

Reader Profile

Identifying the underlying causal factors of reading comprehension difficulties

Why create a Reader Profile?

To ensure curriculum, assessment and pedagogy practices are accessible, teachers must explicitly understand a student's profile-specific differences and needs in reading comprehension. To understand the causal factors underpinning difficulties in reading comprehension, a speech language pathologist, as part of an inclusive education team, may compile a Reader Profile.

What is a Reader Profile?

Developing a Reader Profile requires a differential diagnostic process that identifies a student's strengths and challenges in the key components of reading comprehension – word reading and listening comprehension. The Reader Profile is based on the Simple View of Reading (Gough and Tunmer 1986), a valid conceptual framework for understanding reading development in English, other languages and across disability areas.

Which students benefit from a Reader Profile?

Differential diagnosis requires ongoing monitoring and assessment of the linguistic skills that underpin reading comprehension and as such requires allocation of time and resources. A Reader Profile is developed for those students who, despite quality teaching and focussed interventions, are not meeting age or year level expectations in reading. Your speech language pathologist will provide clinical reasoning and recommendations during school-based case management for students with persistent difficulties with reading comprehension.

The need for rigor

The Reader Profile informs intervention strategies and access to differentiated curriculum delivery, pedagogy and assessment practices. The Reader Profile provides supporting evidence in the Nationally Consistent Collection of Data (NCCD) and to document access arrangements and reasonable adjustments (AARA). The Reader Profile reflects a systematic and rigorous process of clinical reasoning of language-based reading disorders.

Who creates a Reader Profile?

As difficulty at one or more levels of the language system is very often at the core of reading, spelling and writing difficulty (Bishop and Adams 1990; Catts et al 2005; Nation and Snowling 2004; Serry et al 2015), your speech language pathologist is integral to the differential diagnostic process and will lead the development of a Reader Profile. Understanding the impact of reading disorders on curriculum access and participation for child and adolescent reading development requires input from an inclusive educational team.

Next steps

For more information, contact your school speech language pathologist or the Reading and Writing Disorders Advisory Service. The Advisory service may be accessed by telephone or email on weekdays between 8:30am and 4:30pm.

Phone: (07) 3328 6950

Email: readingandwritingdisorders@qed.qld.gov.au