our original

298

00:11:27,610 --> 00:11:32,170

list at the beginning of this session

299

00:11:29,279 --> 00:11:34,870

are going to be related to their status

300

00:11:32,170 --> 00:11:36,420

as an English Learner keep in mind that

301

00:11:34,870 --> 00:11:39,220

some children who are English learners

302

00:11:36,420 --> 00:11:41,700

also have some inherent language related

303

00:11:39,220 --> 00:11:44,260

problems just like children whose only

304

00:11:41,700 --> 00:11:47,440

language is English and it's very

305

00:11:44,260 --> 00:11:49,180

difficult to try to tease out how much

306

00:11:47,440 --> 00:11:50,890

has to do with English being a new

307

00:11:49,180 --> 00:11:53,399

language and how much of it has to do

308

00:11:50,890 --> 00:11:55,630

with an inherent language difficulty

309

00:11:53,399 --> 00:11:57,370

sometimes we have to use informal

310

00:11:55,630 --> 00:11:59,200

approaches I know that I've had to work

311

00:11:57,370 --> 00:12:00,880

closely with speech pathologists over

312

00:11:59,200 --> 00:12:03,430

the years to try to answer this question

313

00:12:00,880 --> 00:12:05,560

and it's never easy but one of the types

314

00:12:03,430 --> 00:12:07,839

of questions you want to ask is of the

315

00:12:05,560 --> 00:12:10,000

parents and see if you can get a sense

316

00:12:07,839 --> 00:12:11,860

from the parents if the child seems to

317

00:12:10,000 --> 00:12:13,300

have a good understanding in their

318

00:12:11,860 --> 00:12:14,980

native language or not it's not a

319

00:12:13,300 --> 00:12:18,839

perfectly reliable approach but at least

320

00:12:14,980 --> 00:12:21,940

it can provide some hints so sometimes

321

00:12:18,839 --> 00:12:24,339

working with a specialist works with

322

00:12:21,940 --> 00:12:30,550

English learners may also have to

323

00:12:24,339 --> 00:12:32,800

involve a speech pathologist as well all

324

00:12:30,550 --> 00:12:34,360

those above elements are potential

325

00:12:32,800 --> 00:12:36,970

contributors to language difficulties

326

00:12:34,360 --> 00:12:40,240

and many if not most of those can be

327

00:12:36,970 --> 00:12:43,240

directly assessed such assessment should

328

00:12:40,240 --> 00:12:45,430

go alongside reading comprehension tests

329

00:12:43,240 --> 00:12:47,620

and students that struggle with reading

330

00:12:45,430 --> 00:12:49,149

comprehension because as we saw in the

331

00:12:47,620 --> 00:12:52,149

previous session reading comprehension

332

00:12:49,149 --> 00:12:54,779

test can be quite problematic due to the

333

00:12:52,149 --> 00:12:56,199

many different types of formats and the

334

00:12:54,779 --> 00:12:57,730

less-than-impressive

335

00:12:56,199 --> 00:13:02,920

inter correlation among those different

336

00:12:57,730 --> 00:13:04,420

types of formats language comprehension

337

00:13:02,920 --> 00:13:08,410

difficulties can affect reading

338

00:13:04,420 --> 00:13:14,279

comprehension language comprehension in

339

00:13:08,410 --> 00:13:14,279

influenced by let's try that again

340

00:13:20,750 --> 00:13:25,440

language comprehension is influenced by

341

00:13:23,310 --> 00:13:26,970

a number of very specific skills like

342

00:13:25,440 --> 00:13:29,880

vocabulary background knowledge and

343

00:13:26,970 --> 00:13:31,560

working memory and assessments of these

344

00:13:29,880 --> 00:13:35,880

language related skills can help

345

00:13:31,560 --> 00:13:37,680

identify the reason or reasons why a

346

00:13:35,880 --> 00:13:39,810

child is struggling and reading

347

00:13:37,680 --> 00:13:42,000

comprehension because their difficulty

348

00:13:39,810 --> 00:13:43,980

in reading comprehension may very well

349

00:13:42,000 --> 00:13:47,040

be based on language related issues

350

00:13:43,980 --> 00:13:48,779

assuming that they have good word

351

00:13:47,040 --> 00:13:50,940

reading if they don't have good word

352

00:13:48,779 --> 00:13:52,170

reading they may have the combined type

353

00:13:50,940 --> 00:13:54,779

of reading problem where they have

354

00:13:52,170 --> 00:13:57,690

language comprehension problems and word

355

00:13:54,779 --> 00:13:59,640

level reading problems and finally

356

00:13:57,690 --> 00:14:01,950

knowing a child's language skill profile

357

00:13:59,640 --> 00:14:03,660

can help with targeted intervention is

358

00:14:01,950 --> 00:14:05,399

the child going to work with a speech

359

00:14:03,660 --> 00:14:09,269

pathologist will the speech pathologist

360

00:14:05,399 --> 00:14:11,029

work with a teacher or a parent and get

361

00:14:09,269 --> 00:14:12,720

a better understanding on how to help

362

00:14:11,029 --> 00:14:17,640

support this child's language

363

00:14:12,720 --> 00:14:19,950

development do you incorporate language

364

00:14:17,640 --> 00:14:22,709

related assessments into reading

365

00:14:19,950 --> 00:14:25,430

evaluations if not how best might you do

366

00:14:22,709 --> 00:14:25,430

that in the future

367

00:14:25,610 --> 00:14:30,300

up next is module 10 and we will be

368

00:14:29,040 --> 00:14:33,800

looking at the evidence for the

369

00:14:30,300 --> 00:14:33,800

prevention of reading difficulties