

Critical Review:

Does having a traumatic brain injury during childhood affect literacy outcomes?

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as having higher reading comprehension scores than children being injured before 9 years of age.

Laterality of contusional damage was investigated using CT reports, with groups divided into left, right, and bilateral contusions, or mild-moderate noncontusion. Laterality had a

reading comprehension should not be interpreted as valid. Statistical analyses were valid and compelling for reading accuracy in rela

and over one

ignored, as they are all likely to also contribute to language and reading comprehension problems in TBI.

Treatment and follow-up of children with TBI is important in ensuring that these children receive proper educational assistance in school. Difficulties with quickly recognizing words, decoding, and reading comprehension may have consequences in the classroom and in test situations, with longer text and time constraints being especially problematic. Since it appears that near-no