

WJ IV WIIP Dyslexia Report



***The WJ IV Interpretation and
Instructional Interventions
ProgramTM (WIIPTM)***

Purpose of Report and Dyslexia Definitions

PURPOSE OF REPORT

This report organizes and presents Antonio's assessment results and other relevant information in a manner that may be useful for determining whether he exhibits a profile that is consistent with the characteristics of dyslexia.

DYSLEXIA DEFINITIONS

International Dyslexia Association definition (IDA, 2002)

The most commonly used definition of dyslexia in the United States is the IDA definition which states, "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." (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002)

Functional definition of dyslexia

Dyslexia affects reading at the single word level, reading fluency and rate, and spelling. In turn, these weaknesses 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 perceptual speed. Other abilities that do not require reading, such as general intelligence, reasoning, oral language, mathematics, and knowledge, are often unimpaired. In other words, the reading and spelling difficulties are often unexpected in relation to the person's other abilities.

Dyslexia Evaluation Checklist

Parent and Teacher Forms

DYSLEXIA EVALUATION CHECKLIST: PARENT FORM

Ms. Christine Scott, Antonio's mother, provided the following information regarding Antonio's background and skills by completing the *Dyslexia Evaluation Checklist: Parent Form* on October 10, 2018.

Antonio's Development

- Has a history of ear infections (had ear tubes inserted).
 - Had speech therapy.
 - Had some difficulty pronouncing new words.
 - Mispronounces some words by putting the sounds in the wrong order or leaving sounds out (aminal for animal).
 - Has difficulty remembering the details of a story that has been read aloud.
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DYSLEXIA EVALUATION CHECKLIST: TEACHER FORM

Ms. Lisa Smith, Antonio's teacher, provided the following information regarding Antonio's reading skills by completing the *Dyslexia Evaluation Checklist: Teacher Form* on October 08, 2018.

Antonio's Oral Language

- Has difficulty rhyming words.
- Has trouble retrieving words quickly.
- Often uses the wrong word when speaking or has difficulty recalling a word.

Antonio's Nonreading Skills

- Is creative (loves to sing.).
- Enjoys visual-spatial tasks (enjoys building with blocks.).
- Enjoys activities that do not require reading (sports and athletic activities.).

Parent Checklist:

- Development
- Family History
- Nonreading Skills
- Prereading Skills
- Reading Skills
- Spelling and Writing

Teacher Checklist:

- Oral Language
- Nonreading Skills
- Basic Reading Skills
- Attitude Towards Reading
- Reading Proficiency and Comprehension
- Spelling and Writing

Dyslexia Score Profiles

DYSLEXIA SCORE PROFILE

The table below presents a conceptual framework for interpreting Antonio's performance on the WJ IV tests and clusters that assess primary reading and spelling skills. Difficulties in these areas may be associated with dyslexia. Scores appear in the table for tests and clusters that were administered.

Primary Areas of Reading and Spelling

Area Tested	Battery	Cluster/Test	SS	PR	SS Classification	RPI	Proficiency
Basic Reading Skills	WJ IV ACH	Basic Reading Skills	62	0.5	Very Low	1/90	Extremely Limited
		1: Letter-Word Identification	63	1	Very Low	0/90	Extremely Limited
		7: Word Attack	56	0.2	Very Low	3/90	Extremely Limited
Reading Fluency / Rate	WJ IV ACH	Reading Fluency	66	1	Very Low	1/90	Extremely Limited
		8: Oral Reading	57	0.2	Very Low	1/90	Extremely Limited
		9: Sentence Reading Fluency	78	7	Low	1/90	Extremely Limited
		Reading Rate	74	4	Low	1/90	Extremely Limited
		9: Sentence Reading Fluency	78	7	Low	1/90	Extremely Limited
		15: Word Reading Fluency	73	4	Low	0/90	Extremely Limited
Spelling	WJ IV ACH	3: Spelling	66	1	Very Low	3/90	Very Limited
		16: Spelling of Sounds	68	2	Very Low	20/90	Very Limited
Phoneme-Grapheme Knowledge	WJ IV ACH	Phoneme-Grapheme Knowledge	62	1	Very Low	8/90	Very Limited
		7: Word Attack	56	0.2	Very Low	3/90	Extremely Limited
		16: Spelling of Sounds	68	2	Very Low	20/90	Very Limited

Adapted from Dyslexia Profile, © 2017 C. Proctor, N. Mather, T. Stephens-Pisecco, and L. E. Jaffe

Among the primary reading and spelling areas assessed, Antonio's standard scores are within the low range for one cluster (Reading Rate) and two tests (Sentence Reading Fluency and Word Reading Fluency). Antonio's standard scores are within the very low range for three clusters (Basic Reading Skills, Reading Fluency and Phoneme-Grapheme Knowledge) and five tests (Spelling, Letter-Word Identification, Word Attack, Oral Reading and Spelling of Sounds).

Score Profiles available in the following areas:

- Primary Areas of Reading and Spelling
- Secondary Reading and Writing Skills
- Ability Measures
- Cognitive and Linguistic Abilities

Interpretation

INTERPRETATION

Primary Reading, Spelling, and Writing Difficulties

To determine whether Antonio's reading performance is commensurate with his cognitive ability, the *Gf-Gc* Composite, Broad Oral Language, and Academic Knowledge clusters were administered. The *Gf-Gc* Composite is a combined measure of fluid reasoning and comprehension-knowledge. The Broad Oral Language cluster is a measure of oral language competency. The Academic Knowledge cluster is a measure of acquired knowledge in the areas of science, social studies, and humanities. Successful performance on these clusters does not require reading. These ability measures were then compared to his reading achievement results.

Primary Reading and Spelling Skills	Predictor of Ability to Learn When Reading is Not Required		
	<i>Gf-Gc</i> Composite	Broad Oral Language	Academic Knowledge
Basic Reading Skills	✓	✓	✓
Reading Fluency	✓	✓	✓
Reading Rate	✓	✓	✓
Phoneme-Grapheme Knowledge	✓	✓	Comparison Not available

✓ indicates that the primary reading and spelling skill is significantly lower than the ability measure used as the predictor, based on a 1.5 *SD (SEE)* cutoff.

Gf-Gc Composite/Reading Comparisons

Compared to Antonio's intellectual level as measured by the *Gf-Gc* Composite, his Basic Reading Skills, Reading Fluency, Reading Rate, and Phoneme-Grapheme Knowledge scores are unexpectedly low.

Broad Oral Language/Reading Comparisons

Compared to Antonio's level of oral language ability as measured by the Broad Oral Language cluster, his Basic Reading Skills, Reading Fluency, Reading Rate, and Phoneme-Grapheme Knowledge scores are unexpectedly low.

Interpretation
available in the
following areas:

- Primary Reading, Spelling, and Writing Difficulties
- Secondary Reading and Writing Difficulties
- Possible Contributing Factors: Cognitive and Linguistic Abilities

Instructional Recommendations and Interventions

INSTRUCTIONAL RECOMMENDATIONS AND INTERVENTIONS

Antonio may gain the most from reading instruction presented within the middle to late kindergarten range. In addition, Antonio may benefit from a program of supplemental reading interventions. The interventions should be explicit (skills should be taught directly), intensive (a concentrated number of related learning opportunities should be provided), delivered in small groups of 2-7 students when possible, and should employ scaffold learning principles with emotional support.

Phoneme matching activities may help Antonio identify initial phonemes in a word. For example, provide picture cards that begin with one of three different consonant sounds. Provide a worksheet divided into three columns with one consonant written at the top of each column. Ask Antonio to say the name of the picture for each card and place it in the appropriate column. Eventually, more consonants can be introduced, and Antonio can sort the picture cards into groups with the same beginning sound without using a worksheet.

Antonio may benefit from an assisted-reading intervention. In assisted reading, Antonio reads aloud while an accomplished reader follows along silently. If Antonio makes an error, the helping reader corrects his error. Antonio should then repeat the word and continue reading.

Use the following sequence to teach Antonio segmentation. Begin with tasks that require Antonio to break apart compound words (e.g., *raincoat*). Then progress to syllables. Have Antonio clap the number of words or use markers to represent each word part. When Antonio has learned to break words into syllables, teach him how to segment short words into onsets and rimes (the first part of a syllable and the ending part of a syllable) and then into individual phonemes.

Based on noted limitations in Antonio's cognitive performance:

Accommodations that may help compensate for Antonio's limitations in perceptual speed might include providing extended time, reducing the quantity of work required (breaking large assignments into two or more component assignments), eliminating or limiting copying activities, and increasing wait times after questions are asked as well as after responses are given.

Detailed Interpretation of Clusters and Tests

Appendix A: Detailed Interpretation of Clusters and Tests

This appendix provides information about each ability measure, including a description of Antonio's developmental level, a comparison to age peers using a standard score range classification, and a description of his proficiency level.

WJ IV Tests of Cognitive Abilities

Intellectual Ability

The Gf-Gc Composite is a combined measure of Antonio's lexical (word) knowledge; general cultural knowledge; and quantitative, deductive, and inductive reasoning. Antonio's fluid and crystallized intellectual ability composite is comparable to those of the average individual at age 7-9. His composite standard score is in the average range (percentile rank of 44; standard score of 98). His combined fluid reasoning and comprehension-knowledge abilities are average (RPI of 88/90).

Cognitive Clusters

Short-Term Working Memory (*Gwm*) measured Antonio's ability to attend to, hold, and manipulate information in working memory. Although Antonio's short-term working memory standard score is within the low average range, his performance varied on two different types of tasks requiring working memory. Antonio's performance is average on working memory capacity tasks. His performance is very limited on verbal working memory tasks.

Short-Term Working Memory-Extended is a broad measure of the ability to attend to, hold, and manipulate information in working memory. Although Antonio's short-term working memory standard score is within the low average range, his performance varied on two different types of tasks requiring working memory. Antonio's performance is average on working memory capacity tasks. His performance is very limited on verbal working memory tasks.