Riverside Insights

Early Childhood Dyslexia Profile

(Adapted from Proctor et al., 2017)

riversideinsights.com

Personal Information

Name

Date of Birth

ID

School

Grade

Testing Date

The _____ Education Code _____ defines dyslexia in the following way:

name of state — statute number or country

International Dyslexia Association Definition (2002)

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. 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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

According to Proctor et al. (2017), "Dyslexia affects reading at the single word level, reading fluency and rate, and spelling. In turn, these deficits cause difficulties with reading comprehension and written expression. According to research, the major cognitive correlates of dyslexia include weaknesses in one or more of the following abilities: phonological awareness, orthographic awareness, memory, rapid naming, and processing speed. Other abilities, such as general intelligence, reasoning, oral language, mathematics, and knowledge, that do not require reading, are often unimpaired. In other words, the reading and spelling difficulties are often unexpected in relation to the student's other abilities." Assessment for younger children should place an emphasis on the foundational skills for reading: oral language, phonological awareness, rapid naming, letter recognition, and sound-symbol association.

	Area Tested	Instrument	(RAN/RAS): Test (BEAS): Domain - Subdomain	Standard Score (SS)	Scaled Score (ss)[a]	Percetile Rank (PR)	SS/PR Classification ss/PR Classification[b]
Screening Measures	Early Reading Development	TERA-4	**General Reading Index**				
			Alphabet				
			Conventions				
			Meaning				
	Foundational Literacy	BEAS	**Literacy**				
	Print Concepts		Print Concepts				
	Phonological Awareness		Phonological Awareness				
	Phonics and Word Recognition		Phonics and Word Recognition				
	Listening Comprehension		Listening Comprehension				
	Fluency		Fluency				

[a] Scaled scores applicable to the subdomains within the BDI-3 Suite of Assessments. Note that the overall domain scores for BDI-3 Assessments are measured in Standard Scores. Scaled scores also are applicable to the GORT-5, DAB-4, and PAT-2.

[b] A description of the BEAS performance level classifications is provided within the BEAS score report provided by Riverside ScoreTM. Support indicates scores that fall below the 25th percentile. Monitor indicates scores falling within the 25th-49th percentile. On Track indicates scores fall at or above the 50th percentile.

	Area Tested	Battery	**WJ Batteries:** Cluster/Test **DAB-4:** Subtests **GORT-5:** Oral Reading Task	Standard Score (SS)	Scaled Score (ss)	Percetile Rank	SS/PR Classification ss/PR Classification	RPI[7]
Primary Reading and Spelling Difficulties	Letter- Sound Associations	Letter-Sound Assessment (EC-Elementary)[c]	Letter names: ***Poor Typical Advanced***					
			Case: Lower /26 Case: Upper /26					
			Letter sounds: ***Poor Typical Advanced***					
			Consonants Vowels					
	Basic Reading Skills	ECAD	Test 8: Letter-Word Identification					
	Reading Fluency/Rate	GORT-5	Reading Fluency					
			Oral Reading Rate					
			Oral Reading Accuracy					
		DAR-2[d]	Oral Reading					
	Spelling	ECAD	Test 10: Writing					
	Phoneme-Grapheme Knowledge	PAT-2	Phoneme-Grapheme Correspondence					
			Phonemic Decoding					

[c] *Atypical performance depends on the developmental appropriateness of any errors committed. For example, if a 5- or 6-year-old commits a reversal error with letters b, d, p, q, that can be considered an expected mistake considering reversals are developmentally appropriate until age 7. For other letters/sounds 2+ errors may signify atypical performance. It is also possible divide the number incorrect by the total numbers to calculate the percentage correct. This percentage can be compared to other sources of data (curriculum benchmarks, prior letter identification assessment performance, etc.) to determine if performance is atypical in relation to established standards.*

[d] *The DAR-2 is recommended for use when working with examinee's too young to be administered the GORT-5 (i.e., 5-year-old examinees).*

	Area Tested	Battery	WJ Batteries: Cluster/Test DAB-4: Subtests GORT-5: Oral Reading Task	Standard Score (SS)	Scaled Score (ss)	Percentile Rank	SS/PR Classification ss/PR Classification	RPI[7]
Secondary Reading and Spelling Difficulties		GORT-5	Comprehension					
	Reading Comprehension	DAB-4	Reading Comprehension					
	Written Expression	Qualitative Spelling Checklist[e]	☐ Omits sounds when spelling words					
			☐ Spells words the way they sound, rather than the way they look (e.g., said as sed)					
			☐ Spells the same word in different ways on the same page					
			☐ Knows how to spell a word but then forgets it					
			☐ Had difficulty with handwriting					
			☐ Currently has difficulty with handwriting					
			☐ Has difficulty with spelling/written assignments					

[e] *During the years of early childhood (prior to second grade), writing curricula primarily tap spelling skills. This informal checklist is a combination of items surveying spelling and writing skills across the Parent and Teacher Dyslexia Evaluation Checklists which accompany the WJ IV Interpretation and Instructional Interventions Program.*

	Area Tested	Battery	Test Date	**WJ Batteries:** Cluster/Test **DAB-4:** Subtests **PAT-2:** Subtests	Standard Score (SS)	Scaled Score (ss)[h]	Percentile Rank	SS/PR Classification ss/PR Classification[i]	RPI[7]
Cognitive and Linguistic Abilities: Possible Contributing Factors	Phonological Awareness	ECAD		Test 2: Sound Blending					
		WJ IV OL[f]		Phonetic Coding					
				Test 3: Segmentation					
				Test 7: Sound Blending					
				Test 9: Sound Awareness					
		PAT-2		Blending					
				Segmentation					
				Isolation					
				Deletion					
				Substitution with Manipulatives					
				Rhyming					
	Orthographic Awareness	ECAD		Test 8: Letter-Word Identification					
				Test 10: Writing					
	Memory	ECAD		Test 1: Memory for Names					
				Test 6: Sentence Repetition					
		WJ IV OL		Test 5: Sentence Repetition					
	Processing Speed	ECAD		Test 7: Rapid Picture Naming					
				Test 17: Pair Cancellation					
		WJ IV OL		Test 4: Rapid Picture Naming					

Cognitive and Linguistic Abilities: Possible Contributing Factors/Comments

[f]Although the WJ IV OL has similar (alternate forms) of specific tests when compared to the WJ ECAD (e.g., Sentence Repetition, Sound Blending) it is recommended that examiners administer the WJ ECAD's form of those tests when such an overlap exists. The ECAD is a battery specifically designed for early childhood assessment.

	Area Tested	Battery	**WJ Batteries:** Cluster/Test **DAB-4:** Subtests **BDI-3 Developmental:** Complete - Subdomain	Standard Score (SS)	Scaled Score (ss)[g]	Percentile Rank	SS/PR Classification ss/PR Classification[h]	RPI[7]
Ability to Learn When	General Intelligence- Early Development	ECAD	General Intellectual Ability (GIA)- Early Development					
			Test 1: Memory for Names (Glr)					
			Test 2: Sound Blending (Early Form) (Ga)					
			Test 3: Picture Vocabulary (Early Form) (Gc)					
			Test 4: Verbal Analogies (Gc & Gf)					
			Test 5: Visual Closure (Gv)					
			Test 6: Sentence Repetition (Early Form) (Gwm)					
			Test 7: Letter-Word Identification (Early Form) (Gs)					
	Fluid Reasoning and Comprehension Knowledge	PTONI	Nonverbal Intelligence Index					
		ECAD	Test 3: Picture Vocabulary (Early Form)					
			Test 4: Verbal Analogies					
	Oral Language	ECAD	Expressive Language/Oral Expression					
			Test 3: Picture Vocabulary					
			Test 6: Sentence Repetition					
		WJ IV OL	Listening Comprehension					
			Test 2: Oral Comprehension					
			Test 6: Understanding Directions					
	Mathematics	ECAD	Test 9: Number Sense					
	General Information and Academic Knowledge*	BDI-3	Reasoning and Academic Skills					
			Perception and Concepts					

** An examiner can elect to administer select subdomains from the BDI-3 Developmental Complete in the case that they require more data to justify that the level of an examinee's reading and spelling skills are unexpected in the context of other abilities that are independent of their ability to read and spell. It is recommended that examiners administer the noted ECAD, WJ IV OL and DAB-4 measures prior to determining if the BDI-3 subdomains listed are also required. Selective Testing may be conducted based on an individual's functional profile (e.g., pattern of strengths and weaknesses that emerges during testing) to provide further information that can be used for diagnostic purposes and educational program planning.*

[g] Scaled scores applicable to the subdomains within the BDI-3 Suite of Assessments. Note that the overall domain scores for BDI-3 Assessments are measured in Standard Scores.

[h] Descriptive ranges for the BDI-3 scaled scores are available in the Resources Tab of Riverside Score under the Categories of DQ Scores guide.

Evaluator _____ Date _____

A. Primary and Secondary Reading, Spelling, and Writing Difficulties / Check the areas of concern

Primary Reading and Spelling Difficulties

- ☐ Letter-sound associations
  - ☐ Letter names
  - ☐ Letter sounds
- ☐ Letter-sound associations
- ☐ Basic reading skills
  - ☐ Sight word identification
  - ☐ Phonics (nonword/word decoding)
- ☐ Spelling
  - ☐ in isolation
  - ☐ in context

Secondary Reading and Writing Difficulties[i]

- ☐ Reading comprehension
- ☐ Written expression

B. Cognitive and Linguistic Abilities: Possible Contributing Factors / Check the areas that are possible contributing factors.

- ☐ Phonological awareness[2]
  - ☐ Auditory processing
  - ☐ Phonetic coding
- ☐ Orthographic awareness[3]
- ☐ Memory[4]
  - ☐ Auditory memory span
  - ☐ Short-term working memory
  - ☐ Associative memory
- ☐ Rapid naming[5]
- ☐ Processing speed[6]

C. Ability to Learn When Reading is Not Required / Check the areas that are significantly higher than the individual's reading and spelling skills.

Cognitive Abilities

- ☐ General Intelligence
- ☐ Reasoning

Oral Language

- ☐ Oral expression
- ☐ Listening comprehension
- ☐ Vocabulary

Mathematics

- ☐ Math calculation skills
- ☐ Math problem solving

Knowledge

- ☐ General information
- ☐ Academic knowledge

D. At-Risk Indicators / Check the areas below that are additional at-risk factors.

- ☐ General Intelligence
- ☐ Math calculation skills

Committee Consideration

- ☐ Data demonstrate characteristics of dyslexia.
- ☐ Data do not demonstrate characteristics of dyslexia.
- ☐ Data demonstrate characteristics of dyslexia; however, these characteristics would not be consistent with [State] guidelines for the identification of dyslexia.

[i] *These skill areas may not play as significant of a role in an early childhood evaluation as they are skills assessed at later developmental stages. In early childhood, the focus of a Dyslexia evaluation should center on the foundational skills for reading and writing.*

Determination of Characteristics of Dyslexia for Committee Consideration/Additional Comments

1. *The Early Childhood Dyslexia Profile was adapted for use from the Dyslexia Profile created by Proctor et al. (2017). It was designed to be used in conjunction with the Early Childhood Assessment Plan for Dyslexia.*

2. *During early childhood development, phonological awareness plays a significant role in early reading success, as learning to read depends on the ability to perceive and manipulate sounds in printed text. Weaknesses in phonological awareness can inform deficits in word recognition, word decoding, and spelling. The strongest predictors for early reading success in kindergarten include rhyme, sound isolation, blending, and segmentation of 2-3 phonemes. In turn, early reading success in first grade requires the ability to engage in phoneme segmentation, and early aspects of sound manipulation (initial and final sound deletion).*

3. *Orthographic awareness concerns the ability to decode and encode the printed symbols that represent spoken language. Orthographic awareness is needed to memorize word patterns, which in turn supports one's ability to quickly and accurately pronounce and spell. Weaknesses in this domain observed in early childhood can impact later reading and spelling abilities. In the classroom, a student with poor orthographic awareness may struggle with memorizing specific letters and letter sequences in words and may lack recognition of common letter patterns in written English.*

4. *Memory refers to the functions used to acquire, store, retain, and later recall target information. There are various forms of memory important to reading. Auditory Memory Span concerns the ability to listen to information, and repeat it as heard. It is an aspect of Short-Term Working Memory, which is defined as the ability to hold information in immediate awareness and then manipulate it or transform it. Weaknesses in memory can impact more foundational functions needed for reading achievement, such as phonological awareness. For example, many phonological awareness tasks require the examinee to hold a series of information in mind prior to manipulation. Memory weaknesses also can impact later functioning on higher-order tasks (e.g., Reading Comprehension) requiring the examinee to retain information from a text prior to addressing a question.*

5. *Rapid naming relates to how efficiently and quickly an individual can retrieve target information (e.g., letters, numbers) from long-term memory. Proctor et al. (2015) note that both rapid naming and reading tasks require an examinee to quickly integrate visual and verbal information. Inefficient retrieval can impact reading accuracy and reading rate (reading fluency), in addition to reading comprehension.*

6. *Proctor et al. (2015) report that deficits in processing and perceptual speed can play a role in a student's reading accuracy, rate, and comprehension of text. Individuals with processing and perceptual speed weaknesses may present with a reading rate that is noticeably slower when compared to their oral language and reasoning skills. A student with processing speed weaknesses may also present with a slow scanning rate.*

7. *The Relative Proficiency Index (RPI) describes the likelihood of success on material that average age- (or grade-) peers can handle with 90% success. The RPI allows for a basis of interpretation focused on proficiency and functionality, rather than relative standing (offered by Standard Scores and Percentile Ranks). The RPI score is discussed in detail in the Scores and Interpretation chapter of the Examiner's Manual.*