CALIFORNIA DYSLEXIA GUIDELINES

Melanie Facundo & Meghan Magee

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Welcome & AGENDA

Housekeeping: Bathrooms, Session Info, CASP Info

Cellphones: Please silence, but have available

Introductions: 2:00-2:15

Presentation: 2:15-4:45 (as much as possible, please hold questions until the end)

Questions: 4:45-5:15

Feedback

OBJECTIVES

Provide an overview of:

- ✓ the changes to the California Education Code regarding dyslexia,
- ✓ the definition(s) of dyslexia, and
- ✓ a brief overview of the neuroscience of dyslexia.

Provide the:

- ✓ academic and social-emotional warning signs of dyslexia by age group,
- ✓ definition of what comprises a phonological processing deficit, and
- ✓ an overview of the best practices in assessment for dyslexia.

Define structured literacy instruction and guidance on other interventions.

Who We Are:

Melanie Facundo, Ed.D., NCSP#38506, LEP#3080

Work experience:

- Behaviorist
- School Psychologist (Preschool, K-12, & 18-22)in comprehensive settings, COE programs, rural, NPS, alternative education settings, etc.
- Program Specialist
- Director of Special Education
- Director of Student Support Services
- Associate Faculty at National University

Meghan Magee, Ed.S. LEP #4271

Work Experience:

- 1st, 2nd, and 5th Grade General Ed Teacher
- School Psychologist K-12
- Program Specialist
- Program Coordinator
- Special Ed & Site Administrator K-12
- Part-time Faculty at National University
- Licensed Educational Psychologist

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Who You Are?

What role do you represent?

Participants Roles Include...

Disclaimer

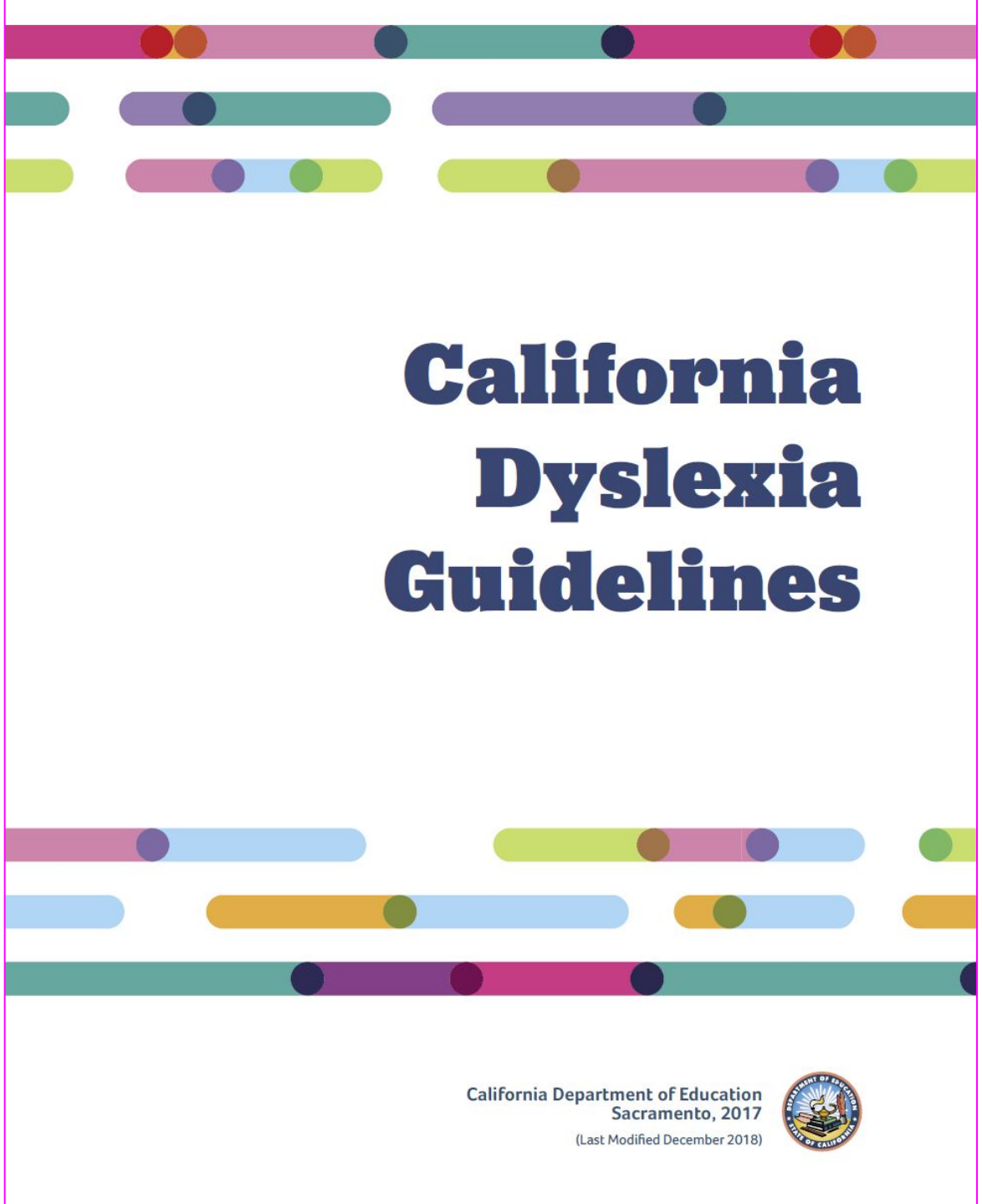
Please note: Any test batteries, subtests, or tools referred to in this presentation are not recommendations from the presenters.

There are many batteries designed to measure these skills.

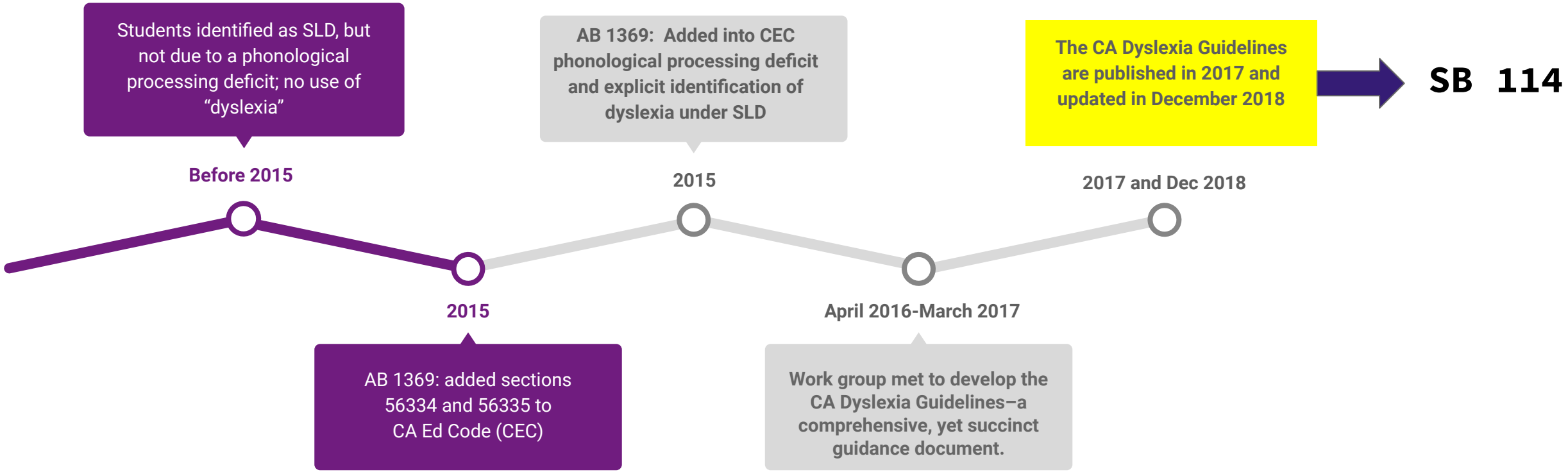
References may be made to specific tests. There are many tests that are designed to measure these skills and the batteries described as not recommendations nor do the presenters have any affiliation with the tests, authors, or publishing companies.

Where to locate the Guidelines?

https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf



Changes to CA Ed Code & The Formation of the CA Dyslexia Guidelines



The guidelines were developed by a work group of various stakeholders comprised of experts from across the states and Nation, including a representative from CARS+, SELPA Directors, the Director of CDE, parents, and Sally Shaywitz (leading researcher and expert on dyslexia), plus many more devoted to this work, incorporating both professional expertise and research in this field.

NEWS ALERT!
SB 114: UNIVERSAL DYSLEXIA SCREENER...COMING SOON!

https://www.edweek.org/teaching-learning/california-joins-40-states-in-mandating-dyslexia-screening/2023/07#:~:text=California%20Gov.,including%20the%20risk%20of%20dyslexia.

EducationWeek®

SPECIAL EDUCATION

California Joins 40 States in Mandating Dyslexia Screening

By Elizabeth Heubeck — July 12, 2023 3 min read

NEWS ALERT: SB 114

EducationWeek®

California Gov. Gavin Newsom this week signed into law a bill that will require schools to implement universal screening in kindergarten through 2nd grade for reading delays, including the risk of dyslexia.

With the bill signing, the nation's most populous state joins 40 others that have laws requiring dyslexia screening in early grades. These brief evaluations determine a student's level of risk for reading problems in general and the potential risk of dyslexia, according to the National Center on Improving Literacy, and are not intended to replace more thorough assessments that can diagnose reading disorders.

NEWS ALERT: SB 114

EducationWeek®

Gathering support, momentum

Gov. Newsom's revised budget announcement this May allotted $1 million to fund the screening program—including a panel that would select a screening tool, relevant teacher training, and requisite screening of all children in kindergarten through 2nd grade for risks of dyslexia and associated reading delays, beginning in 2025-26. The funding helped ease the union's concerns about implementation.

SB 114 FULL TEXT HERE:

HTTPS://LEGINFO.LEGISLATURE.CA.GOV/FACES/BILLTEXTCLIENT.XHTML?BILL_ID=202320240SB114

Purpose of the CA Dyslexia Guidelines

Provide a **guidance document** to parents, teachers, and school staff on the **identification, assessment,** and **supports for students with dyslexia.**

What Words Come to Mind?

Definition of Dyslexia

Definition of Dyslexia from the International Dyslexia Association (IDA, 2002):

Dyslexia is a Specific Learning Disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective instruction. Secondary consequences, may include problems in reading comprehension and reduced reading experiences that can impede the growth of vocabulary and background knowledge.

Definition of Dyslexia

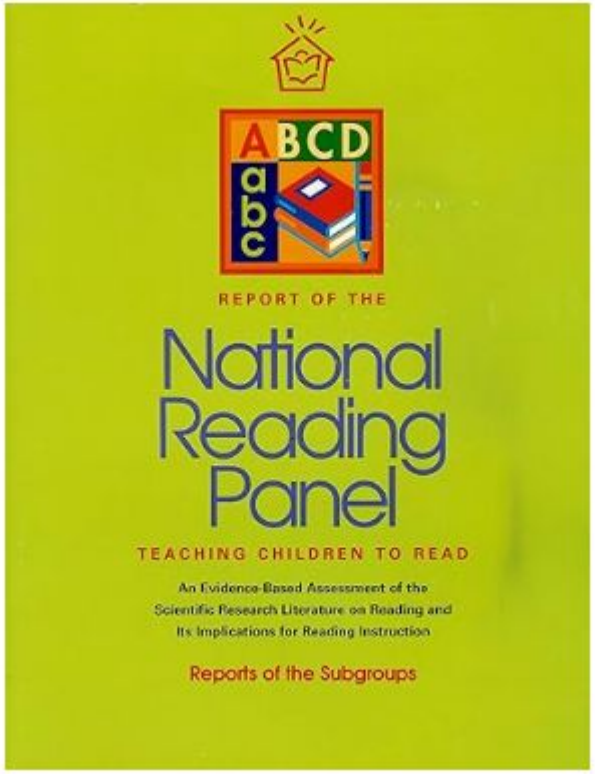
Definition of Dyslexia from Title 5, Code of Regulations (Section 3030(b)(10)(A):

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.

Definition of Dyslexia Breakdown

Red Flags: **Areas of Weakness**	**International Dyslexia Association (IDA)**	**California Code of Regulations (CCR)**
Fluency	x	Imperfect Ability to Read due to a phonological processing deficit
Word Recognition	x	
Spelling	x	
Decoding Words	x	
Comprehension	x	
Vocabulary	x	

National Reading Panel



In 2000, the National Reading Panel reviewed research on how children learn to read and determine which methods of teaching reading are most effective based on the research evidence.

https://www.nichd.nih.gov/publications/product/247#:~:text=Preferred%20Citation%3A&text=(2000).,DC%3A%20U.S.%20Government%20Printing%20Office.

Addendums/Bonus Materials:

IDA provides many Resource/Fact Sheets here from A-Z:

https://dyslexiaida.org/fact-sheets/

IDA provides many a FAQ on Dyslexia:

https://dyslexiaida.org/frequently-asked-questions-2/

Addendums/Bonus Materials:

IDA provides Dyslexia Basics:

https://dyslexiaida.org/dyslexia-basics/

10 Myths of Dyslexia

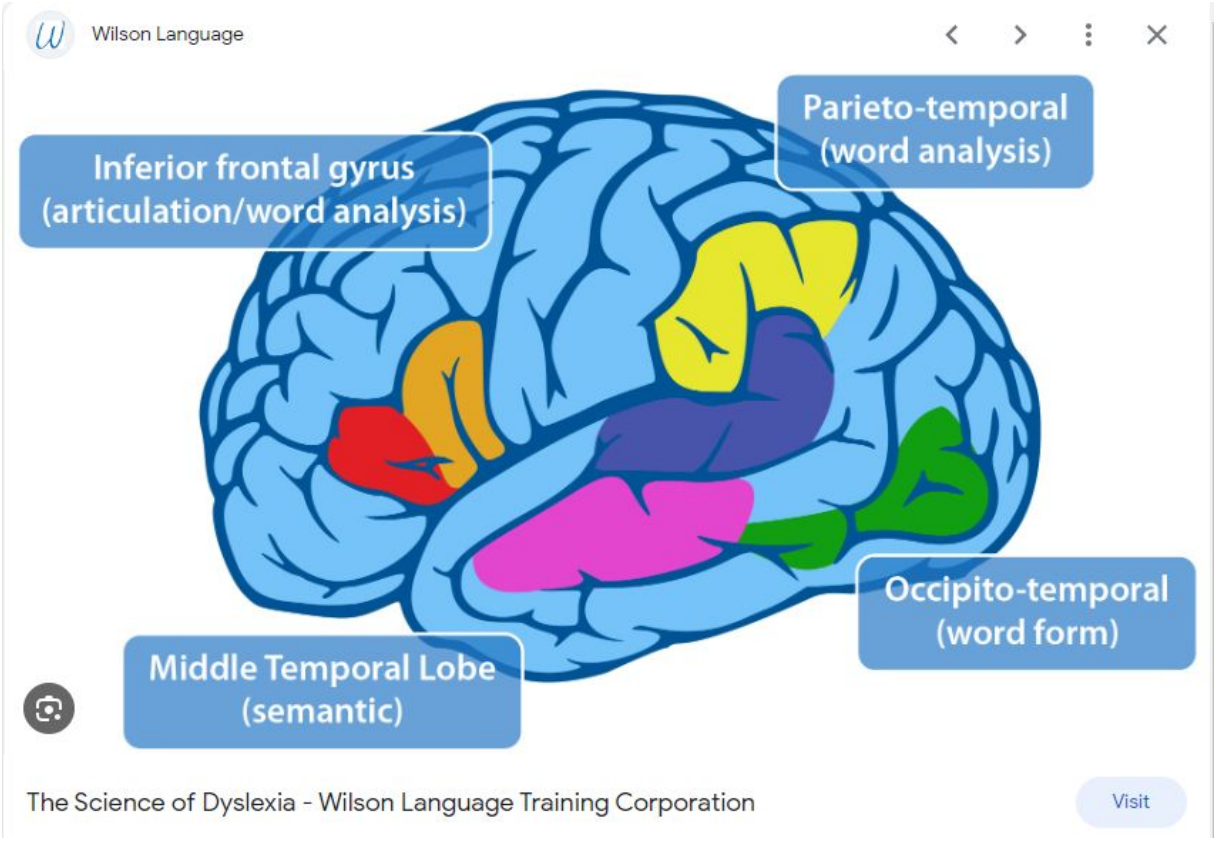
[10 Dyslexia Myths | Understanding Dyslexia]

Letter Reversals

Why kids write letters backward

Neuroscience of Dyslexia

- Dyslexia is a Neurobiological Disorder
- Regions of the brain:
  - Comprehension: Left Frontal Region
  - Phonological Processing & Grapheme-Phoneme Association: Left Temporo-Parietal Region
  - Orthographic Processing: Left Occipito-Temporal Region



Dyslexia Subtypes/Names

Areas of Concern	Dr. Steven Feifer (FAR)	Other Common Names	International Dyslexia Association (IDA)
Weaknesses in reading accuracy	Phonological Dyslexia Dysphonetic Dyslexia	Auditory Dyslexia	Word Recognition & Spelling
Poor decoding skills	Phonological Dyslexia Dysphonetic Dyslexia	Auditory Dyslexia	Decoding Words & Spelling
Poor reading speed (fluency)	Surface Dyslexia	Visual Dyslexia Orthographic Dyslexia Dyseidetic Dyslexia	Fluency
Difficulty automatically reading irregular words	Surface Dyslexia	Visual Dyslexia Orthographic Dyslexia Dyseidetic Dyslexia	Word Recognition
Deficits across all of the above categories	Mixed Dyslexia Double-Deficit Dyslexia		
Deficits with reading comprehension as a stand alone*	Not formally dyslexia, classified as “Reading Comprehension Deficits”		Comprehension

*Further examine executive functioning skills, working memory, and other language foundation skills

"Specific Reading Comprehension Deficit"

(CDE, 2017 p. 10)

Specific Reading Comprehension Deficit is another type of reading disability

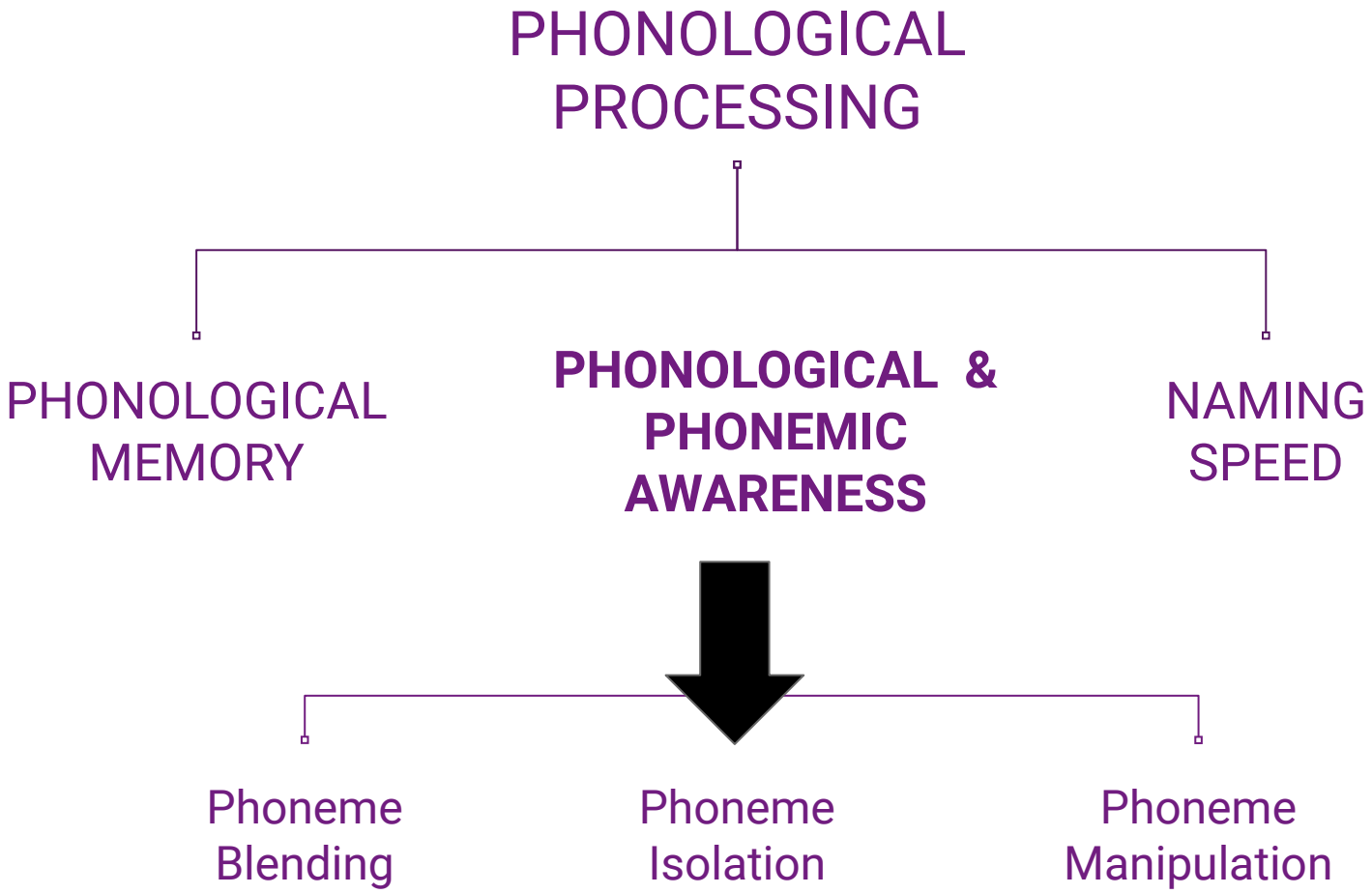
Characteristics of this include:

- Accurate word identification skills (decoding)
- Poor reading comprehension

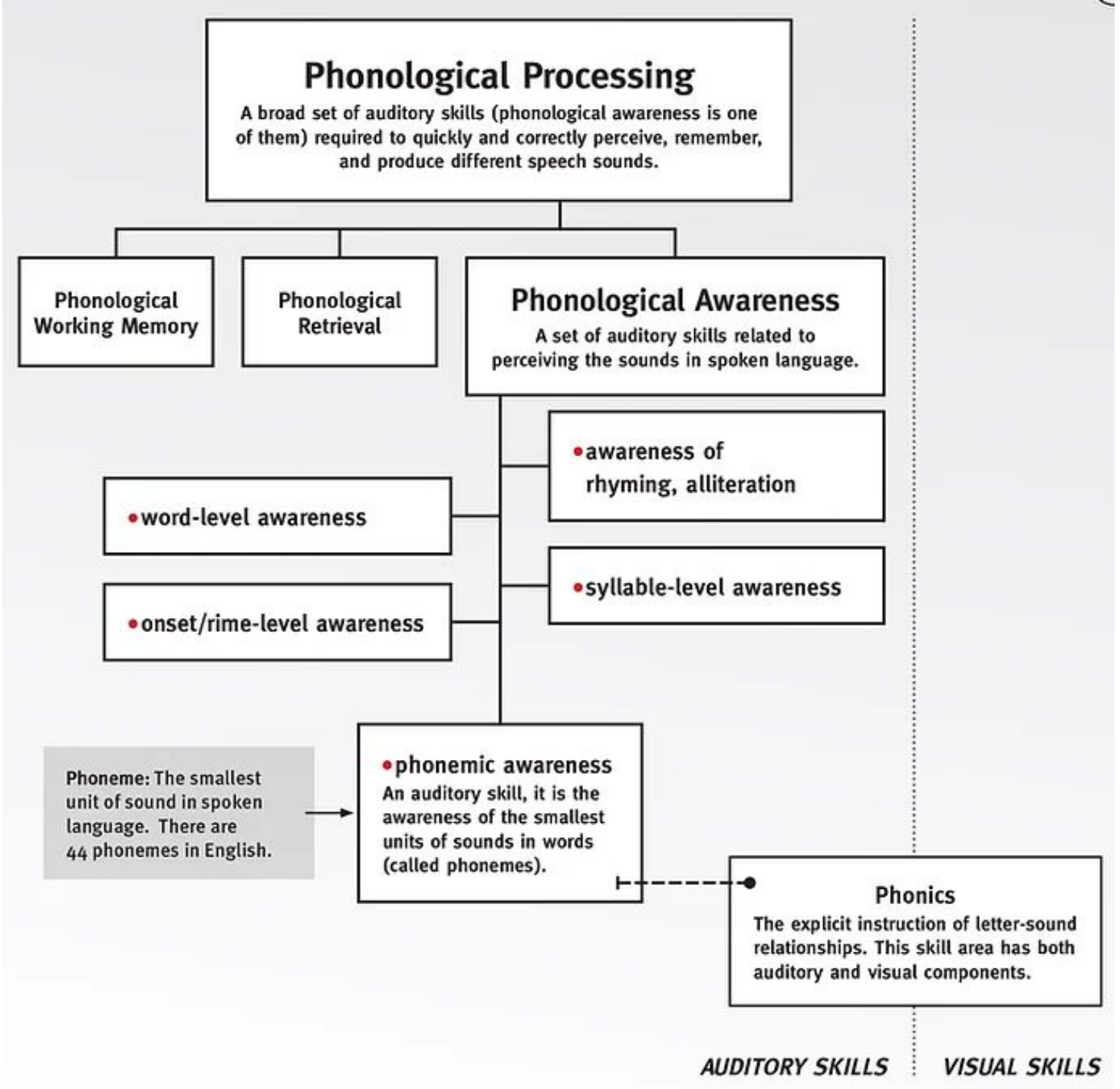
Other factors that influence reading comprehension can include executive functioning skills, working memory, and other language foundation skills (these skills should be examined when a student presents with reading comprehension deficits).

Dyslexia=Phonological Processing Deficit

CDE, p. 11 [WAGNER-TORGESEN-RASHOTTE, 1999]*adapted



(StoryWhys, 2023)



Phonological Awareness vs Phonemic Awareness Vs Phonics

Phonemic Awareness (a type of phonological awareness) is the ability to identify and manipulate individual sounds (individual phonemes) in spoken words. This is one of the first skills early readers learn.

example: counting the sounds in a word (“cat” has three sounds)

Phonics is the ability to identify the letters and the sounds the letters make. Spelling is phonics.

Phonological awareness is the ability to recognize and manipulate the spoken parts of words (syllables, phonemes, etc.)

example: counting the syllables in a word (“camping” has two syllables)

Phonological and Phonemic Awareness are related to SPOKEN language; Phonics is related to printed language

ASSESSMENT TOOLS FOR PHONOLOGICAL PROC. DEFICITS

SOME ASSESSMENTS FOR **PHONOLOGICAL MEMORY:**

{Coding information in working or short-term memory}

Several subtests within the following test batteries can measure phonological memory (but are not not limited to):

- TAPS-4
- CTOPP-2
- WJ-IV COG
- WJ-IV OL
- CAS-2
- DAS-2

Auditory Processing Deficit Vs Phonological Processing Deficit

Under the CA Ed Code Eligibility Criteria for Specific Learning Disability-a student requires a processing disorder.

Auditory Processing broadly encompasses that the student hears information, but they are unable to accurately relay that information or transform it correctly for learning purposes.

Phonological Processing is indicated when a student exhibits deficits in processing phonological information needed to produce/perceive/reproduce speech sounds, which translates to reading accurately, fluently, and with comprehension.

ASSESSMENT TOOLS FOR PHONOLOGICAL PROC. DEFICITS

SOME ASSESSMENTS FOR **PHONOLOGICAL AWARENESS:**

{*Awareness of and access to the sound structure of oral language*}

Several subtests within the following test batteries can measure phonological awareness (but are not not limited to):

- CTOPP-2
- TAPS-4
- TOPEL
- CELF-4
- FAR

ASSESSMENT TOOLS FOR PHONOLOGICAL PROC. DEFICITS

SOME ASSESSMENTS FOR **PHONEMIC AWARENESS**/PHONEME BLENDING:

{Ability to manipulate the discrete, individual sounds of language called phonemes}

Several subtests within the following test batteries can measure phonemic awareness-blending (but are not not limited to):

- CTOPP-2
- TAPS-4
- FAR

ASSESSMENT TOOLS FOR PHONOLOGICAL PROC. DEFICITS

SOME ASSESSMENTS FOR **PHONEMIC AWARENESS**/PHONEME SEGMENTATION:

{Ability to manipulate the discrete, individual sounds of language called phonemes}

Several subtests within the following test batteries can measure phonemic awareness-segmenting (but are not not limited to):

- CTOPP-2
- TAPS-4
- FAR

ASSESSMENT TOOLS FOR PHONOLOGICAL PROC. DEFICITS

SOME ASSESSMENTS FOR **PHONEMIC AWARENESS**/PHONEME MANIPULATION:

{Ability to manipulate the discrete, individual sounds of language called phonemes}

Several subtests within the following test batteries can measure phonemic awareness-manipulation (but are not not limited to):

- CTOPP-2
- TAPS-4
- FAR

ASSESSMENT TOOLS FOR PHONOLOGICAL PROC. DEFICITS

SOME ASSESSMENTS FOR **NAMING SPEED:**

{Ability to quickly name digits, letters, objects, or colors}

Several subtests within the following test batteries can measure naming speed (but are not not limited to):

- CTOPP-2
- CELF-4
- DAS-II
- D-KEFS
- FAR
- FAM
- WISC-V

Dyslexia as a Language Learning Disability

Bloom & Lahey (1978) and Lahey (1988) (as cited in CDE, 2017) define “language” as having three major components:

FORM [STRUCTURE]	CONTENT [MEANING]	USE [FUNCTION]
▪ **Phonology**—the sound system of a language ▪ **Morphology**—the system that governs the structure of words & construction of word forms ▪ **Syntax**—the system governing the order & combination of words to form sentences	▪ **Semantics**—the system that governs the meanings of words & sentences	▪ **Pragmatics**—the system that combines the above language components in a functional & socially appropriate communication (such as conversational, narrative, expository & persuasive essay).

Dyslexia as a Language-Learning Disability, Cont.

- Similar to the Lahey & Lahey model (as cited in CDE, 2017), ASHA defines a language disorder as an impairment in the “comprehension and/or use of a spoken, written and/or other symbol system.”
  - A language disorder may involve deficits in form, content, or use.
  - Students who have both a SLI and SLD may be referred to as having a Language-Learning Disability.

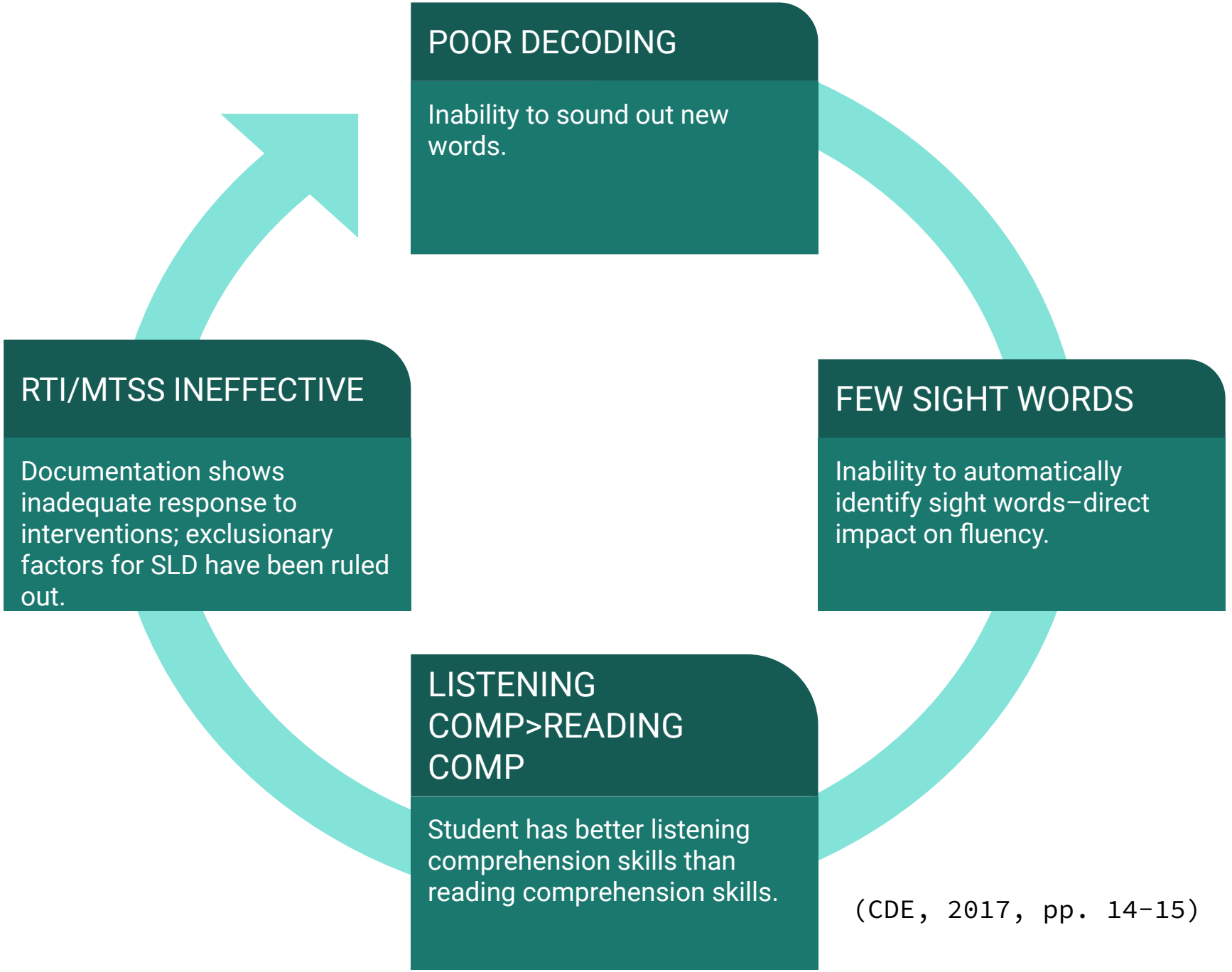
Dyslexia as a Language-Learning Disability, Cont.

Nelson 2010; Paul & Norbury 2012; Wallach & Miller 1988 (as cited in CDE, 2017)--

> There is a significant amount of evidence connecting delayed early spoken language with reading & writing difficulties in school.
>
> There is a reciprocal relationship between spoken language (listening & speaking) and development of written language skills (including vocabulary, syntax, & comprehension).
>
> These skills are needed to read fluently and accurately.

(CDE, 2017, p.13)

General Characteristics & Signs of Dyslexia



(CDE, 2017, pp. 14-15)

Fluency & Comprehension Go Hand-in-Hand

Fluency Activity:

Listen to this student read

Talk with your elbow partner-what do you think this story is about?

Relisten with the visual & transcript

https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q3/p06/

(Vanderbilt Peabody College, 2023)

Characteristics of Dyslexia by Age-Group

Developmental Milestones: Explore developmental milestones first (if milestones have been met, proceed with ruling out dyslexia)
www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf

(CDE, 2017, pp. 15-22)

Characteristics of Dyslexia by Age-Group

University of Michigan's Signs of Dyslexia:
http://dyslexiahelp.umich.edu/parents/learn-about-dyslexia/is-my-child-dyslexic/clues-to-dyslexia

(The Regents of the University of Michigan, 2023)

Characteristics of Dyslexia Ages 3-4 (Preschool)

University of Michigan's Signs of Dyslexia:
http://dyslexiahelp.umich.edu/parents/learn-about-dyslexia/is-my-child-dyslexic/clues-to-dyslexia

At this stage, children are developing the oral language skills necessary for learning to read, spell, and write. They are learning about the sounds (phonemes) of the language and starting to notice letters. Potential indicators include:

- ☐ delay in talking
- ☐ speech that is difficult to understand (e.g., baby talk)
- ☐ difficulty remembering letters in his or her own name
- ☐ difficulty in learning and remembering the names of letters
- ☐ difficulty learning nursery rhymes
- ☐ difficulty remembering and following directions
- ☐ does not have a favorite book
- ☐ does not sit alone and look at books, does not turn one page at a time, does not know how to open and hold books
- ☐ does not know that we read words from left to right
- ☐ does not enjoy being read to for extended periods of time (5-15 minutes)

See pages 15-16, CDE Guidelines for additional signs (and grade levels)

Additionally, these list included typical errors (that developmentally appropriate)

(The Regents of the University of Michigan, 2023)

Characteristics of Dyslexia Grades K-1

University of Michigan's Signs of Dyslexia: :
http://dyslexiahelp.umich.edu/parents/learn-about-dyslexia/is-my-child-dyslexic/clues-to-dyslexia

At this stage, children are learning to read. They are continuing to learn about sounds and word parts (e.g., syllables) and they are learning the alphabetic principle (i.e., the letter-sound correspondences). They are also learning how to write letters and words. Potential indicators include:

See pages 16-18, CDE Guidelines for additional signs

- ☐ cannot separate a compound word into its two words (e.g., rainbow is rain and bow)
- ☐ cannot separate words into their individual sounds by the end of kindergarten (e.g., dog has 3 sounds - /d/, /o/, and /g/.
- ☐ has difficulty with letter-sound correspondences (learning the sound 'duh' goes with the letter 'd')
- ☐ reads words with no connection to the letters on the page
- ☐ relies heavily on the pictures in a story to "read"
- ☐ has difficulty remembering basic sight words
- ☐ has difficulty sounding out one-syllable words (e.g., dog, hop, bat, etc.)
- ☐ says that they do not like to read and complains about how hard it is to do
- ☐ avoids reading

(The Regents of the University of Michigan, 2023)

Characteristics of Dyslexia Grades 2-3

University of Michigan's Signs of Dyslexia:
http://dyslexiahelp.umich.edu/parents/learn-about-dyslexia/is-my-child-dyslexic/clues-to-dyslexia

Children at this stage have mastered the alphabetic principle (i.e., that the sounds in our language correspond to the letters on the page). They can read and write more complicated words and text. In 3rd grade the curriculum is moving from "learning to read" to "reading to learn." Potential indicators include:

- ☐ difficulty pronouncing or reading long, complicated words
- ☐ omits grammatical endings in reading and/or writing (-s, -ed, -ing, etc.)
- ☐ difficulty remembering spelling words over time and learning spelling rules
- ☐ exhibits many pauses or hesitations when talking
- ☐ uses many filler words such as "stuff" or "things" instead of the proper name of objects when talking (i.e., word-finding difficulties)
- ☐ needs extra time to formulate sentences
- ☐ has difficulty telling a story in sequential order
- ☐ has difficulty remembering dates, phone numbers, names, and random facts
- ☐ is slow in acquiring reading skills
- ☐ has no strategies for word attack (figuring out how to sound out a word)
- ☐ makes wild guesses and stabs at words
- ☐ difficulties reading "functor" words (e.g., for, with, this)
- ☐ has messy handwriting

See pages 18-19, CDE Guidelines for additional signs

(The Regents of the University of Michigan, 2023)

Characteristics of Dyslexia Grades 4-8

University of Michigan's Signs of Dyslexia:
http://dyslexiahelp.umich.edu/parents/learn-about-dyslexia/is-my-child-dyslexic/clues-to-dyslexia

At this stage, students have mastered reading and spelling rules and are now expected to learn new information from reading. Potential indicators include:

- ☐ has significant difficulty reading and spelling multisyllabic words, often omitting entire syllables as well as making single sound errors
- ☐ has a lack of awareness of word structure (e.g., prefixes, roots, suffixes)
- ☐ frequently misreads common sight words (e.g., where, there, what, then, when, the, etc.)
- ☐ difficulties with reading comprehension and learning new information from text because of underlying decoding difficulties (i.e., sounding out words)
- ☐ difficulty learning new vocabulary
- ☐ difficulty comprehending text
- ☐ problems with spelling
- ☐ difficulties organizing ideas for writing
- ☐ avoids reading for pleasure
- ☐ is not smooth or fluent when reading aloud
- ☐ avoids reading aloud
- ☐ oral reading lacks inflection and is monotone
- ☐ fails to attend to punctuation when reading aloud
- ☐ does not perform well on written, timed tests
- ☐ does better on oral exams than written

See pages 19-21, CDE Guidelines for additional signs

(The Regents of the University of Michigan, 2023)

Characteristics of Dyslexia Grades 9+Adult

University of Michigan's Signs of Dyslexia:
http://dyslexiahelp.umich.edu/parents/learn-about-dyslexia/is-my-child-dyslexic/clues-to-dyslexia

Students at this stage are expected to analyze and synthesize information in written form as well as acquire factual information. Potential indicators include:

- ☐ difficulty with automatic word identification, which can significantly affect acquisition of knowledge
- ☐ slow rate of reading persists
- ☐ difficulty with spelling and written composition
- ☐ difficulty with note-taking in class
- ☐ trouble learning a foreign language
- ☐ difficulty organizing projects and completing assignments on time

See pages 21-22, CDE Guidelines for additional signs

(The Regents of the University of Michigan, 2023)

Strengths of Students with Dyslexia

Some strengths may include but are not limited to:

- Talent at building objects
- Strong imagination
- Problem-solving abilities
- Enjoyment & skill at solving puzzles
- Ability to replicate 3-D objects
- Strong thinking skills; conceptualization, imagination, and reasoning
- Good listening comprehension skills
- May show aptitude for certain kinds of visual spatial thinking
- Strong technical or mechanical skills

(CDE, 2017, pp. 22-23)

Socioemotional Factors of Dyslexia

A variety of emotional challenges can impact individuals with dyslexia and can include Depression and Anxiety as well as other mental health conditions at a rate of *two to fives times greater* to those who without dyslexia (Wilson et al., 2009, cited in CDE, 2017).

Feifer (2021) shared how children with learning disabilities (specifically reading disabilities) report higher levels of anxious feelings compared with their typical developing peers.

Socioemotional Factors of Dyslexia

Anxiety

- Students worry they will make a mistake and be teased by peers; anticipation of failure leads to anxiety and depression
- Processing speed and working memory are impacted by anxiety-when you observe deficits in these areas, anxiety should be assessed/explored as a possible factor for the deficit
- Coping skills for anxiety-consider accommodations in classroom to reduce stress

(CDE, 2017)

Do's and Don'ts for Anxious Readers

Do's

- Praise the effort not the outcome
- Provide alternative options to demonstrate reading master that does not include reading in front of others
- Remind student to practice breathing
- Be empathic while reassuring the reader
- Gradually and systematically reward incremental attempts to read in front of others, starting with less stressful situations

Don'ts

- Force the student to read in front of others
- Call on the student to read without a raised hand
- Laugh when the student makes a mistake
- Be judgemental/critical
- Embarrass the student (especially in front of peers)
- Tell students in advance they will be reading out loud in class (this heightens their anticipatory anxiety)
- Downgrade them for being anxious rather than not knowing the material

(Feifer, 2021)

When the Concern May Not be Dyslexia

Specific learning disability does 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. If the learning problem is primarily the result of any of the items below (A-H) check "Yes", and the student may not be identified as having a learning disability.

A. Visual, hearing, or motor disability

○ Yes ○ No

B. Intellectual disability

○ Yes ○ No

C. Emotional disturbance

○ Yes ○ No

D. Cultural factors

○ Yes ○ No

E. Environmental or economic disadvantage

○ Yes ○ No

F. Limited English proficiency

○ Yes ○ No

G. Limited school experience or poor school attendance

○ Yes ○ No

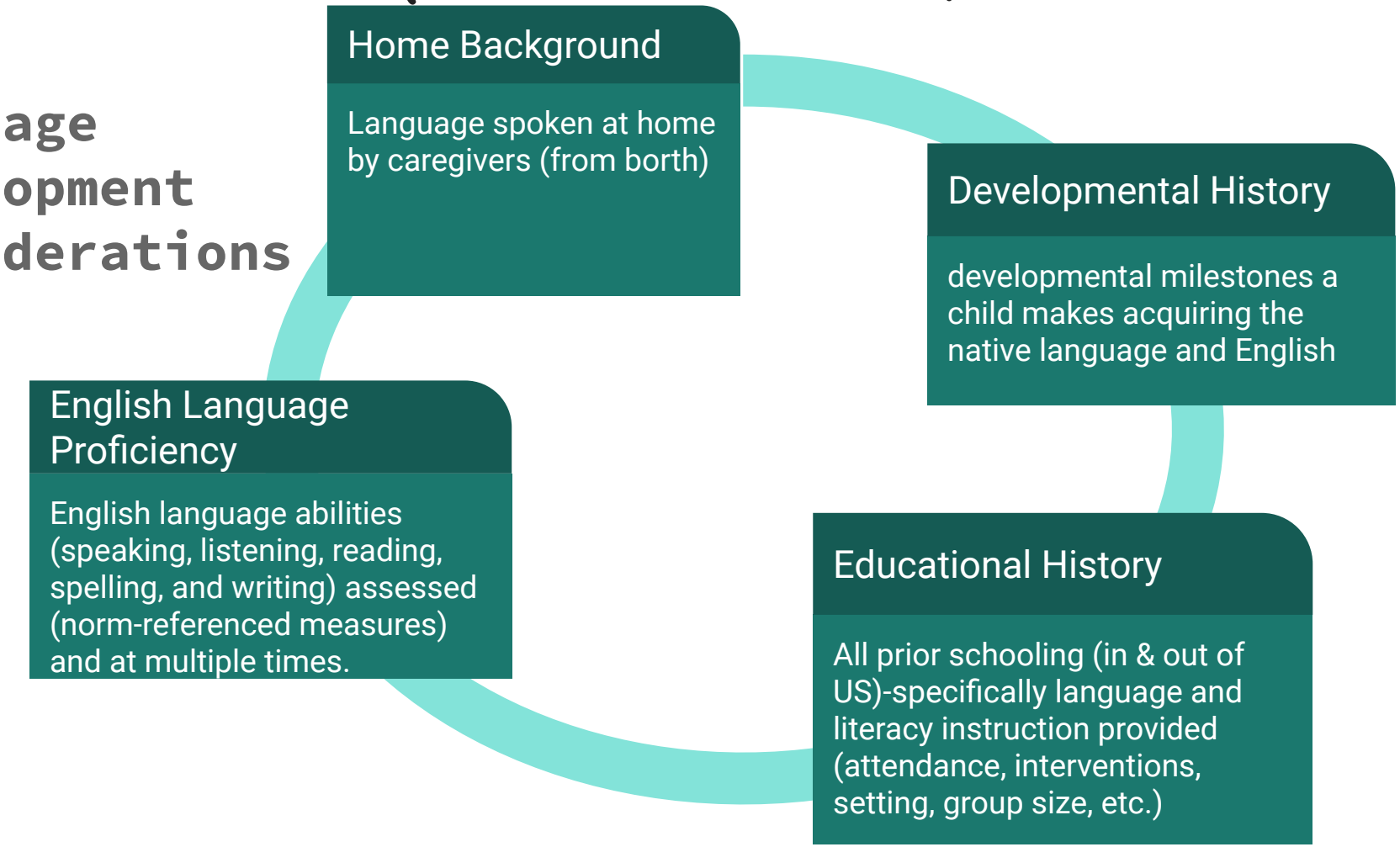
H. Lack of appropriate instruction in reading or math

○ Yes ○ No

(CodeStack, 2015)

Dyslexia in EL (dual language) Students

Language Development Considerations



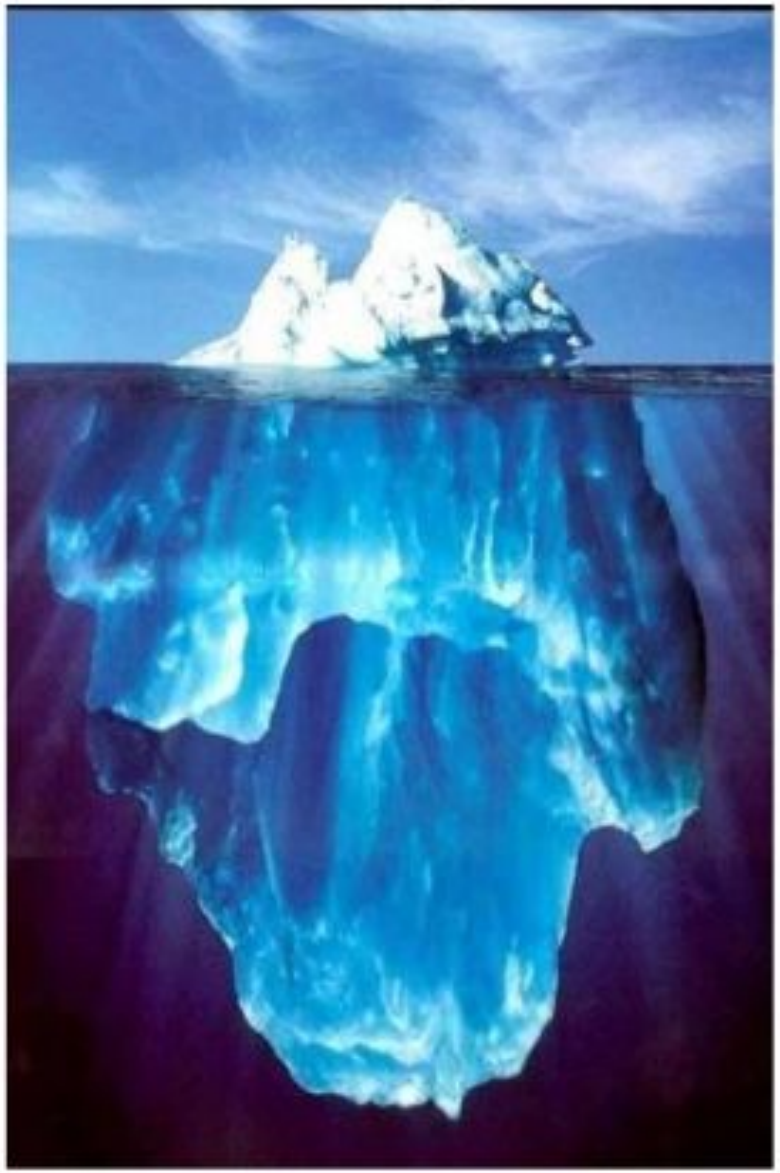
Dyslexia and English Language Learners (ELLs)

Pearson. (2023, April 8). *Dyslexia and English language learners (ELLs).*

Key risk factors for dyslexia among ELLs include:	
• *A profile of strengths and weaknesses that is characteristic of dyslexia within the language of instruction*	• *A history of reading and spelling difficulties in the language(s) of instruction*
• *A history of oral language disorder or delay in the primary language(s)*	• *A family history of dyslexia, or suspected dyslexia based on significant reading/spelling difficulties*
• *A history of reading and spelling difficulties in the student's native language, if the student learned to read/write in their native language*	• *Overall cognitive ability is not significantly impaired, as measured by a test in the student's dominant language or a nonverbal ability test*
• *Weaknesses in phonological awareness and/or rapid automatic naming, in the primary and secondary languages*	• *Poor response to intervention*

Be Cautious when considering assessment for EL students under SLD:

Iceberg



BICS (1-2 years)

Basic Interpersonal Communication Skills
- Surface level – Here and Now
- Familiar Content
- Face to Face Conversation
- High Frequency Vocabulary – 2000 words
- Simple Sentence Structure
- Low Pressure

CALP (5 or more years)

Cognitive Academic Language Proficiency
- Experience and exposure to culture
- Lectures, formal, written text, specialized terminology, humour, culture, idioms, textbook language, social appropriateness, non-verbal communications
- Limited Interaction (textbook)
- More Abstract
- Less familiar content
- Decontextualized
- Low frequency Vocabulary
- High Stakes (lots of pressure)

Dyslexia in EL (dual language) Students

The bilingual brain has slower access to certain words and can also impact vocabulary acquisition as well (Feifer, 2021).

Learning a second language does not necessarily impact an individual's first language, but it **DOES** impact the effort required for linguistic processing, especially with reading and speaking (Feifer, 2021).

Learning two languages can change brain chemistry (Feifer, 2021) in that white matter is affected (Feifer, 2021). Bilingual individuals have greater resistance to declining white matter compared to monolingual individuals (Feifer, 2021).

Pre-Service/In-Service Prep for Educators

Special Ed teachers have been trained and possess the skills needed to intervene and address symptoms of dyslexia.

Evaluating which professionals are best to work with the student can be accessed from this document(Fact Sheet link from Guidelines to IDA):

https://dyslexiaida.org/evaluating-professionals-fact-sheet/

(International Dyslexia Association, 2020)

Pre-Service/In-Service Prep for Educators

“...but I don’t know how to teach kids with dyslexia…”

“...I have never heard of structured literacy…”

“...we don’t have a reading specialist at this school…”

Teachers are more likely to recognize they have the training when the skill deficit is broken into individuals parts (i.e., sight words, fluency, spelling, decoding, etc.)

Pre-Service/In-Service Prep for Educators

Education Specialist Instruction Credential Terminology from Commission on Teacher Credentialing (CTC)

This authorizes the holder to conduct Educational Assessments related to student's **access to the academic core curriculum** and progress towards meeting instructional **academic goals**, **provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities**, mild/moderate intellectual disabilities, other health impairment, and emotional disturbance, in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available

(Commission on Teacher Credentialing, 2023)

Who can Teach student with dyslexia profiles?

- General Education Teachers
- Credentialed Reading Specialist
- Speech and language Pathologists
- Special Education Teachers
- Assistive Technology Specialists(who have expertise in learning disabilities)

(CDE, 2017, p. 72)

Staff Who Can Support Students with Dyslexia (pg40) (CDE, 2017)

Area	Speech- Language Pathologist	School Psychologist	School Counselors	School Administrators	Education Specialists	Paraprofessionals
Prevention/ Screening	x	x	x	Selection of Screening Tools	x	With training and under direction of Ed Specialist, may provide prevention
Identification	x	x	SST Process/ Data Collection	Data Collection	x	
Assessment	Spoken & Written Skills	Comprehensive Evaluation/ Phonological Processing			Achievement Testing	
Intervention	x	Assist in selecting Interventions		Fidelity Checks	x	With training and under direction of Ed Specialist, may deliver interventions
Social- Emotional Supports	Pragmatic supports	x	x	PBIS Systems of Support	PBIS Systems of Support	PBIS Systems of Support

Screening & Assessment for Dyslexia

As shared by Feifer (2021), in his text regarding universal screeners, “Screening for dyslexia should involve the measurement of phonemic awareness skills, linking sounds to letters, and rapid naming skills. Language development skills and a family history of dyslexia are crucial to dyslexia screening as well” (p. 55).

Screening & Assessment for Dyslexia

Some Examples of Universal Screeners:

- DIBELS
- San Diego Quick/High Frequency Word Lists
- BPST
- Data on Family History
- RTI2/MTSS Data Collection & Progress Monitoring
- Data that compares students to National Norms vs District Norms

Identifying Reading Development

Screeners-can be used with all students and as a part of typical instruction. It can include checklists, work samples, curriculum-based assessment tools, informal and formal achievement tools.

Assessment-typically gained through interviews, observations and formal and informal assessment (typically with individual students (usually completed by special education team members).

Progress Monitoring-All interventions should be monitored at regular intervals. The data gained is used to determine the effectiveness of the intervention. (CDE, 2017 p. 43)

Screeners-Recommendations

It is recommended that screeners be used will all students and begin when students are enrolled in kindergarten and continue each year.

Screening tools need to be evidence-based and user-friendly.

Completed by: general education teachers, reading specialist, intervention teachers, RTI/MTSS specialists, etc.

(CED, 2017, p. 44)

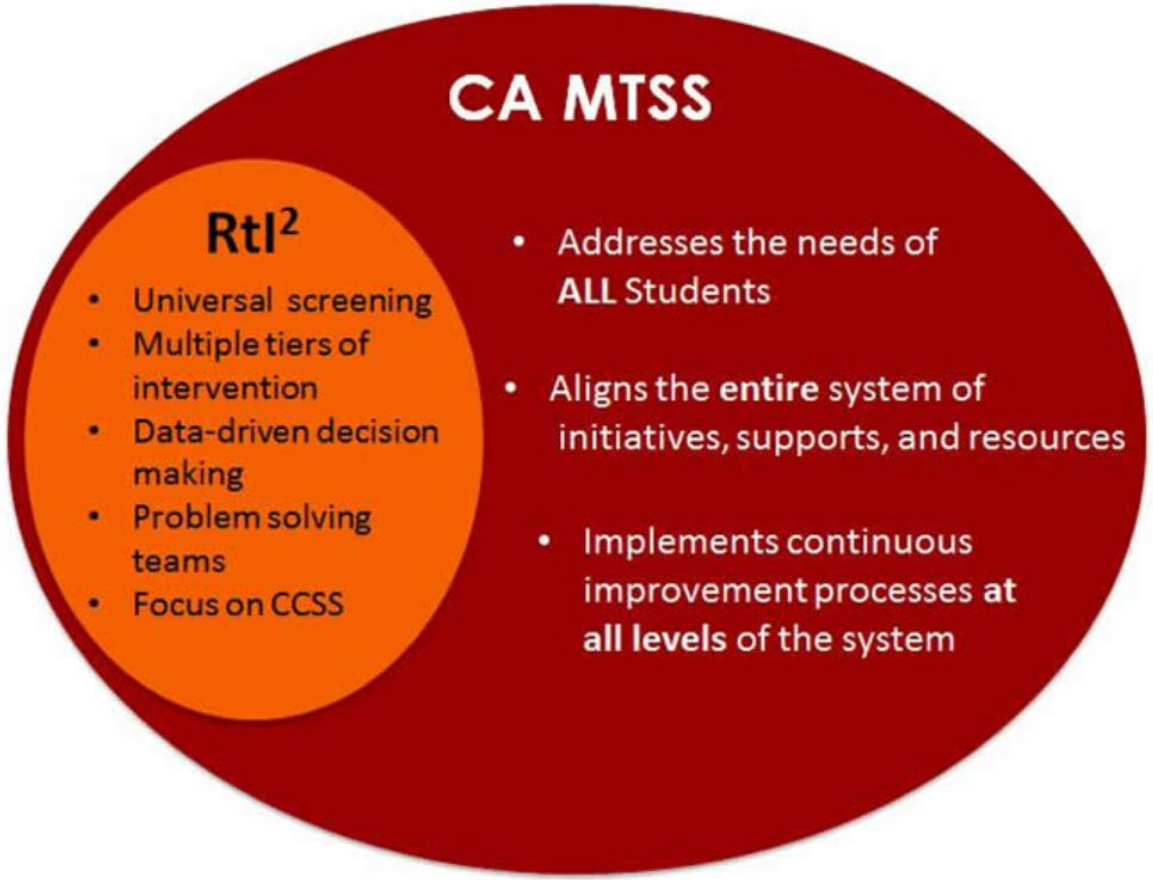
Struggling Readers Identified through Screeners

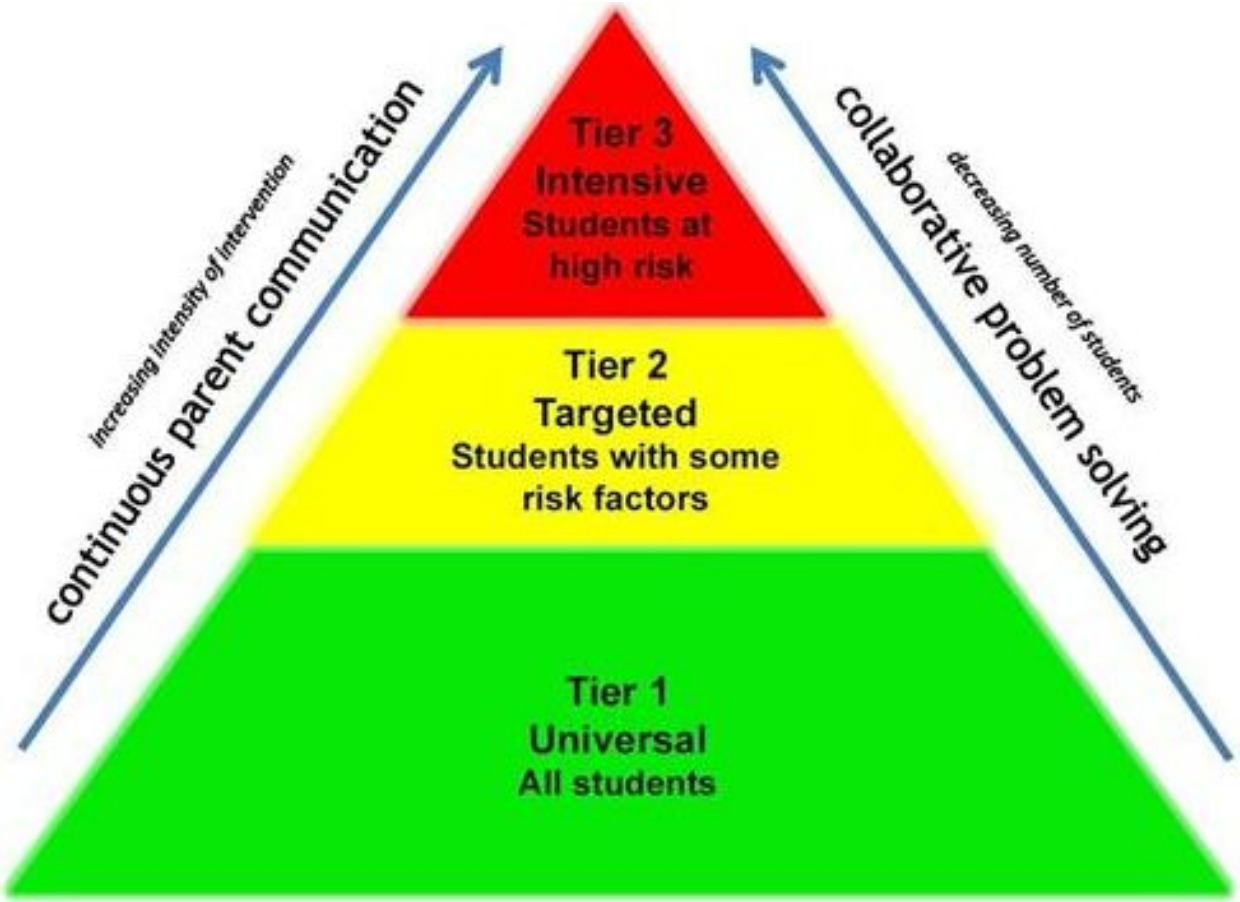
Should be delivered instruction in a more “specialized model” such as:

- Instruction in small groups
- Support from a more highly trained professional
- Use of more intensive intervention strategies
- Use of pre- and post-test assessments
- If students do not make adequate progress in a timely manner, the team is required to re-evaluate the current intervention/s in place

(CDE, 2017, pp. 44-45)

Systems of Support for Students with Dyslexia





(California Department of Education, 2023)

Prior to IEP Assessment

The assessments provided through MTSS can be completed prior to a referral for special education assessment.

- **Tier 1-Universal Screening** (all students are assessed and supported using evidence-based instruction methods).
- **Tier 2-Progress Monitoring: Targeted Small-Group Intervention** Targeted skill development (reading, spelling, and writing) provided with more intensive instruction with evidence-based instruction. Monitor progress (for a reasonable duration four-eight weeks)

(CDE, 2017, p.p. 47-48)

Prior to IEP Assessment, Cont.

Tier 3-Individualized Intervention with Intensified Progress Monitoring-about 2-5% of the population receive this level of intervention. They receive more intensive instruction-which can be targeted skills development, and the ideal educator-to-student ratio is one to three. The recommended progress monitoring is three times per week. The decision to make a referral to special education is the responsibility of the caregiver of the student and the IEP Team.

(CDE, 2017, p. 48)

ACCESSING SPECIAL ED SERVICES

To qualify for an special education/IEP with dyslexia, a child must first demonstrate (through assessment data) evidence of meeting the eligibility for Specific Learning Disability (Discrepancy, RTI, or PSW methodology), under Ed Code.

In Dear Colleague letter developed by OSERS in October 2015, it was noted that the term “dyslexia” may be used by IEP team members for eligibility determination (CED, 2017 p. 61).

504's

A student who does not qualify for an IEP but is a student with dyslexia, may be entitled to the protections of a 504 Plan.

Possible accommodations/supports may be:

- Small group instruction
- Written material read to the student
- Organizers, study guides, and outlines provided
- Text-to-speech technology
- Recordings of lectures

(CDE, 2017, p. 62)

Evidence-Based vs Research-based Programs

Evidence-Based Practices-is a terms used to determine the outcomes of a given program using a five-step framework.

Research-Based Practices-is a term used to the implementation of an intervention based on the best available research in the field. This means that educators, based on their data obtained from anecdotal bases of the effectiveness. (in other words, research-based practices have NOT necessarily been researched in a controlled setting).

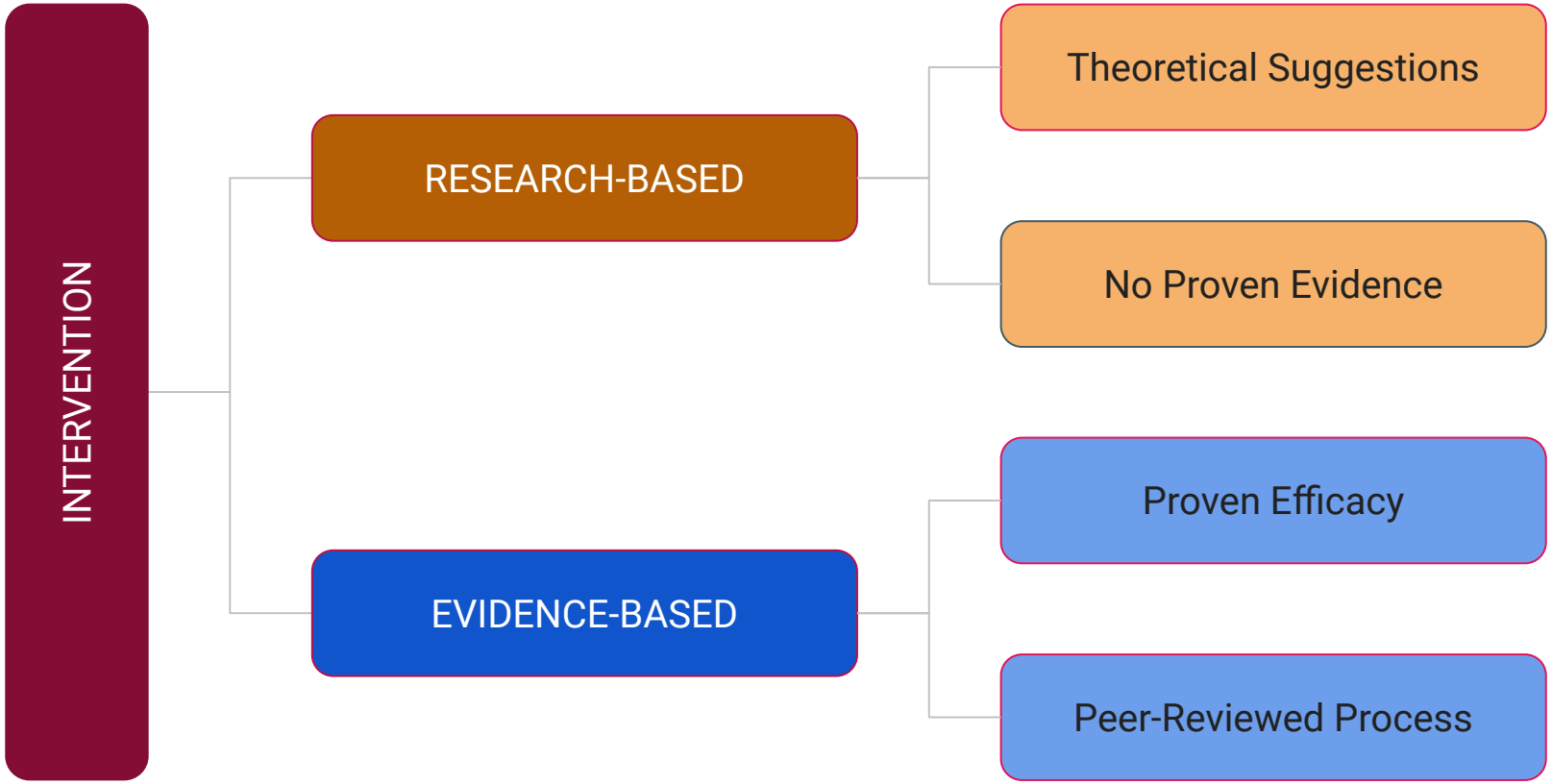
(Feifer, 2021, pp. 237-238)

EVALUATION OF THE INTERVENTION TOOL

VIDEO: RESEARCH-BASED VS EVIDENCE-BASED BY DR. SALLY SHAYWITZ

Additional Reading:
The Dyslexia Initiative:

https://www.thedyslexiainitiative.org/post/research-v-evidence-what-does-it-all-really-mean



Effective Approaches for Teaching Students with Dyslexia

Structured Literacy—is a term that encompasses approaches to instruction in reading that follow a specific process.

(CDE, 2017, p. 65)

There many reading programs that follow structured literacy system. The programs include how elements are taught using systematic and cumulative systems, explicit instruction, and diagnostic monitoring of progress

What is taught:

- **Phonology**-speech sound system
- **Orthography**-writing system
- **Morphology**-meaningful parts of words
- **Syntax**-sentence structure
- **Semantics**-meaningful relationships among words, clauses, phrases, etc.

Effective Approaches for Teaching Students with Dyslexia, Cont.

The interventions for reading fluency are limited, but the interventions can be effective (Daly, O'Connor, & Young, 2014).

Feifer (2021, pp. 243-248), in his text provides numerous **research-based interventions** to support struggling readers, specific to the reading difficulty identified (dysphonetic, fluency, surface dyslexia, comprehension, etc.) on tables 8-3 through 8-6.

Further, Table 8-7 (Feifer, 2021, pp. 249-254) includes several evidence-based reading program, while Table 8-8 (2021 pp. 255-256), and Table 8-9 (2021, pp. 256-258) included early childhood programs.

Effective Approaches for Teaching Students with Dyslexia, Cont.

Interventions for Students With Reading Problems

Table 7.2. Evidence-Based Instructional Components Associated With Learning Phases

Instructional Components	Acquisition	Fluency	Generalization
Demonstration	Showing students how to perform a skill		
Guided practice	Taking turns performing the skill with the students		
Independent practice with corrective feedback	Giving students opportunities to perform the skill on their own with corrective feedback		
Timed independent practice trials		Having students complete short-duration (e.g., 1 minute) timed skill practice trials	
Programming for generalization		Providing additional opportunities for students to practice performing a skill in multiple contexts	Creating conditions for students to perform skill in multiple contexts

(Joseph, 2014)

Interventions to address Fluency

Intervention Component	How to Use It
Positive reinforcement with performance feedback	1. Place one or more rewards in front of the child and say, "You will have a chance to earn one of these rewards for reading this story. Choose one of things you would like to work for." Rewards can be activities (helping the teacher) or tangibles (small trinkets). For activities, a symbolic representation (a picture or word on a flashcard) should be used. 2. Place the reward in front of the child, but beyond his or her reach. 3. Say, "First, we will practice reading the story. You can earn a reward for doing well. In order to earn the [reward], you have to read [number of words] with no more than three errors." 4. Have the child read the story while tracking correct words and errors. 5. Calculate the score. Say, "That time, you read ____ words and made ____ errors." 6. If the student met the goal, then provide the reward. If the student did not meet the goal, then do not provide the reward.
Repeated readings with performance feedback	1. Say, "You are going to read this passage aloud three times. If you do not know a word, I will say it so you can keep reading. At the end of each reading, I will tell you how many words you read and the number of words you missed. Please try your best." 2. Say, "Start," and begin the timing once the student reads the first word in the passage. 3. Follow along as the student is reading, highlighting errors. After 3 seconds, say the missed word to the student. 4. After the first minute of reading, draw a bracket around the word the student incorrectly read and write the number that corresponds to the current trial (e.g., 1, 2, or 3) but have the student finish the entire passage. 5. After the student completes the entire passage, calculate the total number of words read and subtract from this number the total number of errors. Say, "You read ____ words correctly per minute and had ____ errors." 6. Say, "Please read the passage aloud again." 7. Repeat Steps 2–5. 8. Say, "Please read the passage aloud one last time." 9. Repeat Steps 2–5.

(Daly, O'Connor, & Young, 2014)

Interventions to address Fluency, Cont.

Listening passage preview	1. Say, "I am going to read the passage aloud while you follow along with your finger and read the words to yourself." 2. Read the entire passage to the student at a pace of approximately 130 words per minute.
Phrase drill error correction	1. Have the student read the passage aloud. 2. As the student is reading, highlight errors on your copy of the story. After 3 seconds, highlight the error word and say it to the student. 3. After the student completes the passage, say, "We are going to practice all of the words that you read incorrectly." 4. Point to the first highlighted word in the passage and say, "This word is ____," and instruct the student to repeat the word. Point to the beginning of the sentence that contains the highlighted word and say, "Please read this sentence aloud three times." 5. Repeat Step 4 for all of the highlighted words.
Syllable segmenting and blending error correction	1. Say, "We are going to practice the words you read incorrectly." 2. Point to an error word, cover all but the first syllable with an index card, and say, "These letters say ____. Now you say it." Say, "Good," if the student responds correctly. If not, then repeat this step for the missed syllable. 3. Repeat Step 2 for all syllables in the word, successively exposing each one until the student practices all syllables in the word. Complete this process for all error words. 4. Return to the first error word, cover all but the first syllable, and say, "Now say the sounds and then say the word." Expose the first syllable and have the student say the sound. Do this for each syllable, and then say, "Say the word." If the student makes an error, then say, "No. The word is ____. Say it. Good."

(Daly, O'Connor, & Young, 2014)

Assistive Technology

Assistive technology can be used for students with dyslexia.

There are several assistive technology tools that can be used that vary from low-tech to high-tech.

Tools can assist with spelling, reading, writing/note taking, etc. For a non-exhaustive list reference the California Dyslexia Guidelines (CDE, 2017, p. 104).

AT support is available for students with IEPs as well as students with 504 Plans (CDE, 2017, p. 79).

See next slide for tools.

A Few Assistive Technology (AT) Tools/Resources

Spelling:

- Grammarly
- Ginger Software

Reading:

- Bookshare
- Learning Ally
- Texthelp

Writing:

- Co:Writer Universal
- WordQ
- Clicker

(CDE, 2017, p. 104)

Info for Parents/Guardians/Care Providers

Many caregivers, when they learn that their child has dyslexia, seek out resources.

These are some comments individuals with dyslexia have shared about their experience and what they want others to know:

- They need extra time for academic tasks
- Dyslexia does not define them
- It is important to explore and identify their strengths
- They may need support in time management and organization

(CDE, 2017 p. 82)

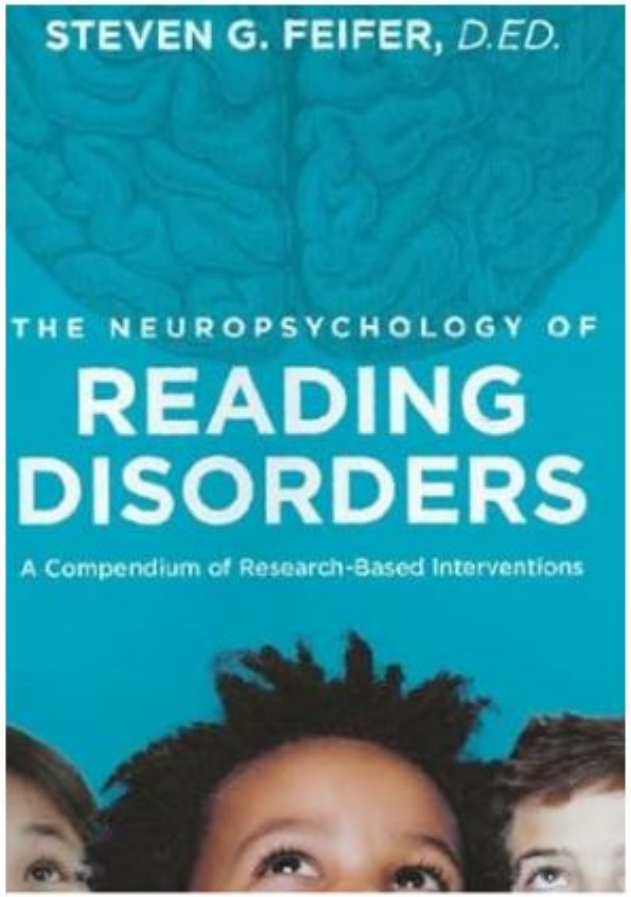
Grade level reading expectations

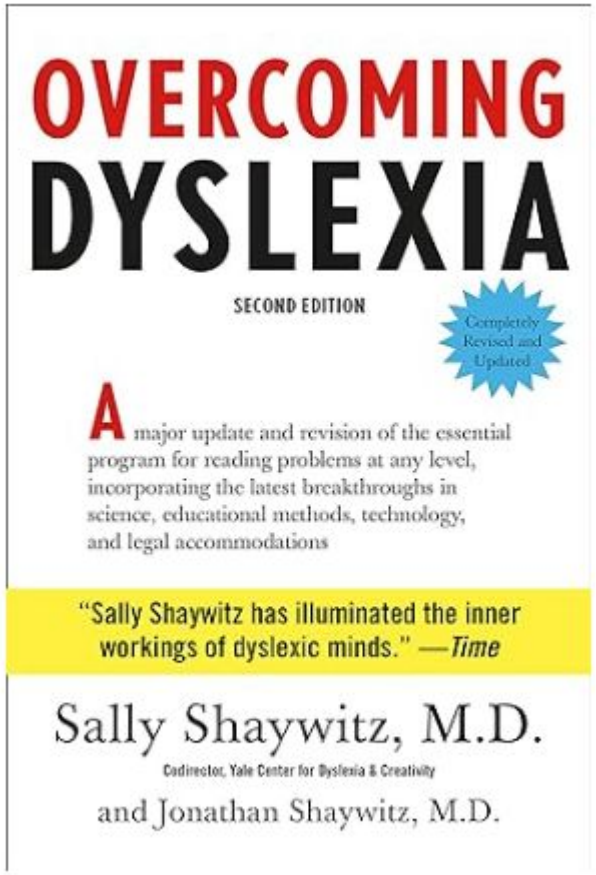
To find a list of grade level expectations related to literacy, please refer to the California Dyslexia Guidelines (CDE, 2017 pp. 83-94).

Assessment Tools

Achievement Tests CASL-2 CELF-5 COMPARES *(PSW Ventura SELPA Guide)* CTOPP-2 DAR-2 *(Diagnostic Assessment of Reading)* FAR FAW GORT-5 OWLS-II	PPA 9.0 PPVT-4 RAN/RAS ROWPVT-4 TAPS-4 TERA-3 TILLS TOAL-4 TOC-2 TOD *(Test of Dyslexia)by WPS*	TOLD-P:4 TOLD-1:4 TOPA TOPL-2 TOWL-4 TVIP WMLS-III WRMT-III XBASS 2.0

Other Stellar Resources on Dyslexia





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