Objectives

- Describe the top ten predictors for identifying children at risk for learning difficulties.
- Describe the use of assessment data to identify needed intervention and support.

Identifying Young Children at Risk: Top 10 Predictors
Identifying Young Children at Risk:  
Top 10 Predictors

<table>
<thead>
<tr>
<th>Extremely restless and easily distracted.</th>
<th>Slow vocabulary growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulties following directions or routines.</td>
<td>Talked late compared to peers.</td>
</tr>
<tr>
<td>Difficulties interacting with peers.</td>
<td>Poor phonological awareness skills.</td>
</tr>
<tr>
<td>Clumsy (gross and/or fine motor skills.)</td>
<td>Poor letter-naming ability.</td>
</tr>
<tr>
<td>Poor articulation.</td>
<td>Difficulty naming known objects quickly.</td>
</tr>
</tbody>
</table>

Use This Assessment to Determine the Strengths and Needs of Children Ages 2:6 Through 5:11.

DIAL-4 Quick Facts

Individually administered developmental screening test designed to identify young children in need of further diagnostic assessment

- Appropriate for children ages 2:6 through 5:11
- Administration Time 30 to 45 minutes
- English and Spanish versions
**DIAL-4 Quick Facts**

Screens in five areas in both the English and Spanish versions

- Motor
- Concepts
- Language

- Self-Help Development
- Social–Emotional Development

Performance-based measures

Ratings based on teacher/caregiver observation

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**DIAL-4 Quick Facts**

- Each performance area provides a rating scale of psychosocial behaviors that must be observed during the screening to help determine if the child needs further assessment in that domain.

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**DIAL-4 Quick Facts**

- The Speed DIAL-4 contains a subset of items from the DIAL-4 test that can be administered in approximately 20 minutes.
Overview of DIAL-4
Gloria Maccow, Ph.D., Assessment Training Consultant

Stations Approach to Testing
A Unique Feature of the DIAL-4

Using the Screening Area

DIAL-4 Components
Overview of DIAL-4
Gloria Maccow, Ph.D., Assessment Training Consultant

Parent Questionnaire

Self-Help Development
Social-Emotional Development
[Overall Development]

Teacher Questionnaire

Optional
Self-Help Development
Social-Emotional Development
[Overall Development]

Speed DIAL-4

10 Core items from Motor, Concepts, and Language areas.
Motor Area Items

1. Throwing
2. Stand, Hop, and Skip
   Standing on One Leg, Hopping, Skipping
3. Building
   Tall Tower, Bridge, Pyramid
4. Thumbs and Fingers
   Wiggling Thumbs, Twiddling Thumbs, Touching Fingers to Thumbs
5. Cutting
   Straight Line, Curved Line, Dinosaur
6. Copying
7. Writing Name

Behavioral Observations and Intelligibility

Concepts Area

Concepts Area Items

1. Body Parts
2. Colors
3. Rapid Object Naming
   Object Identification, Rapid Naming
4. Rote Counting
   Counting Forward, Counting Backward, Number Identification
5. Meaningful Counting
   Counting Blocks, Number Relationships
6. Concepts
7. Shapes
   Identifying Shapes, Sorting by Shape, Sorting by Color and Size

Behavioral Observations and Intelligibility
Language Area

- Personal Information
- Articulation
- Objects and Actions
  - Objects and Actions (Expressive), Objects and Actions (Receptive)
- Letters and Sounds
  - Alphabet Song, Letter Naming, Letter-Sound Correspondence
- Rhyming (English only) and I Spy
- Problem Solving

Behavioral Observations and Intelligibility

Speed DIAL-4 Items

1. Stand, Hop, and Skip (Motor - Item 2)
   - Standing on One Leg, Hopping, Skipping
2. Body Parts (Concepts - Item 1)
3. Rapid Object Naming (Concepts - Item 3)
   - Object Identification, Rapid Naming
4. Colors (Concepts - Item 2)
5. Meaningful Counting (Concepts - Item 5)
   - Counting Blocks, Number Relationships
6. Articulation (Language - Item 2)
7. Actions (Language - Item 3)
8. Letters and Sounds (Language - Item 4)
   - Alphabet Song, Letter Naming, Letter-Sound Correspondence
9. Problem Solving (Language - Item 6)
10. Copying (Motor - Item 6)
What do the Data Mean?

Selecting a Cutoff

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Standard Deviation (SD) below the mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>1.3</td>
</tr>
<tr>
<td>7</td>
<td>1.5</td>
</tr>
<tr>
<td>5</td>
<td>1.7</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Normal Curve
Making a Decision (Potential Delay or OK)

Recall score 1.5 sd below mean will identify 7%

Potential Delay or OK? (7% Level)

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor</td>
<td>85</td>
</tr>
<tr>
<td>Concepts</td>
<td>77</td>
</tr>
<tr>
<td>Language</td>
<td>75</td>
</tr>
</tbody>
</table>

Normal Curve

Potential Delay or OK? (7% Level)

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor</td>
<td>71</td>
</tr>
<tr>
<td>Concepts</td>
<td>68</td>
</tr>
<tr>
<td>Language</td>
<td>65</td>
</tr>
</tbody>
</table>

Normal Curve
When We Understand the Strengths and Needs of Young Children, We Are Able to Provide the Early Intervention and Support That Will Allow Every Child to Develop Academic, Behavioral, and Social Competence.

References


