



Reading

Sometimes after an acquired brain injury a child can read the words aloud, (that is have age appropriate word accuracy, decoding and fluency skills) but has difficulty with the word meanings, especially when there are new words. They may also have difficulty with passages of increasing length. The nature and pattern of difficulty resulting from brain injury may be different to that seen in children with developmental reading / spelling difficulties and different remedial approaches may be required.

What you might see	What this could mean	Strategies
<ul style="list-style-type: none"> • Child loses their place when reading. 	<ul style="list-style-type: none"> • Visual scanning difficulties. • Delayed visual processing • Visual impairment. 	<ul style="list-style-type: none"> • Check with family the child does not have a visual impairment. • Limit the amount of visual stimulus on the page by covering parts of page. E.g. use a cardboard window to block out unnecessary information. • Student can use a ruler or finger to direct eyes across the page. • Allow child extra time for completing reading tasks. • Enlarge text for child to read. • Minimise distractions and help child position materials on desk to have optimum visual function.
<ul style="list-style-type: none"> • Child is unable to do reading or spelling that was learned prior to the injury. 	<ul style="list-style-type: none"> • Literacy difficulties. • Material learned in the weeks and sometimes months prior to severe TBI may need to be re-learned. • There may be specific cognitive deficits affecting ability to read or spell. 	<ul style="list-style-type: none"> • The brain injury team Speech Pathologist and Neuropsychologist can assist in developing a remedial reading program. • Try to maintain interest in reading by providing age appropriate reading material. • Provide appropriate assistance in going over pre-accident schoolwork particularly that learned just before the injury.

Reading Cont'd

What you might see	What it might mean	Strategies
<ul style="list-style-type: none"> • Child can read words aloud, but cannot give a recall of what happened. • Child can read words aloud but not answer questions from text. • Weak reading comprehension. 	<ul style="list-style-type: none"> • Recognises letters and understands letter to sound rules, but cannot process all word meanings. • Poor vocabulary / language impairment. • Poor stamina / attention and memory for longer reading tasks. 	<ul style="list-style-type: none"> • Underline vocabulary they do not understand. • Highlight new words or main points when reading text. • Look up meanings. • Read in chunks – ensure they understand why they are reading – e.g. procedure – read all of it versus bit by bit. • Develop skills in working out if question is referring to beginning middle or end of book or has to be made up. • Use pictures to facilitate meaning - “think, feel, say and do” about characters – to broaden reasoning skills. • Consider books on tape and videos of text as an adjunct. • 3-H strategy: <i>the answer can be here, hidden, or in my head.</i> • Review questions prior to reading and after reading passage. Teach child to match words in the question to words in the text to save re-reading whole text to find answer.