Overview of Developmental Indicators for the Assessment of Learning (DIAL-4)

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Objectives

• Provide an overview of the DIAL-4.
• Provide examples of the DIAL-4 components and items.
• Describe uses of DIAL-4 data.

Use This Assessment to Determine the Strengths and Needs of Children Ages 2:6 Through 5:11.
**What is DIAL-4?**

Individually administered developmental screening test designed to identify young children in need of further diagnostic assessment

- Appropriate for children ages 2:6 through 5:11
- Administration Time 30 to 45 minutes
- English and Spanish versions

**DIAL-4: Areas of Focus**

Screens in five areas in both the English and Spanish versions

- Motor
- Concepts
- Language

- Self-Help Development
- Social–Emotional Development

Performance-based measures

Ratings based on teacher/caregiver observation

**DIAL-4 Kit**

[Image of DIAL-4 Kit]
DIAL-4: Psychosocial Behaviors

Each performance area provides a rating scale of psychosocial behaviors that must be observed during the screening to help determine if the child needs further assessment in that domain.

Parent Questionnaire

Self-Help Development
Social-Emotional Development
[Overall Development]

Teacher Questionnaire

Optional
Self-Help Development
Social-Emotional Development
[Overall Development]
DIAL-4 Kit
English and Spanish

Speed DIAL-4

The Speed DIAL-4 contains a subset of items from the DIAL-4 test that can be administered in approximately 20 minutes.

Speed DIAL-4

10 Core items from Motor, Concepts, and Language areas.
Motor Area Items

1. Throwing
2. Stand, Hop, and Skip
   Standing on One Leg, Hopping, Skipping
3. Building
   Tall Tower, Bridge, Pyramid
4. Thumbs and Fingers
   Wiggling Thumbs, Twiddling Thumbs, Touching Fingers to Thumbs
5. Cutting
   Straight Line, Curved Line, Dinosaur
6. Copying
7. Writing Name

Behavioral Observations and Intelligibility

Concepts Area

1. Body Parts
2. Colors
3. Rapid Object Naming
   Object identification, Rapid Naming
4. Rote Counting
   Counting Forward, Counting Backward, Number Identification
5. Meaningful Counting
   Counting Blocks, Number Relationships
6. Concepts
7. Shapes
   Identifying Shapes, Sorting by Shape, Sorting by Color and Size

Behavioral Observations and Intelligibility

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Language Area

1. Personal Information
2. Articulation
3. Objects and Actions
   - Objects and Actions (Expressive), Objects and Actions (Receptive)
4. Letters and Sounds
   - Alphabet Song, Letter Naming, Letter-Sound Correspondence
5. Rhyming (English only) and I Spy
6. Problem Solving

Behavioral Observations and Intelligibility

Stations Approach to Testing
A Unique Feature of the DIAL-4

Figure 3.2 Stations approach floor plan

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Speed DIAL-4 Items

1. Stand, Hop, and Skip (Motor - Item 2)
   Standing on One Leg, Hopping, Skipping
2. Body Parts (Concepts - Item 1)
3. Rapid Object Naming (Concepts - Item 3)
   Object Identification, Rapid Naming
4. Colors (Concepts - Item 2)
5. Meaningful Counting (Concepts - Item 5)
   Counting Blocks, Number Relationships
6. Articulation (Language - Item 2)
7. Actions (Language - Item 3)
8. Letters and Sounds (Language - Item 4)
   Alphabet Song, Letter Naming, Letter–Sound Correspondence
9. Problem Solving (Language - Item 6)
10. Copying (Motor - Item 6)

What do the Data Mean?

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<th>Percent (%)</th>
<th>Standard Deviation (SD) below the mean</th>
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Normal Curve

Making a Decision (Potential Delay or OK)

Score 1.5 sd below mean will identify 7%

Potential Delay or OK? (7% Level)

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Potential Delay or OK? (7% Level)

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Normal Curve

 dipli-4: Aligned with NEG, NAEYC, HeadStart

 dipli-4: Benefit

When We Understand the Strengths and Needs of Young Children, We Are Able to Provide the Early Intervention and Support That Will Allow Every Child to Develop Competence.