How is Dyslexia Diagnosed?

Created in partnership with the Rhode Island Department of Education Literacy Ambassadors 2020
Part 1: Approach to dyslexia identification
Myths about Diagnosing Dyslexia

- Dyslexia is a medical diagnosis
- Only neuropsychologists can diagnose dyslexia
- School personnel cannot diagnose dyslexia
No Easy Way to Diagnose Dyslexia

- Need a team approach
- Background
- Past instructional history
- Child’s performance in the classroom
- Current performance in reading
Background Information

Child’s oral language learning before schooling

Child’s literacy learning and engagement before schooling

Family history of reading difficulties
Current and Prior Instruction

IDA, 2002:

*These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.*

What should we be looking for in instruction?
Before IDEA 2004, the “IQ/Achievement” discrepancy was used often in the diagnosis of dyslexia.

IDEA 2004 eliminated this discrepancy.

Is a measure of intelligence useful??
What information can we get from “IQ” tests?

*Wechsler Intelligence Scale for Children, 5th Ed.*

Five Index Scores:

- **Verbal Reasoning:** Knowledge of words, verbal concept formation, reasoning, and expression
- **Visual Spatial:** Seeing visual details, understanding spatial relationships and construction ability, part-whole relationships, integrating visual and motor skills
- **Fluid Reasoning:** Seeing the meaningful relationship among visual objects and applying that knowledge
- **Working Memory:** Demonstrating attention, concentration, holding information visual and auditory information in mind and being able to work with it
- **Processing Speed:** Speed and accuracy of visual scanning and identifying visual objects, short-term memory, and visual-motor coordination
Reading and Reading-Related Skills
Current Literacy Performance (and relationship to prior performance)

- Phonological awareness
- Letter name knowledge (for younger students)
- Sound/symbol knowledge
- Word recognition
- Decoding (word attack)
- Spelling
- Comprehension
- Automaticity
Phonological Awareness

Developmental Progression
Letter/Word Recognition

- Upper case letter names
- Lower case letter names
- Word recognition (isolation and connected text)
Letter Sounds/Decoding

Letter sounds

Decoding—developmental trajectory
- One-syllable words (CVC, CCVC, CCVCC, Vce, VV)
- Multi-syllable words

Real and nonsense words
Developmental rather than “list”

Same order as decoding (CVC, CCVC, VCe, VV, etc.)

Also a view into handwriting

Spelling
Comprehension

Reading comprehension

Listening comprehension
Automaticity

Rapid naming

Word Recognition

Decoding

Fluency
Oral Language

- Receptive language
- Expressive language
Dyslexia Profiles
You identify...
Part 2: Developing a screening battery

See Presenter Notes for Activity
Work together to identify possible assessments for each area needed identified in the table below

<table>
<thead>
<tr>
<th>Area needed</th>
<th>Possible Assessment</th>
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</thead>
<tbody>
<tr>
<td>Phonological awareness</td>
<td></td>
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<tr>
<td>Letter/word ID</td>
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<tr>
<td>Sound/symbol and decoding</td>
<td></td>
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<tr>
<td>Spelling</td>
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<td>Comprehension</td>
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