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Abstract

The study involved students with documented English reading comprehension challenges, half of whom had a developmental language disorder. The intervention required children to move images on an iPad to both improve and demonstrate understanding of multi chapter stories. Outcome measures included performance on comprehension questions and the Gates-MacGinitie Reading Tests–Fourth Edition Reading Comprehension. The EMBRACE intervention was more successful with dyslexic children (DLLs) who had poor initial English reading skills (decoding and comprehension) than DLLs with stronger reading abilities. The most effective text categories for the intervention were narrative texts and straightforward texts, which outperformed expository writings.

References

Sanabria, A. A., Restrepo, M. A., Walker, E., & Glenberg, A. (2022). A Reading Comprehension Intervention for Dual Language Learners With Weak Language and Reading Skills. *Journal of Speech, Language & Hearing Research*, 65(2), 738–759.

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