

# 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

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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?



## Intelligence

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Before IDEA 2004, the “IQ/Achievement” discrepancy was used often in the diagnosis of dyslexia.

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IDEA 2004 eliminated this discrepancy.

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Is a measure of intelligence useful??



# What information can we get from “IQ” tests?

*Wechsler Intelligence Scale for Children, 5<sup>th</sup> 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



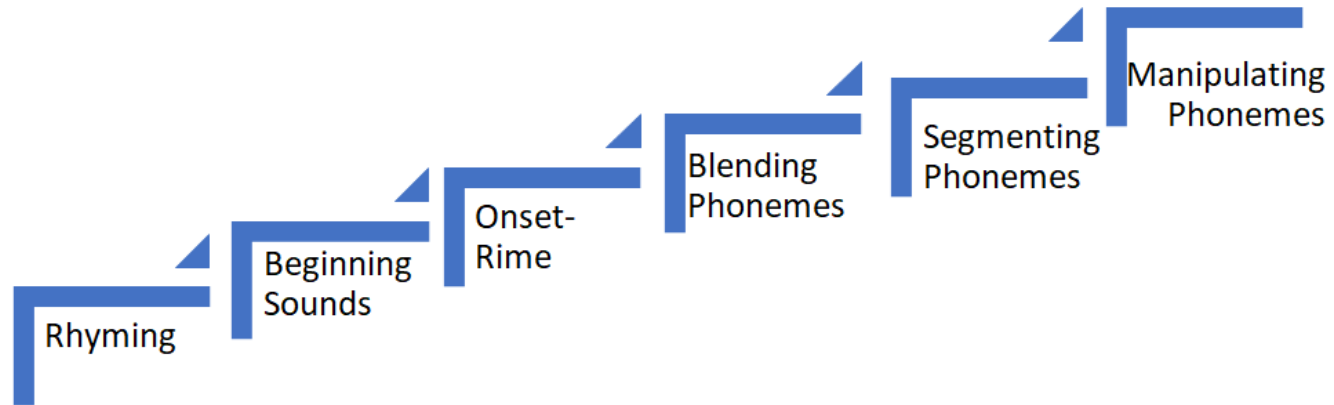
Comprehension



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



Spelling

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Developmental rather  
than “list”

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

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Also a view into  
handwriting



# 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

Area needed	Possible Assessment
Phonological awareness	
Letter/word ID	
Sound/symbol and decoding	
Spelling	
Comprehension	

