```
*Summary for Thomas Atkins*

Number of scores at --- 4
Number of scores at --  2
Number of scores at -    1

At Risk Quotient =  1.7
*Diagnosis is      'strongly at risk'*
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*Test	Score	At risk	Decile*
Rapid Naming	30	o	7
Bead Threading	8	+	9
One Minute Reading	12	---	1
Postural Stability	19	---	1
Segmentation	5	---	1
Rhyme		•	•
Two Minute Spelling	6	---	1
Backwards Span	3	-	2
Nonsense Passage	24	--	1
One Minute Writing	11	--	1
Verbal Fluency	11	o	4
Semantic Fluency	13	o	4
Vocabulary	15	o	6

DST-J results for Thomas Atkins

Thomas Atkins of Dotheboys Junior School was tested on 28/7/2002 by Angela Fawcett. At the time of the test, he was 10:11 years old, and so the norms for 10:6 to 11:5 years were used.

The DST is a 30 minute, nationally-normed screening test designed by Dr. Angela Fawcett and Prof. Rod Nicolson of the University of Sheffield, and was first published in 1996 by The Psychological Corporation, 32 Jamestown Road, London NW1 7BY. This is the second edition, the DST-J (2004) and is designed for testing junior school age (6:6 to 11:5 year old) children. It is intended for use by education professionals, and provides an overall 'at risk' index for likely literacy difficulties, together with a 'profile' of scores on a range of skills that provide a basis for identifying appropriate support strategies or for referral for further testing by an appropriately qualified psychologist.

It should be stressed that the score here is a 'snapshot' of the performance at a particular time on a particular day. Performance can vary as a function of time of day, illness, confidence and other factors. There are also systematic variations in all performance indicators in terms of the child's and the school's general background and resources. In general one might expect the average performance of children from a disadvantaged background to be slightly below the norms here. Of course the key point is that performance should improve following appropriate support, and this screening test is intended to provide useful information on how this can best be done. Additional suggestions are given in the DST-J manual.

At Risk Quotient
The overall 'At risk Quotient' was 1.7
This is in the lowest 4 percent for children of this age and is considered a 'Strongly at risk' score.

Profile
The profile of skills is Spiky, with overall performance noticeably below
average.
There are relative weaknesses in Literacy, Balance, Memory, Phonological.
There are relative strengths in Fluid, Speed, Dexterity.

Outline Diagnosis
Because there is a risk of reading failure, it is appropriate to consider the
likely significance of the profile of scores in indicating whether dyslexia may
be an underlying problem, or whether it is more likely to be caused by generally
low literacy.
We must emphasise that the DST-J is a screening test not a formal diagnosis.
Hence these notes are only indications that may help subsequent diagnosis.
Neither the authors nor Harcourt Assessment take any responsibility for the
outline suggestions given here.

There are seven signs of dyslexia, namely:
- At Risk Quotient (ARQ) is 1.7 - Strongly at risk;
- Spiky skills profile;
- Weak literacy (mean 1 - in the lowest 5 percent).
- Discrepancy of 2.5 points between fluid IQ and phonological skills
- Weak phonological skill (mean 2.5 - noticeably below average).
- Good fluid intelligence (mean 5 - noticeably above average).
- Poor balance (mean 1 - in the lowest 5 percent).

Age Equivalent and Percentile Range

The _Age Equiv_ column shows the age at which an 'average' child would achieve
the performance shown by Thomas. In summary, the age equivalents show:
- significant delay: One Minute Reading, Postural Stability, Segmentation, Two
Minute Spelling, Backwards Span, Nonsense Passage, One Minute Writing, Verbal
Fluency, Semantic Fluency
- clearly above age: Rapid Naming, Bead Threading, Vocabulary

The _Band_ column shows how performance compares with other children in the same
age band. There are 10 bands, with band 1 corresponding to the lowest 10%; band
5 corresponding to percentile 41-50 etc. In summary, the percentiles show:
- lowest 20%: One Minute Reading, Postural Stability, Segmentation, Two Minute
Spelling, Backwards Span, Nonsense Passage, One Minute Writing
- below average: Verbal Fluency, Semantic Fluency
- average: Vocabulary
- above average: Rapid Naming
- top 20%: Bead Threading

Implications of DST-J scores
Rapid Naming: Good performance normally indicates a well-organised verbal
system, and is normally associated with good reading subsequently.
Bead Threading: Good performance normally indicates a well-organised eye-hand
system, and may or may not be associated with good reading subsequently.
One Minute Reading: Weak performance normally reflects either low literacy
knowledge or general lack of fluency in reading.
Postural Stability: Weak performance is normally associated with slight problems
in the vestibular system, or possibly low muscle tone.
Phonemic Segmentation: Phonological skill is a critical component of learning to
read and spell, helping the child to perceive regularities and patterns in word
sounds. Weak performance indicates likely problems in learning to read fluently.
Rhyme: Not done.

Two Minute Spelling: Weak performance normally reflects either low literacy knowledge or general lack of fluency in spelling.
Backwards Span: average performance
Nonsense Passage: Weaknesses in Nonsense Passage Reading indicate an over-reliance on rote word learning, and a lack of understanding of the regularities of the writing system. They are symptomatic of early stages in learning to read.
One Minute Writing: Slow speed of writing normally indicates a lack of writing fluency. This may arise from a general slight motor problem or from poorly learned writing skills.
Verbal Fluency: Good performance on Verbal Fluency indicates both good fluid intelligence and good memory organisation on alphabetic lines.
Semantic Fluency: Good performance on Semantic Fluency indicates both good fluid intelligence and good memory organisation on semantic lines.
Vocabulary: Good performance indicates good problem solving and good levels of attention. It is usually associated with good achievement.

Implications for dyslexia
One Minute Reading: Children with dyslexia or general literacy difficulties may perform poorly on this test.
Postural Stability: Many children with dyslexia show balance problems, whereas children with generalised poor literacy usually show good balance.
Phonemic Segmentation: Most children with dyslexia or with generalised poor literacy usually show phonological difficulties, often into adulthood.
Two Minute Spelling: Children with dyslexia or general literacy difficulties will normally perform poorly on this test.
Nonsense Passage: Most children with dyslexia or with general poor literacy will perform poorly on this test.
One Minute Writing: Many children with dyslexia or with general poor literacy will perform poorly on this test.

Implications for support
One Minute Reading: Difficulties with One Minute Reading indicate that further reading support is needed, and that a more in-depth analysis of reading speed, accuracy and comprehension might be undertaken.
Postural Stability: There are several exercises designed to help with balance, but it is not established that such exercises help with reading. Nonetheless, there is considerable evidence that balance board and catching exercises can significantly improve a child's confidence and general performance. Postural Stability is best seen as an index of the efficiency of the child's vestibular / muscular system rather than as a pointer to literacy support.
Phonemic Segmentation: The phonics component of the UK Literacy Strategy is designed to improve phonological skills. It may also be valuable to check such issues as whether the child can break a word down into syllables, and a syllable down into phonemes. See the DST-J manual for further references.
Two Minute Spelling: Difficulties with Two Minute Spelling indicate that further spelling support is needed. Specific suggestions for spelling support are given in the DST-J manual.
Nonsense Passage: Weakness on Nonsense Passage Reading is an important diagnostic indicator, in that it suggests that the child is not fully aware of the regularities in written language. There is some evidence that practice with nonsense words has a beneficial effect, but the more traditional approach is to use 'word families' to indicate each of the many regularities to be learned. Children with dyslexia find this skill one of the most intractable.
One Minute Writing: Weakness on One Minute Writing is not an important diagnostic indicator as such, in that difficulties can arise from various sources. However, given the importance of sheer writing speed in examination performance, if there are other indicators of literacy difficulties, weakness in writing may provide a basis for a request for extra examination time.