1

00:00:02,949 --> 00:00:08,000

welcome to assessing preventing and

2

00:00:05,899 --> 00:00:10,219

overcoming reading difficulties a

3

00:00:08,000 --> 00:00:12,950

professional learning series presented

4

00:00:10,219 --> 00:00:15,160

by David Kilpatrick sponsored by the

5

00:00:12,950 --> 00:00:18,200

exceptional student services unit and

6

00:00:15,160 --> 00:00:20,450

created in collaboration with specific

7

00:00:18,200 --> 00:00:24,230

learning disability specialists Jill

8

00:00:20,450 --> 00:00:26,510

Marshall and Veronica Fiedler the

9

00:00:24,230 --> 00:00:28,760

Colorado Department of Education vision

10

00:00:26,510 --> 00:00:30,830

is that all students in Colorado will

11

00:00:28,760 --> 00:00:33,289

become educated and productive citizens

12

00:00:30,830 --> 00:00:36,710

capable of succeeding in society

13

00:00:33,289 --> 00:00:39,530

the workforce and life the mission of

14

00:00:36,710 --> 00:00:42,589

the CDE is to ensure all students are

15

00:00:39,530 --> 00:00:45,230

prepared for success in society work and

16

00:00:42,589 --> 00:00:48,289

life by providing excellent leadership

17

00:00:45,230 --> 00:00:52,219

service and support to schools districts

18

00:00:48,289 --> 00:00:54,260

and communities across the state this

19

00:00:52,219 --> 00:00:57,519

series is designed for use in multiple

20

00:00:54,260 --> 00:00:59,690

ways you can complete all 13 modules

21

00:00:57,519 --> 00:01:01,729

participants who engage in all 13

22

00:00:59,690 --> 00:01:03,499

modules will be provided a comprehensive

23

00:01:01,729 --> 00:01:06,680

learning experience encompassing

24

00:01:03,499 --> 00:01:08,960

research impact and critical elements of

25

00:01:06,680 --> 00:01:12,020

assessing preventing and overcoming

26

00:01:08,960 --> 00:01:15,230

reading difficulties you can complete

27

00:01:12,020 --> 00:01:17,750

individual modules participants may view

28

00:01:15,230 --> 00:01:19,700

a session or sessions for specific

29

00:01:17,750 --> 00:01:22,280

information and guidance on topics

30

00:01:19,700 --> 00:01:24,770

related to assessing preventing and

31

00:01:22,280 --> 00:01:27,230

overcoming reading difficulties this

32

00:01:24,770 --> 00:01:29,570

format is ideal for short professional

33

00:01:27,230 --> 00:01:31,670

development opportunities for example

34

00:01:29,570 --> 00:01:34,310

during an impact team meeting or

35

00:01:31,670 --> 00:01:36,230

professional learning community you can

36

00:01:34,310 --> 00:01:39,440

also complete this as a book or chapter

37

00:01:36,230 --> 00:01:42,170

study participants may view all or part

38

00:01:39,440 --> 00:01:44,720

of the series as a tandem companion or

39

00:01:42,170 --> 00:01:46,730

supplemental resource for supporting a

40

00:01:44,720 --> 00:01:48,710

study of the book the essentials of

41

00:01:46,730 --> 00:01:50,590

assessing preventing and overcoming

42

00:01:48,710 --> 00:01:52,649

reading difficulties

43

00:01:50,590 --> 00:01:52,649

44

00:01:58,970 --> 00:02:01,030

45

00:02:02,180 --> 00:02:07,119

module 12

46

00:02:04,130 --> 00:02:10,550

case examples of reading difficulties

47

00:02:07,119 --> 00:02:14,000

session one case examples of reading

48

00:02:10,550 --> 00:02:15,590

difficulties hello my name is David

49

00:02:14,000 --> 00:02:19,100

Kilpatrick and I'm your presenter for

50

00:02:15,590 --> 00:02:20,959

these thirteen on-demand webinars these

51

00:02:19,100 --> 00:02:23,330

webinars are designed to get some of the

52

00:02:20,959 --> 00:02:24,739

best available research on reading out

53

00:02:23,330 --> 00:02:26,989

of the research journals and into the

54

00:02:24,739 --> 00:02:28,670

hands of educational professionals who

55

00:02:26,989 --> 00:02:30,620

need it the most with a focus on

56

00:02:28,670 --> 00:02:33,050

assessing preventing and overcoming

57

00:02:30,620 --> 00:02:34,940

reading difficulties here's an overview

58

00:02:33,050 --> 00:02:38,750

of the thirteen modules and we are now

59

00:02:34,940 --> 00:02:41,480

going to be looking at module 12 module

60

00:02:38,750 --> 00:02:44,420

12 involves case examples of reading

61

00:02:41,480 --> 00:02:46,730

difficulties as a result of this

62

00:02:44,420 --> 00:02:48,920

particular session participants will be

63

00:02:46,730 --> 00:02:50,720

able to recognize how concepts that have

64

00:02:48,920 --> 00:02:52,819

been learned from the other modules can

65

00:02:50,720 --> 00:02:55,370

be used to interpret assessment profiles

66

00:02:52,819 --> 00:02:56,660

of struggling readers and also to be

67

00:02:55,370 --> 00:03:01,640

able to distinguish among the various

68

00:02:56,660 --> 00:03:04,010

types of reading difficulties those who

69

00:03:01,640 --> 00:03:07,160

do assessments of reading may vary from

70

00:03:04,010 --> 00:03:08,450

school to school and then can include

71

00:03:07,160 --> 00:03:11,680

school psychologists reading

72

00:03:08,450 --> 00:03:15,799

diagnostician special education teachers

73

00:03:11,680 --> 00:03:17,780

so I realized that different people are

74

00:03:15,799 --> 00:03:19,070

bringing to bear different background to

75

00:03:17,780 --> 00:03:21,650

the kind of things I'm going to be

76

00:03:19,070 --> 00:03:23,780

presenting in this session I want you to

77

00:03:21,650 --> 00:03:25,910

recall intervention oriented assessment

78

00:03:23,780 --> 00:03:29,299

that's way back from the beginning of

79

00:03:25,910 --> 00:03:30,950

module 6 the goal of intervention

80

00:03:29,299 --> 00:03:32,840

oriented assessment is to determine the

81

00:03:30,950 --> 00:03:34,579

most appropriate intervention not so

82

00:03:32,840 --> 00:03:37,040

much to determine special education

83

00:03:34,579 --> 00:03:39,709

eligibility which we will discuss in the

84

00:03:37,040 --> 00:03:41,420

next module the simple view of reading

85

00:03:39,709 --> 00:03:43,010

provides a framework for understanding

86

00:03:41,420 --> 00:03:44,209

different patterns of reading

87

00:03:43,010 --> 00:03:46,400

difficulties this has been covered

88

00:03:44,209 --> 00:03:48,829

multiple times across various sessions

89

00:03:46,400 --> 00:03:52,940

those include dyslexia hyperlexia and

90

00:03:48,829 --> 00:03:54,920

the combined patterns in this

91

00:03:52,940 --> 00:03:56,900

presentation we're going to be using

92

00:03:54,920 --> 00:03:59,840

standard scores and percentile rankings

93

00:03:56,900 --> 00:04:03,019

from nationally normed test 100 being

94

00:03:59,840 --> 00:04:04,940

the mean a standard deviation of 15 for

95

00:04:03,019 --> 00:04:06,829

the global scores for individual sub

96

00:04:04,940 --> 00:04:09,799

test scores a mean of 10 a standard

97

00:04:06,829 --> 00:04:12,019

deviation of 3 there are a number of

98

00:04:09,799 --> 00:04:14,239

tests that are used in these cases these

99

00:04:12,019 --> 00:04:14,780

are all evaluations that I did over the

100

00:04:14,239 --> 00:04:17,250

years

101

00:04:14,780 --> 00:04:18,989

but in a few cases we have versions

102

00:04:17,250 --> 00:04:21,930

of the test that might have changed so

103

00:04:18,989 --> 00:04:23,610

for example the Comprehensive Test of

104

00:04:21,930 --> 00:04:26,100

phonological processing which came out

105

00:04:23,610 --> 00:04:28,770

in 99 the updated version came out just

106

00:04:26,100 --> 00:04:30,210

a few years ago many of the examples

107

00:04:28,770 --> 00:04:32,370

I'll be giving you and will be from the

108

00:04:30,210 --> 00:04:34,350

original also the Woodcock reading

109

00:04:32,370 --> 00:04:37,320

mastery test is now in its third edition

110

00:04:34,350 --> 00:04:38,940

and every single instance that you're

111

00:04:37,320 --> 00:04:41,070

going to be reading about it will have

112

00:04:38,940 --> 00:04:42,990

been in the revised edition and the same

113

00:04:41,070 --> 00:04:45,210

is true with the test of wording

114

00:04:42,990 --> 00:04:47,190

efficiency is that most of them were

115

00:04:45,210 --> 00:04:50,010

from the original version although some

116

00:04:47,190 --> 00:04:51,570

may be from the second edition and the

117

00:04:50,010 --> 00:04:55,550

phonological awareness screening test is

118

00:04:51,570 --> 00:04:59,400

also going to be included in most of the

119

00:04:55,550 --> 00:05:01,470

evaluations that you're about to see you

120

00:04:59,400 --> 00:05:03,840

might want to get a pencil and paper and

121

00:05:01,470 --> 00:05:05,340

maybe jot some of these down maybe

122

00:05:03,840 --> 00:05:07,050

they're familiar enough to a lot of you

123

00:05:05,340 --> 00:05:08,610

that you don't need to do that but these

124

00:05:07,050 --> 00:05:09,870

are the abbreviations I'm going to use

125

00:05:08,610 --> 00:05:12,720

there's a lot of information that's

126

00:05:09,870 --> 00:05:14,820

gonna be crammed into these little case

127

00:05:12,720 --> 00:05:17,520

studies and I had to use abbreviations

128

00:05:14,820 --> 00:05:19,370

just to get it all on the slide so this

129

00:05:17,520 --> 00:05:22,830

refers to nonsense word reading

130

00:05:19,370 --> 00:05:24,570

typically this refers to the word attack

131

00:05:22,830 --> 00:05:28,710

sub test of the Woodcock reading mastery

132

00:05:24,570 --> 00:05:30,540

test which incidentally is probably the

133

00:05:28,710 --> 00:05:32,180

most commonly used nonsense word reading

134

00:05:30,540 --> 00:05:35,220

test in all of the research literature

135

00:05:32,180 --> 00:05:36,540

but also from time to time the nonsense

136

00:05:35,220 --> 00:05:39,240

word reading from the test of word

137

00:05:36,540 --> 00:05:41,190

reading efficiency phonological chore

138

00:05:39,240 --> 00:05:43,919

deficit phonological awareness or

139

00:05:41,190 --> 00:05:46,530

phonemic awareness for phonological awareness

140

00:05:43,919 --> 00:05:48,750

screening test rapid automatized naming

141

00:05:46,530 --> 00:05:50,940

reading comprehension the verbal portion

142

00:05:48,750 --> 00:05:52,800

from the Wechsler scales word

143

00:05:50,940 --> 00:05:54,360

identification sub test usually from the

144

00:05:52,800 --> 00:05:56,130

Woodcock reading mastery test but as

145

00:05:54,360 --> 00:05:57,390

you'll see I often use multiple word

146

00:05:56,130 --> 00:05:59,940

identification tests in these

147

00:05:57,390 --> 00:06:01,410

evaluations working memory recall the

148

00:05:59,940 --> 00:06:03,150

five phonological chord deficit

149

00:06:01,410 --> 00:06:04,680

characteristics you're going to see each of

150

00:06:03,150 --> 00:06:06,600

these showing up across these

151

00:06:04,680 --> 00:06:09,060

evaluations because these are the things

152

00:06:06,600 --> 00:06:11,760

that I felt were necessary to evaluate

153

00:06:09,060 --> 00:06:14,130

to better understand these children's

154

00:06:11,760 --> 00:06:17,250

learning difficulties let's begin with

155

00:06:14,130 --> 00:06:19,290

Eugene all of these names are changed

156

00:06:17,250 --> 00:06:21,470

but Eugene is a second grader who had a

157

00:06:19,290 --> 00:06:25,620

mild dyslexia type pattern

158

00:06:21,470 --> 00:06:27,060

he had average working memory an average

159

00:06:25,620 --> 00:06:29,190

blending word and pretty much average

160

00:06:27,060 --> 00:06:30,410

rapid automatized naming just as a

161

00:06:29,190 --> 00:06:33,710

little side note

162

00:06:30,410 --> 00:06:35,990

if you see an 8 and a 10 on rapid naming

163

00:06:33,710 --> 00:06:38,990

say on the CTOPP the difference

164

00:06:35,990 --> 00:06:41,950

between maybe the rapid digits and rapid

165

00:06:38,990 --> 00:06:44,840

letters they correlate very highly and

166

00:06:41,950 --> 00:06:47,690

usually they either yield the same score

167

00:06:44,840 --> 00:06:49,850

or if different they're usually only off

168

00:06:47,690 --> 00:06:53,390

by one so maybe a 10 and a 9 or an 8 and

169

00:06:49,850 --> 00:06:55,960

9 but when I see a discrepancy like this

170

00:06:53,390 --> 00:06:58,700

and it's the same type of task that is

171

00:06:55,960 --> 00:06:59,780

digit naming or letter naming they're in

172

00:06:58,700 --> 00:07:01,250

the same category that would be

173

00:06:59,780 --> 00:07:04,010

distinguished from object naming and

174

00:07:01,250 --> 00:07:05,810

color naming you may get more variation

175

00:07:04,010 --> 00:07:08,180

if you cross between those two different

176

00:07:05,810 --> 00:07:09,890

groups of rapid naming tasks anyway

177

00:07:08,180 --> 00:07:11,930

I tend to default for the higher of the

178

00:07:09,890 --> 00:07:13,850

two simply because you can't fake a

179

00:07:11,930 --> 00:07:16,730

higher score on the rapid naming test

180

00:07:13,850 --> 00:07:18,710

but just through stumbling in some sort

181

00:07:16,730 --> 00:07:21,170

of way you could end up with a lower

182

00:07:18,710 --> 00:07:23,780

score so I think that the student had

183

00:07:21,170 --> 00:07:27,080

average rapid naming and would focus

184

00:07:23,780 --> 00:07:29,030

more on that 10 than the 8 a background

185

00:07:27,080 --> 00:07:32,420

knowledge sub test from the Wechsler was

186

00:07:29,030 --> 00:07:34,490

also average and his language I didn't

187

00:07:32,420 --> 00:07:35,750

have scores on it I just have a note

188

00:07:34,490 --> 00:07:37,370

here it was reported I don't know if

189

00:07:35,750 --> 00:07:38,990

that was verbally from the teacher which

190

00:07:37,370 --> 00:07:41,450

you know from other sessions can be a

191

00:07:38,990 --> 00:07:43,430

little tricky because of the difference

192

00:07:41,450 --> 00:07:47,150

between everyday language competence and

193

00:07:43,430 --> 00:07:49,880

broader vocabulary or if there had been

194

00:07:47,150 --> 00:07:52,370

a speech pathology report done I don't

195

00:07:49,880 --> 00:07:54,350

recall that I just have a note that that

196

00:07:52,370 --> 00:07:57,020

the language scores were reported as

197

00:07:54,350 --> 00:07:58,970

average on the Elision sub tests he had

198

00:07:57,020 --> 00:08:00,680

a seven which is 16th percentile so

199

00:07:58,970 --> 00:08:03,680

that's a manipulation task and on the

200

00:08:00,680 --> 00:08:07,160

PAST he was at the early 1st grade so he

201

00:08:03,680 --> 00:08:09,160

was at least a year or more behind in

202

00:08:07,160 --> 00:08:11,480

his phonological skill development

203

00:08:09,160 --> 00:08:16,280

these are his four word identification

204

00:08:11,480 --> 00:08:19,340

sub tests that I gave and his nonsense

205

00:08:16,280 --> 00:08:21,010

word reading was roughly average on the

206

00:08:19,340 --> 00:08:24,410

Woodcock reading mastery test that was

207

00:08:21,010 --> 00:08:29,660

untimed but look at the time score very

208

00:08:24,410 --> 00:08:30,890

weak his spelling was also rather low so

209

00:08:29,660 --> 00:08:33,500

his language and background knowledge

210

00:08:30,890 --> 00:08:35,120

seemed to be in place he struggled in

211

00:08:33,500 --> 00:08:37,520

two of the five phonological core

212

00:08:35,120 --> 00:08:40,940

deficits symptoms and he had below

213

00:08:37,520 --> 00:08:43,339

average word ID yet his nonsense word

214

00:08:40,940 --> 00:08:43,940

reading was average so that suggests to

215

00:08:43,339 --> 00:08:46,430

me that

216

00:08:43,940 --> 00:08:48,350

he lacks letter-sound proficiency he has

217

00:08:46,430 --> 00:08:51,260

a fair degree of letter sound knowledge

218

00:08:48,350 --> 00:08:53,000

91 is not great but it's not seriously

219

00:08:51,260 --> 00:08:55,670

deficient either and he definitely lacks

220

00:08:53,000 --> 00:08:57,140

phonemic proficiency as well as phonemic

221

00:08:55,670 --> 00:09:00,680

awareness as we look at the 7 on the

222

00:08:57,140 --> 00:09:02,870

Elision sub test which is untimed now we

223

00:09:00,680 --> 00:09:05,540

look at a more severe pattern of a

224

00:09:02,870 --> 00:09:07,820

student with dyslexia Karen is in sixth

225

00:09:05,540 --> 00:09:10,400

grade she had very strong verbal scores

226

00:09:07,820 --> 00:09:12,440

and her blending words i think it's

227

00:09:10,400 --> 00:09:15,710

important to point this out here you

228

00:09:12,440 --> 00:09:17,780

have a pretty severe case of dyslexia

229

00:09:15,710 --> 00:09:19,790

and they were at the 75th percentile of

230

00:09:17,780 --> 00:09:22,130

blending words you can see how blending

231

00:09:19,790 --> 00:09:24,020

words may resolve itself even in some

232

00:09:22,130 --> 00:09:26,260

more severe cases of dyslexia and we

233

00:09:24,020 --> 00:09:29,600

can't use that to suggest that they have

234

00:09:26,260 --> 00:09:32,810

average phonological skills look by

235

00:09:29,600 --> 00:09:35,720

comparison the Elision subtest was a 4

236

00:09:32,810 --> 00:09:39,770

that's 2nd percentile phoneme reversal

237

00:09:35,720 --> 00:09:41,600

was quite weak as well and the PAST test

238

00:09:39,770 --> 00:09:46,220

here she's at according to the PAST she

239

00:09:41,600 --> 00:09:48,530

is at a first-grade level of phonemic

240

00:09:46,220 --> 00:09:51,320

proficiency because the PAST has the

241

00:09:48,530 --> 00:09:53,900

timing element working memory she

242

00:09:51,320 --> 00:09:55,550

struggles rapid naming she struggles so

243

00:09:53,900 --> 00:09:57,170

she's got a difficulty this is what we

244

00:09:55,550 --> 00:09:59,930

would call the double R in this case

245

00:09:57,170 --> 00:10:01,610

triple deficit situation where she has

246

00:09:59,930 --> 00:10:03,800

poor phonemic awareness poor rapid

247

00:10:01,610 --> 00:10:05,780

naming and poor working memory so all of

248

00:10:03,800 --> 00:10:08,630

her phonological skills seem to be affected

249

00:10:05,780 --> 00:10:11,690

here she has a very weak word

250

00:10:08,630 --> 00:10:16,100

identification scores her untimed non

251

00:10:11,690 --> 00:10:18,560

word reading was low average some people

252

00:10:16,100 --> 00:10:20,930

might say her time was very very low and

253

00:10:18,560 --> 00:10:22,850

her spelling was weak so she had very

254

00:10:20,930 --> 00:10:24,650

strong language she struggled in 4 of

255

00:10:22,850 --> 00:10:27,260

the 5 phonological core deficits

256

00:10:24,650 --> 00:10:29,900

symptoms and was well below average and

257

00:10:27,260 --> 00:10:31,610

word ID her untimed nonsense word

258

00:10:29,900 --> 00:10:35,360

reading was quite a bit stronger than

259

00:10:31,610 --> 00:10:36,800

her timed nonsense word reading and she

260

00:10:35,360 --> 00:10:40,010

had very severe problems with

261

00:10:36,800 --> 00:10:42,290

phonological awareness much lower than

262

00:10:40,010 --> 00:10:44,030

you the case you saw with Eugene so we

263

00:10:42,290 --> 00:10:45,680

can conclude from her profile but she

264

00:10:44,030 --> 00:10:47,930

lacks letter-sound skills and

265

00:10:45,680 --> 00:10:51,650

proficiency so her letter-sound skills

266

00:10:47,930 --> 00:10:56,810

were rather weak the 86 is not

267

00:10:51,650 --> 00:10:58,490

very strong 18th percentile and her

268

00:10:56,810 --> 00:11:02,029

proficiency was very weak that's way

269

00:10:58,490 --> 00:11:04,940

down at a 72 and she lacks phonemic

270

00:11:02,029 --> 00:11:06,590

awareness as illustrated by the Elision

271

00:11:04,940 --> 00:11:08,930

subtest and the phoneme reversal sub

272

00:11:06,590 --> 00:11:14,960

test and proficiency as indicated by the

273

00:11:08,930 --> 00:11:17,060

past an English Learner named Tim he had

274

00:11:14,960 --> 00:11:20,900

an Elision sub test of seven and a phoneme

275

00:11:17,060 --> 00:11:22,910

reversal of a three his blending words

276

00:11:20,900 --> 00:11:25,610

was average and his rapid naming was

277

00:11:22,910 --> 00:11:28,339

average his working memory was a five so

278

00:11:25,610 --> 00:11:30,500

as a result I would be very reluctant to

279

00:11:28,339 --> 00:11:32,180

interpret the phoneme reversal as a test

280

00:11:30,500 --> 00:11:33,820

of phoneme awareness because the phoneme

281

00:11:32,180 --> 00:11:37,490

reversal test which was on the original

282

00:11:33,820 --> 00:11:39,320

CTOPP not on the CTOPP-2 that test

283

00:11:37,490 --> 00:11:44,020

really taps into working memory

284

00:11:39,320 --> 00:11:44,020

alongside the phonemic awareness

285

00:11:44,560 --> 00:11:51,650

he had extremely low word identification

286

00:11:47,360 --> 00:11:52,630

and his untimed non-word reading was pretty

287

00:11:51,650 --> 00:11:54,890

weak as well

288

00:11:52,630 --> 00:11:56,810

now Tim had been in the country since

289

00:11:54,890 --> 00:11:58,640

fourth grade he was now in eighth grade

290

00:11:56,810 --> 00:12:00,820

his daily language was good he seemed to

291

00:11:58,640 --> 00:12:03,380

understand things when you talk to him

292

00:12:00,820 --> 00:12:05,660

but certainly as is the case with

293

00:12:03,380 --> 00:12:07,400

English learners he was a bit limited in

294

00:12:05,660 --> 00:12:09,589

his vocabulary which wasn't always

295

00:12:07,400 --> 00:12:11,089

obvious and he had poor phonemic

296

00:12:09,589 --> 00:12:12,500

awareness and working memory that was

297

00:12:11,089 --> 00:12:15,200

not due to the fact that he was an

298

00:12:12,500 --> 00:12:16,790

English Learner English learners pick up

299

00:12:15,200 --> 00:12:18,500

on those things pretty easily and they

300

00:12:16,790 --> 00:12:20,870

generally have decent working memory

301

00:12:18,500 --> 00:12:23,420

just like individuals who are native

302

00:12:20,870 --> 00:12:25,610

speakers of English to conclude we can't

303

00:12:23,420 --> 00:12:26,900

assume that his poor word reading or poor

304

00:12:25,610 --> 00:12:30,050

performance on phonological awareness

305

00:12:26,900 --> 00:12:32,089

was due to being an English Learner Jim

306

00:12:30,050 --> 00:12:33,380

is a compensator pattern I'm going to

307

00:12:32,089 --> 00:12:34,940

spend a little more time on this because

308

00:12:33,380 --> 00:12:37,190

this is the pattern that I don't think

309

00:12:34,940 --> 00:12:39,680

has gotten sufficient attention he had

310

00:12:37,190 --> 00:12:41,780

very strong verbal skills at the 84th

311

00:12:39,680 --> 00:12:43,520

percentile and his reading comprehension

312

00:12:41,780 --> 00:12:45,709

was all average other than one odd

313

00:12:43,520 --> 00:12:48,260

subtest now I realize some of you're

314

00:12:45,709 --> 00:12:49,430

saying really Dave you gave five reading

315

00:12:48,260 --> 00:12:51,589

comprehension sub tests to this

316

00:12:49,430 --> 00:12:52,850

individual but once I was coming to the

317

00:12:51,589 --> 00:12:54,950

hypothesis that he might be a

318

00:12:52,850 --> 00:12:57,140

compensator I sort of pulled out all the

319

00:12:54,950 --> 00:12:59,420

stops and I know his mom was very

320

00:12:57,140 --> 00:13:02,750

concerned and I felt like I had to

321

00:12:59,420 --> 00:13:04,610

look at every possibility but I think

322

00:13:02,750 --> 00:13:06,800

it's important to note there is a full

323

00:13:04,610 --> 00:13:08,870

standard deviation difference between

324

00:13:06,800 --> 00:13:10,610

his verbal skills and his actual reading

325

00:13:08,870 --> 00:13:12,050

comprehension why would that be

326

00:13:10,610 --> 00:13:14,029

much lower well the answer you would

327

00:13:12,050 --> 00:13:16,339

think would be because his word reading

328

00:13:14,029 --> 00:13:18,890

is weak maybe he has dyslexia he does

329

00:13:16,339 --> 00:13:20,810

not have dyslexia as you will see his

330

00:13:18,890 --> 00:13:23,750

rapid naming was average and his working

331

00:13:20,810 --> 00:13:25,880

memory was average his Elision subtest

332

00:13:23,750 --> 00:13:27,680

was average so based on this you'd say

333

00:13:25,880 --> 00:13:29,810

hmm phonological awareness is not his

334

00:13:27,680 --> 00:13:32,180

issue but take a look at the phoneme

335

00:13:29,810 --> 00:13:34,370

reversal task now it's not extremely

336

00:13:32,180 --> 00:13:36,050

weak its 25th percentile but you're

337

00:13:34,370 --> 00:13:37,880

talking about a child at the 84th

338

00:13:36,050 --> 00:13:39,950

percentile of general intelligence who

339

00:13:37,880 --> 00:13:42,079

has a 25th percentile phoneme reversal

340

00:13:39,950 --> 00:13:45,320

score and I would interpret that phoneme

341

00:13:42,079 --> 00:13:47,329

reversal as reflecting some phonological

342

00:13:45,320 --> 00:13:51,380

awareness skills why because look at his

343

00:13:47,329 --> 00:13:54,410

working memory skills a 10 and a 12 50th

344

00:13:51,380 --> 00:13:56,990

to 75th percentile and so I don't think

345

00:13:54,410 --> 00:13:59,089

I can account for his poor showing or

346

00:13:56,990 --> 00:14:02,269

relatively poor showing on the phoneme

347

00:13:59,089 --> 00:14:03,410

reversal as a result of poor working

348

00:14:02,269 --> 00:14:05,839

memory because he didn't have poor

349

00:14:03,410 --> 00:14:07,640

working memory now here's the key to

350

00:14:05,839 --> 00:14:09,860

understanding Jim's pattern I believe

351

00:14:07,640 --> 00:14:12,470

look at his past performance he was at

352

00:14:09,860 --> 00:14:14,120

the first-grade level when you involve

353

00:14:12,470 --> 00:14:16,459

some sort of timing element the phonemic

354

00:14:14,120 --> 00:14:18,500

proficiency so phonemic awareness was

355

00:14:16,459 --> 00:14:21,350

roughly in place between the 25th and

356

00:14:18,500 --> 00:14:24,560

50th percentile based on the Elision and

357

00:14:21,350 --> 00:14:28,250

phoneme reversal but his actual

358

00:14:24,560 --> 00:14:30,350

proficiency was very low look at his

359

00:14:28,250 --> 00:14:33,949

word identification yes I went hog-wild

360

00:14:30,350 --> 00:14:36,709

giving him 5 tests as well but only one

361

00:14:33,949 --> 00:14:38,240

test was really low he had an 82 but all

362

00:14:36,709 --> 00:14:40,760

the others are within what we would

363

00:14:38,240 --> 00:14:42,410

traditionally call the average range so

364

00:14:40,760 --> 00:14:44,180

we certainly wouldn't suggest that he

365

00:14:42,410 --> 00:14:46,820

had dyslexia and certainly wouldn't

366

00:14:44,180 --> 00:14:48,980

recommend that he has specific learning

367

00:14:46,820 --> 00:14:51,620

disability and reading nobody's

368

00:14:48,980 --> 00:14:53,750

suggesting that but I do believe he has

369

00:14:51,620 --> 00:14:55,040

a reading problem as a result of the

370

00:14:53,750 --> 00:14:57,649

poor phonemic awareness he's

371

00:14:55,040 --> 00:15:01,339

underperforming in his reading

372

00:14:57,649 --> 00:15:02,899

comprehension because he has much weaker

373

00:15:01,339 --> 00:15:06,620

word reading and as much weaker word

374

00:15:02,899 --> 00:15:11,149

reading is being affected by his poor

375

00:15:06,620 --> 00:15:14,300

phonemic skills his nonsense word

376

00:15:11,149 --> 00:15:16,760

reading was you know varied between two

377

00:15:14,300 --> 00:15:18,260

different sub tests that's the Woodcock

378

00:15:16,760 --> 00:15:19,940

reading mastery test but then the all

379

00:15:18,260 --> 00:15:23,180

classic Woodcock diagnostic reading

380

00:15:19,940 --> 00:15:24,320

battery this was the original version so

381

00:15:23,180 --> 00:15:26,240

I'm not quite so

382

00:15:24,320 --> 00:15:30,920

sure with the norms I wouldn't put too

383

00:15:26,240 --> 00:15:34,310

much weight on it the timed was was a

384

00:15:30,920 --> 00:15:36,290

bit weak and his spelling was you know

385

00:15:34,310 --> 00:15:37,850

range from low average to average he had

386

00:15:36,290 --> 00:15:39,410

very strong language skills and those

387

00:15:37,850 --> 00:15:42,260

are the basis for his ability to

388

00:15:39,410 --> 00:15:44,540

compensate he had set for variability

389

00:15:42,260 --> 00:15:47,060

remember that that all he had to do is

390

00:15:44,540 --> 00:15:49,520

have his fumbling phonics skills and

391

00:15:47,060 --> 00:15:52,070

then his set for variability would help

392

00:15:49,520 --> 00:15:54,380

him identify the word plus context as

393

00:15:52,070 --> 00:15:56,660

he's reading he had average word ID

394

00:15:54,380 --> 00:15:59,420

roughly speaking and he had average

395

00:15:56,660 --> 00:16:01,460

untimed phonological awareness the

396

00:15:59,420 --> 00:16:02,810

student hated to read this was part of

397

00:16:01,460 --> 00:16:04,480

the complaint this is part of why the

398

00:16:02,810 --> 00:16:06,830

mom asked for me to do an evaluation

399

00:16:04,480 --> 00:16:09,620

even though the school felt he was doing

400

00:16:06,830 --> 00:16:11,930

okay because he was getting good grades

401

00:16:09,620 --> 00:16:14,600

reading was too effortful homework was a

402

00:16:11,930 --> 00:16:17,360

big chore he is being dragged down by a

403

00:16:14,600 --> 00:16:19,220

very correctable problem and he never

404

00:16:17,360 --> 00:16:20,690

developed phonemic proficiency so he

405

00:16:19,220 --> 00:16:23,330

never got good at adding words to the

406

00:16:20,690 --> 00:16:25,160

site vocabulary so there are not as many

407

00:16:23,330 --> 00:16:29,170

words that are jumping out at him

408

00:16:25,160 --> 00:16:29,170

instantly therefore reading is effortful

409

00:16:29,200 --> 00:16:33,020

compensators are often difficult to

410

00:16:31,100 --> 00:16:35,690

detect because their word ID might be

411

00:16:33,020 --> 00:16:37,070

average or at worst low average and so

412

00:16:35,690 --> 00:16:38,780

it's certainly not an issue of

413

00:16:37,070 --> 00:16:40,520

identifying a specific learning

414

00:16:38,780 --> 00:16:42,560

disability the issue has to do with

415

00:16:40,520 --> 00:16:44,450

general education remediation or trying

416

00:16:42,560 --> 00:16:45,920

to provide them with the help so that

417

00:16:44,450 --> 00:16:48,020

they aren't struggling readers and

418

00:16:45,920 --> 00:16:50,350

there's very little research on this

419

00:16:48,020 --> 00:16:53,180

compensating phenomenon unfortunately

420

00:16:50,350 --> 00:16:54,920

these students have a tug-of-war between

421

00:16:53,180 --> 00:16:56,270

their higher level language skills that

422

00:16:54,920 --> 00:16:58,130

are allowing them to compensate in

423

00:16:56,270 --> 00:16:59,570

keeping us from recognizing the fact

424

00:16:58,130 --> 00:17:02,780

that they have lower level phonological

425

00:16:59,570 --> 00:17:05,240

issues that make reading very difficult

426

00:17:02,780 --> 00:17:08,150

for them so here you have some of our

427

00:17:05,240 --> 00:17:10,930

best and brightest who don't like to

428

00:17:08,150 --> 00:17:13,550

read which is really most unfortunate

429

00:17:10,930 --> 00:17:15,740

with the mixed combined pattern we have

430

00:17:13,550 --> 00:17:18,589

Sean who's in third grade he had a

431

00:17:15,740 --> 00:17:21,050

verbal IQ that was low average it's

432

00:17:18,589 --> 00:17:24,589

about a 19th percentile his listening

433

00:17:21,050 --> 00:17:26,510

comprehension was also low average and

434

00:17:24,589 --> 00:17:28,670

he didn't do so well on the ADHD rating

435

00:17:26,510 --> 00:17:30,410

scales he was a bit weak there so he had

436

00:17:28,670 --> 00:17:32,270

attentional issues as well but look his

437

00:17:30,410 --> 00:17:34,550

working memory was fine and his blending

438

00:17:32,270 --> 00:17:37,310

words was also average his CTOPP

439

00:17:34,550 --> 00:17:38,240

Elisionwas weak not horrible 25th

440

00:17:37,310 --> 00:17:40,040

percentile

441

00:17:38,240 --> 00:17:42,020

but the PAST was very weak so his

442

00:17:40,040 --> 00:17:44,270

phoneme proficiency was weak and his

443

00:17:42,020 --> 00:17:46,429

rapid automatized naming was low 16th

444

00:17:44,270 --> 00:17:48,830

percentile reading comprehension was

445

00:17:46,429 --> 00:17:52,309

clearly below average as was his word

446

00:17:48,830 --> 00:17:54,020

reading look at his word attack a bit

447

00:17:52,309 --> 00:17:57,800

better why because he was getting

448

00:17:54,020 --> 00:17:59,840

phonics instruction Sean therefore is

449

00:17:57,800 --> 00:18:01,640

weak in both aspects of the simple view

450

00:17:59,840 --> 00:18:03,260

of reading that's why he's the mixed or

451

00:18:01,640 --> 00:18:05,059

combined type he has language

452

00:18:03,260 --> 00:18:06,500

comprehension issues and he's got word

453

00:18:05,059 --> 00:18:08,600

level reading issues that are being

454

00:18:06,500 --> 00:18:11,510

dragged down by phonological issues he

455

00:18:08,600 --> 00:18:13,309

had a good working memory which isn't a

456

00:18:11,510 --> 00:18:15,050

given for some of these kids with a mix

457

00:18:13,309 --> 00:18:16,929

pattern it's pretty common to have weak

458

00:18:15,050 --> 00:18:19,520

working memory in this pattern and

459

00:18:16,929 --> 00:18:21,050

attention was probably complicating his

460

00:18:19,520 --> 00:18:22,640

learning all the way across the board in

461

00:18:21,050 --> 00:18:26,110

all subject areas but he had poor

462

00:18:22,640 --> 00:18:26,110

phonological awareness and poor RAN

463

00:18:27,880 --> 00:18:31,700

Norma was a hyperlexic

464

00:18:29,900 --> 00:18:34,700

her listening comprehension and

465

00:18:31,700 --> 00:18:37,490

vocabulary skills were all in the 1st to

466

00:18:34,700 --> 00:18:41,480

2nd percentile her background knowledge

467

00:18:37,490 --> 00:18:42,920

was also very weak and her Elision

468

00:18:41,480 --> 00:18:44,540

phoneme reversal blending words look at

469

00:18:42,920 --> 00:18:46,220

those very strong skills so the

470

00:18:44,540 --> 00:18:48,230

underlying phonological skills that are

471

00:18:46,220 --> 00:18:51,890

needed to be a good word level reader

472

00:18:48,230 --> 00:18:54,440

were there and she also had decent

473

00:18:51,890 --> 00:18:57,200

actually 75th percentile on working

474

00:18:54,440 --> 00:18:59,510

memory and look at her rapid naming now

475

00:18:57,200 --> 00:19:01,370

having really good rapid naming doesn't

476

00:18:59,510 --> 00:19:03,140

make you an exceptional reader but it's

477

00:19:01,370 --> 00:19:04,790

more an issue if you have low rapid

478

00:19:03,140 --> 00:19:07,010

naming that interferes with your reading

479

00:19:04,790 --> 00:19:09,500

either way she had no trouble in that

480

00:19:07,010 --> 00:19:10,910

area this student had no problems when

481

00:19:09,500 --> 00:19:13,100

it came to phonological skills and

482

00:19:10,910 --> 00:19:16,130

indeed she was a perfectly fine reader

483

00:19:13,100 --> 00:19:18,140

her issue had to do with language so her

484

00:19:16,130 --> 00:19:21,320

word identification was at the 50th a

485

00:19:18,140 --> 00:19:23,870

little above the 50 53rd 55th percentile

486

00:19:21,320 --> 00:19:26,990

and look at that word attack the

487

00:19:23,870 --> 00:19:29,960

nonsense word reading 117 very strong

488

00:19:26,990 --> 00:19:32,480

phonology based skills for reading but

489

00:19:29,960 --> 00:19:34,790

yet her reading comprehension was very

490

00:19:32,480 --> 00:19:36,320

weak so she could read the words but she

491

00:19:34,790 --> 00:19:37,700

had a hard time understanding the words

492

00:19:36,320 --> 00:19:40,670

because of lack of background knowledge

493

00:19:37,700 --> 00:19:42,980

and limited vocabulary strong

494

00:19:40,670 --> 00:19:47,630

phonological skills weak language that

495

00:19:42,980 --> 00:19:49,400

is the hyperlexia pattern reading

496

00:19:47,630 --> 00:19:51,770

difficulties look very different among

497

00:19:49,400 --> 00:19:52,130

different children but the variations

498

00:19:51,770 --> 00:19:54,500

Among children

499

00:19:52,130 --> 00:19:56,750

can be explained along two major

500

00:19:54,500 --> 00:19:58,460

dimensions based on the simple view word

501

00:19:56,750 --> 00:20:02,090

reading skills and language

502

00:19:58,460 --> 00:20:04,880

comprehension more detailed assessment

503

00:20:02,090 --> 00:20:07,250

of those two dimensions can help target

504

00:20:04,880 --> 00:20:08,870

the specific skills as to why the word

505

00:20:07,250 --> 00:20:10,610

reading is weak and why the language

506

00:20:08,870 --> 00:20:12,530

comprehension is weak and that can

507

00:20:10,610 --> 00:20:13,940

inform our instruction it's clear that

508

00:20:12,530 --> 00:20:15,860

reading comprehension can result from

509

00:20:13,940 --> 00:20:18,050

many possible factors so we need to

510

00:20:15,860 --> 00:20:20,230

assess to find out what those factors

511

00:20:18,050 --> 00:20:20,230

are

512

00:20:29,020 --> 00:20:32,170

next up we're going to talk about

513

00:20:30,760 --> 00:20:34,980

specific learning disability

514

00:20:32,170 --> 00:20:34,980

identification

515

00:20:43,360 --> 00:20:45,420