

Assessing, Preventing, and Overcoming Reading Difficulties

A professional learning series presented by David Kilpatrick, Ph.D.

Module 3 Session 2

*Sponsored by the Exceptional Student Services Unit (ESSU) and created in collaboration with
Specific Learning Disability Specialists Jill Marshall and Veronica Fiedler*



COLORADO
Department of Education

Module 3: The Simple View of Reading

Session 2: Types of Reading Difficulties Based Upon the Simple View of Reading

Assessing, Preventing, and Overcoming Reading Difficulties

Objective:

Through engagement in this series of 13 on-demand webinars, participants will understand the current research, implications, and the essential elements necessary for assessing, preventing, and overcoming reading difficulties.



ASSESS



PREVENT



OVERCOME

Assessing, Preventing, and Overcoming Reading Difficulties

Webinar Series Modules

Module 1: Reading Research and the Research to Practice Gap

Module 2: Current Approaches to Reading Instruction: Why Many Learners Still Struggle

Module 3: The Simple View Of Reading

Module 4: Word-Level Reading

Module 5: Reading Comprehension

Module 6: Introduction to Reading Assessment; Assessing Phonological Skills

Module 7: Assessing Phonics Skills

Module 8: Assessing Word Identification and Reading Fluency

Module 9: Assessing Reading Comprehension and Related Skills

Module 10: Effective Approaches for Preventing Reading Difficulties

Module 11: Effective Interventions for Reading Difficulties

Module 12: Case Examples of Reading Disabilities

Module 13: Specific Learning Disability Identification

Module 3 Overview

Module 3:

The Simple View of Reading

3.1 Simple View of Reading

3.2 Types of Reading Difficulties

Learning Intentions



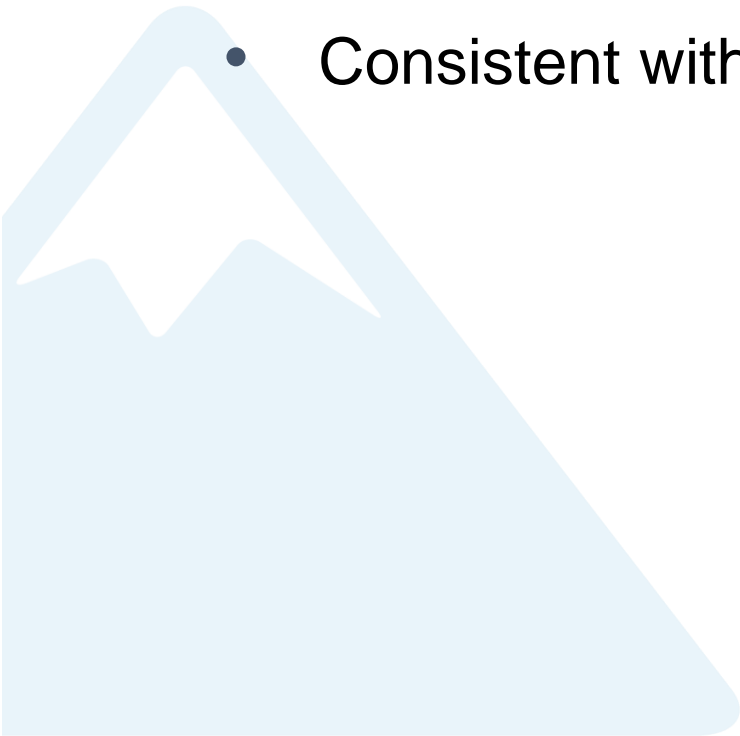
Module 3 Session 2: Types of Reading Difficulties

Participants will be able to:

- ✓ Identify the characteristics of each of the three types of reading difficulties.
- ✓ Understand the connection between the Simple View of Reading and the three reading difficulties

Types of Reading Difficulties

- Historically, there have been many proposals about types of reading difficulties and disabilities
- Only one reading difficulty/disability subtype approach has been consistently validated
- Consistent with the Simple View of Reading



Types of Reading Difficulties

- Using the Simple View Model
 - Some students can struggle in word-level reading
 - Some students can struggle in language comprehension
 - Some students can struggle in both
 - These three patterns yield the three well-established reading disability subtypes



Types of Reading Difficulties

- **Dyslexia**
 - Poor word-level reading with average or better language comprehension
- **Hyperlexia**
 - Skilled word-level reading with below average language comprehension
 - Traditionally called “word callers”
- **Mixed/Combined Reading Difficulty**
 - Difficulties with both word-level reading and language comprehension

Types of Reading Difficulties

- These types of reading difficulty/disability cut across special educational designations
 - Specific Learning Disability
 - Speech or Language Impairment
 - Intellectual Disability
 - Serious Emotional Disability
 - Autism Spectrum Disorder

Summary: Module 3 Session 2

Implications of the Simple View

- ✓ There are three types of reading difficulty/disability that have been extensively validated in the research literature
 - ✓ Dyslexia, hyperlexia, and mixed/combined type
- ✓ Identifying these types help educators understand the source of an individual's reading difficulty/disability
- ✓ Helps with educational planning
- ✓ Helps with proper instructional grouping
 - ✓ A student with dyslexia and a student with hyperlexia do not make good small group partners



A woman with brown hair tied back, wearing a dark blue shirt, is looking upwards and to the right with a thoughtful expression, her hand resting on her chin. The background is a dark chalkboard covered with numerous white question marks drawn in chalk. A large, dark blue, cloud-like shape with a thin blue outline is positioned on the right side of the image, containing white text.

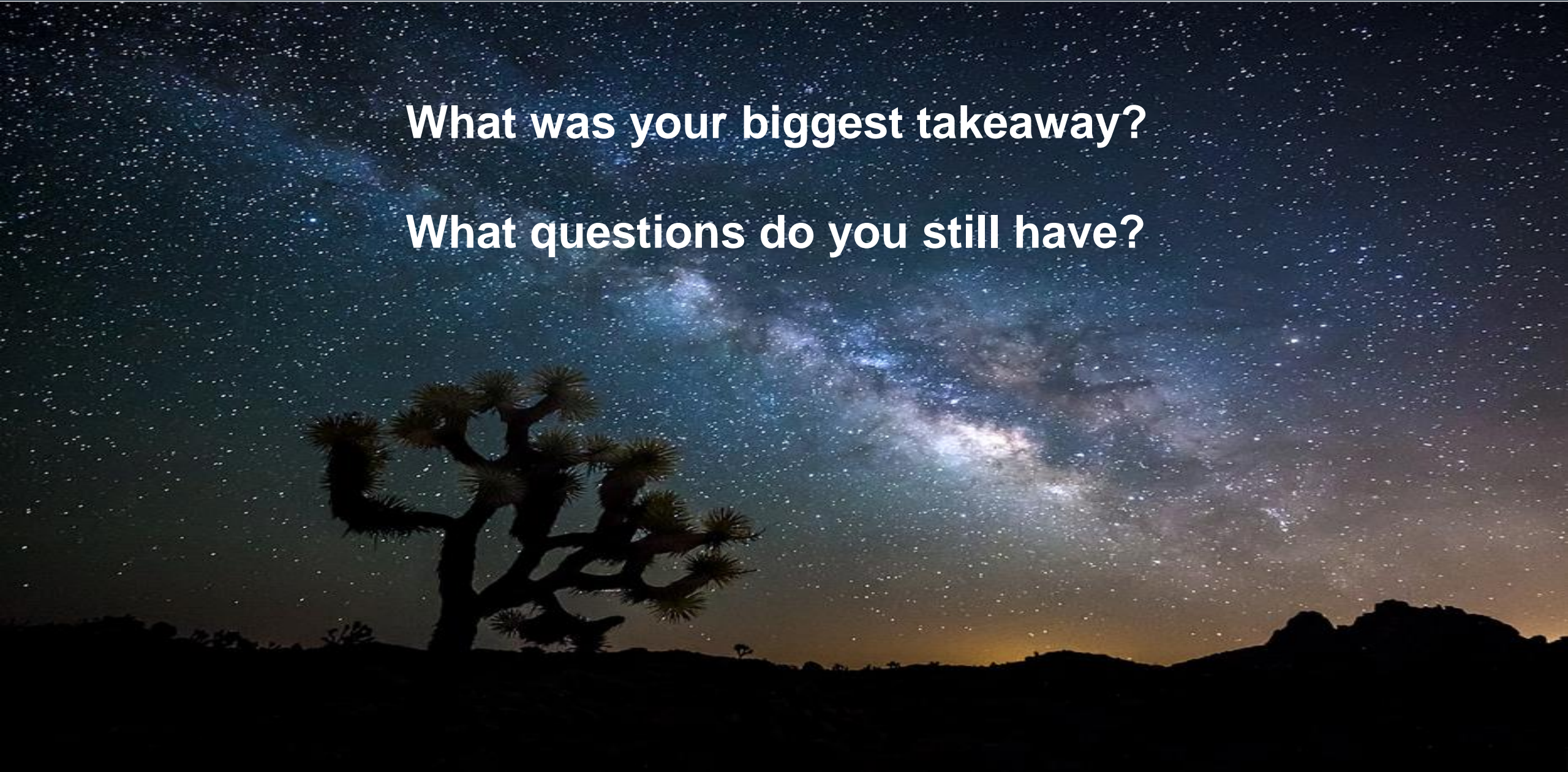
Reflect and Connect:

How might the understanding of the characteristics of the three types of reading difficulties inform your instruction?

Wrap Up

What was your biggest takeaway?

What questions do you still have?



Up Next

Module 4.1

The Challenges of Word-Level Reading





Thank You

Please visit the CDE Specific Learning Disability Website for more information:

<https://www.cde.state.co.us/cdesped/SD-SLD>