Reading Comprehension Is Not a Single Ability

INTRODUCTION

In this journal self-study, which includes articles from a *Language, Speech, and Hearing Services in Schools* clinical forum, authors address the problem of declining reading comprehension in the United States. The lead article argues that reading comprehension is complex and multidimensional, varying based on reader ability, text, and task. The remaining articles focus on the implications of this view, including ideas related to assessment, intervention, and the critical role SLPs play in evaluating and addressing reading comprehension difficulties.

LEARNING OUTCOMES

You will be able to:

- explain the view that reading comprehension is not a single ability but rather a multidimensional concept
- discuss the implications of the view that reading comprehension is a multidimensional concept
- describe how SLPs can use this view of reading comprehension when working with students with language impairment
- identify instructional strategies that address the multidimensional view of reading comprehension and describe the evidence that supports their use

CONTENTS

*Introduction to the Clinical Forum: Reading Comprehension Is Not a Single Ability*, by Shelley Gray (not for CE credit) ................................................................. CE-1

*Prologue: Reading Comprehension Is Not a Single Ability*, by Hugh W. Catts and Alan G. Kamhi................................................................. CE-3

*An Interactive View of Reading Comprehension: Implications for Assessment*, by Karen K. Wixson................................................................. CE-7

*Beyond Comprehension Strategy Instruction: What’s Next?* by Amy M. Elleman and Donald L. Compton................................................................. CE-14

*Commentary on “Reading Comprehension Is Not a Single Ability”: Implications for Child Language Intervention*, by Teresa A. Ukrainetz ................. CE-22

*Comprehending Comprehension: Selected Possibilities for Clinical Practice Within a Multidimensional Model*, by Geraldine P. Wallach and Alaine Ocampo................................................................. CE-28
Reading Comprehension Is Not a Single Ability

Epilogue: Reading Comprehension Is Not a Single Ability—Implications for Assessment and Instruction, by Alan G. Kamhi and Hugh W. Catts .................. CE-34

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in Language, Speech, and Hearing Services in Schools
Start date: July 7, 2017
End date: July 7, 2022

To earn continuing education credit, you must complete the test with a passing score on or before July 7, 2022.

This course is offered for 0.3 ASHA CEUs (Intermediate level, Professional area).