New Mexico TEAM Differential Diagnosis for Dyslexia Worksheet

# **Date Worksheet Completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator Completing Form \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# **Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **PROFILE ANALYSIS - MANDATORY** | **CLINICAL INTERPRETATIONS** |
| This form provides a framework for considering whether a child who meets eligibility criteria under the category of Specific Learning Disabled in the areas of reading and/or written language also demonstrates the diagnostic profile associated with dyslexia. All components listed below must be addressed and professional judgment and observation must be utilized throughout this process. Provide standard scores and percentiles in all areas. | This is a profile analysis. When deficits occur within the starred areas (below left boxes \*\*), it is indicative of dyslexia. |
| **EVALUATION COMPONENTS** |  |
| GENERAL INTELLIGENCE:Assessment used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date administered: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Overall Composite: SS \_\_\_\_\_\_\_\_\_\_ % \_\_\_\_\_\_\_\_\_\_  | Overall intellectual ability is within the average range or higher. The use of a robust measure of cognitive ability, which provides a rich interpretive profile, is recommended. This may include scores such as Full Scale, General Intellectual Ability, General Conceptual Ability, Mental Processing Index, etc. |
| \*\*READING AND SPELLINGMost recent test results: Date administered: \_\_\_\_\_\_\_\_\_\_\_\_\_:1) Measure of silent reading ability: (1 subtest) Name of assessment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SS:\_\_\_\_\_\_\_\_\_%ile: \_\_\_\_\_\_\_2) Word Recognition: (2 Subtests)Name of assessment 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS:\_\_\_\_\_\_\_\_\_%ile:\_\_\_\_\_\_\_\_\_\_ Name of assessment 2:\_\_\_\_\_\_\_\_\_\_\_\_\_SS:\_\_\_\_\_\_\_\_\_\_%ile\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3) Word Analysis: Pseudoword Decoding: (Only one standardized subtest score required)Name of assessment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS:\_\_\_\_\_\_\_\_\_%ile:\_\_\_\_\_\_\_\_\_\_Must administer at least 2 subtests in each of the following areas:4) Spelling: (2 subtests)Name of assessment 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS:\_\_\_\_\_\_\_\_\_\_ %ile: \_\_\_\_\_\_\_\_\_\_\_Name of assessment 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS:\_\_\_\_\_\_\_\_\_\_ %ile: \_\_\_\_\_\_\_\_\_\_\_5) Reading Comprehension: (2 factors)Name of assessment 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS:\_\_\_\_\_\_\_\_\_\_ %ile: \_\_\_\_\_\_\_\_\_\_\_Name of assessment 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS/%ile: \_\_\_\_\_\_\_\_\_\_\_ Score: SS/%ile: \_\_\_\_\_\_\_\_\_\_ | Test results in reading and spelling are complete and are consistent with the diagnostic profile of dyslexia: Word Recognition, Word Analysis and/or Spelling are in the low to below average range, when considering SEM. Reading Comp may or may not be below average depending on age/grade Silent reading rate may be low to below average. Silent reading rate/efficiency is usually low within the dyslexia profile, esp. as the child increases in age & encounters complex text.  |
| \*\*PHONOLOGICAL PROCESSING (1 or more scores):Name of assessment 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SS:\_\_\_\_\_\_\_\_\_%ile: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Name of assessment 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SS:\_\_\_\_\_\_\_\_\_%ile: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\*Note: If a language evaluation (previous or current) is available, results should be cited in the Education History section of full evaluation report. Direct consultation with SLP should occur whenever possible. | Phonological skills below average range when considering SEM. |
| \*\*ADDITIONAL PROCESSING MEASURES TO SUPPORT DYSLEXIA PROFILE (Accessible through WJ-IV Tests of Cognitive Processing as well as other measures.)  | General processing skills are below average when considering SEM. Deficits do not have to be identified in every area. Choosing which areas should be assessed is based on profile analysis in order to support any area/s of weakness identified during the current evaluation or through referral information. |
| Working Memory Long-Term Memory Processing Speed Fluid Reasoning Orthographic Processing Executive Functions Auditory Processing Attention Other Area:\_\_\_\_\_\_\_\_\_\_\_\_ | SS/%ile: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS/%ile: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS/%ile: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS/%ile: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS/%ile: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS/%ile: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS/%ile: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS/%ile: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SS/%ile: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |