Developmental Indicators for the Assessment of Learning

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Assessment Training Consultant
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

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<th>Predictors</th>
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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. | Slow vocabulary growth. |
| Difficulties following directions or routines. | Talked late compared to peers. |
| Difficulties interacting with peers. | Poor phonological awareness skills. |
| Clumsy (gross and/or fine motor skills.) | Poor letter-naming ability. |
| Poor articulation. | 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)
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

Performance-based measures

- Self-Help Development
- Social–Emotional Development

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

Figure 3.2 Stations approach floor plan

Co = Coordinator
O = Operator
C = Child
P = Parent/Caregiver
V = Volunteer

Room Entrance

Wall
4 ft. 5 ft. Tape line

Registration Table

Adult Observation Area
optional
Using the Screening Area

Figure 3.2 Stations approach floor plan

- Language Area
- Concepts Area
- Motor Area
- Play Area
- Registration Table
- Adult Observation Area

Legend:
- Co = Coordinator
- O = Operator
- C = Child
- P = Parent/Caregiver
- V = Volunteer
DIAL-4 Components
Parent Questionnaire

Self-Help Development

Social-Emotional Development

[Overall Development]
Teacher Questionnaire

Self-Help Development

Social-Emotional Development

[Overall Development]
Speed DIAL-4

10 Core items from Motor, Concepts, and Language areas.
Speed 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)

## Score Summary

<table>
<thead>
<tr>
<th>Performance Areas</th>
<th>TOTAL SCORE</th>
<th>Decision</th>
<th>Percentile Rank</th>
<th>Standard Score</th>
<th>Intelligibility</th>
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<tbody>
<tr>
<td>Motor</td>
<td>25</td>
<td>X</td>
<td>82</td>
<td>114</td>
<td>Good Poor No Response</td>
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<tr>
<td>Concepts</td>
<td>18</td>
<td>X</td>
<td>31</td>
<td>93</td>
<td>Good Poor No Response</td>
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<tr>
<td>Language</td>
<td>22</td>
<td>X</td>
<td>77</td>
<td>111</td>
<td>Good Poor No Response</td>
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<tr>
<td>DIAL-4 Total</td>
<td>65</td>
<td>X</td>
<td>66</td>
<td>106</td>
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<tr>
<td>Behavioral Observations (max = 54)</td>
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## Questionnaires

<table>
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<th>Questionnaires</th>
<th>TOTAL SCORE</th>
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<th>Percentile Rank</th>
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<tr>
<td>Parent</td>
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<tr>
<td>Self-Help</td>
<td>38</td>
<td>X</td>
<td>86</td>
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<tr>
<td>Social-Emotional</td>
<td>50</td>
<td>X</td>
<td>94</td>
<td>123</td>
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<tr>
<td>Teacher</td>
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<tr>
<td>Self-Help</td>
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<tr>
<td>Social-Emotional</td>
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<td>X</td>
<td>57</td>
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## Selecting a Cutoff

<table>
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<tr>
<th>Percent (%)</th>
<th>Standard Deviation (SD) below the mean</th>
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<tr>
<td>16</td>
<td>1</td>
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<tr>
<td>10</td>
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<tr>
<td>7</td>
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<td>5</td>
<td>1.7</td>
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## Potential Delay or OK?

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

[Image of a normal distribution curve with standard deviation markings, percentiles, stanines, and percentiles of scores.]
Potential Delay or OK?

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Standard Score</th>
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<tr>
<td>Motor</td>
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<td>Concepts</td>
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<tr>
<td>Language</td>
<td>65</td>
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## Identifying Young Children at Risk: Top 10 Predictors

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


Customer Service
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1-866-335-8418 (Canada)

Webinar-Specific Questions
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