
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

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PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in *Language, Speech, and Hearing Services in Schools*

Start date: July 7, 2017

End date: October 11, 2019

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ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

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

STATEMENT ON 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.

Adopted by the Scientific and Professional Education Board, April 2006