

READING DISABILITIES

1.) When does a child have a reading disability?

When a child functions at 90% of expected reading level or better you have a developmental (e. g. normal) reader.

When a child functions between 80% and 90% of the expected reading level you have a borderline reading disability.

When a child functions below 80% of reading expectancy you have a reading disability.

Expected reading level involves both age and I. Q.

2.) Classification of readers into three categories:

- A. Developmental
- B. Corrective
- C. Remedial

A.) A Developmental Reader:

A developmental reader is a child that is performing in reading at a capacity that is consistent with his age and I. Q.

B.) A child with a corrective reading problem:

A corrective reading problem is a child with reading retardation that is not complicated by neurological difficulties, deficiencies in associative learning, inadequacies in memory span, deficiencies in concept formation, or emotional complications.

C.) A child with a remedial reading problem:

A child with a remedial reading problem is a case of severe reading retardation, possibly characterized by: association learning disability; inadequacies in memory span; deficiencies in concept formation; and neurological and/or emotional complications.

B + C.) One may also see mixtures of corrective reading problems with remedial reading problems; e. g. a child with an impairment of attention, memory, association ability, perception, concept formation or with neurological or emotional complications who has had a poor educational experience.

3.) The severity of a reading problem does not determine if it is corrective or remedial.

4.) Possible factors present in corrective reading problems:

- A.) The language spoken at home is not the language of instruction.
- B.) Poor school attendance - e. g. frequent absences.
- C.) Frequent moves of home and school.
- D.) Poor instruction or inappropriate instruction.
- E.) Poor parental models - e. g. lack of stimulation, parents don't read or use reading materials.

Corrective reading problems can usually be dealt with on a group basis,

5.) Possible causes of remedial reading problems:

- A.) Neurological factors
- B.) Associative learning difficulties
- C.) Poor attention span
- D.) Deficiencies in memory span
- E.) Deficiencies in concept formation
- F.) Severe emotional complications

Remedial reading problems should be dealt with on an individual basis - in evaluation and programming.

6.) Expected reading level:

- A.) A simple scheme for evaluating if a reading problem exists is to obtain chronological age (C. A.); mental age (M. A.); and reading ability (R. A.). Also consider that the average child starts school at age 5.5 years.

THUS

If a 12 year old child has an I.Q. of 80 and is in the 6th grade, what reading ability could we reasonably expect?

$$\begin{aligned} (C. A.)(I. Q.) &= \text{Mental age; e. g. } (12)(.80) = 9.6 \\ \text{Mental age} - 5.5 &= \text{Expected reading level} \\ 9.6 - 5.5 &= 4.1 \\ 4.1 &= \text{Expected reading level.} \end{aligned}$$

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