ASSESSING DYSLEXIA IN SPANISH SPEAKING ENGLISH LEARNERS

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JUST TO CLARIFY ..... 

my last name in English is:
/eɾ/-/n/- c -/s/-/o̞/

my last name in Spanish is:
en-ci-so
COVERING TODAY

- AB1369
- CASP Position Paper
- Get to know English Learners (ELs)
- Dyslexia basics
- Language differences and similarities when it comes to reading
56334.

...include “phonological processing” in...basic psychological processes (Title 5, 3030 of CCR)

56335.

(a)(b)(c)(d)(e) develop program guidelines for dyslexia (to inform and drive educational practice... including “screening for dyslexia”)

AB1369 MADE EASY
WHAT IT COMES DOWN TO...(AWARENESS)
CASP POSITION PAPER: DYSLEXIA AND ASSEMBLY BILL 1369

CASP at the forefront:

- Historical perspective on dyslexia
- Importance of early reading monitoring and intervention (RtI, anyone?)
- Comprehensive evaluation and the role of phonological processing
- Evidence based instruction and intervention
- Further factors for educational consideration
"Language and cultural factors. Instruction, intervention, and assessment of students who are English learners (ELs) is no simple task. Education of these students requires substantial knowledge of language acquisition processes and their implications for academic achievement. This knowledge informs educators that instructional and intervention needs of EL students differ from the needs of their monolingual English-speaking peers. Therefore, RtI2 practices intended for ELs must be tailored to their linguistic needs because traditional RtI2 programs alone are not sufficient to allow them to overcome the academic challenges they face when instructed in a language different from that spoken in their home and supported by their parents (Brown & Ortiz, 2014). Caution should be used in screening and assessing EL students for the purposes of identifying a reading disability such as dyslexia, especially when educational staff may not have specialized knowledge, training and practice for instruction and intervention with ELs."
THE BIG IDEA

Sam Ortiz (in Kovaleski et al., 2015) offers this word of caution regarding the importance of nondiscriminatory SLD evaluation practices of English learners:

“Our unless and until ELs are no longer mistakenly identified as having a learning disability, there will be little impetus to improve their education.”

- ELs can also have a learning disability.
- The task is to identify the right ones.
GETTING TO KNOW ENGLISH LEARNERS

- Young students can learn to speak without an accent
  - Teachers think that they are as competent with the language as monolingual students
  - Accent is merely a function of age that 2nd language was introduced (not indicator of proficiency)
    - Before age 10: no accent - brain feedback assimilates correct pronunciation
    - Age 12-14: slight accent
    - Age 14-16: moderate accent
    - After age 16: Strong accent
- Slow readers
  - “Reading out loud, silently”
- Pre-kindergarten EL children will have lost 4-5 years of exposure to the language once they enter school.
- EL students tend to peak at about 4th grade* due to increasing curriculum demands. (period of CALP emergence) Referrals for SLD

Adapted from Sam Ortiz’ presentation
GETTING TO KNOW ENGLISH LEARNERS...CONT.

- Cummins’ Developmental Interdependence Hypothesis (“Iceberg Model”)
  - Development of first language transfers to 2nd language
  - Able to make connections between two languages

- CALP is attained by
  - frequency, exposure and training

- 2nd language acquisition can start at any age specially if primary language is already learned well.

Adapted from Sam Ortiz’ presentation
Children do not learn languages faster than and better than adults do (although can get accent and BICS pretty well).

Language development can not be accelerated (having CALP in 1st language helps).

Learning 2 languages does not lead to linguistic confusion (nor poor academic performance).

Students who learn 2 languages very well (CALP in both) tend to outperform monolingual peers.

Bilingual exposure from birth and continued throughout school can easily achieve CALP in both languages.

Once bilingual, always bilingual (not the same as being monolingual)

Adapted from Sam Ortiz’ presentation
Dyslexia Basics

Feifer’s definition of dyslexia:

- a problem in identifying, recognizing, categorizing, or manipulating the phonological unit of a language, which interferes with basic reading skills and spelling; secondarily interferes with reading comprehension.

Closely aligned with the International Dyslexia Association (IDA):

- deficits in accurate and/or fluent word recognition, decoding, spelling, with secondary effects on reading comprehension.
4. According to the National Reading Panel (2000), and modified by Grizzle et al. (2009), the 5 big ideas of the reading process include:

- Phonemic Awareness
- Phonics
- Fluency
- Language
- Comprehension
STRUCTURE OF READING — VARIATIONS IN LANGUAGES

(from the “Universal Truths of Reading” — Dr. Steven Feifer)

“"In all word languages studied to date, children with developmental reading disorders (dyslexia) primarily have difficulties in both recognizing and manipulating phonological units at all linguistic levels (Goswami, 2007).”

“The English language is not a purely phonological language. In fact, one letter may map to as many as five distinct phonemes or sounds. English speaking children tend to develop phonemic processing more slowly (Goswami, 2007).”
The English language includes over 1,100 ways of representing 44 sounds (phonemes) using a series of different letter combinations (Uhry & Clark, 2005). By contrast, in Italian there is no such ambiguity as just 33 graphemes are sufficient to represent the 25 phonemes.

Therefore, 25% of words are phonologically irregular (i.e. “debt”, “yacht”, “onion”, etc..) or have one spelling but multiple meanings (i.e. “tear”, “bass”, “wind”, etc..)

This means that...we need to develop orthography!!

Compared to Spanish, English reading has more cognitive demands.
TRANSPARENT VS OPAQUE

Transparent Orthographic Systems – predominantly consistent rules (e.g., Spanish)
Leer (Le-er)

Students with dyslexia in transparent orthographic systems struggle more with fluency than accuracy (accuracy still poor compared to typical peers).

Opaque Orthographic System – filled with context dependent rules (e.g., English)
Read – Red

Daughter vs. Dader?
Decoding problems are more evident in opaque orthographic systems
PHONOLOGICAL AWARENESS IN A BILINGUAL CHILD

- Reading in English and Spanish requires similar phonological processing (Valle-Arroyo, 1996)

- Phonological processing skills transfers from one language to another (Cisero and Royer 1995; Durgunoglu, Nagy, and Hancin-Bhatt 1993; Kremin et al 2016)

- In fact, stimulation of phonological awareness of bilingual children in either of their languages is likely to transfer to the other language (Dickinson, McCabe, Clark-Chiarelli, and Wolf 2004)

- Spanish-English bilinguals place greater reliance on English phonological awareness; compared to vocabulary and naming speed in English monolinguals (Kremin et al 2016)
Two interesting and relevant research articles


A Universal Reading Brain


- Findings suggest proficient reading entails the convergence of speech and orthographic processing systems onto a common network of neural structures dominated by the left perisylvian regions of the brain.
Dyslexics in transparent orthographic systems, such as Spanish, German, Italian, Greek have difficulty in acquiring reading speed as a hallmark deficit of dyslexia (Ziegler et al., 2003; Davies et al., 2007; Constantinidou & Stainthorp, 2009; Wimmer et al., 2010). Dyslexics are much slower than normal children reading long words and non-words (accuracy still poor compared to typical peers).

Spanish speaking dyslexics have difficulty forming orthographic representations for words even with consistent rules. In fact, dyslexic children were not able to develop orthographic representations despite 6 exposures, and continue using sub-lexical reading for all new words (Coalla et al., 2014. Influence of context-sensitive rules on the formation of orthographic representations in Spanish dyslexic children. Frontiers in Psychology, 1409).
INSTRUCTIONAL PROGRAMS FOR EL’S

Effective
- Fully bilingual programs ("dual bilingual") Result=Bilingual biliterate (6% students at risk for academic failure)

Moderately effective
- English as a Second Language (ESL) content program late exit (5-6 years) 1st language instruction – shift to English (11% students at risk)

Less effective
- ESL content early exit (2-3 years) (27% at risk)

Poor
- English only with ESL pull-out (60% at risk)

At the end of the day – longer taught 1st language; better 2nd language

Adapted from Sam Ortiz’ presentation
ASSESSMENT INSTRUMENTS

Stress points:

Importance of clinical judgement

Tests instruments do not diagnose, well trained practitioners do.
Test of Auditory Processing Skills- 3 Spanish Bilingual Edition (TAPS-3:SBE)

Author(s): Nancy Martin, PhD
Publisher: ATP

- Auditory Processing
- Ages 5–0 through 18–11
- Individual Administration
- Norm-Referenced (U.S. Spanish–bilingual speakers)
- Qualification Level B

Description

The Spanish–bilingual version of the Test of Auditory Processing Skills, 3rd Edition (TAPS–3: SBE) is a norm-referenced, individually administered assessment of auditory skills commonly used in academic and everyday activities by Spanish speakers aged 5 to 18 years. It provides a way to identify any particular auditory process that the examinee may be having difficulties with, to allow for better remediation strategies to be planned. (It is not intended to assess language proficiency.) While this assessment is administered in Spanish and responses are expected to be in Spanish, the examiner may use English to give directions if necessary, and English responses may be accepted if the meaning is the same as the intended response.
Ages: 4-0 through 10-11
Testing Time: 15 to 30 minutes
Administration: Individual

The Test of Phonological Awareness in Spanish (TPAS) measures phonological awareness ability in Spanish-speaking children. The TPAS can be used to help identify children who may benefit from instructional activities to enhance their phonological abilities to aid reading instruction. The TPAS subtests consist of:

- **Initial Sounds**—determining if a second word begins with the same sound as a target word,
- **Final Sounds**—determining if a second word ends with the same sound as a target word,
- **Rhyming Words**—determining whether a second word rhymes or sounds like the target word, and
- **Deletions**—repeating a specific word while leaving out a syllable or sound at the beginning, middle, or end of the word.

The subtest scaled scores are based on a mean of 10 and a standard deviation of 3. The subtest scores are combined to produce a composite ability score having a mean of 100 and a standard deviation of 15. The normative sample was composed of more than 1000 children selected to reflect the composition of the Spanish-speaking population in the United States based on current U. S. Bureau of the Census figures. Further sample weighting was conducted prior to the development of the normative tables.

**ORDERING OPTIONS:**
- TPAS Examiner Record Booklets (25) $47.00
- TPAS Examiner’s Manual $61.00

(2005)
Test of Phonological Processing in Spanish (TOPPS)

Authors and Date
David Francis, University of Houston; Maria Carlo, University of Miami.; and Diane August, Dorry Kenyon, Valerie Malabonga, Silvia Caglarcan, and Mohammed Louguit, Center for Applied Linguistics. 2001.

Purpose
The Test of Phonological Processing in Spanish (TOPPS) was developed to assess the components of phonological awareness in native-Spanish-speaking children. The test was developed for the research study Transfer of Reading Skills in Bilingual Children, subproject 2 of Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors.

Age or Grade of Examinees
The assessment was developed to be used with students from kindergarten age through adult.

Description
The TOPPS consists of 9 subtests.

1. Sound Matching: Children identify the word that has the same first or last sound as the prompt word.

Examples:

<table>
<thead>
<tr>
<th>Test</th>
<th>Child Sees</th>
<th>Tester Asks</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>First sound</td>
<td>pictures of piano (prompt), hourglass, field, feet (choices)</td>
<td>¿Qué palabra empieza con el sonido /p/ como piano? hora, suelo, o pies?</td>
<td>pies</td>
</tr>
<tr>
<td>Last sound</td>
<td>pictures of honey (prompt), salt, calendar, bread (choices)</td>
<td>¿Qué palabra termina con el sonido /l/ como miel? sal, mes, o pan?</td>
<td>sal</td>
</tr>
</tbody>
</table>
**Prelec - Prueba de precursores de lectura**

JUDITH SURO SÁNCHEZ · FERNANDO LEAL CARRETERO DANIél ZARABOZO ENRÍQUEZ DE RIVERA Mª ELENA LÓPEZ MARROQUÍN

ISBN: 9788499159089

*Prelec* es un material específicamente diseñado como prueba para analizar las dificultades de aprendizaje en la lectura más comunes, para así identificar y corregir posibles problemas durante la fase inicial de niños en edad preescolar.

Orientado a profesionales de Educación Infantil. Está dividido en 4 grupos asociados a 4 tipos de habilidades diferentes:

1. Familiaridad con materiales escritos. Analiza la experiencia que el niño/a ha tenido con los cuentos leídos por sus padres, maestros y/o cuidadores, para identificar cuáles son las partes que conocen de un libro y los aspectos básicos convencionales de la escritura.

2. Conciencia silábica. Identifica si el niño puede diferenciar cuántas sílabas tiene una palabra, separar una palabra en sílabas o volverla a componer, si reconoce sílabas iguales o diferentes entre sí, etc.

3. Conciencia fonémica. Evalúa si el niño es capaz en cierta medida de diferenciar los diferentes fonemas que tiene una palabra.

4. Aprehensión del sistema de escritura. Valora el nivel de conocimiento en base a las letras que el niño conoce, si puede escribir su nombre o el de un amigo, etc.
Este test consta de 15 pruebas relacionadas con la adquisición de la lectura. Unas de ellas intentan evaluar habilidades que se ha demostrado que son predictores del éxito lector, y otras intentan medir habilidades que se ha comprobado facilitan el acceso a la lectura.

- Predictores de la lectura: Conocimiento Fonológico (Rima, Contar Palabras, Contar Sílabas, Aislar Sílabas y Fonemas y Omisión de Sílabas) y Conocimiento Alfabético (Conocimiento del nombre de las letras).

- Habilidades facilitadoras: Conocimiento Metalingüístico (Reconocer Palabras, Reconocer Frases y Funciones de la lectura); Habilidades Lingüísticas (Vocabulario, Articulación, Estructuras Gramaticales, Conceptos Básicos); Procesos Cognitivos (Memoria Secuencial Auditiva y Percepción).

Nivel de aplicación: 3 a 6 años
MORE... SCREENING AND ASSESSMENT TOOLS  

Why I am excited about the Ortiz PVAT

- Dual norming structure
  - English speakers of same age
  - English learners of the same age with same lifetime exposure to English (by exact percentage)

- Not looking for language dominance, but rather language level and development in English

- Instructions in 5 different languages

- First “difference vs. disorder” tool

- Breakdown of results for guiding interventions
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