

Reading Difficulty – Primarily Comprehension

Specific Reading Comprehension Deficit – S-RCD

In which a child reads successfully and quickly but does not sufficiently comprehend the meaning of the words.

When identified using functional magnetic resonance imagery (MRI), readers with S-RCD show specific abnormalities in regions typically associated with memory.

Often occurs with Attention Deficit Spectrum Disorder (ADD-ADHD) and/or Autism Spectrum Disorder.

The root cause is problems within *Executive Functioning* – the executive function is like the CEO of the brain. It is in charge of making sure things are completed from the planning stages of the job to the final deadline.

Leading contributor is Working Memory – the ability to hold information in the mind and use it to complete a task. (Answer comprehension questions)

Learners with S-RCD - Lack the ability to create imagery, the gestalt of the text.

Readers have an inability to hold onto critical text elements, specific text information literally “falls out” of short-term memory.

Readers with S-RCD are competent read word readers, fluent and have normal text reading.

Often either will read with a monotone or can be animated as they use cue words to move voice up and down register, while still not grasping the “whole” of the text.

Readers need to be systematically taught to “image,” the texts as they read, hold the images, create the movies of the text, and bring the text to life.

Compiled from - www.understood.org
www.news.vanderbilt.edu/2013/06/reading