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## LLCd Symposium.

### SPEAKERS AND PRESENTATIONS.

<b>Name:</b>	Nitin Anand
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<b>Brief Bio:</b>	<p>Nitin Anand, Ph.D., is a clinical psychologist trained at National Institute of Mental Health and Neuro Sciences (NIMHANS), India. He is working as Product Development Leader at Pearson Clinical and Talent Assessment, Bangalore. Pearson is a research driven organization and a global leader in publishing psychological assessments. He spearheads Pearson Clinical Assessment's pan-India standardization projects on Dyslexia Screening Test-Junior and Ravens Educational-Coloured Progressive Matrices and Crichton Vocabulary Scales. His research focuses on designing and execution of standardization projects for development of norms for psychological assessments. He has published research and academic articles in national as well as international journals. In addition, to research on development of normative data, his research interests include cognitive behavioural interventions in obsessive compulsive disorder and psychotherapeutic interventions for childhood anxiety disorders.</p>
<b>Theme:</b>	Dyslexia and Language Impairment
<b>Title of Presentation:</b>	The Dyslexia Screening Test – Junior (DST-J): Overview of India standardization
<b>Abstract:</b>	<p>Dyslexia is the most debated disability condition that affects 80% children identified with learning disability. The Dyslexia Screening Test-Junior (DST-J) was developed at UK in the year 2004 as a screening instrument, for routine use in school with children aged 6 years 6 months to 11 years 5 months. It is an individually administered, quick screening instrument which helps in early identification of children who are at risk for dyslexia. It is intended for use by wide range of professionals including teachers and special educators. The DST-J consists of 12 subtests, which include tests of attainment and those which evaluate cognitive, phonological and motor skills. This instrument has good reliability and validity. In India, there appears to be a paucity of screening measures for early identification of dyslexia which are standardized to the Indian population of interest. The standardization process for the DST-J India is currently ongoing with the objective of developing norms for the children from 6.6 to 11.5 years of age.</p>

A sample of 338 normal children attending English medium schools from urban domicile was selected from across 5 geographical regions and 10 cities of India for development of norms. This sample was representative of population of Indian children spread across five age groups, as per 2001 census. The schools selected were from an urban background, had English as a medium of instruction and were affiliated to Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE) or State Board. The children were assessed within the school setting by trained examiners. A cross-sectional assessment design was adopted. Statistical analysis is planned to compute percentile scores for subtests for all age groups. The scientific paper will highlight the research methodology adopted and the challenges encountered during standardization of DST-J in India.