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

Essential Foundational Skills

Success in Kindergarten requires
- pre-academic skills,
- social-emotional, and
- behavioral competencies.
Identifying Young Children at Risk: Top 10 Predictors

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

Behavioral Competence

... higher levels of self-control and lower levels of acting out among young children predict their academic performance in first grade, over and above their cognitive skills and family backgrounds.

Raver & Knitzer, 2002

Oral Language: Critical to Reading

Reading and writing float on a sea of talk.
J. Britton (Quoted by Lance Gentile)

Oral Language: Critical to Reading

Children learn word meanings through conversations with other people.
- They often hear adults repeat words and use new and interesting words.
- The more words they hear, the more word meanings they learn.

(National Reading Panel Report, 2000)
Language Differences

At 11-18 months of age

- Children in poverty—heard 250,000 words per year
- Children in homes of professionals—heard 4 million words per year

Hart & Risley (2002)

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  
  \(\text{Performance-based measures}\)
- Self-Help Development
- Social–Emotional Development
  \(\text{Ratings based on teacher/caregiver observation}\)
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 is in need of further assessment in that domain (Behavioral Observations).
- The Speed DIAL-4 contains a subset of items from the DIAL-4 test that can be administered in approximately 20 minutes.

Using the Screening Area

DIAL-4 Components

Stations Approach to Testing
A Unique Feature of the DIAL-4
**DIAL-4 Kit**  
**English and Spanish**

**Motor Area**

**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

Language Area Items

1. Personal Information
2. Articulation
3. Objects and Actions
   - Objects and Actions (Expressive), Objects and Actions (Receptive)
4. Letters and Sounds
   - Alphabet Song, Letter Naming, Letter-Sound Correspondence
5. Rhyming (English only) and I Spy
6. Problem Solving

Behavioral Observations and Intelligibility

Speed DIAL-4 Items

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

Making a Decision (Potential Delay or OK)

Selecting a Cutoff

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<th>Percent (%)</th>
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Potential Delay or OK?

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Potential Delay or OK?

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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


