# Diagnosis of Reading and Language Arts Difficulties: A Scaffold Learning Approach

## TABLE OF CONTENTS

### CHAPTER 1. Principles of diagnosis
- Description of each of the six principles of diagnosis
- Introduction to a case study framework
- A sample case study, including data charts, diagnosis narrative and remedial reading plan
- Summary

### CHAPTER 2. Diagnosis is a decision-making process
- Overview
- Critical Questions
  1. What is involved in the decision-making process?
  2. What are the criteria in making appropriate decisions about a child during the diagnosis of reading and language arts difficulties?
  3. How does a reading specialist approach the decision making during the data gathering process?
  4. How does a reading specialist approach decision making during the assessment process?
  5. How would you know if you have made a good decision as a reading specialist?
- Narrated Case Study: Male, intermediate level
- Case Study for Scaffold Learning: Female, bilingual first grade
- Case Study for Independent Practice: Male, middle grade, special education
- Summary
- References
- Resources
CHAPTER 3. Diagnosis considers the whole child

Overview

Critical Questions

1. How can a child’s interests, strengths and abilities be utilized to help in planning instruction?
2. What steps should be taken to ensure diagnosis of the whole child?
3. What types of assessments and data can bring about a whole picture of the child? What should be involved?

Narrated Case Study: Female, 6th grade
Case Study for Scaffold Learning: Male, 3rd grade
Case Study for Independent Practice: Female, 8th grade

Summary

References

Resources

CHAPTER 4. Diagnosis is thorough and balanced

Overview

Critical Questions

1. When is diagnosis thorough and balanced?
2. Why must diagnosis be thorough and balanced?
3. Why is it important to use multiple assessments throughout the diagnostic process?
4. What are the values of formative and summative assessments? formal and informal assessments?
5. What are the criteria for selecting materials for assessments?
6. Why is it important to understand assessment information?

Narrated Case Study: Male, 16 years old, 9th grade, with assistive technology
Case Study for Scaffold Learning: Female, 13 years old, 8th grade
Case Study for Independent Practice: Male, 10 years old, 5th grade

Summary

References

Resources

CHAPTER 5. Diagnosis is a team effort

Overview

Critical Questions

1. Why is a team approach to diagnosis beneficial to the child?
2. Who might be considered for the diagnostic team?
3. What are the characteristics of an effective diagnostic team?
4. How can a diagnostic team acquire collaborative skills and become a better team?

Narrated Case Study: Male, 2nd grade, immigrant

Case Study for Scaffold Learning: Female, 12th grade

Case Study for Independent Practice: Male, 10th grade

Summary

References

Resources

CHAPTER 6. Effective communication is essential in diagnosis

Overview

Critical Questions

1. Why is effective communication essential in diagnosis?
2. How can a reading specialist effectively communicate information about the child to various audiences?
3. What kinds of information are appropriate for sharing for which audience?

Narrated Case Study: Female, 4th grade, ELL
CHAPTER 7. Diagnosis and remediation go hand in hand

Overview

Critical Questions
1. How does diagnosis inform remediation?
2. Why is it important to identify the match and mismatch between the student and his/her reading instruction?
3. How does a reading specialist prioritize diagnostic information for instructional purposes?

Narrated Case Study: Male, 3rd grade

Case Study for Scaffold Learning: Female, 8th grade
Case Study for Independent Practice: Male, 6th grade, ELL

Summary
References
Resources

APPENDICES

More case studies for independent practice