This is the print version of the Mental Measurement Yearbook video tutorial. It is not as detailed as the videos because some of the concepts discussed in the videos are difficult to translate into a print format. So I encourage you to look at the videos and use this handout as a secondary tool. If you have any problems or questions, please don’t hesitate to contact me.
Notice the **Purpose** section has the phrase learning disabilities. Interestingly the **Test Category** for this instrument is Intelligence & General Aptitude. Not a subject heading we would think to use. Sometime the word or phrase being searched will appear in the **Scores** section which means that a section of the assessment is devoted to the topic but not the entire test.

If you want to narrow your search, searching for your topic in the title of the test would be the most effective way to do so.

Click on the double arrows to reveal a drop-down menu of field options.

Highlight **TI Test Name** and then **Click Search**.
Search Results

Click on the title of the instrument to go to the record and review.

The first section of the record provides basic information about the instrument such as its purpose, how long it takes to administer, the target age population, etc.

Note the sections Number of Reviews. This tells you there are TWO reviews for the test. Some instruments may have only one review. Others may not have any at all. Those are usually brand new titles or very old titles.

Scroll down to see more of the record.
Review of the Learning Disabilities Diagnostic Inventory by TERRY B. GUTKIN, Professor of Educational Psychology, University of Nebraska–Lincoln, Lincoln, NE:

Given the on-going confusion and difficulties associated with youth, the appearance of a new assessment device that can address the problem is welcome indeed. It is refreshing to consider the work done in relation to this set of professional problems, however, the Learning Disabilities Diagnostic Inventory (LDDI) problems.

PURPOSES, BASIC CONCEPTUALIZATION, AND GENERAL UTILIZATION: The LDDI is a tool for diagnosing children and youth with learning disabilities (LD), reading, writing, mathematics, and reasoning. Rather than relying on traditional methodologies, comparing levels of intellectual and academic attainment, it is a 90-item behavior checklist completed by professionals who have worked closely with referred individuals and have sufficient opportunity to observe their performance in areas of suspected disabilities. Each of these behaviors is described with respect to having been identified in the literature as an overt manifestation of learning disabilities. The basic premise of the LDDI is that persons demonstrating high numbers of these behaviors have a high probability of being learning disabled.

RELIABILITY: The reliability data reported for the LDDI are generally quite solid, although a number of critical issues remain unresolved. Coefficient alphas for the Listening, Speaking, Reading, Writing, Mathematics, and Reasoning scales are all quite good, with averages across the age range of .92-.95 and none falling below .84 when subdivided by demographic characteristics. Test-retest reliabilities varied from .84-.90; however, these were over only a one-week period. Given the hypothesized etiological basis for learning disabilities presented by the authors, a more stringent set of scores would have been employed. Additionally, because the inter-rater reliability scores (evaluating if scores are above, equal to, or below the norm) were reported .82-.93 across the various scales, there were only two pairs of two raters employed, and whether agreement levels exceed what raters rated LD, there was not a very strong relationship between scales scores and teachers’ identification of academic problem areas.

VALIDITY: As acknowledged by the authors, the LDDI was designed to support the empirical basis for each and every item on the instrument, along with a number of them, suggesting that LDDI items are free from racial and gender bias. For criterion-related validity, data were collected on the API (American Proficiency Index) which is a relationship between LDDI scale scores and teachers’ identification of academic problem areas. Finally, a variety of data were presented regarding construct validity. Even though generally positive, the latter set of data is less than compelling. Due to space limitations, commentary will be limited to only the two most central analyses.

First, how well does the LDDI differentiate among LD and non-LD students? Although only 4% of “normal” students had LDDI profiles indicative of LD (examiner’s manual, p. 72), this analysis seems less critical than whether the LDDI can discriminate among LD and non-LD students who are struggling academically. Along
One other comment on the validity section of the test manual is to note the
sensitivity of these design features to the test results. In this regard, discrepant
scores on the LDDI are indicative of either a different or, less likely, a more
informal diagnostic evaluation, or inadequately trained examiners. In the
informal, the LDDI is traditionally used to diagnose Learning Disabilities
and, therefore, the use of the LDDI for this purpose is supported by the
informal examination.

SUMMARY. The LDDI represents a new and potentially important
instrument for the diagnosis of Learning Disabilities in children and youth.
It is a strong normative sample, and the test results suggest that the
principal shortcomings of this instrument are two: the scores were
prepared using a different set of rating scales, and the tests were
prepared using a different set of rating scales, and the tests were
prepared using a different set of rating scales, and the tests were
prepared using a different set of rating scales. Second, additional
investigation (e.g., how we classify low achievers and LD students) is
necessary before either of these instruments is used in practice.

Review of the Learning Disabilities Diagnostic Inventory by JOHN
MacDONALD, School Psychologist, North Kitsap School District, Poulsbo, WA:

The authors intend the Learning Disabilities Diagnostic Inventory (LDDI) to
assist in the evaluation of Intrinsic Processing Disorders underlying Specific
Learning Disabilities (SLD). The LDDI consists of six rating scales,
with 15 items each in Listening, Speaking, Reading, Writing, Mathematics,
and Reasoning.