“A Causal Indicator Model of Reading Comprehension”

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Abstract: Causal indicator models provide a way to test alternative views about what accounts for good and poor reading comprehension. An advantage of such models is that they can be empirically tested by seeing how well the models fit the data, and by determining how much of the variance in reading comprehension is accounted for. A causal indicator model will be presented and fit to several datasets. Implications of the results for interventions designed to improve reading comprehension and for measures of reading comprehension will be discussed.

Biographical Note: Richard Wagner is the Robert O. Lawton Distinguished Professor of Psychology and holds the Eugenia and W. Russell Morcom Endowed Chair. He serves as an Associate Director of the Florida Center for Reading Research. He earned a Ph.D. in cognitive psychology from Yale University and his major area of research interest is the acquisition of complex cognitive knowledge and skills, which he has pursued in two domains. In the domain of reading, his research has focused on the role of reading-related phonological processing abilities in normal and abnormal development of reading skills, in the prediction, prevention, and remediation of dyslexia, and in understanding origins of individual and developmental differences in reading comprehension. In the domain of human intelligence, his research has focused on the role of practical knowledge and intelligence in intellectual performance manifested outside the classroom setting. His work has addressed a variety of measurement issues and practical considerations involving assessment of constructs in the domains of language, reading, and intelligence. He has coauthored a number of tests such as Comprehensive Test of Phonological Processes in Reading; Test of Word Reading Efficiency, Test of Silent Reading Efficiency and Comprehension, and Test of Preschool Early Literacy. He served as a member and as chair of the Advisory Board of the National Institute for Literacy, and is currently a member of NICHD advisory council. He is the principal investigator of an NICHD Multidisciplinary Learning Disabilities Center.