



Identifying Dyslexia

Mountain West Associates
2023



Objectives

- Considerations when assessing for dyslexia
- Understand components of a comprehensive assessment system
- Examine existing assessment practices - Idaho's system





#Dyslexia #Explained #LearningDifficulty

The advantages of having Dyslexia and real-life benefits, explained.



Andy Burgess
7.03K subscribers

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1.9K



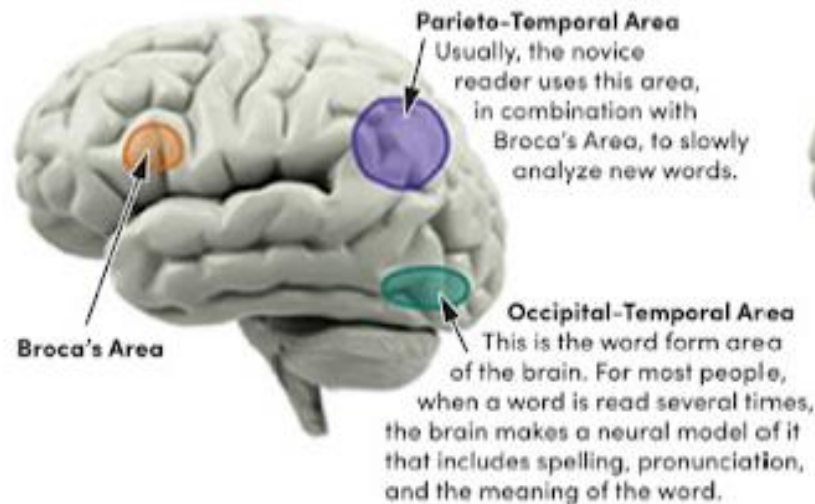
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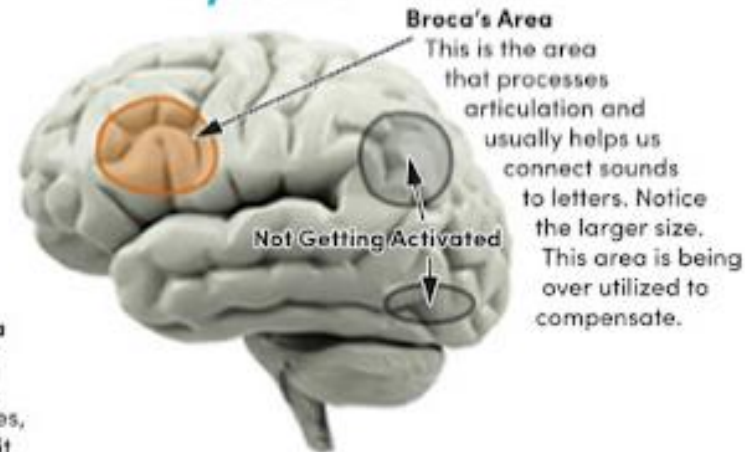
<https://youtu.be/ar8eRkZh0Tk>

NON-DYSLEXIC BRAIN vs. DYSLEXIC BRAIN WHEN READING

Non-Dyslexic



Dyslexic



Research in neuroscience reveals that the brain functions differently in people with dyslexia than those without it. These structural and neural differences make it more difficult for people with dyslexia to read, spell and write. For example, in the left brain hemisphere, three dominant areas of the brain are usually activated for reading, but in those with dyslexia, only one area of the brain is being stimulated.

Retrieved from Understood.org, 10.4.22



Looks like but isn't dyslexia

**Interrupted Schooling
Adverse Childhood Experience
Other related disorders**

Considerations when assessing for dyslexia

- The reading brain
- Unexpected underachievement
- Formal and informal assessments
- Comprehensive assessment plan



Early childhood

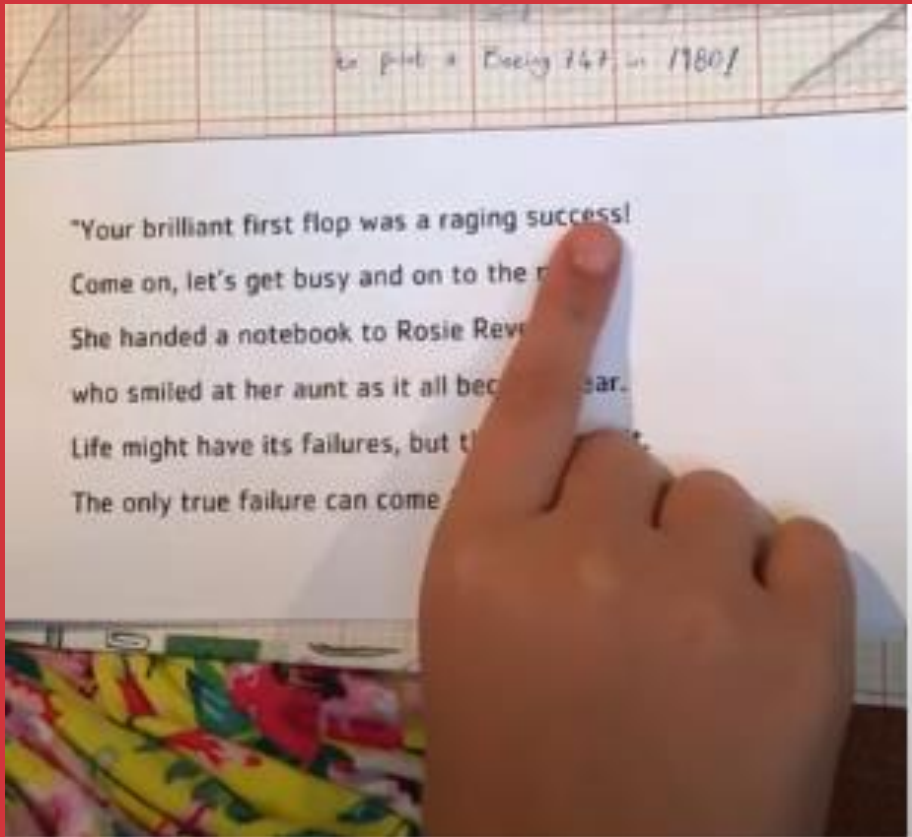


- Difficulty with rhyming
- Struggles to identify letters in their name

Primary grades

- Lack of understanding that a word can be broken into pieces
- Trouble associating letters with sounds
- Fatigue when reading
- Illogical reading errors
- Avoiding reading





<https://youtu.be/WMa2GSE3Afs>

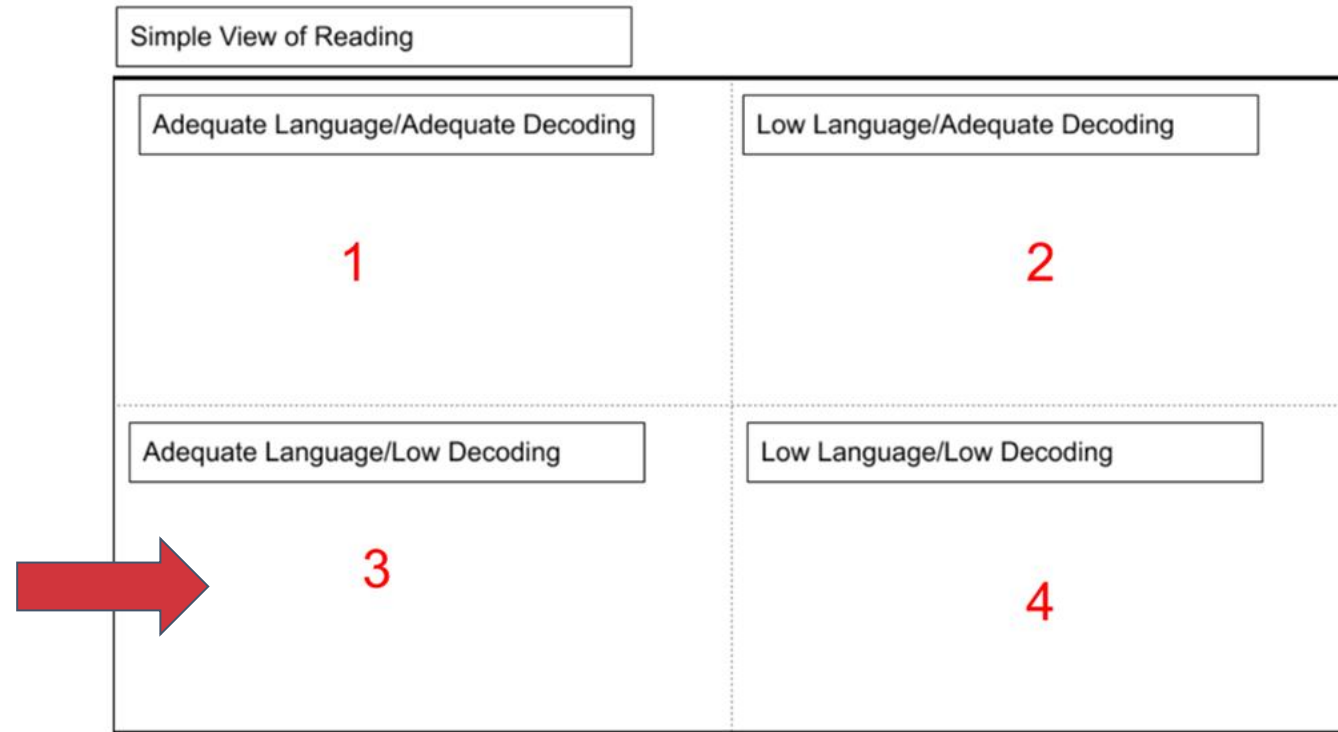
Intermediate grades

- Slow pace for the development of reading skills
- Trouble sounding out unfamiliar words
- Word substitutions/guessing
- More likely to read words in context than a list
- Poor spelling and written work

Simple view of reading: $AD \times LC = RC$

Simple View of Reading

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)



Gough, P., & Tunmer, W. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7, pgs 6–10.

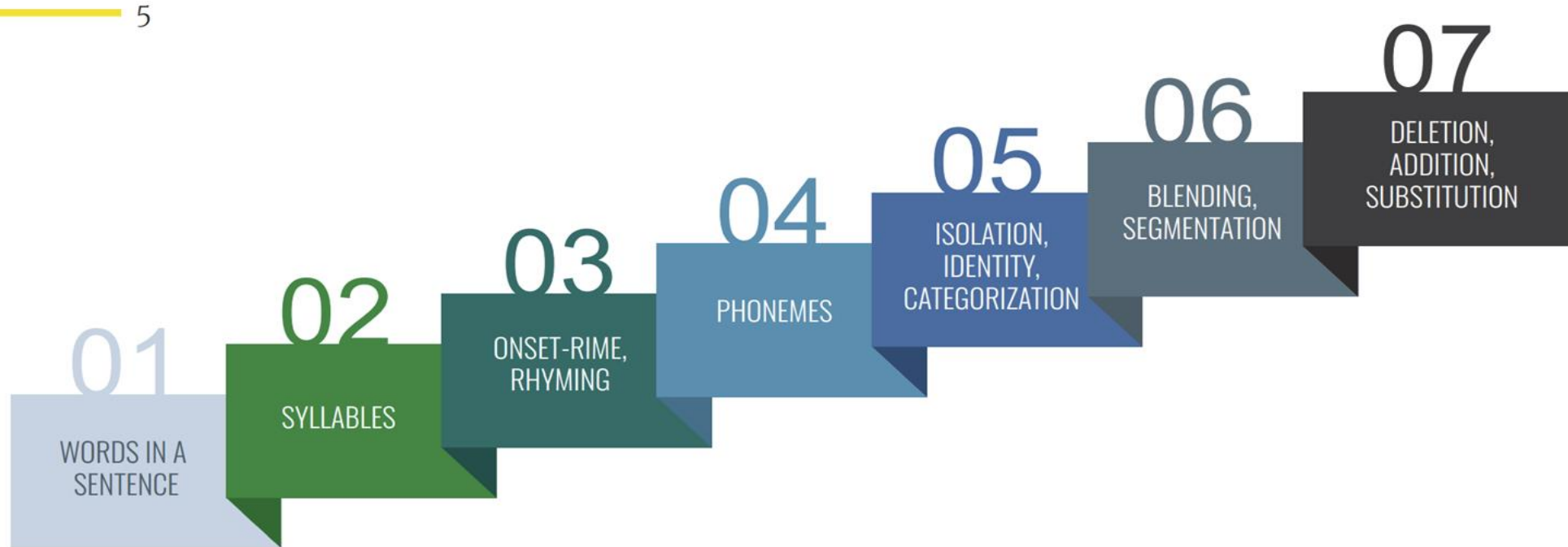


Your professional opinion is critical to the process!

Early identification - Let's Review

- Slow to learn letters
- Difficulty with phonemic awareness (segmenting and blending)
- Inability to rhyme
- May mispronounce words
- Difficulties in spelling
- Painfully difficult reading out loud
- Guessing at words

Phonological Awareness moves from simple to complex



We need to know what they know and what they don't know!



Again - to appropriately intervene, we need to know where they are!


PHONICS CONTINUUM

**SIMPLE
ALPHABETIC**


**SPELLING-
PATTERN**

**POLYSYLLABIC/
MORPHEMIC**

<ul style="list-style-type: none">• Short vowels• Single consonants• Identifying initial, final, and medial sounds• Reading and spelling CVC words	<ul style="list-style-type: none">• Consonant blends• Consonant digraphs• Inflectional endings, <i>-s, -ed, -ing</i>	<ul style="list-style-type: none">• Consonant trigraphs• Long vowels<ul style="list-style-type: none">- Final <i>-e</i>- Vowel patterns• <i>r</i>-controlled vowels• Diphthongs	<ul style="list-style-type: none">• Silent letters• Hard/soft <i>c</i> and <i>g</i>	<ul style="list-style-type: none">• 6 syllable types• Syllable division• Meaningful morphemes• Implications of the schwa
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A decorative graphic on the left side of the slide consists of a 3x3 grid of squares. The top row has a yellow square, an orange square, and a red square. The middle row has a red square, a blue square, and an orange square. The bottom row has a pink square, an orange square, and a yellow square. The rest of the slide background is red.

Start with Screening all students



Makes sense and it is the law in Idaho
Mountain West 2023

LEA Requirements



- Administer Tier 1 *screening* assessment for characteristics of Dyslexia **Fall 2022**
 - IRI for K-3
 - LEA assessment 4-5
- Administer Tier 2 *diagnostic* measure
- Provide evidence-based interventions for students identified with characteristics of Dyslexia
- Notify parents of available LEA interventions when a student has characteristics of Dyslexia

<https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH18/SECT33-1811/>

Dyslexia screening tools means assessing areas of:

- Phonological awareness skills
- Phonemic decoding efficiency
- Encoding ability
- Sight word reading deficiency
- Slow labored reading (dysfluent)
- Rapid automatic naming skills

IRI as a Screening assessment K-3

- Phonological awareness skills - included
- Phonemic decoding efficiency - included
- Encoding ability - included
- Sight word reading diffeciency - included
- Slow labored reading (dysfluent)- included
- Rapid automatic naming skills - NOT included

What to look for in Kindergarten

- Low phonological awareness (in relationship to peers)
- Low letter knowledge (in relationship to peers)
- High Listening Comprehension

What to look for in First Grade

- Continued struggle with phonological awareness
- Continued struggle with letter knowledge
- Difficulty with alphabetic decoding
- Unexpected due to students overall performance

What to look for in Second and Third

- Low fluency
- Weak encoding (spelling)
- Comprehension and vocabulary may be higher than expected given low word attack skills
- Unexpected due to students overall performance

Screening Tools for Grades 4 and above

TIER 1 SCREENING TOOLS FOR GRADES 4-5

Screener	Phonological Awareness (PA)	Phonemic Decoding Efficiency	Encoding Ability	Sight Word Reading Efficiency	Rapid Automatic Naming (Ran)	Admin Time	Cost	Print or Digital
Acadience Reading (formerly DIBELS Next) Website and Contact Info	X	X	X	X	X	2-9 min	Varies	Both
FastBridge CBMreading Contact FastBridge	X	X	X	X	X	20-35 min	\$8.00/ Student	Digital
mCLASS: Amplify Reading	X	X	X	X	X	5 min	\$14.90/ student	Digital
STAR CBM Contact Renaissance	X	X	X	X	X	5-6 min total	\$4.00/ student	Both

<https://www.sde.idaho.gov/academic/ela-literacy/files/lrc/dyslexia/SDE-Identified-Dyslexia-Assessments.pdf>

Tier I screening continued

Screeners	Phonological Awareness (PA)	Phonemic Decoding Efficiency	Encoding Ability	Sight Word Reading Efficiency	Rapid Automatic Naming (Ran)	Admin Time	Cost	Print or Digital
Phonological Awareness Literacy Screening-Plus (PALS Plus) More information Task Descriptions	X	X	X	X		2-3 min tasks	\$8.75/ Student	Both
Istation Advanced Reading (4-8)			X			<30 min	Varies	Digital
PAST	X					1-20 min	Free	Print

Assessing key areas

Fluency, decoding, encoding, phonological
awareness

Determining Who Needs Fluency Training

The following are indications that a student's fluency is low:

- Reads haltingly.
- Reads word-by-word.
- Reads with little or no expression.
- Unable to read an unpracticed grade-level passage at the 50th percentile rate of peers according to the Oral Reading Fluency Norms table.

Oral Reading Fluency Norms (Hasbrouck/Tindal Table)

The table below shows the oral reading fluency rates of students in grades 1 through 8 as determined by data collected by Jan Hasbrouck and Gerald Tindal. You can use this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring 10 or more words below the 50th percentile, using the average score of two unpracticed readings from grade-level materials, need a fluency building program such as Read Naturally.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90	~	81	111	1.9
	75	~	47	82	2.2
	50	~	23	53	1.9
	25	~	12	28	1.0
	10	~	6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

*WCPM = Words Correct Per Minute

**Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by dividing

Any CBM as long as it is norm referenced

Start with Fluency

TIER 1 SCREENING TOOLS FOR GRADES 4-5

Screeners	Phonological Awareness (PA)	Phonemic Decoding Efficiency	Encoding Ability	Sight Word Reading Efficiency	Rapid Automatic Naming (Ran)	Admin Time	Cost	Print or Digital
Acadience Reading (formerly DIBELS Next) Website and Contact Info	X	X	X	X	X	2-9 min	Varies	Both
FastBridge CBMreading Contact FastBridge	X	X	X	X	X	20-35 min	\$8.00/Student	Digital
mCLASS: Amplify Reading	X	X	X	X	X	5 min	\$14.90/student	Digital
STAR CBM Contact Renaissance	X	X	X	X	X	5-6 min total	\$4.00/student	Both

<https://www.sde.idaho.gov/academic/ela-literacy/files/lrc/dyslexia/SDE-Identified-Dyslexia-Assessments.pdf>

CORE Multiple Measures

TEC

Teacher Resource ■ Assessment Tool

CORE Phonics Survey – Record Form

G. Multisyllabic words

Administer this item if the student is able to read most of the single-syllable real and pseudowords in the previous items. **Say to the student:** Now I want you to read down the first column of words. Each of the real words in this column has two syllables. Point to the first column. If the student can read at least 3 out of 8 of the words in this column, **say:** Now I want you to read some made-up words. Do not try to make them sound like real words. Point to the second column. Repeat the same procedure for the third column. **NOTE:** The following made-up words can be pronounced in two ways: *sunop* (su-nop or sun-op); *wopam* (wo-pam or wop-am); *potife* (po-tife or pot-ife); *zuride* (zu-ride or zur-ide); and *zubo* (zu-bo or zub-o).

___/ 3	Closed-closed	kidnap	pugnad	quibrap
___/ 3	Closed silent e	compete	slifnate	prubkine
___/ 3	Open or closed	depend	sunop	wopam
___/ 3	Open or closed	zero	zubo	yodu
___/ 3	Silent e	locate	potife	zuride
___/ 3	Consonant + /e	stable	grickle	morkle
___/ 3	R-Controlled	further	tirper	pharbid
___/ 3	Vowel team	outlaw	doipnoe	loymaud

6. Spelling

Give the student a pencil and a sheet of lined paper. Write the student's responses over the words.

A. Tell the student: Listen to each of the words I read and write the **first sound** you hear.

___/ 5 fit map pen kid hand

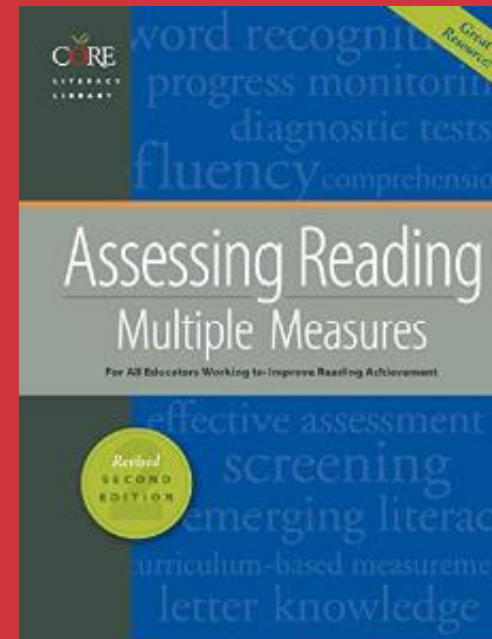
B. Tell the student: Listen to each of the words I read and write the **last sound** you hear.

___/ 5 rub fled leg sell less

C. Tell the student: Listen to each of the words I read and write the **whole word**.

___/ 5 fork yam sip shop tub
___/ 5 coin float steep drive spoon

Red 2002



PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019

Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: “Assessment of Phonological Awareness” for how to administer the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:	
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		_____
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
Test Total	____/52	____/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level:

PreK/K

K

late K/early 1st

1st

late 1st/early 2nd

2nd

late 2nd to adult

Note: The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

PAST Form A

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) Say ***sleep***. Now say ***sleep*** but don't say /s/.

FEEDBACK: "If you say sleep without the /s/, you get leap; sleep-leap."

(s)leep → leap ____ (c)rane → rain ____

H2 Say ***grew***. Now say ***grew*** but instead of /g/ say /t/.

FEEDBACK: "If you say grew, and change the /g/ to /t/, you get true; grew-true."

(g)rew → (t)rue ____ (c)rane → (b)rain ____ (f)lows → (c)lose ____

LEVEL I Say ***went***. Now say ***went*** but don't say /t/.

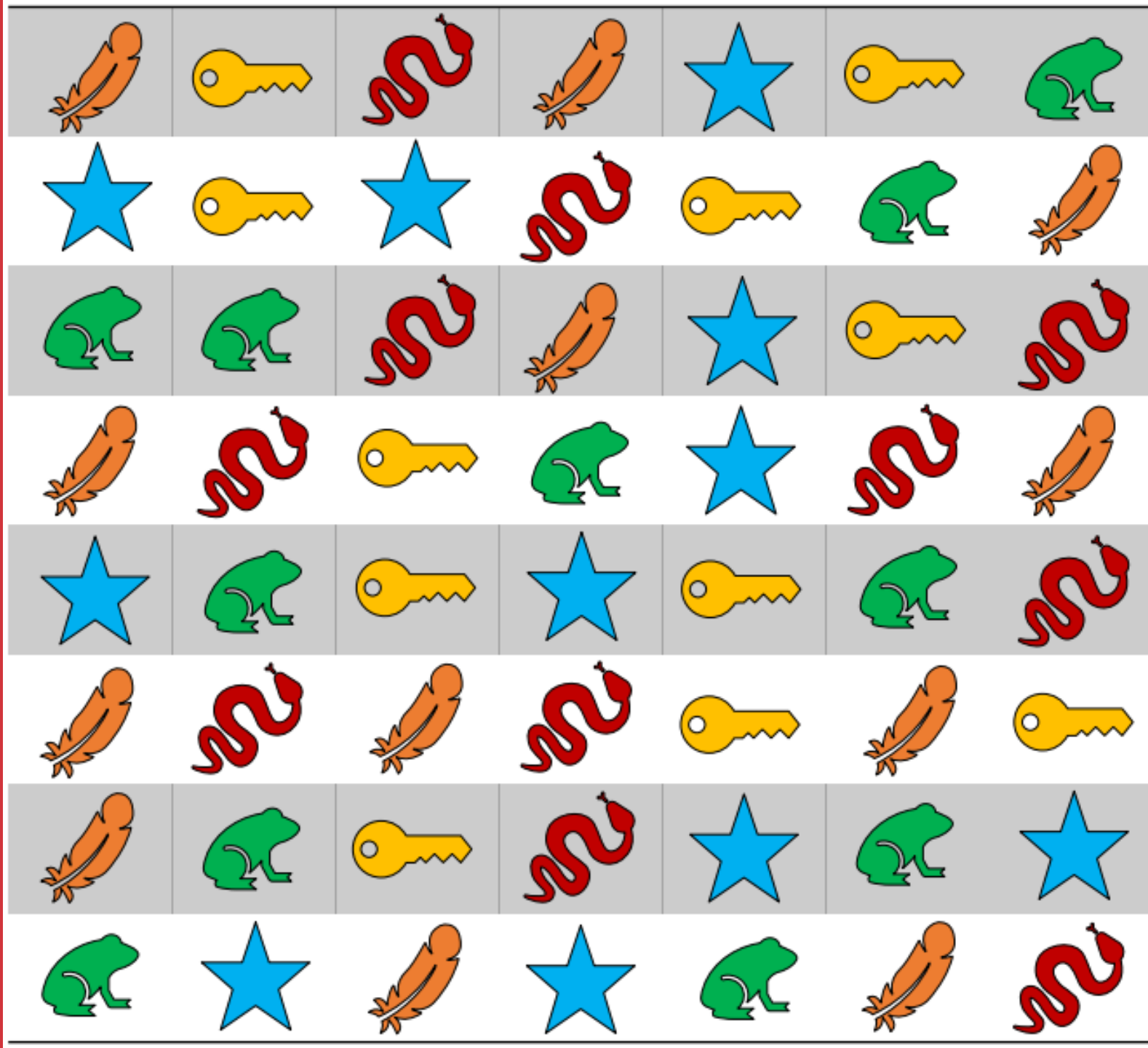
FEEDBACK: "If you say went without the /t/, you get when; went-when."

I1 wen(t) → when ____ ran(g)e → rain ____

I2 whea(t) → we ____ nie(c)e → knee ____ dri(v)e → dry ____

Basic Phoneme Total:

RAN is not a requirement



RAN Options



- SDE list:
 - Istation RAN
 - Accidence RAN
 - Other RAN
- RAN is not a part of accountability or required IRI administration

Tier 2 Diagnostic



- No legislative definition
- Administered to students who have been identified with characteristics of dyslexia based on the tier 1 screening measure or
 - Have been identified by their classroom teacher or
 - At the request of the student's parent or guardian

TIER 2 MEASURES FOR GRADES K-5

Diagnostic Assessments	Admin Time	Cost	Print or Digital
Acadience Reading Diagnostic: Phonemic Awareness & Word Reading and Decoding Acadience Diagnostic	varies	\$93.95	Both
i-Ready	35-60 min	Varies	Digital
Phonological Awareness Literacy Screening-Plus (PALS Plus) More information Task Descriptions	2-3 min tasks	\$8.75/ Student	Both
Assessing Reading Multiple Measures (CORE)	varies	\$49/ book	Print

Next steps for your school

Screening, Intervention, and Progress Monitoring Cycle

STEP 1: Tier I Screening

- IRI for grades K-3
- LEA chosen for 4-5)



STEP 3: Diagnostic Measures

- Give Student-Specific Diagnostics Aligned to Areas of Concern



STEP 5: Implement Interventions

- **Tier 1:** Strong core instruction for all students
- **Tier 2:** Targeted supports for flagged (at-risk) students
- **Tier 3:** Intensive supports for flagged students with significant risk



STEP 7: Data Review 3

- Review Progress Monitoring Data
- Adjust Tier Supports / Interventions as needed



REFERRAL FOR SPECIAL EDUCATION EVALUATION CAN HAPPEN AT ANY TIME



STEP 2: Data Review 1

- Review Screening Data
- Flag At-Risk Students
- Identify Areas of Concern



STEP 4: Data Review 2

- Review Diagnostics Data
- Plan Interventions in Individual Student Reading Plans



STEP 6: Progress Monitoring

- Administer Formative or Interim Assessments to gauge student progress



STEP 8: Ongoing Monitoring & Interventions

- Continue Progress Monitoring (Step 6) & Data Reviews (Step 7)
- Adjust and implement interventions



Let's try to avoid all these labels and find the right solution!



**JUST THE
FACTS...**

Information provided by the International DYSLEXIA Association®

Dyslexia Assessment: What Is It and How Can It Help?

Decades of research and national test scores confirm that reading problems commonly occur and affect as many as one in five bright and motivated students who have average or above average intelligence. Adult literacy problems are also common, affecting one in four who are intelligent but have not been able to attain a functional literacy level. Research demonstrates that additional direct instruction provided appropriately, beginning in kindergarten through third grade, can help all but the most severely impaired students catch up to grade-level literacy skills and close the gap for most poor readers. Assessment is the first step in identifying these students early to make sure they receive the effective instruction they need to succeed.

Identifying Dyslexia

The key symptoms of dyslexia are problems with decoding or single word reading and/or poor reading fluency and poor spelling. Phonological weaknesses or disorders, specific language-based difficulties, are usually the underlying cause of the literacy problems associated with dyslexia. Comprehension may be impaired and writing skills will suffer if spelling is not mastered. Language and vocabulary problems can cause comprehension difficulties that can become more severe over time as academic demands increase. Poor readers may have weak vocabulary and background knowledge caused by reading less than average readers.

produced rapidly, and sounds within spoken words are pronounced so quickly, phonemes overlap. Some individuals may experience difficulty with Rapid Automatic Naming that can compound the challenge of learning to read. Phonemes or speech sounds may vary by geographic region, or individual, and are often quite hard to distinguish. Assessment by a skilled professional can determine if the student struggles with phonological processing.

When students continue to struggle with literacy skills despite the provision of additional high-quality, expert instruction using Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS), a formal clinical evaluation is needed to determine if they have dyslexia. Assessment of dyslexia involves individual testing, most often provided by a team of qualified professionals who have had extensive clinical training in assessment as part of a graduate degree program. Professional clinicians who assess Specific Learning Disabilities (SLD) and dyslexia may have M.A., M.S., M.Ed., Ed.D., or Ph.D. degrees in Education, Reading, Speech Language Pathology, School Psychology, Psychology, or Neuropsychology. Evaluation by a medical doctor is not required for assessment or identification of SLD or dyslexia.

Educational testing can verify the presence of SLD or dyslexia and can provide the needed diagnostic documentation that is required for eligibility for specially designed instruction and

Dyslexia Assessment: What is it and How Can It Help? Article

<https://dyslexiaida.org/dyslexia-assessment-what-is-it-and-how-can-it-help/>