The Case for the Narrow View of Reading

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EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

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INTRODUCTION

The fundamental problem with a broad view of reading is that it conflates two very different abilities—word recognition and comprehension. The narrow view restricts the scope of reading to word recognition, thereby focusing on a skill that can be taught to all students except those with the most severe disabilities. This clinical forum presents a rationale for embracing the narrow view of reading, followed by responses from leading researchers and clinicians.

LEARNING OUTCOMES

You will be able to:

• discuss the complexities of comprehension and the challenges involved in assessing and improving comprehension abilities
• explain the importance of the sentence in comprehension
• list practical concerns about the narrow view’s impact on instruction and services for struggling students
• discuss the range of cognitive, conceptual, language, affective, and motivational factors that influence the development of reading fluency and comprehension
• list practical suggestions for providing curriculum-relevant language-based intervention for school-age students with language learning disabilities