REASERACH BASED ASSESSMENT OF READING DIFFICULTIES
BIG IDEAS

LEARNING TO READ
- ✓ Reading is a skill that develops across stages in which the key tasks are different at each stage.
  - ➤ Stages include:
    - Laying foundations
    - Acquiring alphabetic insight
    - Practice to increase fluency
    - Reading to learn
  - ➤ As with the development of all skills, proper practice is essential.
  - ➤ Success at each stage is dependent on:
    - Success at previous stage
    - Different cognitive abilities
- ✓ Must develop a store of automatically recognized words and word units
  - ➤ Forming connections among phonological, orthographic and meaning information about words
- ✓ Rapid word identification frees up resources for comprehension

EARLY SCREENING
- ✓ There are two approaches to early identification of children at risk of reading difficulties:
  - ➤ Identify children with known risk factors
  - ➤ Evaluate development of foundational skills
- ✓ Successful screening programs are multi-faceted.
  - ➤ In screening for children at risk of reading failure it is important to evaluate phonological processing and naming speed.
- ✓ Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
  - ➤ Assess phonological awareness
  - ➤ Fluency

DIAGNOSING READING DISABILITIES
- ✓ In evaluation of children having ongoing reading problems there are two questions:
  - ➤ Where has the learning process gone astray?
    - Considering the stage model of reading development where is the child?
  - ➤ What underlying cognitive processing deficits might be impeding the development of reading?
    - May impact type and level of intervention
- ✓ Response to intervention is another approach to eligibility.
  - ➤ Requires exposure to appropriate instruction
- ✓ Multi-faceted evaluation

- ➢ Non-cognitive factors
- ➢ Environmental variables
- ✓ Evaluation should assess at all levels of reading process:
  - ➢ Sub-word
  - ➢ Word
  - ➢ Text
  - ➢ Oral Language
  - ➢ When assessing component skills it is critical to look at accuracy and fluency
  - ➢ Use Step-by Step process

DYSLEXIA
- ✓ Word specific problem
  - ➢ Most commonly associated with difficulties using sound/symbol relationships to identify words
- ✓ Single deficit vs. double deficit
  - ▪ Phonological processing
  - ▪ Naming speed
  - ▪ ?
- ✓ Unexpected in relation to age and other abilities

INTERVENTION
- ✓ Successful interventions provide direct, systematic instruction
  - ➢ It is important to develop fluency as well as accuracy
- ✓ A multi-modality approach increases the number of connections a student can develop for specific word or letter units
- ✓ Interventions should be coordinated across phonological, orthographic and morphological areas
- ✓ Focus on both reading and spelling
- ✓ Differential response to intervention

TERMS
- ✓ Grapheme
- ✓ Phoneme
- ✓ Decoding
- ✓ Context
- ✓ Whole language
- ✓ Lexicon
- ✓ Sight word
- ✓ Mental representation
- ✓ Instantiate
- ✓ Dyslexia
- ✓ Phonics
- ✓ Phonological processing
- ✓ Phonemic awareness
- ✓ Alphabetic principle
- ✓ Orthographic
- ✓ Lexical access
- ✓ Fluency
- ✓ Direct instruction