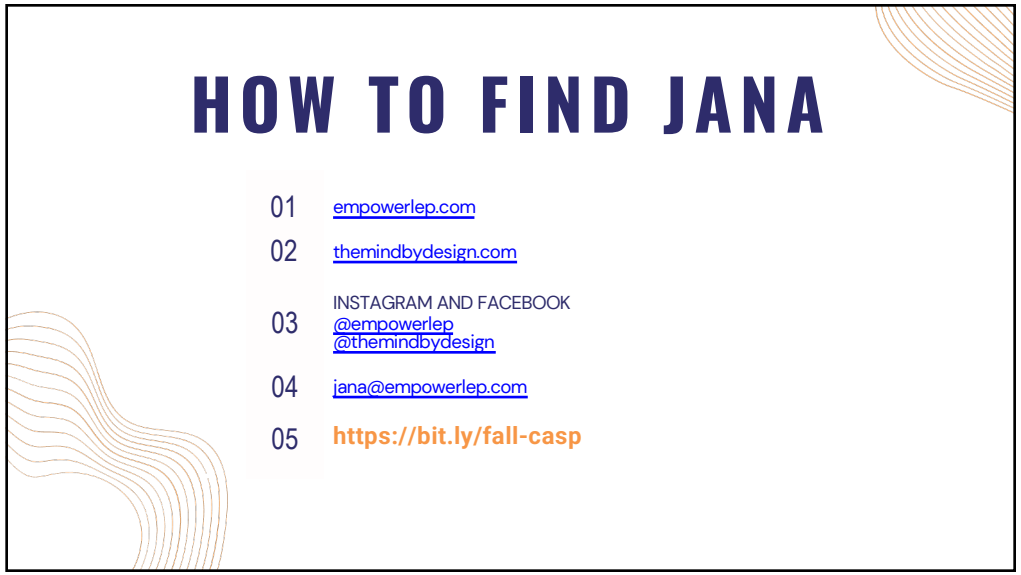
CASP WORKSHOP
DYSLEXIA
"WHEN WE KNOW BETTER, WE DO BETTER." – MAYA ANGELOU
https://bit.ly/fall-casp

1


HOW TO FIND JANA
01 empowerlep.com
02 themindbydesign.com
03 INSTAGRAM AND FACEBOOK
@empowerlep
@themindbydesign
04 jana@empowerlep.com
05 https://bit.ly/fall-casp

2

JANA PARKER

- School Psych 2006-2018
- School Neuropsych Cert 2010
- LEP 2011
- Private practice part time 2013-2019
- Program Specialist 2018-2022
- Mind by Design, Inc. 2020-present
- Empower LEP 2022-present

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ACKNOWLEDGEMENTS BEFORE WE BEGIN

01 We are in a reading crisis.

02 The crisis is systemic.

03 There is a big Tier 1 problem.

04 Special education gets the fall out.

05 School psychologists can be CHANGE AGENTS.

4

SOME MAIN POINTS

- Learn more about reading.
- Evaluate to help solve the problem.
- Use tools strategically.
- Listen to kids read.
- Help at Tier 1 = evaluate less AND less kids with dyslexia.

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AGENDA

- Case
- Reading Statistics
- Special Education
- Science of Reading
- SLD Eligibility and Dyslexia
- SLPs
- Assessment tools
- Assessment based on SOR components
- Cases
- Report Writing

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Let's Listen

7

Alyssa

- Beginning 3rd grade
- Parent referred for reading
- Bright, motivated, social, works hard, and loves audio books
- Tier 2 since kinder, even through COVID
- Weak reading affects all subjects
- DIBELS data from 2nd and early 3rd grade continue to show "at-risk" meaning *needs intensive support*
- iReady 1st grade

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Cognitive and Processing

- CTOPP-2
- FAR
- TAPS-4
- WISC-V
- Cross-Battery Assessment Software System, Version 2.0 (X-BASS v2.0)

Academic Achievement Assessment

- KTEA-3
- WJ-IV ACH
- WJ-IV OL
- TOC

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Results

- PSW, XBASS
- Above average cognitive skills
- Orthographic processing weakness
- Written expression average but **Spelling 76**
- Basic Reading average but **Letter/Word ID 82**
- Reading Fluency average but **Word Recognition Fluency 68**
- ***Low scores were not considered in XBASS because they were discrepant***
- Used the Dyslexia Analysis and said "does appear to have characteristics of dyslexia, although inconsistently manifested and mild."
- Analysis described only standardized scores
- **DNQ**

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UNILATERAL PLACEMENT IN SCHOOL FOR DYSLEXIA

Sometimes we aren't going deep enough.

- Bad for district
- Bad for student

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READING STATISTICS

- Dyslexia is thought to affect between 5 and 20% of the population
- According to the National Center for Education Statistics:
  - 37% of California 4th graders can't read at a basic level
  - Percentage of below-basic readers is higher for low income (49%), Black (58%), Latino (47%), and those with disabilities (74%)

37%

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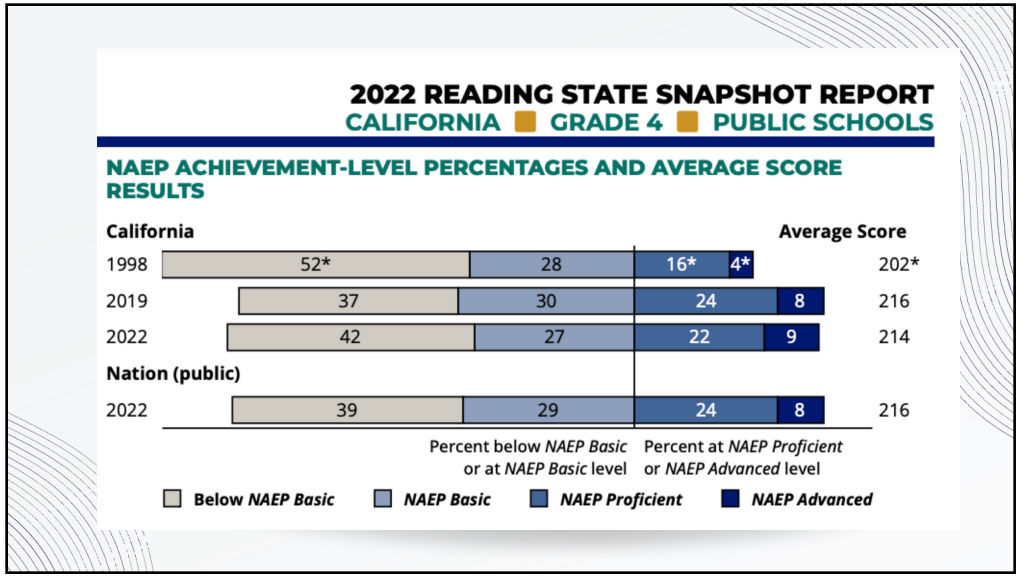
2022 READING STATE SNAPSHOT REPORT
CALIFORNIA GRADE 4 PUBLIC SCHOOLS
NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS
California
Average Score
1998 52* 28 16* 4* 202*
2019 37 30 24 8 216
2022 42 27 22 9 214
Nation (public)
2022 39 29 24 8 216
Percent below NAEP Basic or at NAEP Basic level
Percent at NAEP Proficient or NAEP Advanced level
Below NAEP Basic
NAEP Basic
NAEP Proficient
NAEP Advanced

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READING
SCALE SCORE
500
270
260
250
240
0
255
263*
260*
256
'71 '75 '80 '84 '88 '90 '92 '94 '96 '99 '04 '08 '12 '20 '23
ASSESSMENT YEAR
Score change between 2020 and 2023
4

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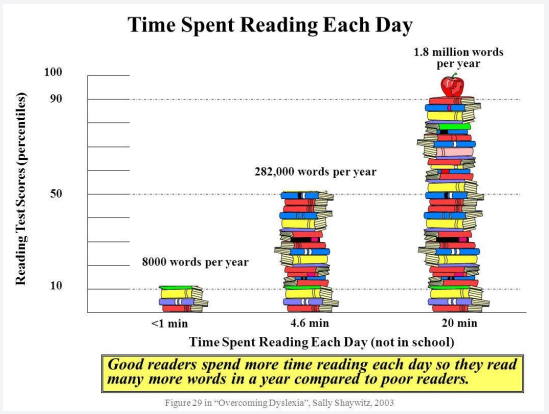

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THE RISKS OF POOR READING

- Decreased vocabulary and background knowledge
- Increased risks: self-esteem, attendance, drop out, behavior
- Poverty, crime, prison

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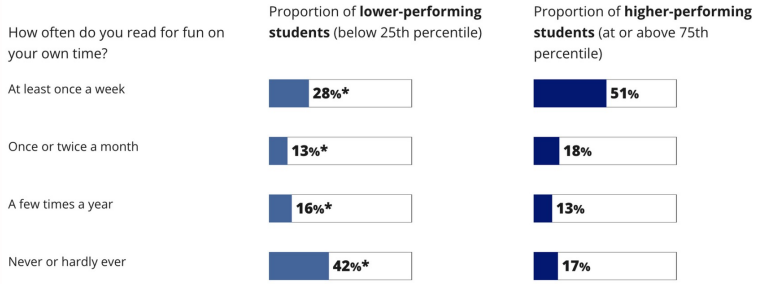
Fourteen percent of students report reading for fun *almost every day*, lower than previous years

In 2023, fourteen percent of students reported reading for fun *almost every day*. This percentage was 3 percentage points lower than 2020, and 13 percentage points lower than 2012. Overall, the percentage of 13-year-old students who reported reading for fun *almost every day* was lower in 2023 than in all previous assessment years.



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CALIFORNIA HAS BEEN SLOW MOVING

- 40 states have mandatory screening
- CA has guidelines
- 2021 screening bill
- Wait to Fail Model
- SB 691 requires screening K-2 (finally passed)

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What is Special Ed supposed to do?

Close the achievement gap

Does it?

Not really

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HOW SUCCESSFUL IS SPECIAL EDUCATION?

There is no evidence that most special education reading programs in public schools close the gap for students with dyslexia (Shaywitz, 2003)
Meaning: No data to show special ed closes the achievement gap

Despite a plethora of reading research and the development of evidence-based reading interventions, students with LD continue to show little improvement in the areas of reading and math (National Center for LD, The state of LD, 2014 Report)
Meaning: Even with all of the advances in research and intervention, data shows little improvement.

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MAYBE THIS IS WHY…

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WHY DO WE EVALUATE?

- Figure out what is going on and why
- Determine eligibility
- Use what we find to inform goals and services

So that we can…help students learn and catch up (whether they qualify for special ed or not!)

School psychologists and public education in general, are getting a bad rap because we aren't doing a good job explaining to parents OR supporting students in all Tiers.

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Recent Facebook post by a parent…

I need some guidance. I have an IEP meeting scheduled for my son that is currently receiving speech therapy. I requested that he be assessed for a specific learning disability and other health impairment. It is clear to me that my son has dyslexia, ADD and dysgraphia. I received the draft report with recommendations. They stated he does not meet the criteria for specific learning disability or other health impairment bc his academic achievement was measured to be within the broad average range. [redacted]

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Psych report I read this week:

"Although T presents with inattention and academic achievement deficits in basic reading skills (74), written expression (78) and math problem solving (75), she does not demonstrate a significant discrepancy utilizing **alternative measures**. T ***does not*** meet the eligibility criteria as a student with a Specific Learning Disability at this time."

- Parent had no idea her daughter has dyslexia (and more).
- Summary made no mention of how this determination was made using "alternative measures."
- Student had strengths in Verbal Immediate Memory (97) and Picture Memory (9).
- CTOPP 2 showed significant weakness (PA 65) among several other areas of weakness.
- Criteria met for OHI but how was it not SLD?
- Most important is that parent did not understand the evaluation and what her daughter needs.

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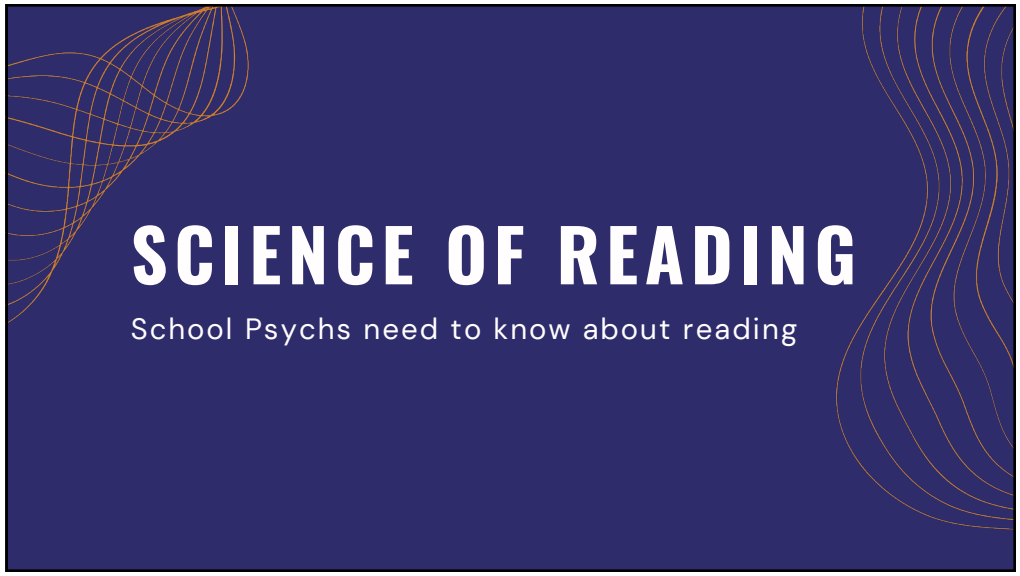
WHO HERE HAS TAKEN A COURSE IN READING?
Isn't it interesting that we assess for dyslexia but most of us have not had courses in reading development or instruction?

25


SCIENCE OF READING
School Psychs need to know about reading

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Science of Reading

- The term Science of Reading simply means that that instructional and intervention methods acknowledge decades of interdisciplinary scientific research about how our brains develop reading and writing skills

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SCIENCE OF READING AND THE BRAIN

- Our brains are wired for **language, *not reading***
- We need to learn **all** of the sound correspondences and spelling exceptions **explicitly**
- The brain changes with practice

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THE NATIONAL READING PANEL (2000)

- 5 components of **effective reading instruction**
- **Instruction must be structured, systematic, and explicit**
- Grades K-1--Better Outcomes (than older students)
- Grades 2-6--Response not as strong as younger students

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EXPLICIT, DIRECT TEACHING OF THE FIVE PILLARS OF LITERACY, STRUCTURED LITERACY, LEVELS THE PLAYING FIELD AND GREATLY REDUCES EXPECTANCY BIAS AND LEARNERS BIAS.

PHONEMIC AWARENESS	PHONICS	FLUENCY	VOCABULARY	COMPREHENSION
THE ABILITY TO HEAR, IDENTIFY, AND MANIPULATE SOUNDS IN SPOKEN WORDS.	RECOGNIZING THE RELATIONSHIP BETWEEN SOUNDS AND LETTERS, LETTER COMBINATIONS, AND WORDS	THE ABILITY TO READ WITH SPEED, ACCURACY, AND APPROPRIATE EXPRESSION.	UNDERSTANDING WORDS, THEIR DEFINITIONS, AND THEIR CONTEXT.	LEARNING TO UNDERSTAND AND MAKE MEANING OF A WIDE VARIETY OF TEXTS.
Phonemic Awareness is the most sophisticated and essential element. It is the most reliable predictor of later reading achievement.	Phonics is the ability to decode words accurately and automatically, reducing the cognitive load and liberating the reader to use more mental energy for comprehension.	Fluency is the bridge between decoding and comprehension.	Readers need to understand 98% of the words they read to comprehend what they are reading.	Comprehension is not an automatic or passive process, but one that is highly interactive and planned.

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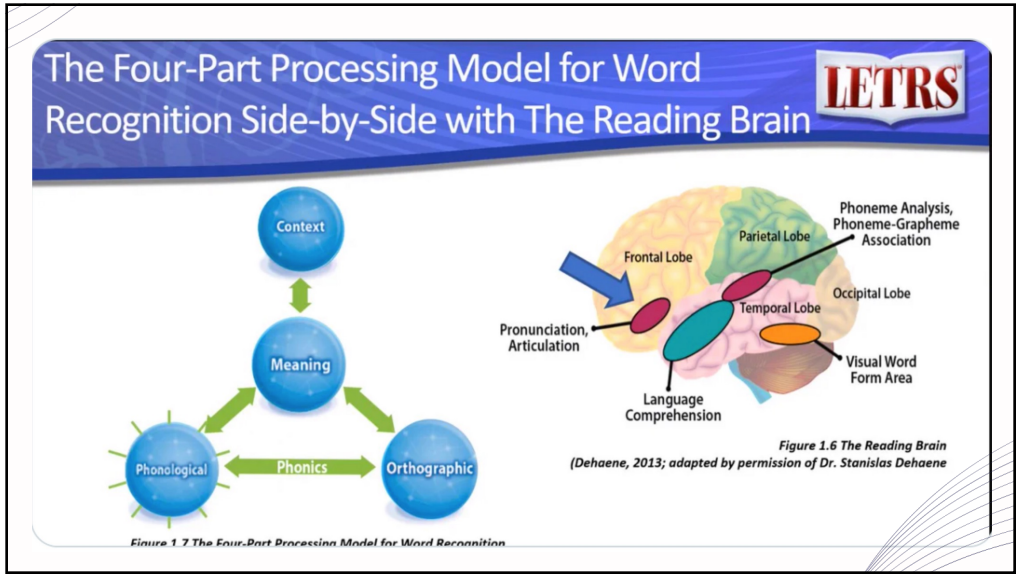
The Four-Part Processing Model for Word Recognition Side-by-Side with The Reading Brain
LETRS
Context
Meaning
Phonological
Phonics
Orthographic
Figure 1.7 The Four-Part Processing Model for Word Recognition
Phoneme Analysis, Phoneme-Grapheme Association
Parietal Lobe
Frontal Lobe
Occipital Lobe
Temporal Lobe
Pronunciation, Articulation
Visual Word Form Area
Language Comprehension
Figure 1.6 The Reading Brain
(Dehaene, 2013; adapted by permission of Dr. Stanislas Dehaene

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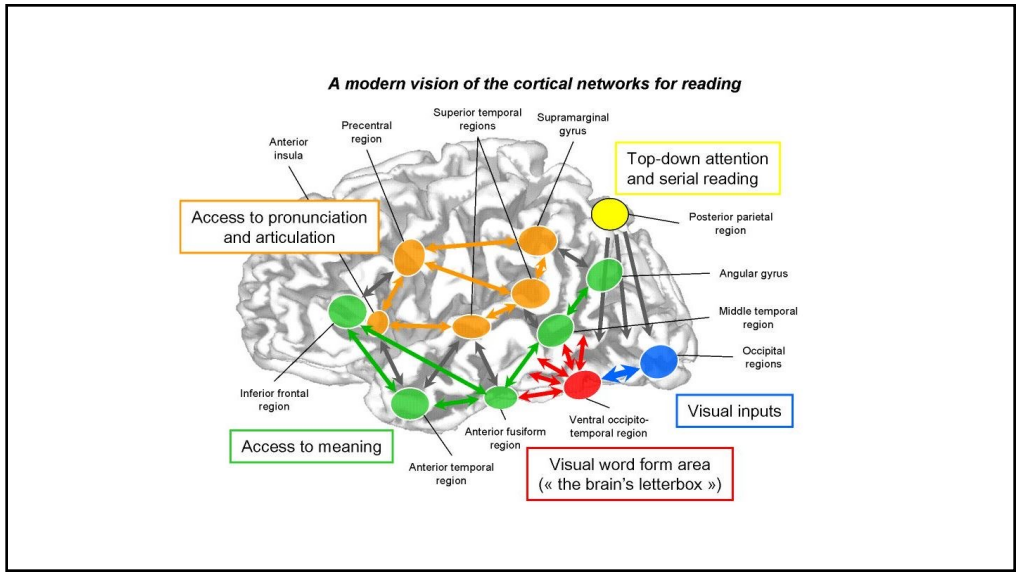
A modern vision of the cortical networks for reading
Superior temporal regions
Supramarginal gyrus
Precentral region
Anterior insula
Top-down attention and serial reading
Access to pronunciation and articulation
Posterior parietal region
Angular gyrus
Middle temporal region
Occipital regions
Inferior frontal region
Visual inputs
Ventral occipito-temporal region
Anterior fusiform region
Access to meaning
Anterior temporal region
Visual word form area (« the brain's letterbox »)

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READING WARS

"Whole Language" vs Science of Reading

- Whole Language–immerse them in rich text and they will learn to read
  - Phonics will inhibit them from loving reading
- National Reading Panel (2000)-**kids need phonics**
- **Became "balanced literacy"** or "whole language" repackaged
- Many of our schools are still using these curricula

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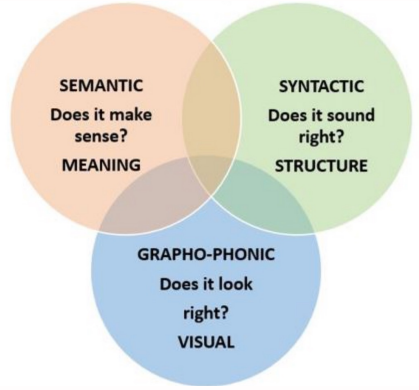
THREE-CUEING SYSTEM



Overemphasizes use of context and meaning in word recognition

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Case Study: JW March 2nd grade

- Sight word reading, fluency, and spelling
- Reading Recovery in 1st grade
- Didn't "pass" RR so stayed in one on one sessions through 1st grade
- 2nd grade, Word Study and LLI
- SST in October, goal of Level 16 instructional
- SST in December, goal surpassed (instructional 18)
- Word Study also advanced
- .....making good progress in Tier 2

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Case Study: History Continued

- By March (4th SST), still at independent Level 18 (benchmark 24)
- Continued concerns in reading and writing
- Comprehension good but reading rate slow
- LLI 5 times per week small group, guided reading 3-5 times per week
- Parents requested assessment
- During assessment, independent reading at 20 and instructional 24

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Feifer Assessment of Reading (FAR)		
FAR Composites (Subtests Composing Cluster)	**Standard Score**	**Percentile**
Phonological Index (PI)	98	45th
Fluency Index (FI)	90	25th
Comprehension Index (CI)	97	42nd

FAR subtests	Standard Score
Phonemic Awareness	114
Nonsense Word Decoding	95
Isolated Word Reading Fluency	84
Oral Reading Fluency	80
Positioning Sounds	120
Rapid Automatic Naming	94
Verbal Fluency	117
Visual Perception	88
Irregular Word Reading Fluency	81
Orthographical Processing	86
Semantic Concepts	109
Word Recall	108
Morphological Processing	90
Silent Reading Fluency: Comprehension (SRF-C)	83
Silent Reading Fluency: Rate (SRF-R)	88

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DNQ

- Not eligible under SLD
- Cognitive and achievement "average" and no processing weaknesses
- Low average reading fluency
- ½ year behind benchmark due to reading speed
- Comprehension good
- Good progress in Tier 2 so why change it?
- Recommend continued Tier 2 support and reading for fluency at home

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May 3rd Grade

- 2 more SSTs
- Math concerns and continued reading fluency issues
- Word problems, abstract math concepts, math facts problematic
- Fast Forward at home
- Continued LLI 3 days per week
- Reading improving but still a struggle
- Parents request another assessment

40

Feifer Assessment of Reading (FAR)		
FAR Composite	**Standard Score**	**Percentile**
Fluency Index (FI)	87	19th

FAR subtests	Standard Score 2017	2016
Isolated Word Reading Fluency	94	84
Oral Reading Fluency	90	80
Rapid Automatic Naming	88	94
Verbal Fluency	108	117
Visual Perception	73	88
Irregular Word Reading Fluency	83	81
Orthographical Processing	102	86
Silent Reading Fluency: Comprehension (SRF-C)	92	83
Silent Reading Fluency: Rate (SRF-R)	90	88

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Ultimately eligible…

- Did we fail him?
- What could we have done differently?
- Orthography, reading fluency, spelling still impacted, now affecting comprehension, in other subjects

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SIMPLE VIEW OF READING

(EFFICIENT) WORD RECOGNITION × LANGUAGE COMPREHENSION = READING COMPREHENSION

Dyslexia is here

Gough & Tunmer 1986

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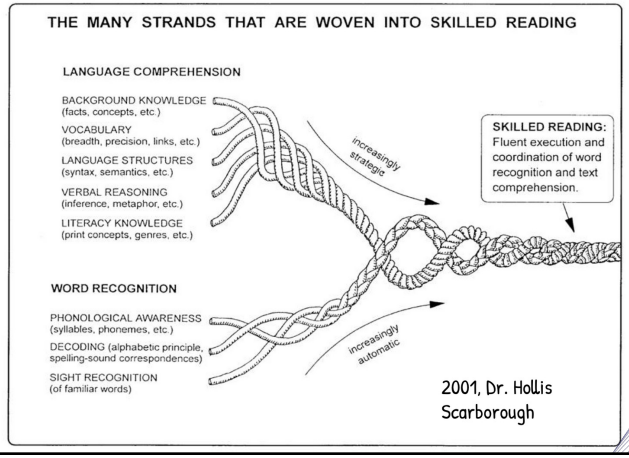
SCARBOROUGH'S READING ROPE



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SKILLED READERS

- Attune to every letter in a word
- Recognize familiar words automatically
- Sound out unfamiliar words
- Learn new words by reading

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POOR READERS

- Guess at a word that makes sense in the sentence
- Guess a word based on the first letter or two
- Skip words they don't know

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Bottom of the Reading Rope

Phonological Awareness, Decoding, and Sight Word Recognition

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PHONOLOGICAL AWARENESS

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PHONOLOGY

- The study of speech sounds used in a language, how they are produced, and the rules by which they are organized.
- Phonological processing is an umbrella term used to describe how we perceive, remember, interpret and produce the speech-sound system of our own language.
- Phonemic awareness is a subset of phonological processing and refers to the conscious awareness of individual speech sounds (phonemes)

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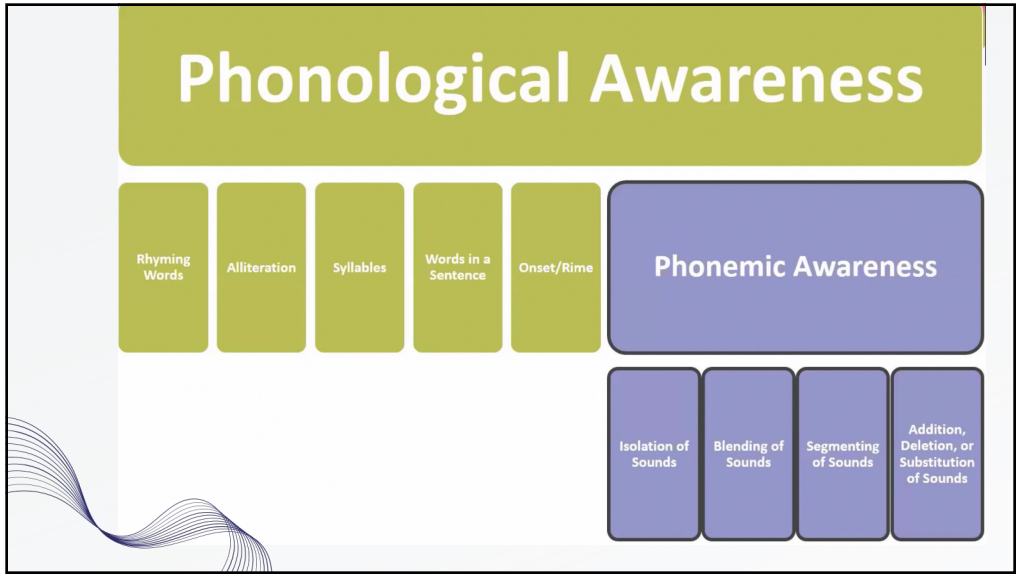

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PHONEMIC AWARENESS

The conscious ability to identify and manipulate individual phonemes in words (**quickly**)

Very strong predictor in K/1 students for future reading success

Examples:

- What is the first sound in the word genre?
- Say 'smoke' but instead of /m/, say /t/

When we evaluate, get a measure of untimed and timed!

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DECODING AND SIGHT RECOGNITION

Phonics and Orthography

53

WORD RECOGNITION (VERSUS IDENTIFICATION)

The ability to read words effortlessly and automatically

Recognizing words as if by sight

Idea of "Orthographic Mapping"

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ORTHOGRAPHIC MAPPING AND LEXICAL QUALITY HYPOTHESIS

Linnea Ehri

Glueing a word's spelling, pronunciation and meaning into memory, requiring phonemic awareness and letter-sound knowledge

Charles Perfetti

The deeper the understanding of a word, the better able we are to orthographically map the word

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Phonetically spelled words

Regular words

Irregularly spelled words

"Heart Words"

High Frequency Words

SIGHT WORDS

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PHONICS/PHONETICS

- The system of phoneme/grapheme associations
  - (sound/letter associations)
- Grapheme: 1-4 letters used to represent a phoneme
  - b, oo, eigh

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WEAK PHONICS

Poor phonics: decoding and encoding words or pseudowords not according to allowable patterns
- Spelling 'lik' or 'lick' for *like*

Poor phonology: not attempting to represent every sound in a word
- Spelling 'loger' for *longer*

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ORTHOGRAPHY

- The writing system used to represent language
  - The one correct way we spell a particular word
  - Includes permissible spelling patterns and constraints
  - Can be deep/opaque (English) or shallow/transparent (Spanish)

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WEAK ORTHOGRAPHY

- Still having to sound out common words (like, then, want) that should have been mapped into sight words
- Confusing homophone spellings
- Spelling phonetically, but not the one correct way we spell a word.

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EXAMPLES

Yield	Yeild
Silliness	sillyness
Inefficient	ineficient
Privilege	priviledge

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WEAK MORPHOLOGY

- Not understanding affixes and their meanings
  - Spelling 'askt' for *asked*

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FLUENCY

Reading connected text with accurate and efficient word recognition, with appropriate prosodic features, at a rate conducive for comprehension

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LANGUAGE

The integration of phonology, orthography, morphology, semantics, syntax, discourse, and pragmatics

Spoken and written modalities vary in complexity, organization, redundancy and length

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BREAK

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DYSLEXIA AND ELIGIBILITY REQUIREMENTS FOR SLD (READING)

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Dyslexia may also be understood as one type of a "specific learning disability," which is defined in California's regulations pertaining to students who qualify for special education services. Title 5, *California Code of Regulations,* Section 3030(b)(10)(A) discusses specific learning disabilities and dyslexia as follows:

> Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia,** and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, **phonological processing,** sensory-motor skills, cognitive abilities including association, conceptualization and expression . . . Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

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LETTERS

OSERS Dear Colleague Letter

- You can use the term, dyslexia
- https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf

OSEP Letter to Unnerstall

- You don't have to use the term dyslexia
- https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/oseplettertounnerstall4-25-16dyslexia.pdf

Remember:

Parents who disagree with an evaluation have the right to seek an IEE at public expense

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CASP'S POSITION

- Teams can, and should assess for dyslexia
- Dyslexia does not equal special ed
- Potential for 504 Plan

CASP
CALIFORNIA ASSOCIATION OF SCHOOL PSYCHOLOGISTS

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MODELS FOR ELIGIBILITY

- Discrepancy Model–ability/achievement
- RTI
- PSW
- Problems with all 3 models
- **You need to use your clinical judgement and not over-rely on scores**

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DYSLEXIA IS SIMPLY…

- A language-based disorder at the word level
  - Impacts word reading and spelling
  - Often reading comprehension and written expression
  - Usually involves phonological deficits
- See IDA and DSM 5 definitions

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HOW SCHOOL PSYCHS OFTEN DESCRIBE "TYPES" OF DYSLEXIA

DYSPHONETIC

- Difficulty sounding out words in a phonological manner
- Trouble with phonetically spelled words

Dyslexia

SURFACE (ORTHOGRAPHIC)

- Difficulty with the rapid and automatic recognition of words in print
- Sight words
- Irregular words

Dyslexia

COMPREHENSION

- Mechanical side of reading is fine but difficulty persists deriving meaning from print

Language

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ANOTHER WAY TO LOOK AT IT...

What part of the rope is breaking down?

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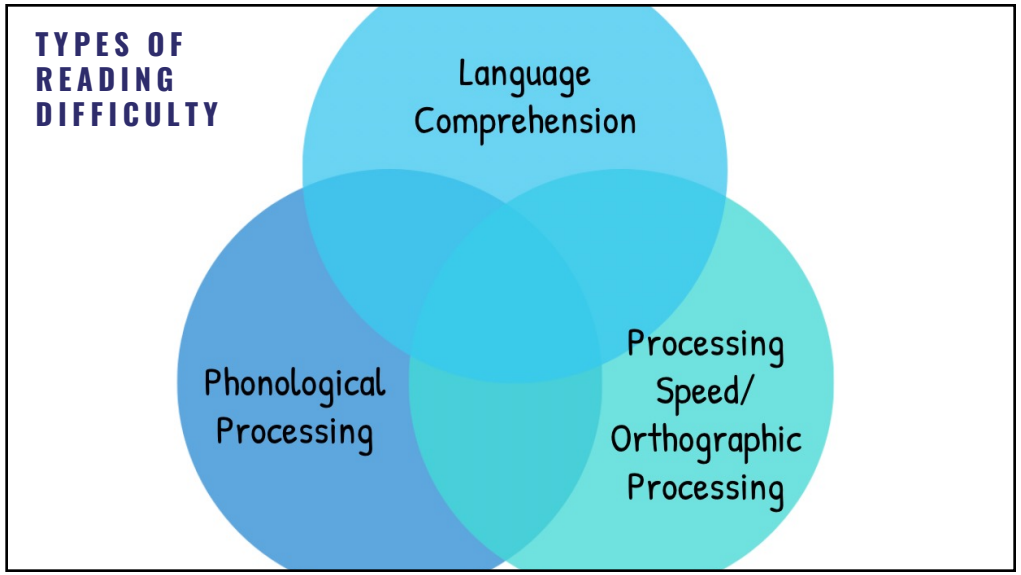
WE NEED A TEAM APPROACH TO PLANNING AND EVALUATING (Psych, Sped, SLP)

75



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ARE THE TOOLS WE USE GIVING US THE INFORMATION WE NEED?

To help determine eligibility AND most importantly, inform intervention

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WHAT DO WE USUALLY DO?

- School psychologist: cognitive and processing
- Special education teacher: achievement
- SLP: speech, language, pragmatics

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TYPICAL TESTS
(WHEN SUSPECTED READING SLD)

SCHOOL PSYCH
- WISC V, WJ IV Cog, KABC II
- CTOPP 2
- TAPS 4
- FAR
- WJ OL?

SPECIAL ED TEACHER
- WJ IV Achievement
- KTEA 3
- WIAT 4

Usually just core subtests?

SLP
- Potentially none

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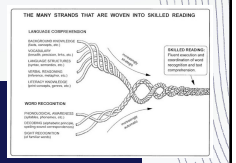
WHAT ARE THE AREAS WE EVALUATE THAT ARE RELATED TO READING?



SCHOOL PSYCH
- Phonemic Awareness
- Phonological Processing
- Auditory Memory
- Auditory Cohesion
- Rapid Automatic Naming
- Processing Speed
- Working Memory

SPECIAL ED TEACHER
- Letter-Word ID
- Reading Comp
- Reading Fluency
- (spelling)

SLP
- Phonological Awareness and Processing
- Semantics
- Syntax
- Figurative Language
- Inferencing

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CASE EXAMPLE COMPREHENSION

- Referral concern: comprehension
- Psych has no academic scores yet
- Psych has input from multiple sources including reading specialist
  - Inferencing
- Psych: KABC II – low riddles
  - Everything else "average"
- Give a WRAML?
- Thinking about qualifying with "conceptualization" SLD
- My questions: language? Vocabulary? Inference?
- This is the 5th pillar. How do we get the information we need?

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01 GET FAMILIAR WITH ACHIEVEMENT TESTS

02 Pull in SLP

03 Assess the reading rope (as applicable)

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LET'S TAKE A DEEPER LOOK AT OUR TOOLS

83

WHAT DO I WANT TO KNOW?

1. Did/does the student have speech articulation problems?
2. Can the student hear and manipulate sounds in words (quickly)?
3. Can the student rapidly name or process numbers, letters, etc?
4. Can the student decode real and nonsense words?
5. Can the student decode phonologically spelled words, irregularly spelled words, and nonsense words QUICKLY?
6. Can the student spell real words and nonsense words? What kinds of errors are being made?
7. Is the student's oral reading accurate, efficient, and fluent?
8. Is the student understanding what is being read?

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START WITH ACHIEVEMENT

What is the referral question? *What* is the student struggling with?

- Parent input
- Info from classroom teacher (SST?)
- Curriculum-based measures
- Previous report cards
- Statewide assessments and district benchmarks
- Standardized achievement testing
  - More than core battery
- Don't over-rely on core battery!

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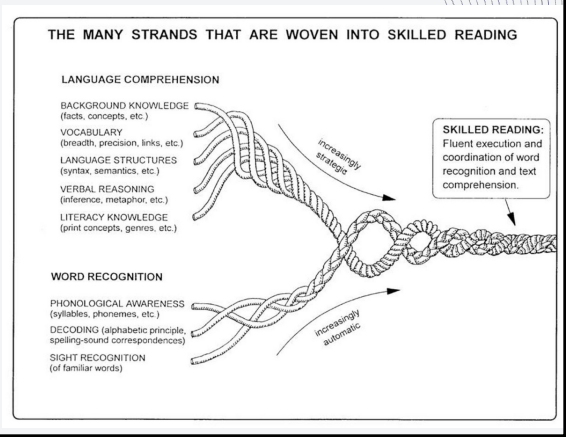
DYSLEXIA BATTERY

- Does your assessment attend to all strands of the rope?
- What strands does it cover?
- What is missing?
- Who is testing what?



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WHAT COULD YOUR SLP DO?

- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge
- Phonological Awareness
- Decoding

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TESTS I USE

- CBMs
- WJ IV Cog, Ach, OL
- CTOPP 2
- TAPS 4
- KTEA 3
- WIAT 4
- FAR
- FAW
- TILLS
- TOWRE 2
- GORT 5

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CORE BATTERIES

- Woodcock Johnson IV (Cog, Ach, OL)
  - RPI is useful
- WISC V and WIAT 4 or KTEA 3

If you give the WJ IV, you hit most of the areas. You can then supplement with what's missing.

*WJ does not have all of the reading fluency tests I like to give
*WJ Bulletin 6 and Bulletin 8

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Area Tested		Battery	Test Date	Cluster/Test
Cognitive Abilities: Possible Contributing Factors	Phonological Awareness	WJ IV COG		**Auditory Processing**
				Test 5: Phonological Processing
				Test 12: Nonword Repetition
		WJ IV OL		**Phonetic Coding**
				Test 3: Segmentation
				Test 7: Sound Blending
				Test 9: Sound Awareness
	Orthographic Awareness	WJ IV COG		Test 4: Letter-Pattern Matching
				Test 11: Number-Pattern Matching
		WJ IV ACH		Test 1: Letter-Word Identification
				Test 3: Spelling
				Test 7: Word Attack
				Test 16: Spelling of Sounds
	Memory	WJ IV OL		**Auditory Memory Span**
				Test 5: Sentence Repetition
				Test 18: Memory for Words
		WJ IV COG		**Short-Term Working Memory** ☐ Extended
				Test 3: Verbal Attention
				Test 10: Numbers Reversed
				Test 16: Object-Number Sequencing (Extended)
	Rapid Naming	WJ IV OL		**Speed of Lexical Access**
				Test 4: Rapid Picture Naming
				Test 8: Retrieval Fluency
	Processing Speed	WJ IV COG		**Cognitive Processing Speed (*Gs*)**
				Test 4: Letter-Pattern Matching
				Test 17: Pair Cancellation
		WJ IV COG		**Perceptual Speed**
				Test 4: Letter-Pattern Matching
				Test 11: Number-Pattern Matching

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Primary Reading and Writing Difficulties
Check if lower than the ability to learn when reading is not required (e.g., cognitive abilities, listening comprehension, mathematics):

- ☐ Letter knowledge
  - ☐ Letter names
  - ☐ Letter sounds
- ☒ Basic reading skills
  - ☒ Sight word recognition (Letter-Word Identification)
  - ☒ Phonics (Word Attack)
- ☒ Reading rate and fluency (Oral Reading, Sentence Reading Fluency, Word Reading Fluency)
- ☒ Spelling in isolation (Spelling and Spelling of Sounds)
- ☒ Spelling in context (Writing Samples)
- ☒ Phoneme-Grapheme Knowledge (Word Attack and Spelling of Sounds)

Secondary Reading and Writing Difficulties
Check if lower than the ability to learn when reading is not required (e.g., cognitive abilities, listening comprehension, mathematics):

- ☐ Reading Comprehension
- ☐ Written Expression

Cognitive Abilities: Possible Contributing Factors
Check if lower than the ability to learn when reading is not required (e.g., other cognitive abilities, listening comprehension, mathematics):

- ☒ Phonological Awareness[1]
  - ☐ Auditory Processing
  - ☐ Phonetic Coding
- ☒ Orthographic Awareness[2]
- ☐ Memory
  - ☐ Auditory Memory Span
  - ☒ Short-Term Working Memory
- ☐ Rapid Naming (Speed of Lexical Access)
- ☒ Processing Speed
  - ☒ Cognitive Processing Speed
  - ☒ Perceptual Speed

Ability to Learn When Reading Is Not Required
Check if higher than reading and spelling skills:

General Intelligence
- ☒ GIA (general intelligence)
- ☒ *Gf-Gc* Composite (reasoning and knowledge)

Oral Language
- ☒ Oral Expression
- ☐ Listening Comprehension
- ☒ Vocabulary[3]

Math
- ☒ Math Calculation Skills
- ☒ Math Problem Solving

Knowledge
- ☒ Academic Knowledge[3]
- ☒ General Information[3]

Committee Consideration

- ☒ Data demonstrate characteristics of dyslexia.
- ☐ Data do not demonstrate characteristics of dyslexia.
- ☐ Data demonstrate characteristics of dyslexia; however, these characteristics would not be consistent with [State] guidelines for the identification of dyslexia.

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Key area for dyslexia assessment	KTEA-3	PAL-II	WIAT-4
Phonics skills/letter knowledge	• Letter & Word Recognition • Letter Naming Facility • Letter Checklist	• Letters	• Word Reading (early items)
Decoding pseudowords	• Nonsense Word Decoding	• Pseudoword Decoding	• Pseudoword Decoding
Word reading	• Letter & Word Recognition		• Word Reading
Reading fluency	• Word Recognition Fluency • Decoding Fluency • Silent Reading Fluency	• RAN-Words • Morphological Decoding Fluency • Sentence Sense	• Oral Reading Fluency • Decoding Fluency • Orthographic Fluency
Spelling	• Spelling	• Word Choice	• Spelling
Written expression	• Written Expression • Writing Fluency	• Sentences: Writing • Compositional Fluency • Expository Note Taking and Report Writing	• Sentence Composition • Essay Composition • Writing Fluency
Receptive vocabulary	• Reading Vocabulary	• Are They Related?	• Listening Comprehension: Receptive Vocabulary
Rapid naming	• Object Naming Facility • Letter Naming Facility	• RAN-Letters • RAN-Letter Groups	
Phonological awareness	• Phonological Processing	• Rhyming • Syllables • Phonemes • Rimes	• Phonemic Proficiency
Auditory working memory (phonological memory)	• Phonological Processing	• Sentences: Listening • Letters • Words	• Oral Expression: Sentence Repetition
Secondary area			
Reading comprehension	• Reading Comprehension	• Sentence Sense	• Reading Comprehension
Listening comprehension	• Listening Comprehension	• Sentences: Listening	• Listening Comprehension: Oral Discourse Comprehension
Orthographic processing	• Orthographic Processing composite	• Receptive Coding • Expressive Coding • Word Choice	• Orthographic Fluency • Orthographic Choice (Q-interactive only) • Orthographic Processing composite
Grammatical ability	• Oral Expression	• Does it Fit? • Sentence Structure	• Oral Expression • Sentence Composition

Table from Pearson Dyslexia Toolkit White Paper

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SIDE NOTE

- We tend to use what is popular in the field
- We don't tend to look outside what we know

For example…

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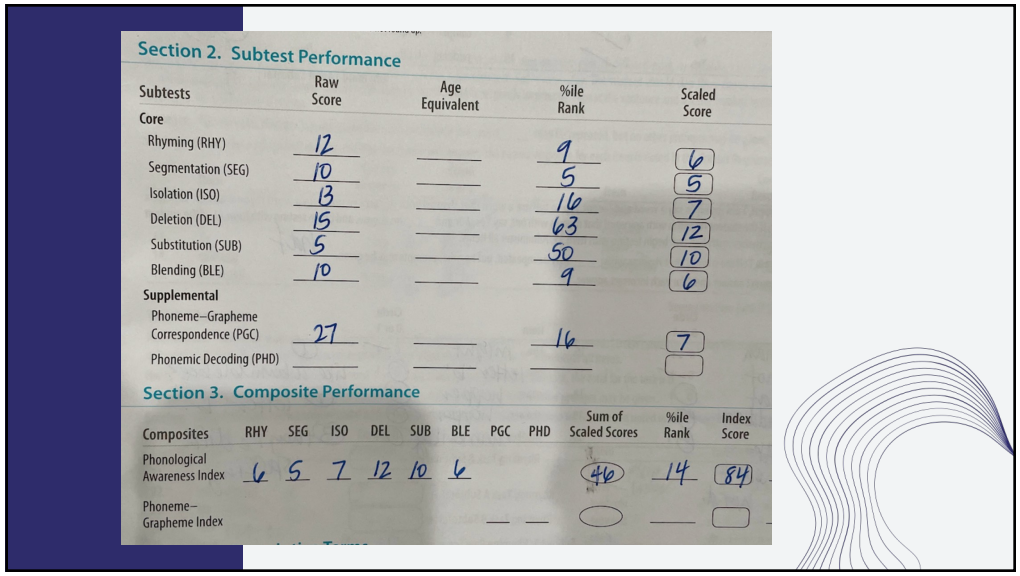

Section 2. Subtest Performance

Subtests	Raw Score	Age Equivalent	%ile Rank	Scaled Score
Core				
Rhyming (RHY)	12		9	6
Segmentation (SEG)	10		5	5
Isolation (ISO)	13		16	7
Deletion (DEL)	15		63	12
Substitution (SUB)	5		50	10
Blending (BLE)	10		9	6
Supplemental				
Phoneme–Grapheme Correspondence (PGC)	27		16	7
Phonemic Decoding (PHD)				

Section 3. Composite Performance

Composites	RHY	SEG	ISO	DEL	SUB	BLE	PGC	PHD	Sum of Scaled Scores	%ile Rank	Index Score
Phonological Awareness Index	6	5	7	12	10	6			46	14	84
Phoneme–Grapheme Index											

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Phonological Awareness Test, 2nd Edition, NU (PAT 2 NU)-- only goes up to 9 yrs From Proed website

The test has six core subtests (Rhyming, Segmentation, Isolation, Deletion, Substitution, and Blending) that measure students' awareness of spoken syllables and phonemes in students ages 5 through 9 years of age. The test also has two supplemental subtests (Phoneme-Grapheme Correspondence and Phonemic Decoding) that measure students' knowledge of sound/symbol correspondence in isolation and in practice in students ages six years through nine years. The test is comprehensive and includes a wide variety of tasks; performance on each of these tasks has been correlated with success in early reading and spelling. The straightforward, developmental format lets you easily tease out specific skills and plan effective interventions.

Subtests

- Rhyming: Discrimination and Production-identify rhyming pairs and provide a rhyming word
- Segmentation: Sentences, Syllables, and Phonemes-divide by words, syllables, and phonemes
- Isolation: Initial, Final, and Medial-identity sound position in words
- Deletion: Compound Words, Syllables, and Phonemes-manipulate root words, syllables, and phonemes in words
- Substitution with Manipulatives: isolate a phoneme in a word, then change in to another phoneme to form a new word
- Blending: Syllables and Phonemes blend units of sound to form new words
- Phoneme-Grapheme Correspondence: assesses knowledge of sound/symbol correspondence for consonants, vowels, consonant blends, consonant digraphs, r-controlled vowels, vowel diagraphs, and diphthongs
- Phonemic Decoding: assesses general knowledge of sound/symbol correspondence to blend sounds into nonsense words

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Test of Language and Literacy Skills (TILLS)

Subtests
Vocabulary Awareness (VA)
Phonemic Awareness (PA)
Story Retelling (SR)
Nonword Repetition (NWRep)
Nonword Spelling (NWSpell)
Listening Comprehension (LC)
Reading Comprehension (RC)
Following Directions
Delay Story Retelling (DSR)
Nonword Reading (NWRead)
Reading Fluency (RF)
Written Expression (WE-Disc)
Written Expression (WE-Sent)
Written Expression (WE-Word)
Social Communication
Digit Span Forward (DSF)
Digit Span Backward (DSB)

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OVERLAP BETWEEN TESTS

- Tests may have the same name or similar, but test something different
- Some tests are on the school psych's tests, the sped teacher's tests, and the SLP's tests
  - Don't repeat 3 times
  - Make sure your results are consistent OR explain the difference
- Know the difference and be strategic

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ACHIEVEMENT DOES NOT MEAN CORE BATTERY ONLY

- You need proficiency and "fluency" measures
- May fall under "processing" or "achievement"
- You need to use your clinical judgement
- If you can explain it, it's defensible
- Often "dyslexia" doesn't show up in core achievement battery

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RAPID NAMING

- **CTOPP 2**
  - Rapid Digit Naming
  - Rapid Letter Naming
- **WJ OL**
  - Rapid Picture Naming
- **FAR**
  - Rapid Automatic Naming
- **KTEA 3**
  - Letter Naming Facility
  - Object Naming Facility
- **NEPSY II**
  - Speeded Naming

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SILENT READING FLUENCY??

- **WJ IV ACH**
  - Sentence Reading Fluency
- **KTEA 3**
  - Silent Reading Fluency
- **FAR**
  - Silent Reading Fluency Rate

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ORAL READING FLUENCY

WJ IV ACH	FAR	WIAT 4	TILLS	GORT 5
Oral Reading Fluency (accuracy, no speed)	Oral Reading Fluency (WCPM-accuracy and speed)	Oral Reading Fluency (WCPM-accuracy and speed)	Reading Fluency (accurate and automatic, no speed)	rate, accuracy, fluency, and comprehension

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TILLS Reading Fluency

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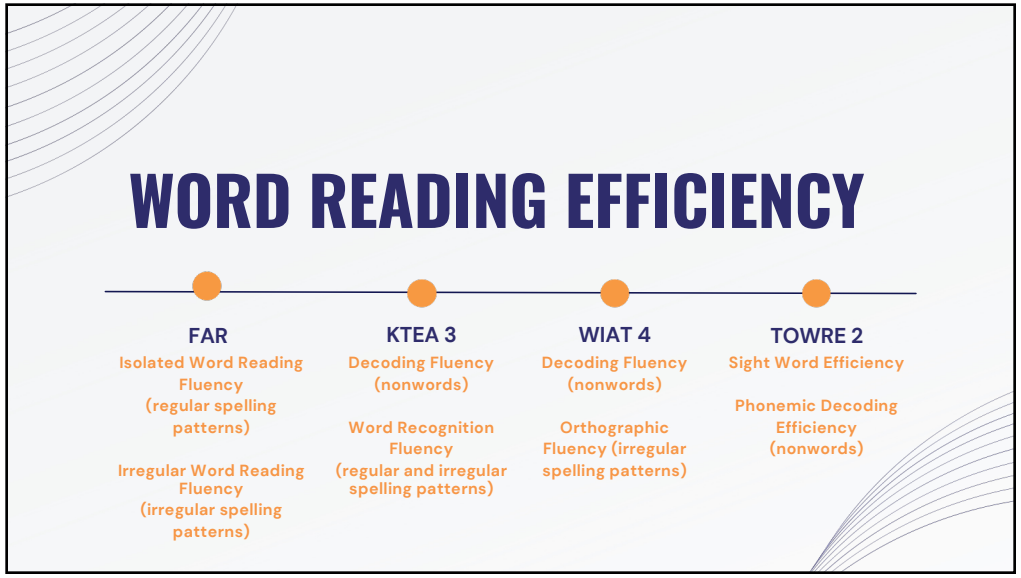
WORD READING EFFICIENCY
FAR
Isolated Word Reading Fluency (regular spelling patterns)
Irregular Word Reading Fluency (irregular spelling patterns)
KTEA 3
Decoding Fluency (nonwords)
Word Recognition Fluency (regular and irregular spelling patterns)
WIAT 4
Decoding Fluency (nonwords)
Orthographic Fluency (irregular spelling patterns)
TOWRE 2
Sight Word Efficiency
Phonemic Decoding Efficiency (nonwords)

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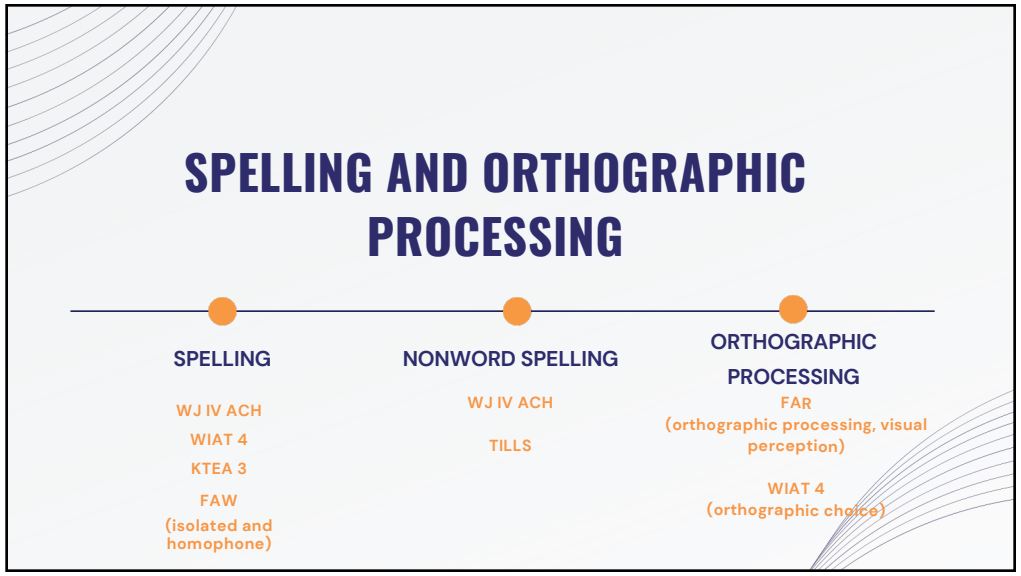
SPELLING AND ORTHOGRAPHIC PROCESSING
SPELLING
WJ IV ACH
WIAT 4
KTEA 3
FAW (isolated and homophone)
NONWORD SPELLING
WJ IV ACH
TILLS
ORTHOGRAPHIC PROCESSING
FAR (orthographic processing, visual perception)
WIAT 4 (orthographic choice)

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SLD PAGE

- Auditory Processing
- Phonological Processing
- Visual Processing

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CASE EXAMPLES

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SAM'S SCORES

Full Scale IQ	120
Letter & Word Recognition	93
Spelling	88
Reading Comprehension	99
Written Expression	97
Silent Reading Fluency	92
Word Recognition Fluency	74
Nonsense Word Decoding	84
Letter Naming Facility	85

FAR	
Nonsense Word Decoding	84
Isolated Word Reading Fl	70
Oral Reading FL	72
Positioning Sounds	117
Irregular Word R FL	81
Orthographical Processing	100

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AMBER 1/2021

- 8 years old, 3rd grade
- Public school K-3.5
- DL March 2020-testing time
- Private School Jan 2021
- Referral Concerns:
  - Reading
  - Attention
  - Writing
  - Self-Regulation

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KTEA 3

Reading Composite	100	Average
Letter & Word Recognition	93	Average
Reading Comprehension	108	Average
Math Composite	109	Average
Math Concepts & Applications	116	Above average
Math Computation	100	Average
Written Language Composite	87	Below average
Written Expression	90	Average
Spelling	87	Below average

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READING ACHIEVEMENT AND PROCESSING

Phonological

Untimed
- Phon Proc. 96
- Let Word ID 93
- Non Word Dec 90
- Non Word Dec 93

Timed
- Word Rec Fl 87
- Dec Fluency 81
- Iso Word Fl 84
- Oral Read Fl 93

Orthographic

- Sil Read Fl 84
- Lett Naming 102
- Spelling 87

- Visual Percp 73
- Irr Word R Fl 87
- Orth Procc 88

Comprehension

Untimed
- Reading Comp 108
- Reading Vocab 104
- List. Comp 103

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WHAT ARE YOUR THOUGHTS?

- Does she have Dyslexia?
- Would she be eligible for special education?

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GOING BACK TO THE EARLIER CASE…

- Sound clip
- DNQ
- Unilateral placement
- IEE

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Curriculum Based Measures--DIBELS

	Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)	Nonsense Word Fluency Words Read Correctly (NWF-WRC)	Word Reading Fluency (WRF)	Oral Reading Fluency (ORF)	Oral Reading Fluency Accuracy (ORF-ACC)	Reading Comprehension (MAZE)
2022-2023 Beginning Grade 3	41 (76) At Risk	7 (24) At Risk	19 (40) At Risk	29 (73) At Risk	83 (96) At Risk	2 (8) At Risk
Intensive Support High Score	51	17	29	54	90	4.5
2022-2023 End Grade 3	56 (105) At Risk	17 (31) At Risk	8 (55) At Risk	76 (114) At Risk	95 (96+) Some Risk	.5 (15.5) At Risk
Intensive Support High Score	79	23	46	95	90	11.5

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I FOUND...

Orthographic processing Weakness **75**

- WIAT 4 Orthographic Choice 84
- WIAT 4 Orthographic Fluency 76
- FAR Orthographical Processing 82
- Processing Speed domain used in XBASS

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BASIC READING SKILLS

- FAR IRREGULAR WORD READING FLUENCY 69
- WIAT 4 DECODING FLUENCY 80
- FAR ORAL READING FLUENCY 77
- WIAT 4 ORAL READING FLUENCY 66
- TILLS READING FLUENCY 0

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READING FLUENCY

- WIAT 4 Pseudoword Decoding 79
- WIAT 4 Word Reading 75
- Nonsense Word Decoding 77

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SPELLING/WRITTEN EXP.

- WJ IV Spelling 77
- WIAT 4 Spelling 84
- TILS Written Expression Word 1
- WJ IV Spelling of Sounds 95
- TILLS Nonword Spelling 9
- TILLS Written Expression Discourse 10
- TILLS Written Expression Sentence 7

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COMPREHENSION

- WIAT 4 Reading Comprehension 115
- FAR Silent Reading Comprehension 88
- TILLS Reading Comprehension 8

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COMMUNICATE BEFORE, DURING, AND AFTER IEP

- Use each other to understand the student
- Analyze any discrepancies
- Don't hang your hat on assessment results
- Use all forms of data to inform eligibility decisions
- **If you can explain the what and the why, it's defensible**

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REPORT WRITING

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OUR REPORTS NEED TO BE USEFUL AND ACCESSIBLE

Research says that useful reports

- Are understandable by the consumer
- Clearly answer the referral questions
- Provide clear and feasible individualized recommendations

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NASP PRINCIPLES FOR PROFESSIONAL ETHICS (2010)

Reports should:

- Present findings in language clearly understood by the recipients
- Emphasize interpretation and recommendations
- Support the recipients in their work or interactions with the child

Interpretation of test data should be:

- Written in simple language
- Based on convergent and comprehensive assessment sources

Reports focused on test scores are rarely useful!

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SAMPLE LANGUAGE

Brody's profile is consistent with dyslexia, related to orthographic deficiencies, which means he has difficulty rapidly recognizing words in print, as if by sight. His reading speed is slow due to limited orthographic mapping, which forces him to slow down to attempt to sound words out (even if they are words that do not follow a regular spelling pattern). Reading for Brody is not efficient or proficient. He then spends so much mental energy on word reading that it hinders comprehension of what is read.

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SAMPLE LANGUAGE

Results of the FAR indicate that Alexis has both strengths and weaknesses in her phonological and orthographic processing. The Index scores therefore are not a representative indication of her skills. Previous assessment results suggest that Alexis has strong reading comprehension skills. She is able to pull meaning from text quite well.

On the Phonological Index of the FAR, Alexis's **strengths** were notable in:
- Identifying a missing sound in a word
- Demonstrating phonological awareness.

This means that Alexis understands sounds and phonemes that make up words, and she can rhyme, manipulate, segment, and blend sounds, phonemes and words. However, despite her solid phonological development, she does not use these skills consistently, quickly, or efficiently. Reading is slow and laborious.

Alexis's phonological **weaknesses** include:
- Reading nonsense words (Nonsense Word Decoding)
- Reading phonologically spelled words quickly (Isolated Word Reading Fluency)
- Reading passages that included phonologically spelled words quickly (Oral Reading Fluency)

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….All other subtests of the Fluency Index were **weaknesses** for Alexis, and they include all of the subtests that require orthographic processing, rather than verbal fluency. Orthography is related to the visual processing of the printed word. Those who struggle with orthography typically read slower because they have difficulty recognizing words in print with speed and automaticity. Alexis struggled significantly with:
- Rapidly naming items and letters (Rapid Naming)
- Quickly identifying words that had backwards letters in them (Visual Perception)
- Reading irregularly spelled words quickly (Irregular Word Reading Fluency)
- Identifying groups of letters in a target word after only briefly seeing the whole word (Orthographical Processing)

Due to inconsistent use of phonemic skills to read and lack of automaticity and speed for reading, and, in comparison to Alexis's strong cognitive abilities, her reading challenges can certainly be considered unexpected.

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Amy's reading profile shows she has both strengths and weaknesses. She has solid reading comprehension skills. Amy often uses her strong comprehension to guess at words she struggles to read. Amy is very engaged with interesting stories and facts, and I can tell she is able to use visual imagery to aide in her understanding while reading. Amy also has a strong vocabulary and listening comprehension skills. Whether she is reading or listening, as long as she is attending, Amy has no difficulty with comprehension, reasoning with information she reads, hears or sees, or connecting new concepts to previous experience and knowledge.

Amy demonstrates weaknesses in basic reading skills and fluency, demonstrated by both phonological and orthographic deficits. I believe these weaknesses are in part due to those cognitive processes, but are exacerbated by limited explicit instruction in early grades and Amy's attention processing and executive skill weaknesses (i.e. mental stamina, attention to detail, perseverance when reading, using skills she has on demand).

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TAKEAWAYS

- Keep learning more about reading development
- Educate others, including parents
- Don't be afraid to use the word, "dyslexia"
- Be a change agent for your school and district
- Evaluate so you know not only if a student is eligible, but where the problems are so they can be supported
- Learn more about achievement batteries and support your special education teachers
- Be clear and transparent in your reports and in communication with parents
- If parents understand our results, they will question less and lean in more

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Q & A

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THANK YOU!
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