

## Context utilization in reading by educable mentally retarded children.

<b>Author(s):</b>	Streib, R.
<b>Year of Publication:</b>	1976
<b>Publication Information:</b>	<i>Reading Research Quarterly</i> , 12(1), 32-54.
<b>Type of Review:</b>	Narrative.
<b>Purpose:</b>	To review research on the use of context as an aid to word identification by educable mentally retarded (EMR) children.
<b>Inclusion Criteria:</b>	Not Reported.
<b>Search Method:</b>	Not Reported.
<b>Review Method:</b>	Not Reported.
<b>Number of Studies:</b>	49
<b>Population of Participants:</b>	(1) EMR children. (2) Normally developing children. (3) North American children.
<b>Age of Participants:</b>	Kindergarten through elementary grades.
<b>Concerns Raised:</b>	Not Reported.
<b>Outcome Measures of Interest:</b>	In-context and out-of-context reading measures.
<b>Conclusion/Results:</b>	There is limited evidence on how EMR children use context while reading. When the context is sufficiently constrained for them to determine the right word, they can use context clues to predict missing words. However, they perform less efficiently than non-retarded children when the context is not constrained enough.
<b>Comments:</b>	Useful for parents or instructors of cognitively-delayed children.