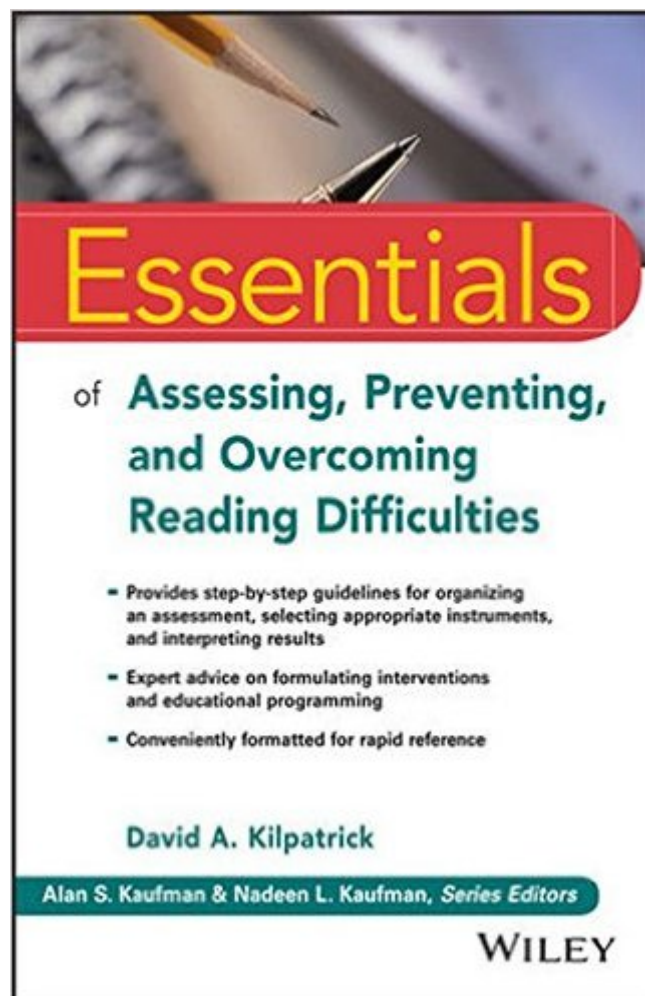


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Essentials Of Assessing, Preventing, And Overcoming Reading Difficulties (Essentials Of Psychological Assessment)



Synopsis

Practical, effective, evidence-based reading interventions that change students' lives

Essentials of Understanding and Assessing Reading Difficulties is a practical, accessible, in-depth guide to reading assessment and intervention. It provides a detailed discussion of the nature and causes of reading difficulties, which will help develop the knowledge and confidence needed to accurately assess why a student is struggling. Readers will learn a framework for organizing testing results from current assessment batteries such as the WJ-IV, KTEA-3, and CTOPP-2. Case studies illustrate each of the concepts covered. A thorough discussion is provided on the assessment of phonics skills, phonological awareness, word recognition, reading fluency, and reading comprehension. Formatted for easy reading as well as quick reference, the text includes bullet points, icons, callout boxes, and other design elements to call attention to important information. Although a substantial amount of research has shown that most reading difficulties can be prevented or corrected, standard reading remediation efforts have proven largely ineffective. School psychologists are routinely called upon to evaluate students with reading difficulties and to make recommendations to address such difficulties. This book provides an overview of the best assessment and intervention techniques, backed by the most current research findings.

Bridge the gap between research and practice

Accurately assess the reason(s) why a student struggles in reading

Improve reading skills using the most highly effective evidence-based techniques

Reading may well be the most important thing students are taught during their school careers. It is a skill they will use every day of their lives; one that will dictate, in part, later life success. Struggling students need help now, and **Essentials of Understanding and Assessing Reading Difficulties** shows how to get these students on track.

Book Information

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Customer Reviews

This book was written primarily for school psychologists, but I think any educator who is involved in helping children learn to read would find it beneficial, especially those on pre-referral intervention teams (e.g., SLP's, reading specialists, principals) and also special education teachers. I'm a school psychologist, and for years, helping kids with reading problems has been my passion, and therefore, I have read everything about the topic that I could find, especially publications through the National Association of School Psychologists, as well as classics like "Overcoming Dyslexia," by Sally Shaywitz. Therefore, I thought I was pretty expert in the area of reading, but after reading this book, I realized I knew very little of what really mattered. That is because the reading research is scattered across a large number of scientific journals, with which most psychologists and other educators are not familiar. Dr. Kilpatrick must have spent a tremendous amount of time seeking and synthesizing this research. For example, I knew that deficits in phonemic awareness were the primary cause of dyslexia, but I did not realize there is a developmental progression of sub-skills from basic to advanced, and that no commercially available test measures these skills in a developmentally appropriate way. I also knew that reading fluency/automaticity was critical for reading comprehension. However, I did not realize that the only fluency that actually matters is phonemic proficiency, since the latter is a prerequisite for a large sight word vocabulary (via orthographic mapping), upon which fluency is based. The current standard recommendation for improving fluency is repeated readings, even though such interventions do nothing to improve phonemic proficiency, and therefore, do not facilitate the development of a large sight word vocabulary necessary for fluency. I also did not realize that, despite its essential role in fluency, there is no commercially available test that measures phonemic proficiency. Reading this book also helped me understand puzzling findings I've often observed in schools; for example, why the most widely used reading screening test in elementary schools has so many false negatives, and also why the "best" comprehensive test of phonological processing on the market produces so many false negatives in high school. This book informs school based teams how to do intervention-oriented assessment for EVERY type of reading problem, of which there are several subtypes, at every age and level of reading. It also provides recommendations for interventions

based on the assessment results. Most importantly, the interventions that are recommended are NOT the type that will produce a measly gain in reading that is nevertheless statistically significant and thus pleasing to researchers, but still leaves the child two or more years behind grade level in reading! These interventions have been shown by research to produce CLINICALLY MEANINGFUL results with very large gains, and if started early enough, can prevent or cure most reading disabilities altogether. But even learning disabled adults have significantly improved their reading skills through the recommended interventions. If you are serious about helping kids with reading, this book is truly essential. If all schools implement it, maybe Johnny will finally be able to read!

Wonderful, authoritative book on reading. It is very up to date, cites reputable research from entities not involved in selling curricular materials, and leads to an important understanding about how young children should be taught literacy. We could minimize the number of children who have reading problems ... we just need to rely on good evidence. We examine food labels carefully before we purchase the product, why not pay the same attention to the instructional materials schools choose for K-2 students?

This book bridges the research-to-practice gap better than any other I have read in my career as a psychologist. As someone who has conducted special education evaluations and worked with children with learning disabilities for many years, I have read widely in this field but have never encountered a book so thoroughly researched, well-argued, and clinically astute. I expect this book to have a profound impact on my clinical practice, both in assessment and intervention. Thousands of students stand to benefit immensely from the ideas in this book so I hope it becomes widely-read and widely-adopted.

So glad I bought this book to help me in my practice as a school psychologist. It has helped to answer questions about "why" some people struggle in reading and "how" to diagnose and intervene in order to get them reading. It does require effort on the readers part to understand the terminology/processes being discussed; however, the author does a good job of giving definitions/examples. I've already recommended this book to several of my colleagues!

I read every word, cover to cover, then started again. It's THAT GOOD. It's spot on - it's going to be required reading in a number of my classes (I teach literacy classes to graduate and undergraduate students). I had to contact the author to praise this work.

Hallelujah! A long time coming thank you! Fitzpatrick logically and concisely explains why you have been confused about the boxed version of reading we've been forced to practice and why it doesn't work! Stanovich coined the term "the Matthew effect" to describe the lack of reading on vocab acquisition. The awareness that the single biggest predictor of reading success is phonemic awareness is well documented. Thanks to you for pulling the strands together. So... If you want to be informed about how to make decisions in reading instruction READ THIS!

This book is vital for anyone who evaluates or teaches struggling readers. Its review of and interpretation of recent research challenges some current assumptions about how to improve students' reading fluency. It also answers many questions I've had about my students such as about students who seem fairly fluent on texts but struggle on the word reading level, about students who do not seem to develop fluency despite strong phonics skills, and about ELL students learning to read English. It discusses which intervention programs are actually proven by research to substantially improve results and which provide only slight gains. My colleague and I have been reading and re-reading this book and are re-thinking and tweaking our practices of assessing and teaching reading based on what we have read.

This book is a must-have for any primary educator, Title I teacher, literacy coach, curriculum director, and elementary principal. Although this book is very technical, is it not a difficult read for those in education.

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