

# Assessing, Preventing, and Overcoming Reading Difficulties

*A professional learning series presented by David A. Kilpatrick, Ph.D.*

## Module 12 Session 1

*Sponsored by the Exceptional Student Services Unit (ESSU) and created in collaboration with  
Specific Learning Disability Specialists Jill Marshall and Veronica Fiedler*



**COLORADO**  
Department of Education

## **Module 12: Case Examples of Reading Difficulties**

### *Session 1: Case Examples of Reading Difficulties*



## **Vision**

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

## **Mission**

The mission of the CDE is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

**Every student,  
every step of the way**

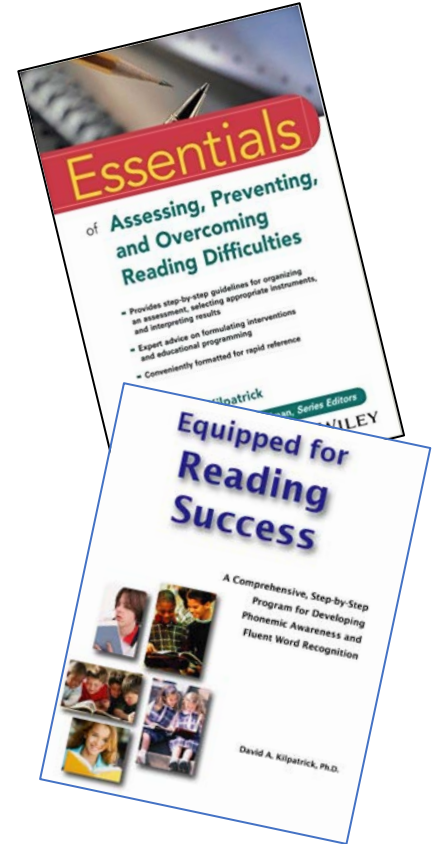
# Reference and Disclaimer

- This on-demand webinar series, *Assessing, Preventing and Overcoming Reading Difficulties*, was developed by David Kilpatrick, Ph.D., in collaboration with the Specific Learning Disability Specialists in the Exceptional Student Services Unit of the Colorado Department of Education.
- Content of the webinar series was originally included in the book *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015).
- This material was developed under a grant from the Colorado Department of Education. **The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.**

# The Presenter



**DAVID A. KILPATRICK, PHD** is Associate Professor of Psychology for the State University of New York, College at Cortland. He teaches courses in learning disabilities and educational psychology. He is also a New York State Certified School Psychologist and has conducted over a thousand evaluations of students with reading difficulties during his 27 years with the East Syracuse-Minoa Central School District. David is currently involved in a number of research and writing projects. He facilitates professional development workshops for educators and presents regularly in districts, and at state and national conferences. He is the author of *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015), and *Equipped for Reading Success-A Comprehensive Step-by-Step Program from Developing Phonemic Awareness and Fluent Word Recognition*.



# Series Designed for Use in Multiple Ways

1. **Complete all 13 modules:** Participants who engage in all thirteen modules will be provided a comprehensive learning experience encompassing research, impact, and critical elements of assessing, preventing, and overcoming reading difficulties.
2. **Complete individual modules:** Participants may view a session/s for specific information and guidance on topics related to assessing, preventing and overcoming reading difficulties. This format is ideal for short professional development opportunities, e.g., during an Impact Team meeting or Professional Learning Community.
3. **Complete as a book or chapter study:** Participants may view all or part of the series as a tandem companion or supplemental resource for supporting a study of the book: *The Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015)



# Assessing, Preventing, and Overcoming Reading Difficulties

## Objective:

Through engagement in this series of 13 on-demand webinars, participants will understand the current research, implications, and the essential elements necessary for assessing, preventing, and overcoming reading difficulties.



**ASSESS**

**PREVENT**

**OVERCOME**

# Assessing, Preventing, and Overcoming Reading Difficulties

## Webinar Series Modules

**Module 1:** Reading Research and the Research to Practice Gap

**Module 2:** Current Approaches to Reading Instruction: Why Many Learners Still Struggle

**Module 3:** The Simple View of Reading

**Module 4:** Word-Level Reading

**Module 5:** Reading Comprehension

**Module 6:** Introduction to Reading Assessment; Assessing Phonological Skills

**Module 7:** Assessing Phonics Skills

**Module 8:** Assessing Word Identification and Reading Fluency

**Module 9:** Assessing Reading Comprehension and Related Skills

**Module 10:** Effective Approaches for Preventing Reading Difficulties

**Module 11:** Effective Interventions for Reading Difficulties

**MODULE 12: Case Examples of Reading Difficulties**

**Module 13:** Specific Learning Disability Identification



# Module 12 Overview

## **Module 12: Case Examples of Reading Difficulties**

### **12.1 Case Examples of Reading Difficulties**

# Learning Intentions



## **Module 12 Session 1: Case Examples of Reading Difficulties**

Participants will be able to:

- ✓ **Recognize how concepts from these modules help interpret assessment profiles of struggling readers**
- ✓ **Distinguish between various types of reading difficulties**

# 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 (see next module)
- **The Simple View of Reading provides a framework for understanding different patterns of reading difficulties (see Session 3.1)**
  - 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 (real cases – some tests updated)**
  - **CTOPP/CTOPP-2** *Comprehensive Test of Phonological Processing*
  - **WRMT-R** *Woodcock Reading Mastery Test – Revised*
  - **TOWRE/TOWRE-2** *Test of Word Reading Efficiency*
  - **PAST** *Phonological Awareness Screening Test*

# Common abbreviations

- **NWR** – nonsense word reading (typically from the WRMT-R)
- **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 (typically from the WRMT-R)
- **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 (9) and language (reported)
- CTOPP Elision (7; 16<sup>th</sup> percentile) and the PAST (early 1st)
- Four WID subtests below average (75, 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; • Struggled 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, 70<sup>th</sup> percentile) and Blending Words (12, 75<sup>th</sup> percentile!)
- CTOPP Elision (4), Phoneme Reversal (6), and the PAST (early 1<sup>st</sup>)
- 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; • Well below average WID; • Low average NWR untimed but well below average timed, weak spelling; • More severe PA issues and PCD items than Eugene (mild), 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 (10) 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 4<sup>th</sup> 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 1<sup>st</sup> grade) (Elision does not assess proficiency)
- 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 (87); Listening comprehension below average (80, 84)
- ADHD Rating Scale (65, 75)
- WM average (9, 10); Blending Words average (10)
- CTOPP Elision (8); PAST early 1<sup>st</sup>; 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 subtest (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: • Weak language, strong phonological skills (PA, RAN, WM); • RC higher than LC (due to nature of RC questions?)

# Summary: Module 12 Session 1

- ✓ Reading difficulties look very different among different children
- ✓ Variations can be explained along two dimensions based on the Simple View of Reading (word-level reading skills and language comprehension)
- ✓ More detailed assessment of these dimensions can target skills to inform intervention
- ✓ Poor reading comprehension can result from many possible factors and assessment can identify those factors





## **Reflect and Connect:**

What are the two major skill dimensions that affect reading comprehension and how do they affect different patterns of reading difficulties?



# Wrap Up

**What was your biggest takeaway?**

**What questions do you still have?**





# Up Next

## **Module 13.1** **Specific Learning Disability** **Identification**





Thank You

A green rectangular sign with a white border, tilted slightly upwards to the right. The sign features the words "Thank You" in a large, white, sans-serif font. The sign is supported by two metal poles. The background is a bright blue sky with a few wispy white clouds and a bright sun in the upper right corner.



Please visit the CDE Specific Learning Disability Website  
for more information:

<https://www.cde.state.co.us/cdesped/SD-SLD>