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

00:02:01,420 --> 00:02:09,110

module seven assessing phonics skills

45

00:02:05,680 --> 00:02:12,290

session 1 assessing letter-sound skills

46

00:02:09,110 --> 00:02:13,790

and phonics skills hello this is David

47

00:02:12,290 --> 00:02:16,670

Kilpatrick your presenter for these

48

00:02:13,790 --> 00:02:18,800

thirteen on-demand webinars these

49

00:02:16,670 --> 00:02:20,060

webinars are designed to inform

50

00:02:18,800 --> 00:02:23,510

participants about some of the most

51

00:02:20,060 --> 00:02:25,670

valuable research on reading that will

52

00:02:23,510 --> 00:02:29,210

effect assessment prevention and

53

00:02:25,670 --> 00:02:30,830

overcoming reading difficulties we are

54

00:02:29,210 --> 00:02:33,980

now in the seventh module you see an

55

00:02:30,830 --> 00:02:36,500

overview of the thirteen modules and the

56

00:02:33,980 --> 00:02:38,180

seventh module has one session and that

57

00:02:36,500 --> 00:02:41,840

has to do with assessing letter-sound

58

00:02:38,180 --> 00:02:43,370

skills and phonics skills as a result of

59

00:02:41,840 --> 00:02:45,290

this session participants will be able

60

00:02:43,370 --> 00:02:47,750

to indicate the importance of assessing

61

00:02:45,290 --> 00:02:49,220

nonsense word reading describe two

62

00:02:47,750 --> 00:02:51,680

different ways of assessing nonsense

63

00:02:49,220 --> 00:02:55,300

word reading identify concerns and

64

00:02:51,680 --> 00:02:55,300

caveats in assessing phonics skills

65

00:02:55,750 --> 00:02:59,750

letter name and letter sound tasks are

66

00:02:58,310 --> 00:03:02,180

pretty standard on kindergarten screen

67

00:02:59,750 --> 00:03:06,470

batteries and have been for the last

68

00:03:02,180 --> 00:03:08,120

four decades performance on these in the

69

00:03:06,470 --> 00:03:09,410

fall of kindergarten predicts later

70

00:03:08,120 --> 00:03:13,310

reading abilities we've known that since

71

00:03:09,410 --> 00:03:16,010

the 70s some achievement batteries even

72

00:03:13,310 --> 00:03:17,840

have letter naming tests and letter

73

00:03:16,010 --> 00:03:19,400

naming functions is the first items on

74

00:03:17,840 --> 00:03:23,239

some of the word identification tests in

75

00:03:19,400 --> 00:03:24,470

those achievement batteries when it

76

00:03:23,239 --> 00:03:26,330

comes to letter names and letter sounds

77

00:03:24,470 --> 00:03:28,060

letter sounds are more difficult because

78

00:03:26,330 --> 00:03:30,799

they represent individual phonemes

79

00:03:28,060 --> 00:03:34,280

letter names however are a bit easier

80

00:03:30,799 --> 00:03:37,250

because they are multi phonemic just

81

00:03:34,280 --> 00:03:38,989

like other words letter sound skills and

82

00:03:37,250 --> 00:03:40,970

phonological blending is phonic decoding

83

00:03:38,989 --> 00:03:43,790

this was covered in a couple of the

84

00:03:40,970 --> 00:03:47,060

earlier sessions so how do we assess

85

00:03:43,790 --> 00:03:48,200

phonic decoding well you want to look at

86

00:03:47,060 --> 00:03:49,790

letter sound skills you want to look

87

00:03:48,200 --> 00:03:52,400

at phonological blending and in the last

88

00:03:49,790 --> 00:03:54,260

module we talked about evaluating

89

00:03:52,400 --> 00:03:56,120

phonological blending so now we want to

90

00:03:54,260 --> 00:04:00,049

talk about evaluating letter sound

91

00:03:56,120 --> 00:04:02,360

skills the best way to do that that

92

00:04:00,049 --> 00:04:04,640

researchers have found is looking at

93

00:04:02,360 --> 00:04:06,830

nonsense words having kids read nonsense

94

00:04:04,640 --> 00:04:08,599

words because if you read a real word

95

00:04:06,830 --> 00:04:09,860

then the child may have had past

96

00:04:08,599 --> 00:04:12,110

experience with that word but with

97

00:04:09,860 --> 00:04:14,950

nonsense words these are

98

00:04:12,110 --> 00:04:17,570

contrive their pronounceable non-words

99

00:04:14,950 --> 00:04:22,220

that the child would have no prior

100

00:04:17,570 --> 00:04:25,430

experience to unfortunately some people

101

00:04:22,220 --> 00:04:29,330

deem assessment with nonsense words as

102

00:04:25,430 --> 00:04:31,010

inauthentic however all newly

103

00:04:29,330 --> 00:04:32,630

encountered words are functionally

104

00:04:31,010 --> 00:04:35,330

nonsense words until you sound them out

105

00:04:32,630 --> 00:04:37,060

and figure them out so that seems pretty

106

00:04:35,330 --> 00:04:40,580

authentic of a task to me

107

00:04:37,060 --> 00:04:42,890

also most multi syllabic words have one

108

00:04:40,580 --> 00:04:45,020

or more syllables that on their own are

109

00:04:42,890 --> 00:04:48,890

nonsense words like the examples you see

110

00:04:45,020 --> 00:04:50,660

here the correlation between nonsense

111

00:04:48,890 --> 00:04:52,250

word reading and real word reading is

112

00:04:50,660 --> 00:04:53,840

pretty high if you know anything about

113

00:04:52,250 --> 00:04:58,430

correlations you see those numbers are

114

00:04:53,840 --> 00:05:00,350

quite high in fact they’re as high as in some

115

00:04:58,430 --> 00:05:03,940

cases as giving two word identification

116

00:05:00,350 --> 00:05:05,900

tests or two nonsense word tests

117

00:05:03,940 --> 00:05:08,300

interestingly the correlation between

118

00:05:05,900 --> 00:05:10,700

nonsense word reading and irregular word

119

00:05:08,300 --> 00:05:12,560

reading is also very high and this is

120

00:05:10,700 --> 00:05:15,230

consistent with what we talked about in

121

00:05:12,560 --> 00:05:16,820

module 4 the word learning theories of

122

00:05:15,230 --> 00:05:18,350

the self teaching hypothesis and

123

00:05:16,820 --> 00:05:21,080

orthographic mapping both of which

124

00:05:18,350 --> 00:05:22,669

indicate regular and irregular words are

125

00:05:21,080 --> 00:05:28,940

stored in long-term memory based upon

126

00:05:22,669 --> 00:05:30,500

their phonological properties nonsense

127

00:05:28,940 --> 00:05:32,000

word reading as I said is our best way

128

00:05:30,500 --> 00:05:33,560

to evaluate phonic decoding skills

129

00:05:32,000 --> 00:05:36,320

because it involves letter-sound

130

00:05:33,560 --> 00:05:39,290

knowledge and involves blending and as

131

00:05:36,320 --> 00:05:41,390

mentioned in module 4 phonic decoding

132

00:05:39,290 --> 00:05:44,630

skills are a necessary level of word

133

00:05:41,390 --> 00:05:46,640

reading development skilled readers are

134

00:05:44,630 --> 00:05:47,930

all able to read nonsense words whether

135

00:05:46,640 --> 00:05:50,870

they were taught through a phonics

136

00:05:47,930 --> 00:05:53,180

approach or not if they are never taught

137

00:05:50,870 --> 00:05:54,800

the letter sound relationships the top

138

00:05:53,180 --> 00:05:58,090

two thirds of kids will figure those out

139

00:05:54,800 --> 00:06:01,510

on their own and apply them thereafter

140

00:05:58,090 --> 00:06:03,650

so given the foundational nature of

141

00:06:01,510 --> 00:06:06,080

letter sound skills and phonic

142

00:06:03,650 --> 00:06:08,510

decoding for word level reading every

143

00:06:06,080 --> 00:06:10,070

evaluation of a child that has problems

144

00:06:08,510 --> 00:06:13,780

in word level reading should include an

145

00:06:10,070 --> 00:06:13,780

assessment of nonsense word reading

146

00:06:14,440 --> 00:06:18,919

Universal screeners often have nonsense

147

00:06:16,820 --> 00:06:21,349

word reading but some of them are pretty

148

00:06:18,919 --> 00:06:23,780

limited like they limit the complexity

149

00:06:21,349 --> 00:06:25,940

to just simple CVC words the world is

150

00:06:23,780 --> 00:06:30,800

made up of more than just CVC words however

151

00:06:25,940 --> 00:06:32,960

most nationally normed academic

152

00:06:30,800 --> 00:06:34,370

assessment batteries now have nonsense

153

00:06:32,960 --> 00:06:36,680

word reading test that wasn't the case

154

00:06:34,370 --> 00:06:39,140

when I got started working as a school

155

00:06:36,680 --> 00:06:43,300

psychologist in the late 80s but each of

156

00:06:39,140 --> 00:06:45,950

the major batteries has now added those

157

00:06:43,300 --> 00:06:48,590

on those tests the words go from very

158

00:06:45,950 --> 00:06:51,950

easy items and they become much more

159

00:06:48,590 --> 00:06:55,370

difficult and so we can use them right

160

00:06:51,950 --> 00:06:57,590

up through 12th grade and it's important

161

00:06:55,370 --> 00:06:58,880

for older struggling readers that we do

162

00:06:57,590 --> 00:07:02,230

an assessment of their nonsense words

163

00:06:58,880 --> 00:07:02,230

it's not just for the younger kids

164

00:07:05,500 --> 00:07:10,720

ideally you'd want to administer both

165

00:07:08,330 --> 00:07:15,380

a timed and an untimed nonsense word

166

00:07:10,720 --> 00:07:19,070

sub test untimed sub tests look at letter

167

00:07:15,380 --> 00:07:20,360

sound knowledge meaning do they have the

168

00:07:19,070 --> 00:07:22,130

relationships between letters and sounds

169

00:07:20,360 --> 00:07:25,640

and can they blend those together

170

00:07:22,130 --> 00:07:29,050

however timed sub tests evaluate letter

171

00:07:25,640 --> 00:07:32,660

sound proficiency and as you recall from

172

00:07:29,050 --> 00:07:34,610

module four the letter sound proficiency

173

00:07:32,660 --> 00:07:37,880

is central to remembering the words we

174

00:07:34,610 --> 00:07:39,290

read and when you compare across battery

175

00:07:37,880 --> 00:07:42,350

you have to keep the timing element

176

00:07:39,290 --> 00:07:44,900

together so you can't compare an untimed

177

00:07:42,350 --> 00:07:47,180

measure in one battery with a time

178

00:07:44,900 --> 00:07:49,190

measure in another battery that's not a

179

00:07:47,180 --> 00:07:50,900

good point of comparison what you

180

00:07:49,190 --> 00:07:53,180

may notice with a lot of students is

181

00:07:50,900 --> 00:07:54,980

they may actually do pretty well on an

182

00:07:53,180 --> 00:07:56,900

untimed test and they do poorly on a

183

00:07:54,980 --> 00:07:58,490

time test that tells you that the

184

00:07:56,900 --> 00:08:03,140

student has letter sound knowledge but

185

00:07:58,490 --> 00:08:06,530

not letter sound proficiency the new KTEA-3

186

00:08:03,140 --> 00:08:08,240

 has both a timed and untimed nonsense

187

00:08:06,530 --> 00:08:11,750

word test on the same battery so they're

188

00:08:08,240 --> 00:08:13,190

normed on the same population I highly

189

00:08:11,750 --> 00:08:16,100

recommend the test of word reading

190

00:08:13,190 --> 00:08:17,300

efficiency I already recommended the

191

00:08:16,100 --> 00:08:21,530

comprehensive test of phonological

192

00:08:17,300 --> 00:08:23,150

processing the CTOPP-2 both the test

193

00:08:21,530 --> 00:08:24,290

of word reading efficiency and the

194

00:08:23,150 --> 00:08:26,450

comprehensive test of phonological

195

00:08:24,290 --> 00:08:29,930

processing were normed on the same

196

00:08:26,450 --> 00:08:31,669

population so that is very useful in

197

00:08:29,930 --> 00:08:33,200

terms of using both of them the test of

198

00:08:31,669 --> 00:08:34,339

word reading efficiency has two sub

199

00:08:33,200 --> 00:08:36,140

tests the one we're going to talk about

200

00:08:34,339 --> 00:08:37,460

now is the nonsense word reading sub

201

00:08:36,140 --> 00:08:38,570

test we'll talk about the word reading

202

00:08:37,460 --> 00:08:42,500

sub test

203

00:08:38,570 --> 00:08:44,180

in the next module the time nature of

204

00:08:42,500 --> 00:08:47,829

this task is very important because it

205

00:08:44,180 --> 00:08:47,829

gets at your letter-sound proficiency

206

00:08:48,430 --> 00:08:52,639

this both of these test batteries the

207

00:08:51,259 --> 00:08:54,320

comprehensive test of phonological

208

00:08:52,639 --> 00:08:55,910

processing and the test of word reading

209

00:08:54,320 --> 00:08:58,279

efficiency were developed based on

210

00:08:55,910 --> 00:08:59,899

federal grant initiatives so you might

211

00:08:58,279 --> 00:09:02,060

as well pick up a copy you already paid

212

00:08:59,899 --> 00:09:03,529

for it in your tax dollars in terms of

213

00:09:02,060 --> 00:09:06,410

all the years of development that went

214

00:09:03,529 --> 00:09:08,329

into it and it is routinely used by

215

00:09:06,410 --> 00:09:11,569

researchers as a valid assessment of

216

00:09:08,329 --> 00:09:13,579

word reading skill it only takes 45

217

00:09:11,569 --> 00:09:15,709

seconds to give the phonemic decoding

218

00:09:13,579 --> 00:09:17,750

subtests one of the problems with phonic

219

00:09:15,709 --> 00:09:19,639

decoding assessment is that it requires

220

00:09:17,750 --> 00:09:21,860

the interpretation of individual sub

221

00:09:19,639 --> 00:09:23,870

tests how did they do on the word attack

222

00:09:21,860 --> 00:09:25,490

from the Woodcock reading mastery test

223

00:09:23,870 --> 00:09:28,819

or the Woodcock Johnson achievement

224

00:09:25,490 --> 00:09:31,550

battery I think it's important to

225

00:09:28,819 --> 00:09:34,670

avoid global composite scores on tests

226

00:09:31,550 --> 00:09:36,920

like that so for example if you're a

227

00:09:34,670 --> 00:09:39,860

compensator and you have good language

228

00:09:36,920 --> 00:09:42,079

skills you may do well on a broad

229

00:09:39,860 --> 00:09:43,940

reading composite that includes a

230

00:09:42,079 --> 00:09:45,620

reading comprehension sub test and a

231

00:09:43,940 --> 00:09:47,720

word identification sub test and a

232

00:09:45,620 --> 00:09:49,399

nonsense word reading sub test and

233

00:09:47,720 --> 00:09:51,560

you're going to see with compensators

234

00:09:49,399 --> 00:09:53,029

that they may do well with the reading

235

00:09:51,560 --> 00:09:54,740

comprehension do very poorly with a

236

00:09:53,029 --> 00:09:57,769

nonsense word reading and their real

237

00:09:54,740 --> 00:09:59,510

word reading is somewhere in between how

238

00:09:57,769 --> 00:10:01,459

do we if we just look at a global score

239

00:09:59,510 --> 00:10:03,670

how do we know to correct the problem

240

00:10:01,459 --> 00:10:06,260

if these sort of cancel each other out

241

00:10:03,670 --> 00:10:07,970

we're not allowing ourself to recognize

242

00:10:06,260 --> 00:10:09,079

the child has a problem with nonsense

243

00:10:07,970 --> 00:10:12,050

we're reading so if you're concerned

244

00:10:09,079 --> 00:10:14,180

about the individual sub test

245

00:10:12,050 --> 00:10:16,100

reliability give another nonsense word

246

00:10:14,180 --> 00:10:17,600

task from another battery if that's low

247

00:10:16,100 --> 00:10:19,190

as well you're gonna feel much more

248

00:10:17,600 --> 00:10:23,630

confident that that is a valid

249

00:10:19,190 --> 00:10:27,560

assessment of the child's skills if

250

00:10:23,630 --> 00:10:29,149

early on you have data on the child for

251

00:10:27,560 --> 00:10:30,980

in terms of Universal screeners that

252

00:10:29,149 --> 00:10:34,579

could be maybe your backup in terms of a

253

00:10:30,980 --> 00:10:35,930

second sub test as mentioned you want to

254

00:10:34,579 --> 00:10:37,730

keep timed and untimed separately

255

00:10:35,930 --> 00:10:40,910

because each is telling you a little

256

00:10:37,730 --> 00:10:42,380

something different now a complaint

257

00:10:40,910 --> 00:10:45,380

would be wait a minute that could be four

258

00:10:42,380 --> 00:10:47,990

sub tests two timed in two untimed

259

00:10:45,380 --> 00:10:49,310

nonsense words but they run from 45

260

00:10:47,990 --> 00:10:51,350

seconds to about a minute and a half

261

00:10:49,310 --> 00:10:52,339

each and they are so central to

262

00:10:51,350 --> 00:10:54,769

understand

263

00:10:52,339 --> 00:10:57,889

ending a child's word reading skills it

264

00:10:54,769 --> 00:10:59,720

is difficult for me as a professional to

265

00:10:57,889 --> 00:11:02,300

know and what I know about reading

266

00:10:59,720 --> 00:11:03,949

research to know how I can tell you

267

00:11:02,300 --> 00:11:10,519

much about this child's reading if I

268

00:11:03,949 --> 00:11:12,259

don't give those tests generally I would

269

00:11:10,519 --> 00:11:14,749

put more weight on nonsense word reading

270

00:11:12,259 --> 00:11:15,980

than real word reading in fact not every

271

00:11:14,749 --> 00:11:18,230

study but some studies show that

272

00:11:15,980 --> 00:11:20,209

nonsense word reading taken in first

273

00:11:18,230 --> 00:11:23,089

grade is a better predictor of third

274

00:11:20,209 --> 00:11:25,579

grade real word reading than real word

275

00:11:23,089 --> 00:11:27,589

reading is in first grade and I think

276

00:11:25,579 --> 00:11:30,649

the reason that some studies show that

277

00:11:27,589 --> 00:11:33,350

is because nonsense word reading gives

278

00:11:30,649 --> 00:11:35,089

you a better idea of the actual skills

279

00:11:33,350 --> 00:11:38,269

that the child has in terms of

280

00:11:35,089 --> 00:11:39,800

interacting with print where word

281

00:11:38,269 --> 00:11:41,480

reading tasks may have a lot to do with

282

00:11:39,800 --> 00:11:42,769

what your parents did and before you

283

00:11:41,480 --> 00:11:43,879

came to kindergarten and in

284

00:11:42,769 --> 00:11:45,889

kindergarten throughout first

285

00:11:43,879 --> 00:11:49,129

grade and your actual experience

286

00:11:45,889 --> 00:11:50,569

with reading also I would put more

287

00:11:49,129 --> 00:11:52,850

weight on timed scores than on untimed

288

00:11:50,569 --> 00:11:55,819

scores you may recall from module four

289

00:11:52,850 --> 00:11:59,300

that letter sound knowledge is not

290

00:11:55,819 --> 00:12:02,209

enough to do orthographic mapping

291

00:11:59,300 --> 00:12:04,069

efficiently letter-sound proficiency is

292

00:12:02,209 --> 00:12:05,959

and that's why I would put more weight

293

00:12:04,069 --> 00:12:07,459

on the timed scores than the untimed

294

00:12:05,959 --> 00:12:14,480

scores very often they're gonna be

295

00:12:07,459 --> 00:12:16,009

similar but they may not be also I think

296

00:12:14,480 --> 00:12:19,610

we need to recalibrate what we consider

297

00:12:16,009 --> 00:12:22,490

average again I can't emphasize enough

298

00:12:19,610 --> 00:12:24,249

I'm not talking about recalibrating what

299

00:12:22,490 --> 00:12:26,449

we consider average for the purpose of

300

00:12:24,249 --> 00:12:28,879

identifying a learning disability I'm

301

00:12:26,449 --> 00:12:31,639

talking about identifying a problem that

302

00:12:28,879 --> 00:12:33,559

can be corrected any child who has any

303

00:12:31,639 --> 00:12:35,990

kind of score in about the bottom third

304

00:12:33,559 --> 00:12:39,170

of the population that particular skill

305

00:12:35,990 --> 00:12:41,149

area should be addressed because most of

306

00:12:39,170 --> 00:12:44,179

the skills like phonemic awareness like

307

00:12:41,149 --> 00:12:49,160

letter-sound skills are very fixable if

308

00:12:44,179 --> 00:12:51,259

we directly address them to sum up

309

00:12:49,160 --> 00:12:53,899

phonics skills are essential for reading

310

00:12:51,259 --> 00:12:55,249

an alphabet based written language you

311

00:12:53,899 --> 00:12:56,360

may have been taught them you may not

312

00:12:55,249 --> 00:12:58,910

have been taught them but if you're

313

00:12:56,360 --> 00:13:00,709

competent at reading an alphabet based

314

00:12:58,910 --> 00:13:02,120

language you can sound out nonsense

315

00:13:00,709 --> 00:13:03,379

words in that language because you

316

00:13:02,120 --> 00:13:06,230

figured it out whether you were taught

317

00:13:03,379 --> 00:13:08,150

it or not nonsense word reading is

318

00:13:06,230 --> 00:13:10,370

our best assessment of phonic decoding

319

00:13:08,150 --> 00:13:12,500

skills and nonsense word reading is a

320

00:13:10,370 --> 00:13:16,010

great way to assess the underpinnings of

321

00:13:12,500 --> 00:13:17,720

word reading development also nonsense

322

00:13:16,010 --> 00:13:19,610

word reading can be timed or untimed and

323

00:13:17,720 --> 00:13:25,220

it's best to get an assessment of both

324

00:13:19,610 --> 00:13:27,500

of those how have you used nonsense word

325

00:13:25,220 --> 00:13:33,440

reading subtests is there anything you

326

00:13:27,500 --> 00:13:34,910

might now do differently up next is

327

00:13:33,440 --> 00:13:36,860

module 8 and we are going to look at

328

00:13:34,910 --> 00:13:39,550

assessing word identification and word

329

00:13:36,860 --> 00:13:39,550

recognition