

## Three Tiered Model

- Assessment by response to intervention
- Tier 1
  - Provide classroom support
- Tier 2
  - Provide more intensive support
- Tier 3
  - Consider special education
- Monitor and evaluate at all stages

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## Operational Definition of LD

- LEVEL 1: Is there a deficit in any specific academic area?
- LEVEL 1A: Is the deficit due to any exclusionary criteria?
- LEVEL 11: Is performance on tests of cognitive processes within normal ranges?
- LEVEL III: Is the aptitude-achievement pattern consistent with definition of LD?
- LEVEL 1V: Does the identified deficit substantially impact the student's life functioning?

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## DIAGNOSIS OF READING DISABILITY

- Follow Best Practices
- Question of eligibility
  - Problems with discrepancy model
- Single versus double deficit
  - Phonological processing
  - Naming speed
  - Double deficit
- Where has the reading process gone astray?

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## DEFINITION OF DYSLEXIA: IDA AND NICHD

- Dyslexia is one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties with single word decoding, usually reflecting insufficient phonological processing abilities. These difficulties in single word decoding are often unexpected in relation to age and other cognitive academic abilities...

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The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia

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## NEW VIEW OF DISCREPANCY

**Nonsense word reading**

< **Real word reading**

< **Text comprehension**

< **Listening comprehension**

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## DOUBLE DEFICIT

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- Most impaired readers
- Distinguished from other poor readers by naming speed deficits

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## DYSLEXIA AND READING DISABILITY

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- Confusion in terms
- Reading disability at what level of reading?
- Other types of reading disabilities

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## OTHER COGNITIVE ISSUES

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- Primary language disability
- Mental retardation
- Verbal ability/overall language development
- Ability to shift/regulate attention

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## OTHER PROPOSED CAUSES

- Visual deficits
- Brain morphology
- Genetic etiology
- Memory deficits
- Temporal processing
- Instructional deficits

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## WHERE HAS THE READING PROCESS GONE ASTRAY

- Most important question
- Use model of reading development
- Use research based understanding of component reading skills
  - What skills are lacking?
- Must answer this question in order to design interventions

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## STEP-BY-STEP ASSESSMENT

- Rule out health issues
  - Vision
  - Hearing
  - Other
- Health/developmental and familial factors
  - Early history
  - Family history of reading difficulties

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## FUNCTIONAL SKILLS AND INSTRUCTIONAL BACKGROUND

- Examination of records
- Teacher/parent consultations
- Global measures
- Instructional environment
  - School history
  - Current curriculum

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## NON-COGNITIVE FACTORS

- Motivation/personality
- Social-emotional issues
- Environmental factors

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## COMPONENT READING SKILLS: Sub-word level

- Is child developing phonological awareness?
- Does child have any naming speed deficits?
- Phonological processing
- Rapid naming

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## PHONOLOGICAL PROCESSING (Classroom Information)

- Embedded in curriculum
- BPST, APST
- Invented Spelling

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## PHONOLOGICAL PROCESSING

- Yopp Phonemic Awareness tasks
- TOPA
- CTOPP
- Lindamood Auditory Conceptualization
- PAL
- PAT
- DIBELS
- Other tests as part of larger batteries
  - Also verbal memory composites

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## COMMON PHONOLOGICAL PROCESSING TESTS

- Blending
- Segmenting
- Memory
- Onset rhyme

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## NAMING SPEED

- CTOPP
- NEPSY
- PAL
- DIBELS
- Other Tests that are part of larger batteries (e.g. WJIII)

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## COMMON NAMING SPEED TESTS

- Pictures
- Colors
- Digits
- Letters
- Phonological fluency
- Semantic fluency

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## COMPONENT READING SKILLS: Word level

- Has child acquired alphabetic principle/sound-symbol correspondence?
- Is child developing "sight words"?
- Components
  - Accuracy
  - Rate
  - Reading
  - Spelling

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## WORD LEVEL ASSESSMENTS

### Classroom sources

- Embedded in curriculum
- Spelling tests
- Invented spelling
- Writing

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## WORD LEVEL ASSESSMENTS

- Word attack (decoding) tests
- WJIII Spelling of sounds
- Spelling subtests
- TOWRE
- PAL

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## COMPONENT READING SKILLS: Text Level

- Is child developing automaticity/fluency?
- Components
  - Accuracy
  - Rate
  - Fluency
  - Comprehension

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**TEXT LEVEL ASSESSMENTS**  
**Classroom sources**

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- Embedded in curriculum
- Levels (lexile)
- District fluency tests
- Informal reading inventory
- Running records

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**TEXT LEVEL ASSESSMENTS**

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- TOWRE
- Gray Oral Reading Test-4 (GORT-4)
- Reading achievement tests
- Oral reading fluency measures

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**COMPONENT SKILLS**  
**CONTINUED**

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- Production processes
  - Handwriting
  - Keyboarding
- Oral language comprehension
  - Recall
  - Syntax
  - Expression

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## GUIDELINES FOR DIAGNOSTIC ASSESSMENT

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- IQ-achievement discrepancy not useful
- Assess both phonological processes and naming speed
- Multi-faceted evaluation of reading skills

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## SOURCES OF INFORMATION ON READING TESTS

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- <http://idea.uoregon.edu/assessment/index.html>
- <http://www.nichd.nih.gov/reading.htm>

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## DIFFERENTIAL DIAGNOSIS OF READING PROBLEMS

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- Early predictive differences
  - Phonological processing
  - Naming speed
- Intervention differences
  - Sound-symbol correspondence
  - Fluency and automaticity
  - Language and comprehension

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## INTERVENTION

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- Provide interventions that target area of need
- Provide methods for monitoring growth
- Provide accommodations as needed
- Help to formulate long-term plan

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## PREDICTING RESPONSIVENESS TO INTERVENTION

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- IQ
- Phonological measures
- Naming speed
- Double deficits
- Targeted intervention

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