Shaywitz DyslexiaScreen™

Shaywitz DyslexiaScreen Form 0 (Kindergarten)
Individual Report
Sally E. Shaywitz, MD

Student Information

ID:	001122
Name:	Robert Sample
Sex:	Male
Birth Date:	08/31/1995
Age:	5:3
Grade:	K
Race/Ethnicity:	African American
English Language Learner (ELL/ESL):	Yes

Test Information

Test Date:	12/10/2000
School:	Sample Elementary School
Teacher:	Mrs. Jones
Form:	0

Additional Comments:

SAMPLE

PsychCorp

ALWAYS LEARNING

PEARSON

Score Summary

Classification
At Risk for Dyslexia

SUMMARY RESULTS

The Shaywitz DyslexiaScreen is a teacher rating scale of language and academic risk factors that indicates whether a student may be at risk for dyslexia. The results of the Shaywitz DyslexiaScreen alone are not sufficient to diagnose or rule out dyslexia; however, the results provide a reliable and valid indication of risk for dyslexia based on teacher ratings.

The teacher ratings indicated risk for dyslexia on 4 out of 10 items: 2 items pertaining to language concerns and 2 items pertaining to academic concerns. To be classified as "At Risk for Dyslexia", the teacher's ratings must indicate a sufficient level of risk on enough items to meet the cut score. Therefore, the results of the Shaywitz DyslexiaScreen suggest that Robert is At Risk for Dyslexia.

SUGGESTED NEXT STEPS

Effective screening, whether with an individual or a group, requires a clear understanding of the *purpose* of screening, the *properties* of a screener, and the knowledge of best practices on the possible *next steps* following a screening event.

There are several options for the next steps following a screening. These options may be combined in a larger workflow that is recursive and "intervenes" at different times, or with different strategies, or within the context specific to the individual(s) who have been screened.

Based on the risk status classification for Robert, you may want to review and implement the following next steps.

Additional Screening

The Shaywitz DyslexiaScreen is a brief, teacher observation tool for screening individuals who may be at risk for dyslexia. Because multiple points of information for a screening process is best practice, individuals who are identified as "At Risk for Dyslexia" may also benefit from behavioral screening. Recommended assessments include the Wide Range® Achievement Test (5th ed.; WRAT5™, in press), the Woodcock Reading Mastery Tests™ (3rd ed.; WRMT™-III), and the Dyslexia Index Scores available in the *Essentials of KTEA-3 and WIAT®-III Assessment* (Breaux & Lichtenberger, 2017).

Further Assessment

For those identified as "at risk", a common path forward after screening is a comprehensive diagnostic evaluation. In the case of dyslexia, formal and informal assessments using this deeper process may assess symptoms such as phonics/letter knowledge, causes/correlates such as processing deficits, and risk factors such as family history. For more information and specific products that may fit each context, see Pearson's dyslexia toolkit at www.PearsonClinical.com/dyslexia. These diagnostic assessments, plus screening and academic data, should be used collectively to make instructional, diagnostic, or intervention decisions.

Intervention & Progress Monitoring

Professionals and caregivers may choose to move directly from screening into more rigorous instruction or intervention. This may be acceptable as long as no formal diagnosis has been made on the basis of a single screening measure. Once risk has been established through screening, immediate and focused intervention may help to mitigate or prevent persistent academic difficulties for some students. In addition, response to evidence-based instruction is an important criterion for identifying dyslexia. Intervention tools may include skill-based objectives or goal statements, explicit and scripted activities, and broad evidence-based programs or strategies. Tools such as aimsweb+ or growth scale values can support an evidence-based approach to progress monitoring. For more information, see Pearson's dyslexia toolkit at www.PearsonClinical.com/dyslexia.

STRATEGIES FOR FAMILIES AND/OR CAREGIVERS

Sometimes the screening process reveals a potential risk. In the case of dyslexia, being "at risk" is not the same as having dyslexia. What it means is that you and your professional team can work together to reduce that risk and/or find out more information. As a family member and/or caregiver, you play an important role, too. The following activities may be helpful. You may already do some of these things, but you can do them more often or do them in a new way. They can be fun and easy to add into your daily life.

- Read aloud together every day. Find at least 10 minutes to spend together (e.g., after a meal or before sleeping) that becomes part of your daily routine. Choose familiar and new books. When choosing books, you want some books to be easy, some "just right," and some more challenging. You can also take turns reading. Both reading and being read to reinforces how words sound and the importance of pace and expression. You could say, "Let's take turns. I'll read this page, and you read the next one."

- During reading aloud times, encourage "sounding out" a whole word. It's important to encourage readers to try to put all the sounds together into a word that makes sense. Learning to bring sounds together into words more quickly and confidently can give readers more time to think about the overall meaning of what they are reading. If your reader is struggling, you can say, "Try making the sound of each letter first. Then say the word." Or ask, "Which parts of the word do you know?"

- Make a game of breaking words into syllables and then individual sounds. If a particular topic or category is exciting (e.g., animals, a particular sport), related words might be a good area to try. Practicing listening for individual sounds at the beginning, middle, and end of words can help when trying to read new and unfamiliar words. You might say, "Football. Let's clap out the syllables. Foot...ball. Now let's break those parts into sounds. F...oo...t...b...a...ll. Wow! Two syllables, but six sounds."

- Have fun with a blending game. Say individual sounds and push them together into a word. You can say, "Listen to this: c...a...t. Can you push those together and tell me the word? Let's try it together. C...a...t. C.a.t. Cat. Now you try, b...u...s. Push that word together. What is it?"

- Try making "time to rhyme." Young children especially might enjoy seeing how many rhyming words you can think of together. This can be done in lots of different places (e.g., at the store, on the bus). Making rhyming words is good practice for listening carefully to the sounds within words and being able to produce them more easily. You might say, "Look! There's a car! Hmm...let's see. What rhymes with car? A rhyming word has the same sounds at the end. Far...jar...star."

- Find one time during each week to practice writing letters and words. Your child can practice writing letters in order, for example, or writing the letters of family names, pets, or other favorite items. You can have your child copy words from books, or write messages or letters to friends or family. You can also find pictures to generate ideas for words to write. You can say, "Let's make our shopping list. Can you write down the words I point to on this paper?"