



Reading Well by Third Grade: Screening for Dyslexia

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AGENDA

- Introductions & Burning Questions
- Does My School Support Effective Literacy Development?
- Dyslexia: Why Now?
- State Laws Related to Dyslexia
- Dyslexia Screening and Data Configuration
- Implications for Instruction
- Next Steps

State Dyslexia Specialist: Amy Schulting

ACADEMIC DEGREES & TRAINING

- M.Ed. – Education Leadership
- PhD – Clinical Psychologist
- Wilson Certified Tutor
- Certified Dyslexia Practitioner
International Dyslexia Association

• PROFESSIONAL ROLES

- Classroom teacher: PreK - graduate school
- Education Research Scholar at Duke University
- Clinical Psychologist in Private Practice
- Educational Consultant for school districts in MN and Michigan
- Dyslexia Advocate (Decoding Dyslexia)

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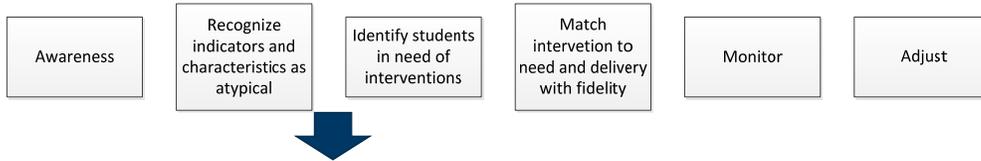
Does My School Have Knowledge of Literacy Risk Factors?



- Staff are aware of what at-risk readers look and sound like.
- Staff have tools to predictably and repeatedly identify learners who need more instruction.
- Staff can explain concerns in learning to read to parents and engage them in supporting literacy.

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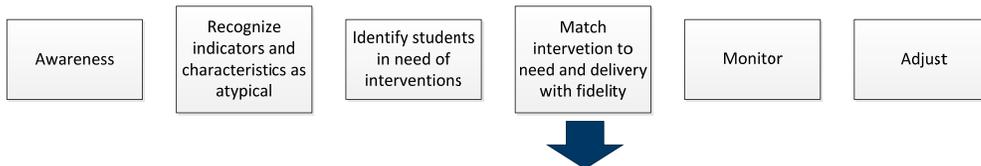
Does My School Support Have an Effective System for Identifying of Risk?



- Staff know indicators of atypically developing readers.
- Staff identify students consistently and accurately.
- Staff have valid and reliable procedures to match learner needs with effective interventions.

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Does My School Have an Effective System of Matching Intervention to Needs.?

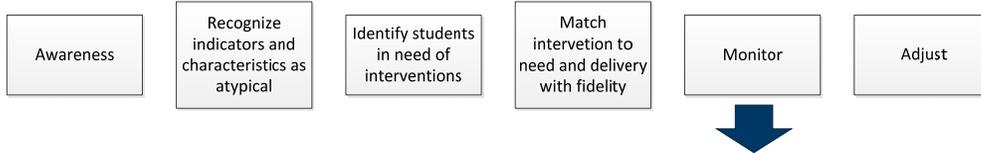


- Interventions have an effect size that is likely to increase growth/ close the gap.
- School's schedule and supports allow for full and implementation of interventions as designed.
- Staff have knowledge to do the interventions as designed.

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Does My School Have a System of Monitoring Interventions?

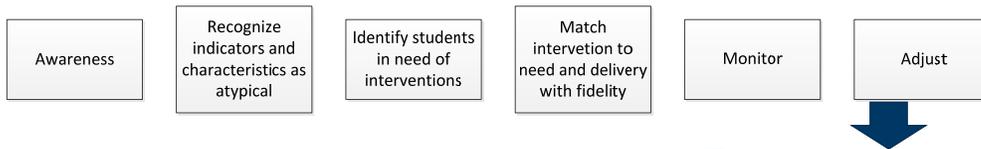


- Staff have knowledge and can document progress in interventions.
- Staff have procedures and guidelines to make decisions about progress data.

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Does My School and Adjusting Interventions?



- Staff have evidence-based solutions to adjust interventions that are not working.
- Staff have supports to implement more intensive interventions as designed.
- Staff are consistent and accurate in their decision making.

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The Progress of Last Year's 8th Grade Cohort

General Education Progress in 5 Years

		2017	
		Not Meeting -	Meets +
2012	Not meeting -	4,790 → (11%)	
	Meets +	10,539 ↓ (23%)	

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Special Education Progress in 5 Years

		2017	
		Not Meeting -	Meets +
2012	Not meeting -	2,696 → (50%)	
	Meets +	1,117 ↓ (21%)	

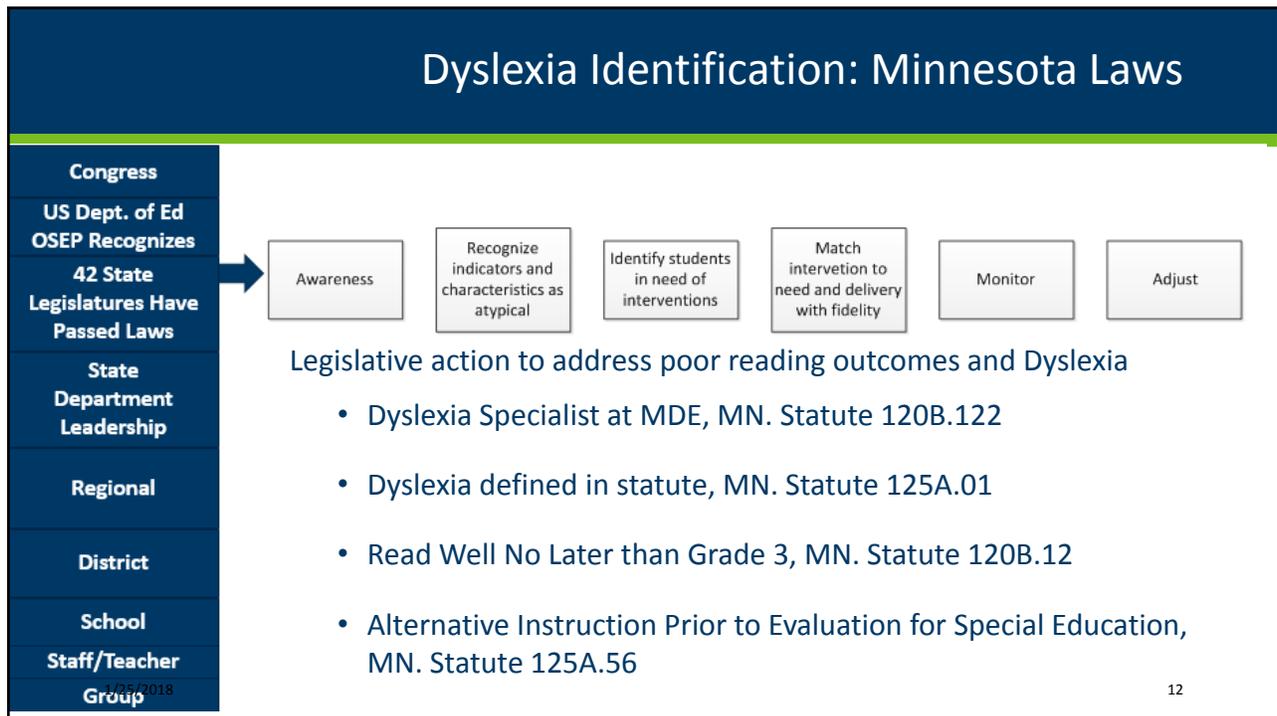
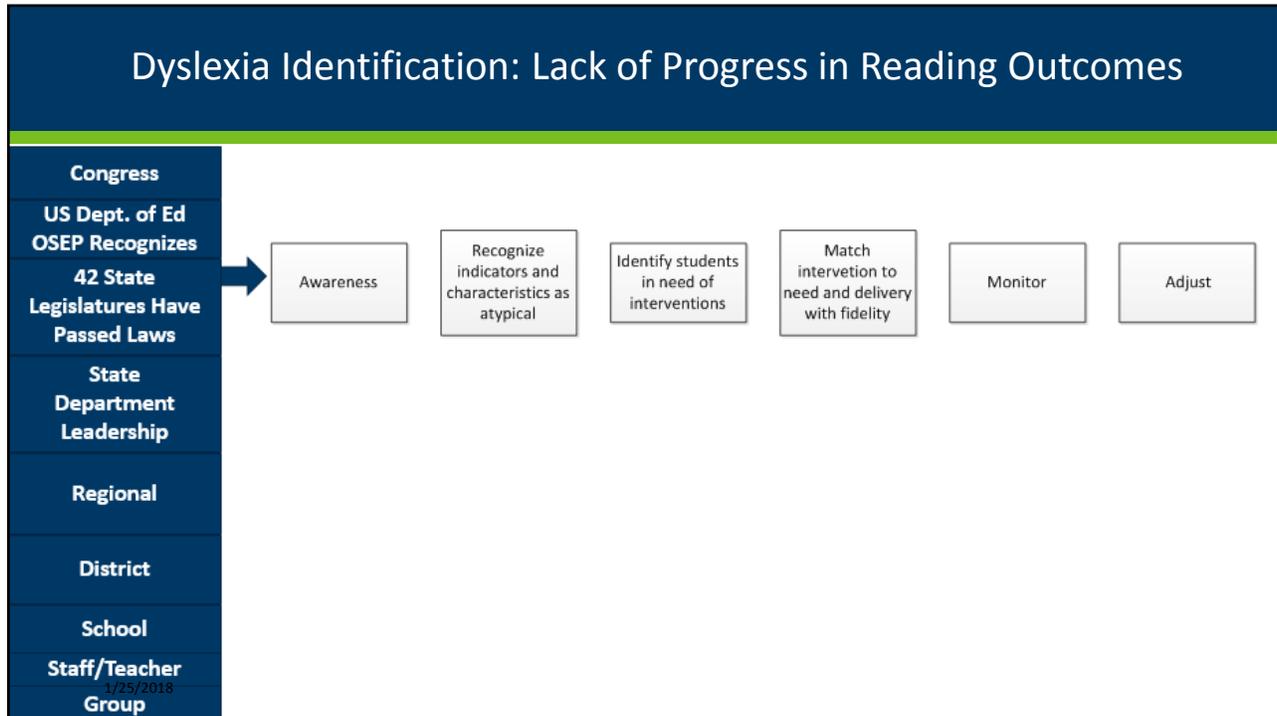
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Dyslexia: Why Now?

What will improve if we use knowledge about Dyslexia in schools?

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(2015) Dyslexia Defined in Minnesota Reading Statute

125A.01 Subd. 2. Dyslexia. "Dyslexia" means a specific learning disability that is neurological in origin.

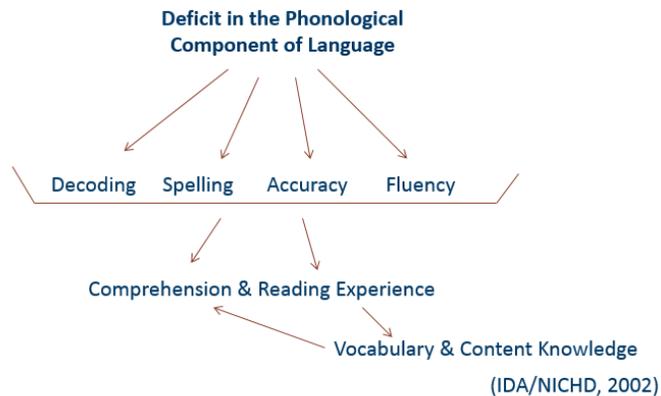
- difficulties with **accurate or fluent recognition of words** and by **poor spelling and decoding abilities**.
- ...a deficit in the **phonological component** of language that is often unexpected...[in relation to abilities and effective instruction]
- **Secondary consequences...in** reading comprehension and reduced reading experience...
- Students who have a dyslexia diagnosis **must meet the state and federal eligibility criteria** in order to **qualify for special education services**.

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Visual Definition of Dyslexia

Dyslexia is a Language-Based Learning Disorder
that is neurological in origin:



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The Label Helps in Matching Intervention to Need

Struggling Reader

- General statement indicating child is not taking to reading as expected.
- Reading is not progressing naturally/ effortlessly.
- Requires additional instruction and practice to improve.
- Phrase is not easily defined requires at **significant knowledge base to match intervention to need.**

Dyslexia

- Specific characteristics of reading that are difficult and treatable
 - Phonemic awareness, decoding, encoding,
 - Language processing
- Requires specific and intensive instruction to improve.
- Interventions are very targeted,
 - intense and focused
 - **Systematic and explicit.**
 - Progress from sounds to consolidation of increasingly larger chunks.
 - Build knowledge and strategies to read and make meaning from unknown or unfamiliar words.
 - **More time and practice** to make progress is required to **learn and consolidate.**

1/25/2018 [FAQ: Navigating the School System When a Child is Struggling with Reading or Dyslexia](#) (2015)

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Dyslexia Added to Reading Well By Grade 3

Part 2: Screening Students for Dyslexia and Local Literacy Plans

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2016 Changes in Read Well By Grade 3

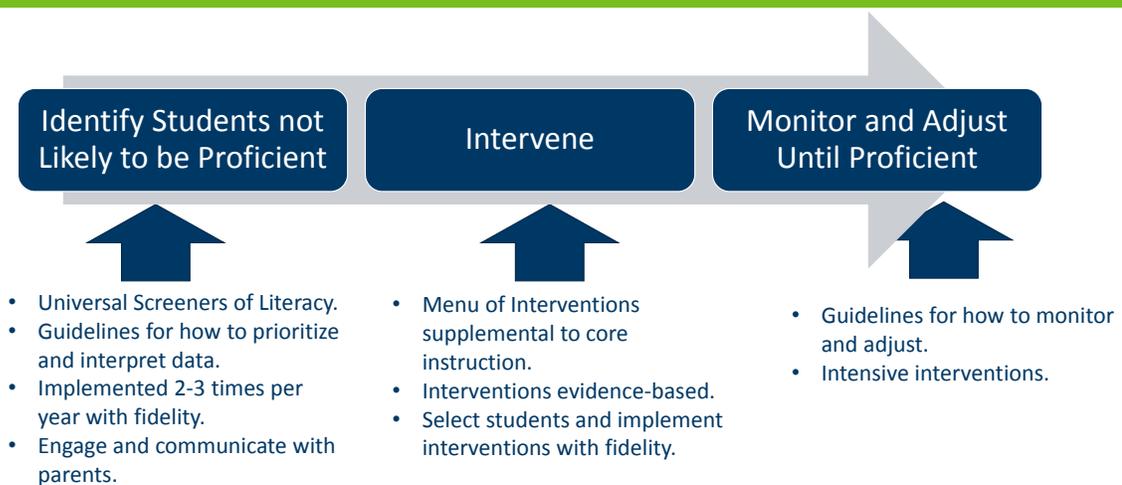
Subd.2. ... *The district also must annually report a summary of the district's efforts to screen and identify students with dyslexia or convergence insufficiency disorder to the commissioner by July 1.*

2. (b) *A student identified under this subdivision must be provided with alternate instruction under section 125A.56, subdivision 1.*

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Local Literacy Plans Address



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Local Literacy Plan with Practices for Supporting Students Likely to Have Dyslexia

Identify based on risk

- Universal Screeners of Literacy
- Guidelines for how to prioritize and interpret data.
- **Configure data for risk of dyslexia.**
- Implemented 2-3 times per year with fidelity.
- Engage and communicate with parents.

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Select and Intervene

- Menu of Interventions supplemental to core instruction.
- **Effective for dyslexia—phonemic awareness decoding/encoding.**
- Interventions evidence-based.
- **Sufficient intensity and dosage.**
- Select students and implement interventions with fidelity.

Monitor and Adjust

- Guidelines for how to monitor and adjust.
- Intensive interventions.
- **Effective for dyslexia—phonemic awareness decoding/encoding/language processing.**

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Intersection of Interventions Prior to Referral and Read Well by Grade 3

- 2. (b) A student identified under this subdivision must be provided with alternate instruction under section 125A.56, subdivision 1.

MN. Statute 120B.12

- Screening procedures applied to all students do not trigger child find mandate under IDEA.
 - Individualized assessment that applies to a few or some students may indicate suspicion of a disability and child find procedures.
 - Schools may provide interventions but may not deny an evaluation to complete interventions.
 - Parents may request an evaluation for special education, which is not the same as requesting interventions.
- Data from interventions help to inform the educational impact and next instructional step if an evaluation is conducted.
- There is nothing in law that prevents a psychologist or team from using the term dyslexia in the evaluation or IEP.

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Recommendation: Configure Screening Data

How do we document data collected and streamline communication about student needs?

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*****DRAFT*****

DYSLEXIA SCREENING CHECKLIST

Product under development –
Measured Skills (shown here)
Family History
Observational Data
Total Score / Cut-offs

What other information should be included?

How could this be simplified?

What are your concerns?

Other suggestions?

SIGNS OF DYSLEXIA	SKILLS TO MEASURE Please identify the instrument used consistent with your local literacy plan	SCORE	
		K (Fall)	Red Flag?
Poor Phonemic Awareness	<u>Rhyming</u> Identify / Produce Rhymes		
	<u>Phoneme Blending</u> e.g. Hear C-A-T – child says “Cat”		
	<u>Phoneme Segmentation</u> e.g. Hear ‘cat’ – child says “C-A-T”		
	<u>Phoneme Isolation / Deletion</u> Identify Initial, Medial, Final sounds Delete: Say “pan” without /p/ = an		
Poor Decoding	<u>Letter Sound Fluency</u>		
	<u>Nonsense Word Reading</u>		
	<u>Oral Reading Fluency</u>		
Poor Spelling (Encoding)	<u>Spelling Inventory</u>		
Poor Orthographic Memory/ Recall	<u>Rapid Automatic Naming</u>		
	<u>Letter Name Fluency</u>		
	<u>Letter-Sound Fluency</u>		
	<u>High Frequency words/sight words</u>		

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Screening Data

Indicator - the skill that is missing or not sufficient.

Common Measure—likely what is named in Local Literacy Plan.

Typical Grade—When that piece of data is gathered and most useful.

Observation and Interview—information that informs instruction and significance of challenge.

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Table 1: Evidence-based Indicators for Dyslexia to be Included in Identifying Students for Intervention

Indicator	Common Standardized Measure	Typical Grade(s) for Screening (F) Fall, (S) Spring, (W) Winter	Instructionally Meaningful Observation and Interview Data
Poor Phonemic Awareness	Phonemic Awareness Initial Sound Fluency Phoneme Blending Word Segmentation	Pre-K and K: (F,W,S) K (F,W) K (W,S) and K (W,S) and 1 (F,W)	<ul style="list-style-type: none"> Mishears letters or sounds. Difficulty with rhyming. Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words.
Poor Decoding	Letter-Sound Fluency Nonsense Words Oral Reading Fluency (ORF)	K (W,S) K (W,S) and 1 (F,W,S) 2 (F) 1 (F,W,S) 3 (F, W, S)	<ul style="list-style-type: none"> Deletes or mixes up or misses extremely common high-frequency and sight words (was/ saw, left/felt,) skips words like is, the, a, on, etc., inconsistently omits suffix endings (-s, -ed, or -ly). Decodes a word on one page but not on next; one day it is there, next it is not. Relies on contextual clues to read, guesses at words based on the first few letters. Accuracy of decoding improves but rate remains persistently lower than benchmark.* Student complains of physical illness or presents with behavioral issues during reading time; either task avoidance or signs of stress.

Spelling Tells Us a Lot

Table 1: Evidence-based Indicators for Dyslexia to be Included in Identifying Students for Intervention

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Poor Spelling (Encoding)	Spelling Inventory	1 (F,W,S); 3(F,W,S)	<ul style="list-style-type: none"> Difficulty reproducing letter forms (not a motor coordination problem). Difficulty recalling the correct sequence of letters in words and/or matching letters, words, objects in different sequences as they get more complex. Student complains of physical illness or presents with behavioral issues during writing time; either task avoidance or signs of stress. Error analysis shows: <ul style="list-style-type: none"> Not all sounds are represented within a word. Misspellings of words are inconsistent within the same document. Oral stories have greater depth and detail than print, student self-limits to words that can be spelled correctly.

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Students May Have Memory Issues

<i>Indicator</i>	<i>Common Standardized Measure</i>	<i>Typical Grade(s) for Screening</i> (F) Fall, (S) Spring, (W) Winter	<i>Instructionally Meaningful Observation and Interview Data</i>
Poor Orthographic Memory and Recall	Rapid Automatic Naming Letter Name Fluency Letter-Sound Fluency (onset sounds, first sound) High Frequency/Sight Words	Pre K and K (F,W) K (F,W) K (W,S); 1 (F,W) K (S); 1 (F,W,S); and 2 (F,W,S)	<ul style="list-style-type: none"> • Student has difficulty following 2-3 step directions. Needs directions repeated or written down. • Difficulty naming classmates weeks and months into the school year. • Difficulty calling up the right word despite describing its meaning. • Student’s descriptions indicate “she/he knows it one moment but not the next.” • Difficulty simultaneously decoding and retrieving word meanings. • Poor recall of sound symbol associations.

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Dyslexia is Heritable and Often Runs in Families

Table 1: Evidence-based Indicators for Dyslexia to be Included in Identifying Students for Intervention

<i>Indicator</i>	<i>Common Standardized Measure</i>	<i>Typical Grade(s) for Screening</i> (F) Fall, (S) Spring, (W) Winter	<i>Instructionally Meaningful Observation and Interview Data</i>
Family History			<ul style="list-style-type: none"> • Shows lack of interest in reading simple books or talking about books. • Reports or comments that close family or relatives struggled with learning to read or in school (evidence that dyslexia runs in families). • Records indicate the student repeated pre-school or earlier grade. Parents say that student was recommended to repeat a grade. • Parent has sent the student to summer school, interventions, or clinic for additional tutoring.

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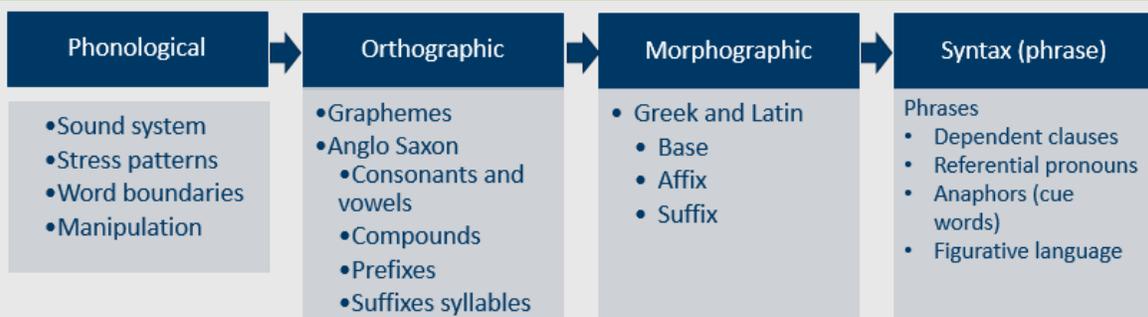
Matching Identified Needs with Instruction

How do we use existing indicators to better match students likely to have dyslexia with effective interventions (phonological awareness, decoding, and encoding)?

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Dyslexia is Known Pattern of Reading Difficulties



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Interventions for Dyslexia are Known to be Effective

Phonological	Orthographic	Morphographic	Syntax (phrase)
<ul style="list-style-type: none"> • Sound system • Stress patterns • Word boundaries • Manipulation 	<ul style="list-style-type: none"> • Graphemes • Anglo Saxon • Consonants and vowels • Compounds • Prefixes • Suffixes syllables 	<ul style="list-style-type: none"> • Greek and Latin • Base • Affix • Suffix 	Phrases <ul style="list-style-type: none"> • Dependent clauses • Referential pronouns • Anaphors (cue words) • Figurative language
Interventions Build Abilities Syllable division Phonemes Onset and rime units Blending, Segmenting, Omission, Substituting	Interventions Build Abilities Decode and encode increasingly larger chunks of letters Reason through unknown words	Interventions Build Abilities To use relationships between sounds and meaning	Interventions Build Abilities To process context Select most likely meaning from range

STRUCTURED LITERACY PRIMER

Structured Literacy's ELEMENTS work together.

Structured Literacy's Evidence-Based Elements

Phonology (study of sound structure of spoken words) is a key element of Structured Literacy Instruction. **Phonemic awareness** (ability to distinguish / segment / blend / manipulate sounds relevant to reading/spelling) is central to phonology.

Sound-Symbol Association Once students develop phoneme awareness, they must learn the **alphabetic principle**—how to map phonemes to letters (**graphemes**) and vice versa.

Syllables Knowing the six syllable / vowel grapheme types helps readers associate vowel spellings with vowel sounds. Syllable division rules help readers divide / decode unfamiliar words.

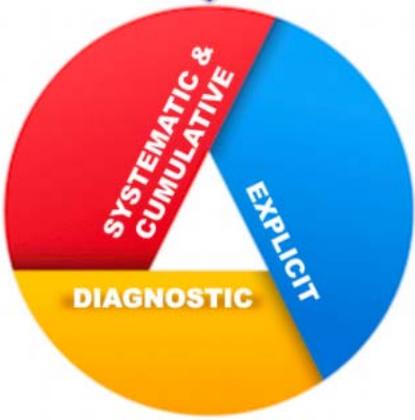
Morphology A **morpheme** is the smallest unit of meaning in language. Studying base elements and affixes helps readers decode and unlock the meanings of complex words.

Syntax—the set of principles that dictate the sequence and function of words in a sentence—includes grammar, sentence structure, and the mechanics of language.

Semantics Semantics is concerned with meaning. The Structured Literacy curriculum (from the start) includes instruction in the comprehension and appreciation of written language.

STRUCTURED LITERACY PRIMER

These **PRINCIPLES** guide how Structured Literacy's components are taught.



Structured Literacy's Evidence-Based Teaching Principles

Systematic & Cumulative
Structured Literacy teaching is systematic and cumulative. **Systematic** means that organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult. **Cumulative** means each step is based on concepts previously learned.

Explicit
Structured Literacy instruction requires direct teaching of concepts with continuous student-teacher interaction and does not assume students deduce concepts. (While **multisensory teaching** lacks the extensive research that validates Structured Literacy's other teaching principles, decades of clinical results support efficacy of simultaneous association of auditory, visual, kinesthetic-motor modalities for enhancing memory and learning in students with dyslexia.)

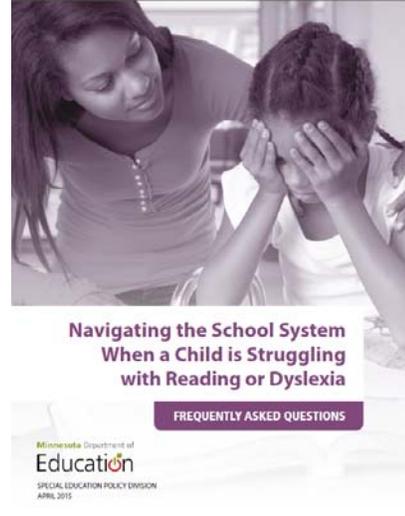
Diagnostic
Teachers must be adept at individualizing instruction (even within groups) based on careful and continuous assessment, both **informal** (e.g., observation) and **formal** (e.g., with standardized measures). Content must be mastered to the degree of automaticity needed to free attention and cognitive resources for comprehension and oral/written expression.

NEXT STEPS

1. **COMMUNICATE:** Communicate changes in state statute related to dyslexia
2. **COLLECT DATA:** Gather data and support the implementation of evidence-based practices
3. **COLLABORATE:** Collaborate with stakeholders to identify frequently asked questions and address barriers to implementation
4. **PROCESS & SYSTEMS:** Refine screening checklist and “decision-tree” to support decision making
5. **OTHER?**

Informational Paper 1

- A resource for staff, parents, and administrators.
- Defines words and what they mean for struggling readers.
- Describes what it looks and sounds like.
- Describes how to advocate for support.
- Describes what instruction should look like.



1/25/2018 [FAQ: Navigating the School System When a Child is Struggling with Reading or Dyslexia](#) (2015)

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Informational Paper 2

- Describes added requirement
- Defines indicators that may exist in screening system
- Defines which measures are not sufficient for screening but are helpful for grouping.



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Minnesota Department of Education Resources

- New [language within the Reading Well by Third Grade law](#) (Minn. Stat. § 120B.12) has added new reporting requirements for districts concerning students with dyslexia and convergence insufficiency. The department has published several resources to support districts as they work to increase their understanding of these disorders and update their Local Literacy Plans.

Dyslexia Resources:

- [FAQ: Navigating the School System When a Child is Struggling with Reading or Dyslexia](#) (2015)
- [Revising Local Literacy Plans to Include “Efforts to Identify Students with Dyslexia”](#) (2017)
- [How Long Can Students Receive Interventions Prior to Comprehensive Evaluation?](#) (2017)

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Thank you!

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