

En muchos países de Europa existen terceras y cuartas familias de inmigrante

Esto significa que hay nietos de inmigrantes nacidos en ese país

sto también pasa en Españ

Cuando hayas terminado de leer el texto, pulsa con el ratón el botón "Next".

Atrás Siguiente







Improving Comprehension of Students with Intellectual Disability through Easy-to-read Video blogs.

Inmaculada Fajardo¹; Ladislao Salmerón¹; Vicenta Ávila ¹; Pablo Delgado¹; Nadina Gómez-Merino¹; Marcos Gómez-Puerta²

¹Reading Research Unit/ Devel & Educ. Psy., University of Valencia, Valencia, Spain ² Devel Psy & Teaching, University of Alicante, Alicante, Spain

Inmaculada.fajardo@uv.es / ladislao.salmeron@uv.es

	METHOD				
ologs each one ole-choice stions.	 PARTICIPANTS 16 adults (Age range=18-29 years) with ID (Mean IC Training Program (Unincluv) at the University of Va 				
ect design	 BACKGROUND ASSESSMENT: Reading comprehension, word and non-word rea MEASURES: 				
fficult) / – 2 difficult)	 Reading comprehension: Percentage of correct an -Monitoring accuracy: Predicted correct answers mi PROCEDURE: 				
th, Society, gy	Background assessment + 2 sess 2 conditions of application (order of presen				
	Session 1				



model= lmer(comprehension per/monitoring accuracy ~ difficulty*presentation mode* tc prolec+ (1|ID) + (1|topicf), data = data ID)

	Estimate	Std. Error	df	t value	Pr(> t)	
	20.1415	11.9249	69.1497	1.689	0.095719	
	6.8469	15.4249	105.8868	0.444	0.658029	
	6.3404	15.1640	102.5885	0.418	0.676731	
	4.3736	1.1902	79.1384	3.675	0.000431	***
video	3.0661	21.4473	102.6100	0.143	0.886603	
	-1.0788	1.5746	102.5917	-0.685	0.494801	
	-1.1675	1.5746	102.5917	-0.741	0.460119	
<pre>video:tc_prolec</pre>	0.2959	2.2270	102.6162	0.133	0.894559	

Comprehen	ision (%)	Monitoring accuracy		
Video	Text	Video	Text	
60.42 (25.31)	58.85 (27.75)	1.22 (1.88)	1.41 (2.06)	
53.13 (22.97)	57.29 (25.02)	1.59 (1.70)	1.25 (1.93)	

CONCLUSIONS

Comprehension and monitoring accuracy students with ID:

-No effect of linguistic simplification. -No effect of presentation mode (no support for the Shallowing hypothesis [Annisette & Lafreniere, 2017]). -Just effect of students reading comprehension.

Future work

-Improve analyses: Remove participants with less than 50% of correct answers (probably no attention during the task). -Assessment of comprehension by means of open questions.

-Consider different levels of linguistic simplification at a time: only lexical, only coherence or both (see Arfé, Mason & Fajardo, 2018).

-Register monitoring behaviour: time spend in text/video, note taking, etc. -Training in "note taking" may improve comprehension of low comprehenders in both text (Shrager & Mayer, 1989; Salmerón, 2020) and video.

Acknowledgements. Research supported by the project "Advancing XXI century literacy skills" (EDU2017-87626-P) (2018-2020), granted by the Spanish Minister of Science and Innovation.