

Research Project: Reading & Dyslexia in Deaf Children

Tests used during the study:

Test Name	Description of Test
Expressive One Word Picture Vocabulary Test (Brownell, 2000)	This test provides an estimate of the number of single words that a child can name. The tester shows the child a picture and the child has to name the picture or group of pictures.
Test of Child Speech Reading (Kyle, MacSweeney, Mohammed & Campbell, 2009)	This is a test of speech reading delivered via a laptop. Children are asked to watch a video of a man or a lady talking and then click on the picture that matches what they said. There are three parts: single words, sentences and short stories.
PhAB Naming Speed Test (Frederickson, Frith & Reason, 1997)	For this assessment children are asked to name a page of simple pictures and a line of digits as fast as possible. Tasks of this nature are designed to show how automatic the process of producing words is.
PhAB Spoonerisms Test (Ibid)	Children are asked to manipulate the sounds in words. For example to replace the 'c' in cat with a 'f'. The items progress in difficulty. The second part of the assessment requires children to manipulate the sounds in two words by swapping the first sound of each word over. For example, 'lazy dog' becomes 'dazy log'.
PhAB Semantic Fluency Test (Ibid)	Children produce as many words in a given category as they can think of, for example, 'food'. The test is designed to assess the child's ability to retrieve different types of words from their long term memory.
PhAB Alliteration Fluency Test (Ibid)	Children produce as many words as they can think of starting with the same sound, for example, 'b'. The test is designed to assess the child's ability to retrieve different types of words from their long term memory.
PhAB Rhyme Fluency Test (Ibid)	Children produce as many words as they can think of that rhyme with a given word. For example, 'bat'. The test is designed to assess the child's ability to retrieve different types of words from their long term memory.
PhAB Rhyme Awareness Test (Ibid)	The assessor reads out three words and children are asked to judge which two words sound the same. For example, sail, boot, nail.
Dyslexia Portfolio Non Word Reading (Turner, 2008)	Children are presented with a page of made-up words and are asked to read as many out loud as they can. The words increase in difficulty from 'ap', 'ig' in the beginning to 'storious', 'stacquered'. For this task, children are required to access only the sounds of the words and to put these together in a logical way.

Test Name	Description of Test
Dyslexia Portfolio Phoneme Deletion (Ibid)	In this test children are asked to repeat a word and then say what would be left after removing a sound or sounds from the word. For example, 'Can you say hedgehog? Now say it again but don't say hog'. The test assesses a child's ability to restructure a word according to how it sounds.
Dyslexia Portfolio Digit Span (Ibid)	Forwards: The assessor reads a list of numbers and children are asked to repeat the list exactly. Backwards: The assessor reads a list of numbers only this time, children are required to repeat the list in reverse order. For example, 1-9-4 becomes 4-9-1. These are tests of verbal working memory.
BAS II Single Word Reading (Elliott, Smith & McCulloch, 1996)	In this test children are shown a list of words that increase in difficulty and are asked to read them aloud.
BAS II Single Word Spelling (Ibid)	The children are required to spell a word to dictation. The word is presented three times by the tester: once on its own, then in a sentence, then again in on its own.
York Assessment of Reading for Comprehension (Snowling, Stothard, Clarke, Bowyer-Crane, Harrington, Truelove & Hulme, 2009)	For this task, children are required to read two passages aloud and then to answer questions based on what they have read. Children receive scores based on their accuracy (pronouncing words correctly), their reading rate and their comprehension scores.