Interpreting Assessment Profiles for Struggling Readers

- Those doing assessments vary from school to school
  - School psychologists, reading diagnosticians, special education teachers, etc.
- Recall Intervention Oriented Assessment
  - The goal is to determine the most appropriate intervention, not so much to determine special education eligibility
- The Simple View of Reading provides a framework for understanding different patterns of reading difficulties
  - Dyslexia, hyperlexia, and combined patterns

Assessment of Reading Difficulties

- We will be using standard scores and percentile rankings from nationally normed tests
  - Global scores: Mean= 100, standard deviation= 15
  - Subtest scores: Mean= 10, standard deviation= 3
- Tests commonly used
  - CTOPP/CTOPP-2
  - WRMT-R
  - TOWRE/TOWRE-2
  - PAST

Common Abbreviations

- NWR- nonsense word reading
- PCD- phonological-core deficit
- PA- phonological awareness/phonemic awareness
- PAST- Phonological Awareness Screening Test
- RAN- rapid automatized naming
- RC- reading comprehension
- VIQ/VCIQ- verbal intelligence from the Wechsler Intelligence test series
- WID- word identification
- WM- working memory

Recall the Five Phonological-Core Deficit Characteristics

- Weak skills in
  - phonological/phonemic awareness (analysis)
  - phonological blending (synthesis)
  - Rapid automatized naming
  - Phonological working memory
  - Nonsense word reading

Mild Dyslexia Pattern: Eugene- Grade 2

- Average CTOPP for WM (11), Blending Words (10), and RAN (8, 10)
- Average background knowledge reported (9) and language (reported)

- CTOPP Elision (7; 16th percentile) and the PAST (early 1st)
- Four WID subtests below average (15, 82, 83, 85)
- NWR untimed (WRMT-R) average (91), timed (TOWRE) below average (75)
- Spelling low average to below average (two subtests, 78, 86)
- Notes:
  - Language and background knowledge in place
  - Struggles in 2 of the 5 phonological-core deficit symptoms
  - Below average WID
  - Average NWR untimed, but below average timed
- Lacks letter-sound proficiency (TOWRE) and phonemic proficiency

Severe Dyslexia Pattern: Karen- Grade 6

- Strong VIQ (108, 70th percentile) and Blending words (12, 75th percentile)
- CTOPP Elision (4), Phoneme Reversal (6), and the PAST (early 1st)
- WM (5,7), and RAN (4,5)
- WID subtests well below average (64, 74, 75)
- NWR untimed (86), timed (72); Spelling (78)
- Notes:
  - Language is strong
  - Struggled in 4 of the 5 phonological-core deficit symptoms
  - Wel below average WID
  - Low average NWR untimed but well below average timed, weak spelling
  - More severe PA issues and PCD items than Eugene, thus lower WID
- Lacks letter-sound skills and proficiency (TOWRE) and phonemic awareness and proficiency

English Learner with Dyslexia Pattern: Tim-Grade 8

- CTOPP Elision (7), Phoneme Reversal (3)
- Average Blending Words (101) and RAN (10,11)
- WM (5) (partially explains the Phoneme Reversal)
- WID at lower extreme (65, 68); NWR untimed (81); Spelling (66)
- Notes:
  - Had been in country since 4th grade
  - Daily language good, but limited due to EL
  - Poor PA and WM not due to being EL-EL students pick up on English PA fine and generally have typical WM
- Conclusion: Don't assume poor word reading or poor performance on PA, RAN, or WM are due to being an English Language Learner
- Typical EL pattern is like that of hyperlexia

Compensator Pattern: Jim- Grade 6

- VIQ strong (115), RC average (5 subtests, 80, 100, 100, 101, 104)
- RAN (9, 9); WM average (10, 12)

- CTOPP Elision (10), Phoneme Reversal (8) (note: WM average)
- PAST below average (late 1st grade)
- WID subtests were 82, 90, 91, 93, 97
- NWR untimed (91, WRMT-R; 81 WDRB) timed (87); Spelling (89, 94)
- Notes:
    - Strong language skills are the basis for compensation (set for variability, RC)
    - Average WID
    - Average untimed PA
- Student hated to read
- too effortful
- homework was a chore
- dragged down by correctable PA issues
    - Never developed phonemic proficiency

Compensators

- Difficult to detect, WID typically average or low average at worst
- Not an issue of SLD identification- an issue of general educational instruction and/or remediation
- Little research on this phenomenon
- Tug of war between higher-level language skills and lower-level phonological skills
- Some of our best and brightest do not like to read

Mixed or Combined Pattern: Sean- Grade 3

- VIQ low average (81=7); Listening comprehension below average (80, 84)
- ADHD Rating Scale (65, 75)
- WM average (9, 10); Blending Words average (10)
- CTOPP Elision (8); PAST (early 1st); RAN (7, 7)
- RC below average (75, 81); WID below average (69, 76)
- WA average (92, 92) (received phonics remediation)
- Notes:
    - Weak in both aspects of the Simple View of Reading
    - Had good WM (often not the case with combined pattern)
    - Attention likely affecting learning
    - Poor PA and RAN

Hyperlexia Pattern: Norma- Grade 6

- Weak listening comprehension and vocabulary (67, 70, 71)
- Background knowledge subtests (4)
- CTOPP Elision, Phoneme Reversal, Blending Words (11, 11, 15)
- WM average (12, 12); RAN (17, 16)
- WID average (101, 102); WA above average (117)
- RC below average (76, 81, 85)
- Notes:

Module 12.1 Case Examples of Reading Difficulties

- Weak language, strong phonological skills (PA, RAN, WM)
- RC higher than LC (due to nature of RC questions?)