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

00:02:02,030 --> 00:02:07,970

module 6 introduction to reading

46

00:02:05,220 --> 00:02:11,720

assessment assessing phonological skills

47

00:02:07,970 --> 00:02:15,350

session 1 introduction to intervention

48

00:02:11,720 --> 00:02:15,350

oriented assessment

49

00:02:15,530 --> 00:02:20,630

hello this is David Kilpatrick and I am

50

00:02:18,320 --> 00:02:22,760

your presenter for these thirteen

51

00:02:20,630 --> 00:02:26,180

on-demand webinars these webinars are

52

00:02:22,760 --> 00:02:28,040

designed to help teachers and other

53

00:02:26,180 --> 00:02:29,780

educational professionals learn about

54

00:02:28,040 --> 00:02:32,090

the reading research particularly as it

55

00:02:29,780 --> 00:02:35,720

pertains to assessment prevention and

56

00:02:32,090 --> 00:02:37,730

overcoming reading difficulties here's

57

00:02:35,720 --> 00:02:41,120

an overview of the thirteen modules we

58

00:02:37,730 --> 00:02:44,060

are about to begin module six module six

59

00:02:41,120 --> 00:02:45,709

has three sessions the first session is

60

00:02:44,060 --> 00:02:49,850

on an introduction to intervention

61

00:02:45,709 --> 00:02:52,010

oriented assessment as a result of

62

00:02:49,850 --> 00:02:53,680

viewing this session participants will

63

00:02:52,010 --> 00:02:56,000

be able to define and describe

64

00:02:53,680 --> 00:02:57,560

intervention oriented assessment they

65

00:02:56,000 --> 00:02:59,440

will also be able to indicate ways that

66

00:02:57,560 --> 00:03:02,060

it differs from conventional assessment

67

00:02:59,440 --> 00:03:03,920

and finally they'll be able to identify

68

00:03:02,060 --> 00:03:05,570

the benefits that intervention oriented

69

00:03:03,920 --> 00:03:08,510

assessment has for teachers and for

70

00:03:05,570 --> 00:03:09,590

students let's take a look at some of

71

00:03:08,510 --> 00:03:12,230

the problems with our traditional

72

00:03:09,590 --> 00:03:13,640

assessments traditional

73

00:03:12,230 --> 00:03:15,500

psycho-educational assessment as

74

00:03:13,640 --> 00:03:17,300

performed by school psychologist by

75

00:03:15,500 --> 00:03:20,480

reading specialist math diagnostician

76

00:03:17,300 --> 00:03:22,340

speech pathologists etc have often

77

00:03:20,480 --> 00:03:25,330

focused on determining the absence or

78

00:03:22,340 --> 00:03:28,430

presence of an educational disability

79

00:03:25,330 --> 00:03:29,989

and there have been many discussions and

80

00:03:28,430 --> 00:03:32,030

I remember this from grad school in the

81

00:03:29,989 --> 00:03:33,380

80s they talked about focusing and

82

00:03:32,030 --> 00:03:36,110

learning about kids strengths and

83

00:03:33,380 --> 00:03:38,540

weaknesses and these discussions however

84

00:03:36,110 --> 00:03:40,610

have never been informed by research on

85

00:03:38,540 --> 00:03:43,510

reading writing and math they've just

86

00:03:40,610 --> 00:03:45,680

been more a generic idea of determining

87

00:03:43,510 --> 00:03:48,049

strengths and weaknesses protect perhaps

88

00:03:45,680 --> 00:03:50,360

intuitively in my field the school

89

00:03:48,049 --> 00:03:52,390

psychology field the idea of strengths

90

00:03:50,360 --> 00:03:54,980

and weaknesses has often been related to

91

00:03:52,390 --> 00:03:56,630

scatter and cognitive profiles in terms

92

00:03:54,980 --> 00:03:59,049

of looking at some highs and lows on

93

00:03:56,630 --> 00:04:02,840

traditional cognitive assessments and

94

00:03:59,049 --> 00:04:04,489

often based on intuition and tradition

95

00:04:02,840 --> 00:04:06,829

when one looks at strengths and

96

00:04:04,489 --> 00:04:09,590

weaknesses within certain academic skill

97

00:04:06,829 --> 00:04:11,540

areas such as the child seems to be good

98

00:04:09,590 --> 00:04:13,459

at phonics the child has poor sight word

99

00:04:11,540 --> 00:04:15,769

memory etc these efforts have not

100

00:04:13,459 --> 00:04:20,630

necessarily reflected the research into

101

00:04:15,769 --> 00:04:21,950

reading or writing or math the

102

00:04:20,630 --> 00:04:23,450

traditional strengths and weaknesses

103

00:04:21,950 --> 00:04:25,310

approach is still with us in fact it

104

00:04:23,450 --> 00:04:27,200

plays a major role in the school

105

00:04:25,310 --> 00:04:28,389

psychology field among many

106

00:04:27,200 --> 00:04:30,580

practitioners

107

00:04:28,389 --> 00:04:32,919

however I don't know that I've seen any

108

00:04:30,580 --> 00:04:35,219

advance in terms of incorporating the

109

00:04:32,919 --> 00:04:37,629

research on reading into that framework

110

00:04:35,219 --> 00:04:39,370

this traditional approach of looking at

111

00:04:37,629 --> 00:04:41,379

strengths and weaknesses works backward

112

00:04:39,370 --> 00:04:44,110

from cognitive assessment research also

113

00:04:41,379 --> 00:04:45,330

in recent years however we've had it

114

00:04:44,110 --> 00:04:47,080

with us for a lot longer than that

115

00:04:45,330 --> 00:04:49,800

interventions are based on learning

116

00:04:47,080 --> 00:04:53,500

theory classic behavioral psychology

117

00:04:49,800 --> 00:04:55,060

their assessments rarely include things

118

00:04:53,500 --> 00:04:56,889

that might dabble in the area of

119

00:04:55,060 --> 00:04:58,780

cognitive psychology such as working

120

00:04:56,889 --> 00:05:01,620

memory rapid automatic naming and

121

00:04:58,780 --> 00:05:03,819

sometimes even vocabulary often these

122

00:05:01,620 --> 00:05:05,229

learning theory based approaches have

123

00:05:03,819 --> 00:05:07,389

inadequate assessments of phonemic

124

00:05:05,229 --> 00:05:09,490

awareness and some of them have even

125

00:05:07,389 --> 00:05:11,680

limited assessments of letter-sound

126

00:05:09,490 --> 00:05:15,759

proficiency for example a very popular

127

00:05:11,680 --> 00:05:17,469

test looks primarily at CVC words these

128

00:05:15,759 --> 00:05:21,009

basic approaches work backward from

129

00:05:17,469 --> 00:05:23,020

learning theory and they don't often

130

00:05:21,009 --> 00:05:24,879

provide information about why a child is

131

00:05:23,020 --> 00:05:26,620

struggling reading classic learning

132

00:05:24,879 --> 00:05:29,949

theory as it pertains to reading has two

133

00:05:26,620 --> 00:05:31,650

major principles one is practice and the

134

00:05:29,949 --> 00:05:34,690

other is breaking it down into

135

00:05:31,650 --> 00:05:37,300

digestible sections so therefore phonic

136

00:05:34,690 --> 00:05:39,310

instruction breaks things down practice

137

00:05:37,300 --> 00:05:40,810

repeated readings those tend to be the

138

00:05:39,310 --> 00:05:43,930

recommendations coming out of learning

139

00:05:40,810 --> 00:05:45,669

theory and one of the assumptions that's

140

00:05:43,930 --> 00:05:48,330

often made is it doesn't matter why the

141

00:05:45,669 --> 00:05:51,099

child is struggling the actual

142

00:05:48,330 --> 00:05:53,080

intervention technique is going to be to

143

00:05:51,099 --> 00:05:55,029

practice and to break things down so

144

00:05:53,080 --> 00:05:58,180

apply the principles regardless of the

145

00:05:55,029 --> 00:06:00,969

cause of the problem interestingly those

146

00:05:58,180 --> 00:06:03,129

two major principles that result in the

147

00:06:00,969 --> 00:06:05,500

idea of teaching phonics as well as

148

00:06:03,129 --> 00:06:09,909

reading practice we will see more about

149

00:06:05,500 --> 00:06:11,860

this as we get to module 11 but neither

150

00:06:09,909 --> 00:06:13,839

of them produces large standard score

151

00:06:11,860 --> 00:06:18,550

point gains on nationally normed

152

00:06:13,839 --> 00:06:21,069

assessments intervention orient

153

00:06:18,550 --> 00:06:23,710

assessment is my idea of working

154

00:06:21,069 --> 00:06:25,419

backward not from learning theory not

155

00:06:23,710 --> 00:06:27,069

from the cognitive assessment literature

156

00:06:25,419 --> 00:06:29,050

but working back from the actual

157

00:06:27,069 --> 00:06:30,939

research on reading writing and math our

158

00:06:29,050 --> 00:06:32,589

focus here of course is on reading the

159

00:06:30,939 --> 00:06:34,629

idea is to go to the research literature

160

00:06:32,589 --> 00:06:36,729

and understand how reading works and why

161

00:06:34,629 --> 00:06:40,569

some children struggle and then work

162

00:06:36,729 --> 00:06:41,830

backward from that secondly my idea is

163

00:06:40,569 --> 00:06:45,010

to understand

164

00:06:41,830 --> 00:06:47,080

is the most effective approaches based

165

00:06:45,010 --> 00:06:48,460

on the intervention research what you're

166

00:06:47,080 --> 00:06:50,560

going to find throughout these modules

167

00:06:48,460 --> 00:06:52,510

is that the research that had the

168

00:06:50,560 --> 00:06:55,180

strongest results in terms of

169

00:06:52,510 --> 00:06:57,040

intervention happens to align very

170

00:06:55,180 --> 00:06:59,530

closely with the research on word

171

00:06:57,040 --> 00:07:04,840

learning how we actually learn and

172

00:06:59,530 --> 00:07:06,220

remember words the focus of intervention

173

00:07:04,840 --> 00:07:09,100

oriented assessment is on why a

174

00:07:06,220 --> 00:07:10,600

student struggles and reading the goal

175

00:07:09,100 --> 00:07:12,850

is to suggest a more informed

176

00:07:10,600 --> 00:07:16,420

instruction based directly on the actual

177

00:07:12,850 --> 00:07:18,550

intervention research that we have we're

178

00:07:16,420 --> 00:07:20,740

not inferring simply from a broader

179

00:07:18,550 --> 00:07:23,620

learning theory or traditional cognitive

180

00:07:20,740 --> 00:07:25,690

assessment research the goal of

181

00:07:23,620 --> 00:07:27,880

intervention orient assessment is not to

182

00:07:25,690 --> 00:07:30,220

determine if a child has a specific

183

00:07:27,880 --> 00:07:32,350

learning disability in reading however

184

00:07:30,220 --> 00:07:34,420

the type of data that you would gather

185

00:07:32,350 --> 00:07:38,580

and such an evaluation could be useful

186

00:07:34,420 --> 00:07:40,660

in those cases when someone is seeking a

187

00:07:38,580 --> 00:07:45,460

diagnosis of a specific learning

188

00:07:40,660 --> 00:07:46,810

disability intervention oriented

189

00:07:45,460 --> 00:07:48,520

assessment is often much less

190

00:07:46,810 --> 00:07:51,160

time-consuming because one doesn't

191

00:07:48,520 --> 00:07:52,930

necessarily have to give extensive tests

192

00:07:51,160 --> 00:07:56,290

batteries that are often found in some

193

00:07:52,930 --> 00:07:57,760

of those individualized evaluations in

194

00:07:56,290 --> 00:08:00,010

terms of trying to implement

195

00:07:57,760 --> 00:08:01,570

intervention oriented assessment there

196

00:08:00,010 --> 00:08:03,340

are some concerns first of all there are

197

00:08:01,570 --> 00:08:05,140

no test batteries based upon this

198

00:08:03,340 --> 00:08:07,060

approach this means that evaluation

199

00:08:05,140 --> 00:08:10,570

teams have to draw sub tests from some

200

00:08:07,060 --> 00:08:12,550

existing batteries individual sub tests

201

00:08:10,570 --> 00:08:13,150

end up getting interpreted and that's a

202

00:08:12,550 --> 00:08:14,380

problem

203

00:08:13,150 --> 00:08:15,880

there are some technical problems with

204

00:08:14,380 --> 00:08:18,880

doing that based on what's called sub

205

00:08:15,880 --> 00:08:20,470

test reliability composite scores based

206

00:08:18,880 --> 00:08:23,110

on multiple sub tests have greater

207

00:08:20,470 --> 00:08:25,960

reliability than individual sub tests do

208

00:08:23,110 --> 00:08:28,420

and as a result there is some

209

00:08:25,960 --> 00:08:31,300

uncertainty when one gives a sub test

210

00:08:28,420 --> 00:08:34,180

and therefore it's rather questionable

211

00:08:31,300 --> 00:08:37,750

to put too much emphasis on any one sub

212

00:08:34,180 --> 00:08:39,760

test by itself the solution is to use

213

00:08:37,750 --> 00:08:42,130

multiple sub tests from different

214

00:08:39,760 --> 00:08:46,000

batteries that evaluate the same skill

215

00:08:42,130 --> 00:08:47,860

in other words there are many word

216

00:08:46,000 --> 00:08:51,220

identification sub tests there are many

217

00:08:47,860 --> 00:08:52,660

tests of rapid naming there many tests

218

00:08:51,220 --> 00:08:55,100

of nonsense word reading there are many

219

00:08:52,660 --> 00:08:57,110

tests of phonological awareness etc

220

00:08:55,100 --> 00:09:00,259

and if you find that across these

221

00:08:57,110 --> 00:09:02,600

multiple subtests students do similarly

222

00:09:00,259 --> 00:09:04,819

then that increases your confidence in

223

00:09:02,600 --> 00:09:07,880

any hypothesis you happen to have about

224

00:09:04,819 --> 00:09:10,160

why a child is struggling one of the

225

00:09:07,880 --> 00:09:12,139

issues as to why it's important to look

226

00:09:10,160 --> 00:09:14,000

at sub test scores and as I'm

227

00:09:12,139 --> 00:09:17,870

recommending multiple sub tests of the

228

00:09:14,000 --> 00:09:20,899

same item is that composites often group

229

00:09:17,870 --> 00:09:23,420

together various skills that are related

230

00:09:20,899 --> 00:09:23,899

but that can be distinguished from one

231

00:09:23,420 --> 00:09:27,649

another

232

00:09:23,899 --> 00:09:28,970

so for example I'm a major fan of the CTOPP

233

00:09:27,649 --> 00:09:30,620

 the comprehensive test of

234

00:09:28,970 --> 00:09:32,209

phonological processing we're gonna

235

00:09:30,620 --> 00:09:35,690

learn more about that in upcoming

236

00:09:32,209 --> 00:09:38,389

sessions I strongly recommend it however

237

00:09:35,690 --> 00:09:39,350

I'm very wary about the composite at

238

00:09:38,389 --> 00:09:44,029

least the phonological awareness

239

00:09:39,350 --> 00:09:46,430

composite because you have two sub tests

240

00:09:44,029 --> 00:09:47,779

in there that look at phoneme analysis

241

00:09:46,430 --> 00:09:49,759

and another sub test that looks at

242

00:09:47,779 --> 00:09:51,139

phoneme blending and very often you're

243

00:09:49,759 --> 00:09:53,060

going to have a child who's very good at

244

00:09:51,139 --> 00:09:56,000

blending and that may artificially raise

245

00:09:53,060 --> 00:09:58,550

the composite score and mask the

246

00:09:56,000 --> 00:10:00,339

problems that the child has and then

247

00:09:58,550 --> 00:10:03,769

also for example the Woodcock Johnson

248

00:10:00,339 --> 00:10:05,209

achievement excellent set of tests but

249

00:10:03,769 --> 00:10:06,649

I'm very concerned about the broad

250

00:10:05,209 --> 00:10:08,720

reading when you start grouping together

251

00:10:06,649 --> 00:10:10,459

a comprehension sub test with a word

252

00:10:08,720 --> 00:10:12,500

identification sub test with a nonsense

253

00:10:10,459 --> 00:10:14,000

word reading sub test those are all

254

00:10:12,500 --> 00:10:15,889

three different skills that you want to

255

00:10:14,000 --> 00:10:18,050

look at and to be able to say something

256

00:10:15,889 --> 00:10:19,970

about to simply group them together is

257

00:10:18,050 --> 00:10:23,509

you're going to be cancelling out some

258

00:10:19,970 --> 00:10:26,180

of the variations that a child has that

259

00:10:23,509 --> 00:10:28,850

is very important to know about when it

260

00:10:26,180 --> 00:10:33,680

comes to designing instruction now the

261

00:10:28,850 --> 00:10:35,269

idea of relying on similar subtests some

262

00:10:33,680 --> 00:10:37,939

might think that this means that you're

263

00:10:35,269 --> 00:10:39,620

going to do a lot of extra testing the

264

00:10:37,939 --> 00:10:42,680

reality is most of the tests that you

265

00:10:39,620 --> 00:10:44,660

would use based on intervention oriented

266

00:10:42,680 --> 00:10:46,730

assessment for reading are very brief

267

00:10:44,660 --> 00:10:49,069

for example you may want to use two or

268

00:10:46,730 --> 00:10:51,459

three word identification sub tests each

269

00:10:49,069 --> 00:10:55,040

of those only takes a minute or two you

270

00:10:51,459 --> 00:10:57,709

do a rapid naming test the kid does the

271

00:10:55,040 --> 00:11:00,019

test in 15 seconds working memory takes

272

00:10:57,709 --> 00:11:01,790

about a minute or so so the idea of

273

00:11:00,019 --> 00:11:03,740

doing multiple sub tests of the same

274

00:11:01,790 --> 00:11:05,990

type doesn't result in hours and hours

275

00:11:03,740 --> 00:11:08,329

of testing another issue in terms of the

276

00:11:05,990 --> 00:11:08,899

sub test reliability and using different

277

00:11:08,329 --> 00:11:10,490

sub tests

278

00:11:08,899 --> 00:11:11,720

different batteries I realize there are

279

00:11:10,490 --> 00:11:13,730

some technical problems with that in

280

00:11:11,720 --> 00:11:15,649

terms of these batteries being normed on

281

00:11:13,730 --> 00:11:17,240

different populations but many of these

282

00:11:15,649 --> 00:11:19,279

subtests inter correlate with each other

283

00:11:17,240 --> 00:11:21,949

pretty strongly suggesting that they're

284

00:11:19,279 --> 00:11:24,980

doing a pretty good job of sampling the

285

00:11:21,949 --> 00:11:26,839

skill levels throughout the country but

286

00:11:24,980 --> 00:11:29,480

keep in mind intervention oriented

287

00:11:26,839 --> 00:11:31,069

assessment is not about making a

288

00:11:29,480 --> 00:11:33,800

determination on whether or not a child

289

00:11:31,069 --> 00:11:35,629

has an educational disability it's

290

00:11:33,800 --> 00:11:39,019

designed to develop an intelligent

291

00:11:35,629 --> 00:11:40,999

hypothesis as to why a child is

292

00:11:39,019 --> 00:11:44,509

struggling and that will help determine

293

00:11:40,999 --> 00:11:47,829

how we teach the child another problem

294

00:11:44,509 --> 00:11:51,350

is the issue of interpreting average

295

00:11:47,829 --> 00:11:54,319

typically in the speech pathology school

296

00:11:51,350 --> 00:11:56,839

psychology field average is within one

297

00:11:54,319 --> 00:11:58,759

standard deviation of the mean so that

298

00:11:56,839 --> 00:12:01,249

represents a very large portion of the

299

00:11:58,759 --> 00:12:03,230

population so only students in the

300

00:12:01,249 --> 00:12:05,629

bottom 16% would be considered below

301

00:12:03,230 --> 00:12:08,749

average but here's the problem with that

302

00:12:05,629 --> 00:12:10,249

that's some 100 year old or more than a

303

00:12:08,749 --> 00:12:13,370

hundred year old statistical definition

304

00:12:10,249 --> 00:12:16,639

of what's considered average it is not

305

00:12:13,370 --> 00:12:18,379

based on what we call base rate base

306

00:12:16,639 --> 00:12:21,470

rate is how common something actually

307

00:12:18,379 --> 00:12:23,089

appears in the population we have based

308

00:12:21,470 --> 00:12:26,389

upon the National Assessment of

309

00:12:23,089 --> 00:12:28,910

Educational Progress on average about 30

310

00:12:26,389 --> 00:12:32,569

percent of fourth graders reading below

311

00:12:28,910 --> 00:12:35,449

a basic level that means we have a large

312

00:12:32,569 --> 00:12:37,249

portion of children who struggle not 16

313

00:12:35,449 --> 00:12:39,740

percent of children reading below basic

314

00:12:37,249 --> 00:12:41,389

level we have 30% of children reading a

315

00:12:39,740 --> 00:12:44,230

below basic level that's a base rate

316

00:12:41,389 --> 00:12:47,149

what if based upon a 100 year old

317

00:12:44,230 --> 00:12:49,309

statistical phenomenon and decisions

318

00:12:47,149 --> 00:12:51,170

that were made in terms of labeling how

319

00:12:49,309 --> 00:12:52,819

far you are from the mean by

320

00:12:51,170 --> 00:12:54,679

statisticians over a hundred years ago

321

00:12:52,819 --> 00:12:57,470

what if we were to say that if you were

322

00:12:54,679 --> 00:12:59,600

to go and had problems with your vision

323

00:12:57,470 --> 00:13:01,069

but you are not allowed to get glasses

324

00:12:59,600 --> 00:13:03,139

your insurance company would not pay for

325

00:13:01,069 --> 00:13:04,549

glasses in fact you wouldn't even be

326

00:13:03,139 --> 00:13:07,040

allowed to be sold a set of glasses

327

00:13:04,549 --> 00:13:09,679

because your score is in the 30th

328

00:13:07,040 --> 00:13:13,939

percentile and yet you're having a great

329

00:13:09,679 --> 00:13:15,319

difficulty seeing well maybe 30 40

330

00:13:13,939 --> 00:13:17,420

percent of adults have a hard time

331

00:13:15,319 --> 00:13:19,279

seeing in wear glasses it doesn't make a

332

00:13:17,420 --> 00:13:21,190

lot of sense but this is how we operate

333

00:13:19,279 --> 00:13:24,040

which is most unfortunate

334

00:13:21,190 --> 00:13:25,870

now keep in mind with none of this about

335

00:13:24,040 --> 00:13:29,350

interpreting average am I talking about

336

00:13:25,870 --> 00:13:32,430

coming to a decision for an educational

337

00:13:29,350 --> 00:13:34,720

diagnosis instead I'm talking about

338

00:13:32,430 --> 00:13:35,920

recognizing that a child has a problem

339

00:13:34,720 --> 00:13:38,439

well what are the nature of those

340

00:13:35,920 --> 00:13:40,120

problems we will be talking about this

341

00:13:38,439 --> 00:13:43,269

issue of average a little bit more in

342

00:13:40,120 --> 00:13:46,060

upcoming sessions if you have a child

343

00:13:43,269 --> 00:13:48,100

for example who gets an 8 on a sub test

344

00:13:46,060 --> 00:13:52,629

where the mean is 10 and the standard

345

00:13:48,100 --> 00:13:54,459

deviation is 3 or on a another scale

346

00:13:52,629 --> 00:13:56,949

where 100 is average and the standard

347

00:13:54,459 --> 00:14:00,399

deviation is 15 a similar performance

348

00:13:56,949 --> 00:14:02,740

would result in a 90 and in most

349

00:14:00,399 --> 00:14:05,379

people's way of framing this they would

350

00:14:02,740 --> 00:14:08,470

say that's average performance but

351

00:14:05,379 --> 00:14:10,180

that's 25th percentile well below the

352

00:14:08,470 --> 00:14:12,819

base rate of reading problems in this

353

00:14:10,180 --> 00:14:14,740

country so we have to be very careful

354

00:14:12,819 --> 00:14:17,079

about what we constitute as average

355

00:14:14,740 --> 00:14:19,139

again I'm not talking about diagnosing a

356

00:14:17,079 --> 00:14:21,579

learning disability I'm talking about

357

00:14:19,139 --> 00:14:25,149

whether or not a child needs help and

358

00:14:21,579 --> 00:14:27,459

looking at the skills that go into that

359

00:14:25,149 --> 00:14:31,750

child's reading abilities in terms of

360

00:14:27,459 --> 00:14:34,240

framing our intervention intervention

361

00:14:31,750 --> 00:14:36,610

oriented assessment consists of an

362

00:14:34,240 --> 00:14:40,319

evaluation designed to determine why a

363

00:14:36,610 --> 00:14:43,779

student struggles and the goal is for a

364

00:14:40,319 --> 00:14:46,600

well-designed intervention approach for

365

00:14:43,779 --> 00:14:48,670

that child it differs from conventional

366

00:14:46,600 --> 00:14:49,899

assessments and that it works backward

367

00:14:48,670 --> 00:14:52,480

from the research on reading development

368

00:14:49,899 --> 00:14:54,370

and difficulties and it doesn't focus on

369

00:14:52,480 --> 00:14:57,160

determining if a child has an

370

00:14:54,370 --> 00:14:59,579

educational disability the benefits of

371

00:14:57,160 --> 00:15:02,170

intervention oriented assessment include

372

00:14:59,579 --> 00:15:03,759

less time because you're not necessarily

373

00:15:02,170 --> 00:15:04,959

giving a whole IQ test you're not

374

00:15:03,759 --> 00:15:07,089

necessarily giving a whole achievement

375

00:15:04,959 --> 00:15:10,329

battery you're just giving targeted

376

00:15:07,089 --> 00:15:12,399

tests of various sorts that we will

377

00:15:10,329 --> 00:15:14,500

learn about in upcoming sessions to help

378

00:15:12,399 --> 00:15:16,959

understand why a child struggles and to

379

00:15:14,500 --> 00:15:20,920

help with their intervention planning

380

00:15:16,959 --> 00:15:22,529

and second as just mentioned it helps

381

00:15:20,920 --> 00:15:24,519

provide guidance for designing

382

00:15:22,529 --> 00:15:28,829

well-thought-out interventions that have

383

00:15:24,519 --> 00:15:28,829

a greater likelihood of succeeding

384

00:15:31,040 --> 00:15:35,730

so what might you need to consider to

385

00:15:33,510 --> 00:15:38,010

adjust any of your assessment practices

386

00:15:35,730 --> 00:15:44,490

if you do assessments so that they

387

00:15:38,010 --> 00:15:46,470

become intervention oriented next up in

388

00:15:44,490 --> 00:15:50,060

this module we're going to talk about

389

00:15:46,470 --> 00:15:50,060

assessing phonological skills