Dyslexia Screening Guidance: MASE Best Practices

Victoria Weinberg, SLD Specialist and Amy Schulting, Dyslexia Specialist

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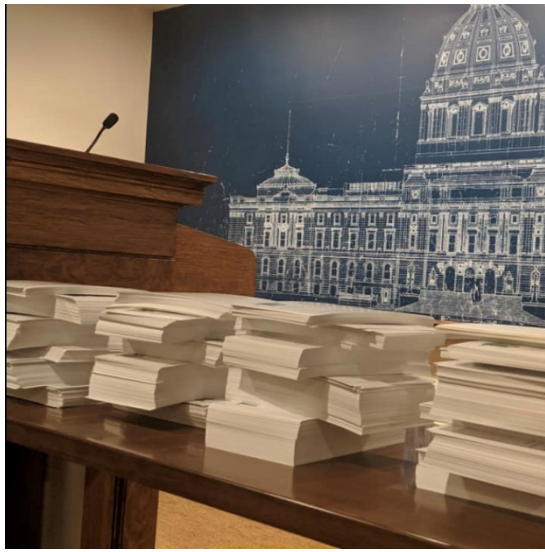
Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Monitor implementation of stand
5. Go local.
6. Follow the money.
7. Start early.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

Why Dyslexia Identification? Why Now?

42 states have passed legislation related to dyslexia. MN
tes related to dyslexia include:

- Dyslexia defined in statute, MN. Statute 125A.01
- Dyslexia Specialist at MDE, MN. Statute 120B.122
- Read Well No Later than Grade 3, MN. Statute 120B.12
- Alternative Instruction Prior to Evaluation for Special Education, MN. Statute 125A.56



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Let's Review: How Learners Learn to Read

Much of the following content is presented in its entirety through *Language Essentials for Teachers of Reading and Spelling (LETRS)®* training.

This is not a replacement for training!

Skilled Reading Requires Integration of Many Skills

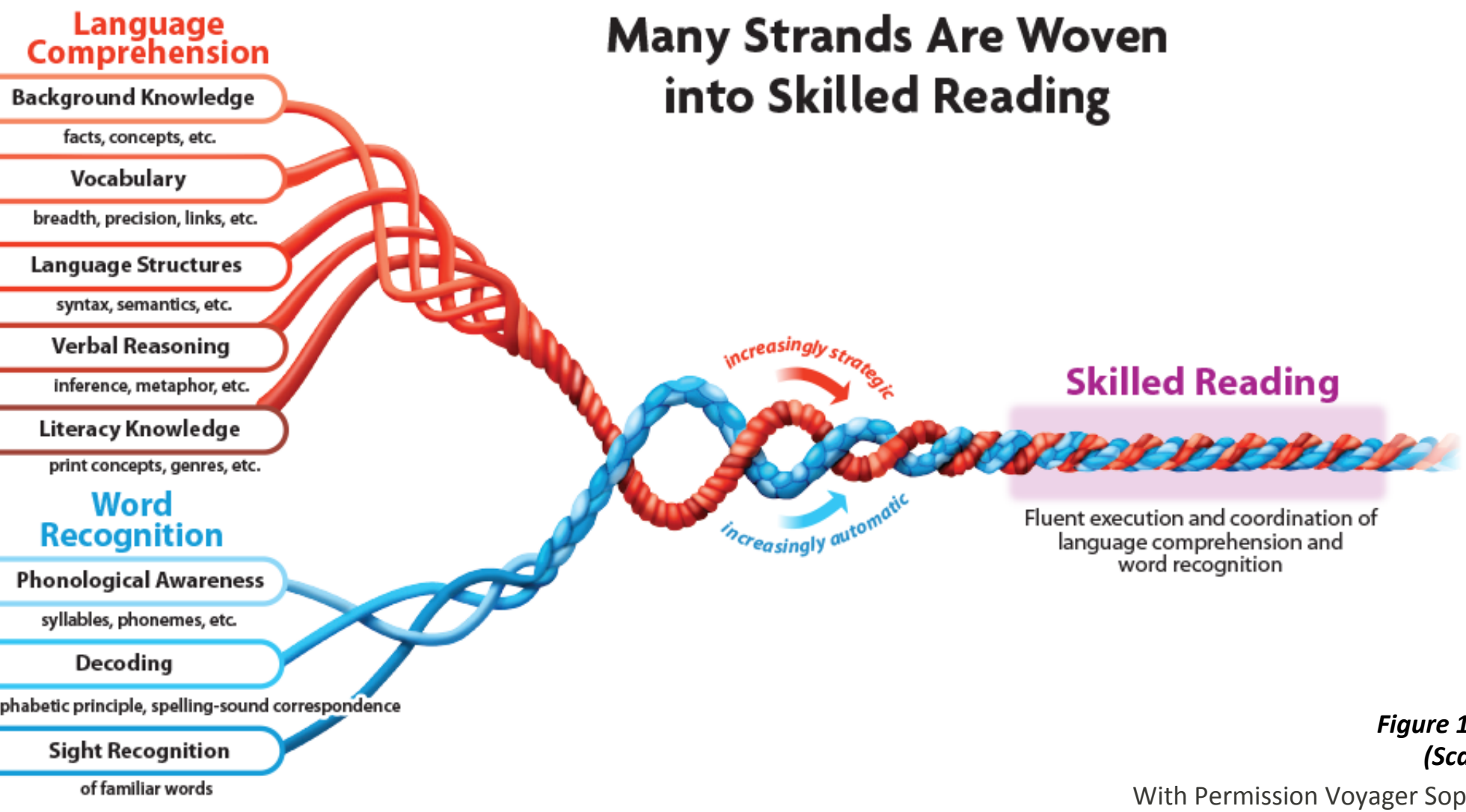
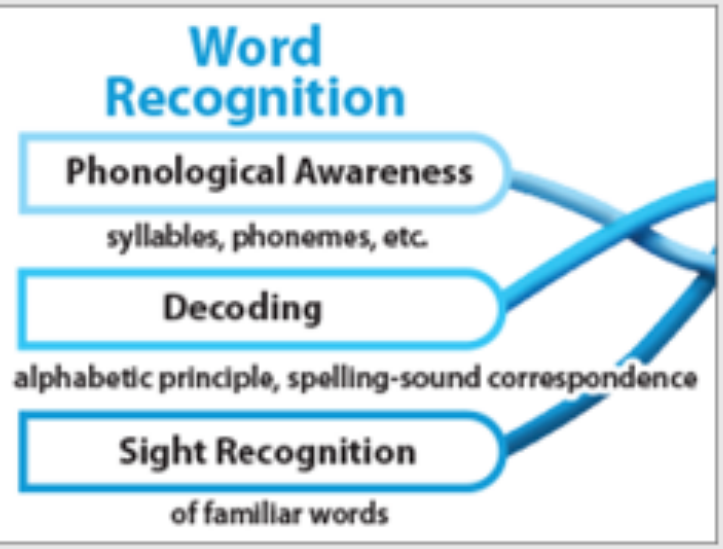


Figure 1.9 Readin
(Scarborough

With Permission Voyager Sopris Learnin

Simple View of Reading and the Reading Rope are Same: Jus
Different Level of Detai



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Reading Is Bolted on Not Pre-wired

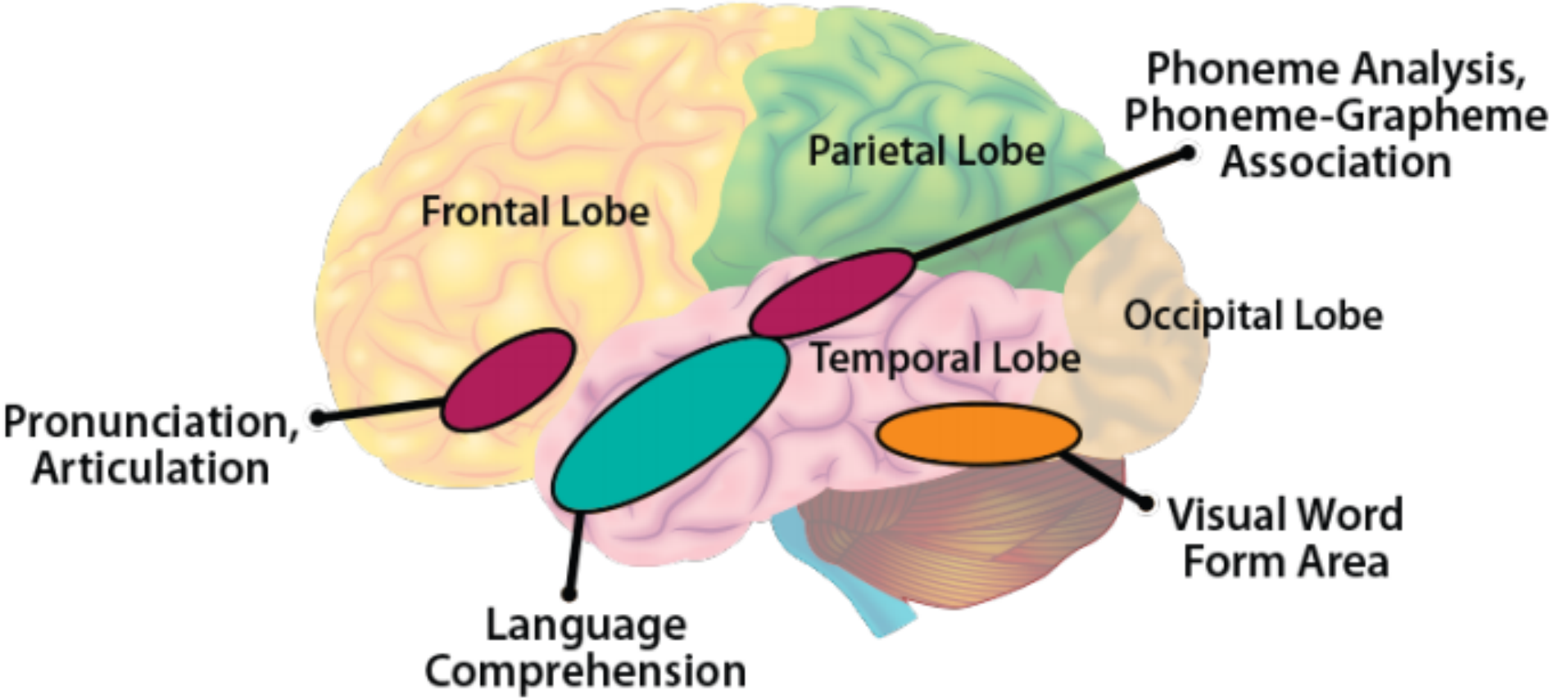

Figure 1.6 The Reading Brain
(Dehaene, 2013; adapted by permission of Dr. Stanislas Dehaene)

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Neurons are the Transmitters: Highways

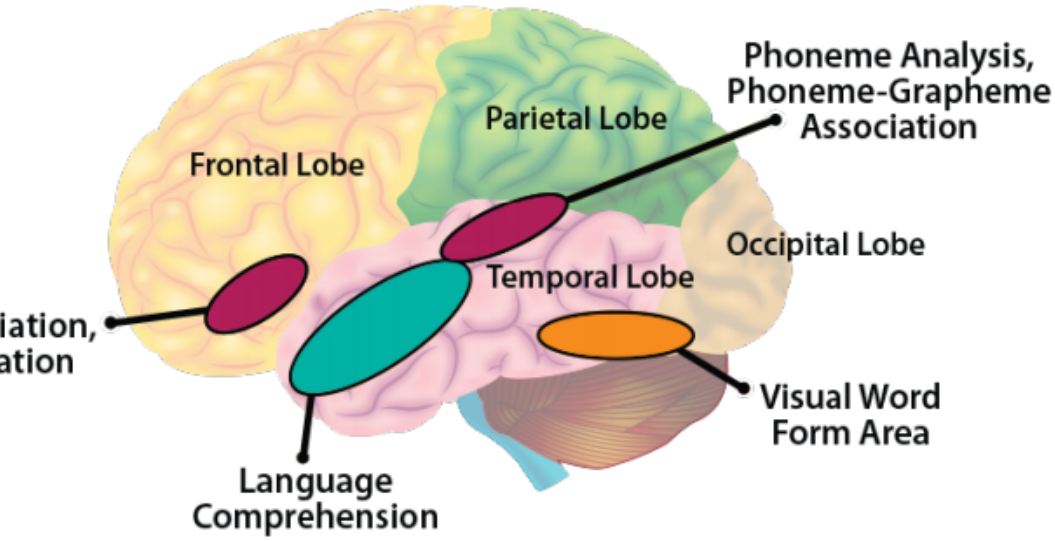
Of the hundreds of types of neurons important are local and long-distance neurons

Neurons that fire together wire together.

Neuronal tangles can prevent efficient transmission of the messages

Artistic rendering of Neurons by Greg Dunn

How The Brain Learns to Read to the Requisite Skills



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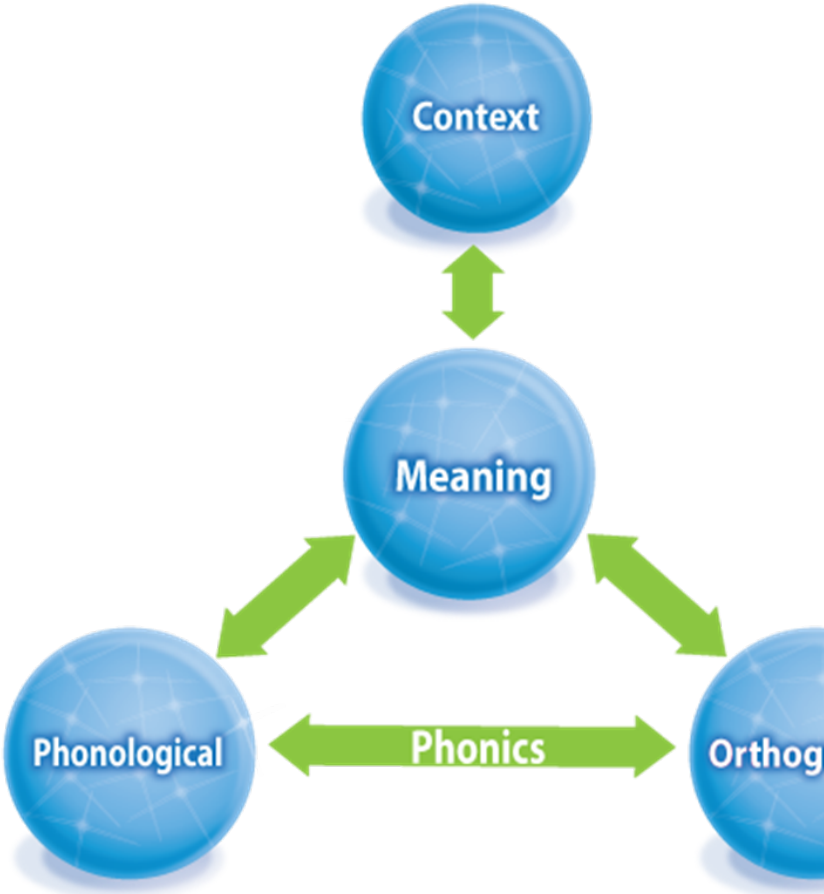

Figure 1.7 The Four-Part Processing Model for Word Recog
(based on Seidenberg & McClelland,

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Given Data, We Know What to Teac

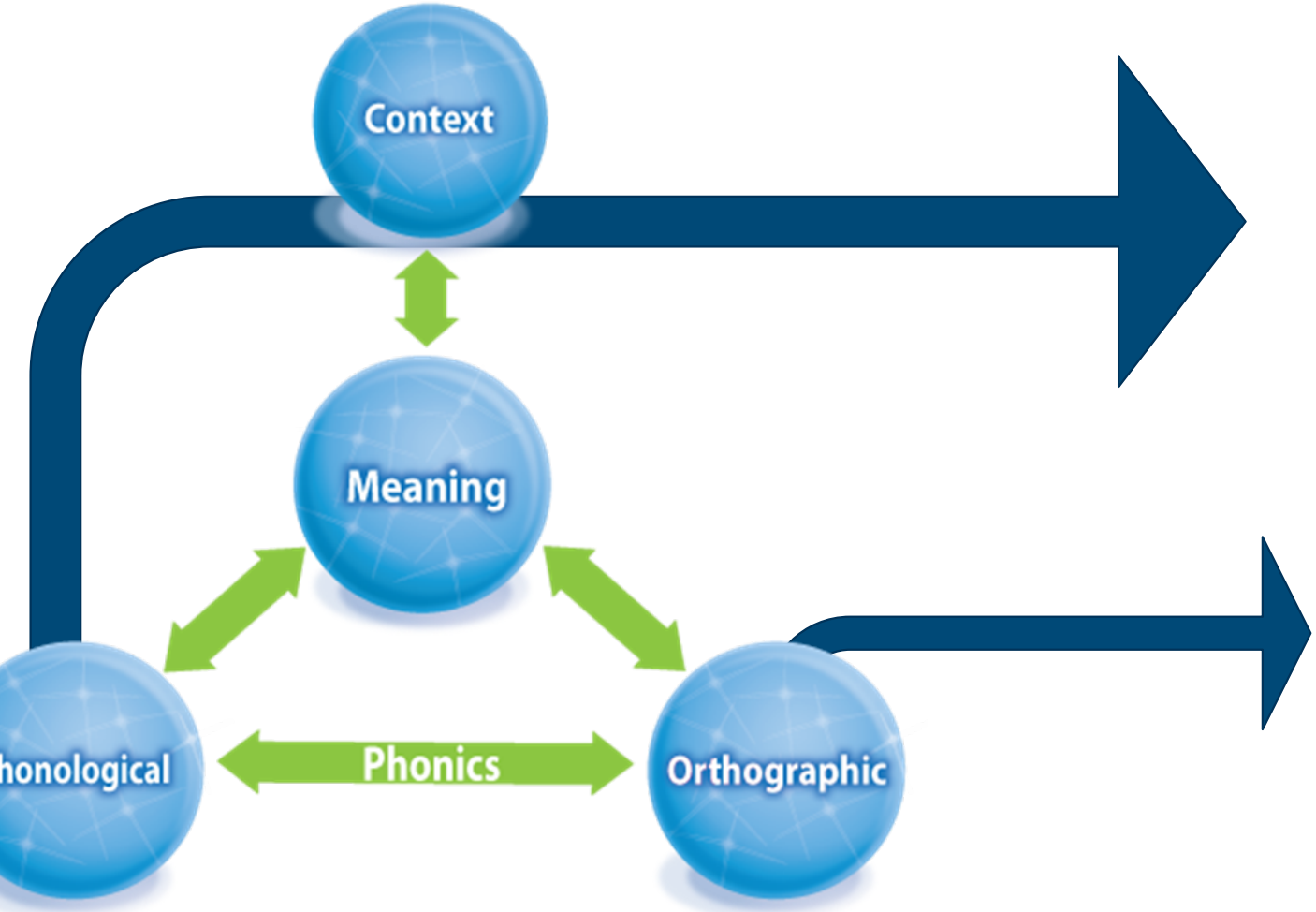


Figure 1.7 The Four-Part Processing Model for Word Recognition (based on Seidenberg & McClelland, 1989)

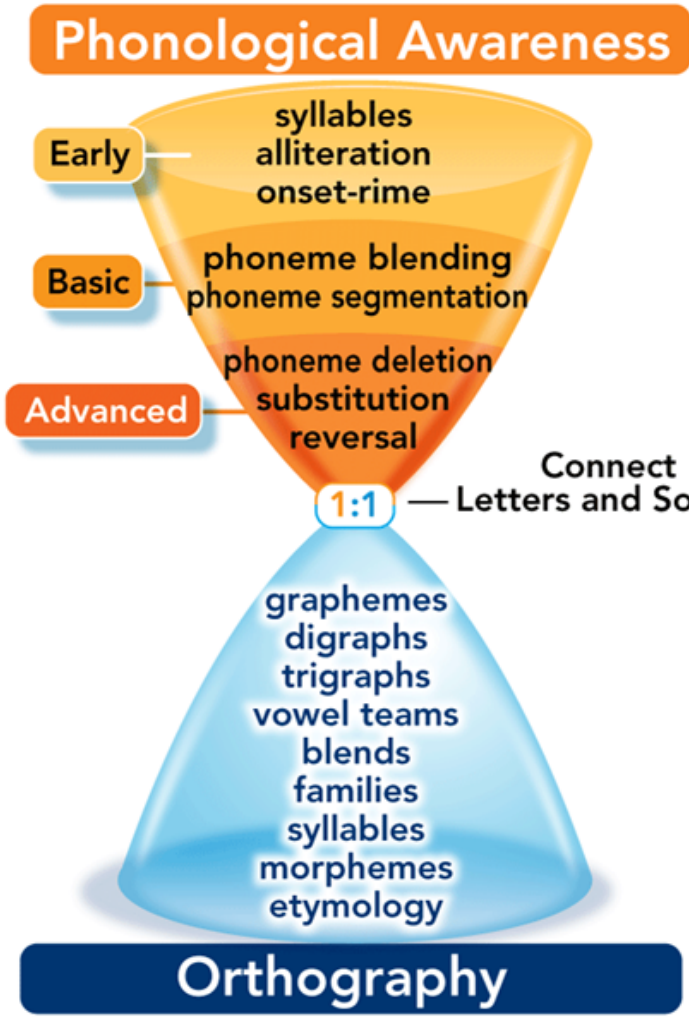


Figure 2.5 The Hourglass Figure, Completed (Courtesy of Carol A. Tolman)

More About Phonemic Awareness Tasks

Advanced Phonemic Awareness

Deletion-

Substitution-

Reversal-

Take-a-way

- Accurate and Automatic retrieval happens in under 2 seconds.
- We stop teaching and measuring too soon (continue through grade 4).
- It takes just minutes a day.
- Builds sight vocabulary, readiness for spelling
- We can't skip forward in trajectory –never to old to master.

References:

Kilpatrick, D. (2016). Equipped for Reading Success.

Kilpatrick, D. (2015). Essentials of Assessment, Preventing, and Overcoming Reading Difficulties.

At this point, we are going to **switch** it up and do an activity

nulation Activity.

p 1. Get into your specified Group

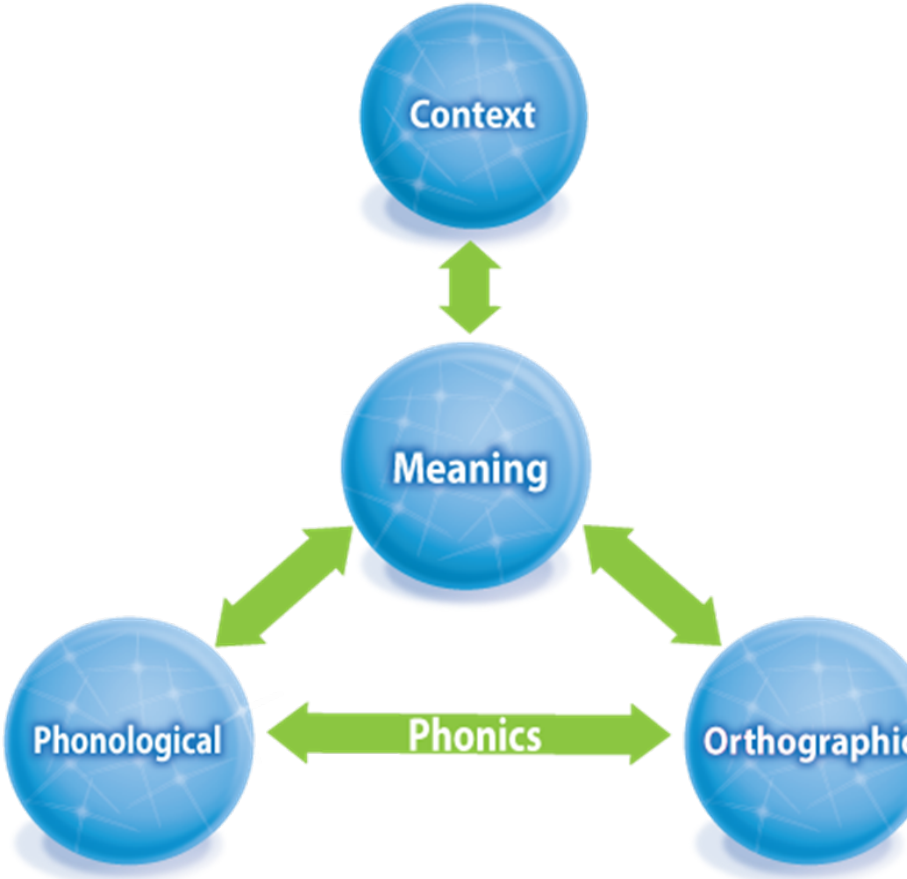
p 2. When you are given the cue, you need to tivate"

p 3. Organize and prepare for "activation"

flection:

at did you notice in this activity about how formation" is transmitted across the brain?

at did the experience add to your understanding ove seeing the pictures and hearing the explanation?



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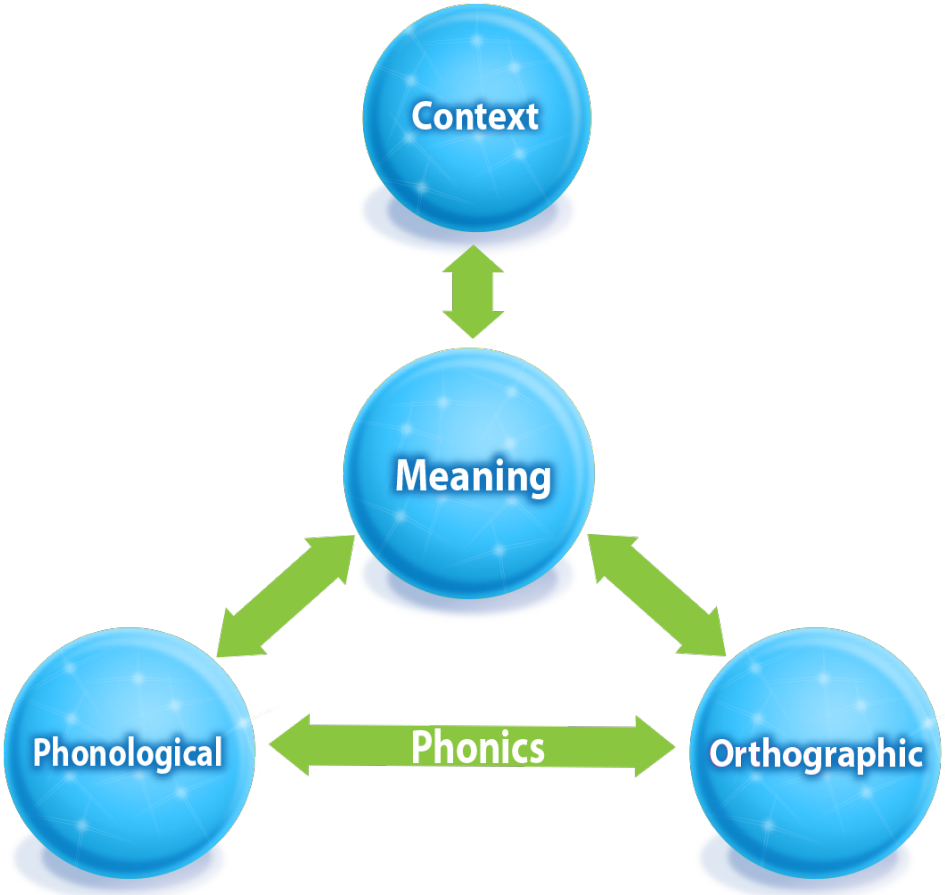
Simple View of Reading Can Be Operationalized and Measure



LETRS Figure 1.7 The Four-Part Processing Model for Word Recognition (based on Seidenberg & McClelland, 1989)

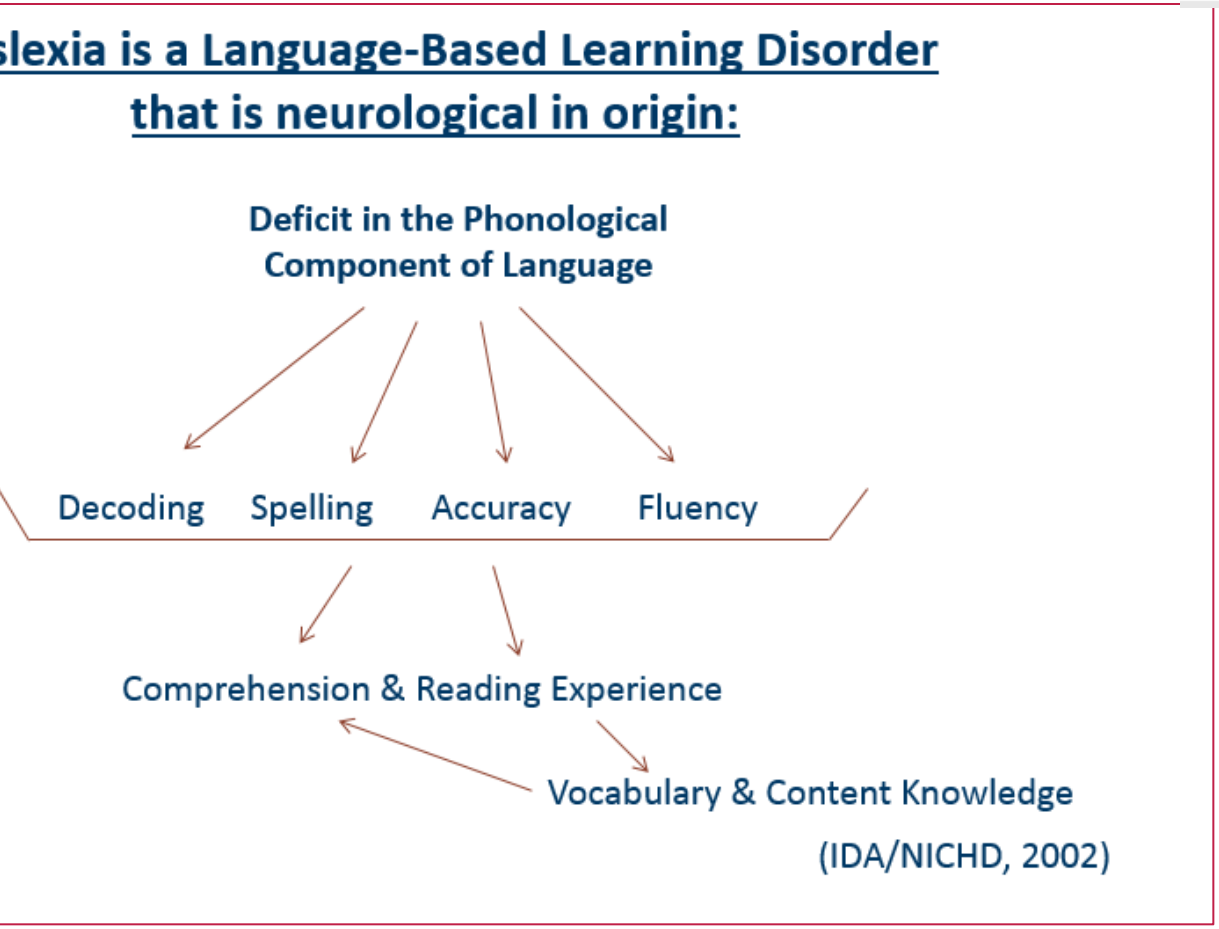
1.Can we measure accuracy and automaticity of:

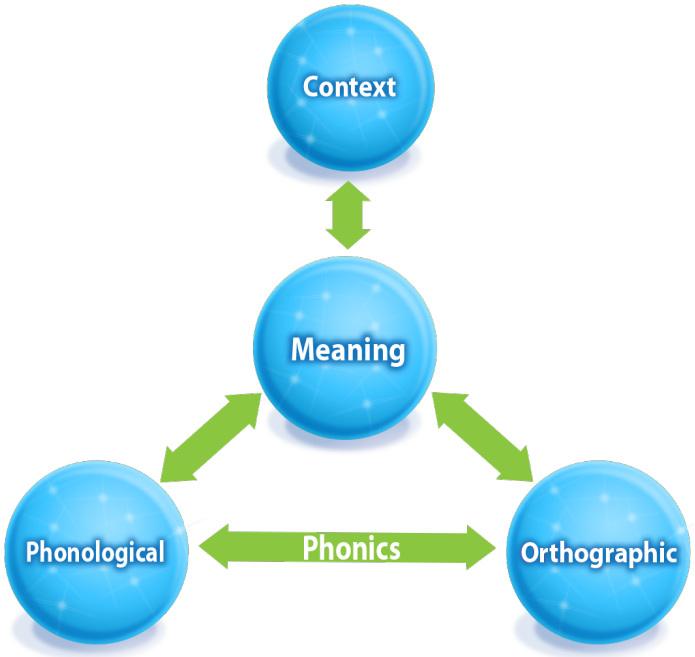
- Phonological awareness?
- Orthography/spelling?
- Phonics?
- Making sense of words?
- Making sense of text?

2. Measurement tells what to teach to improve overall performance.

There are Kids for Whom Reading Must Be Systematicall
Taught ..

The Cascade of Dyslexia





How this Relates to Identification and Intervention

Process for Screening and Identifying Dyslexia

Step 1:
Screen all students with universal screeners

Step 2:
Collect additional data to verify characteristics

Step 3:
Interpret data to identify students with characteristics of dyslexia

Step 1: Universal Screenin

rpose: To identify which students not likely to read within grade-el by end of year.

ta: Looking for scores below cut-off

- **Letter Naming Fluency**
- **Phonemic Awareness**
- **Decoding (Real or Nonsense)**
- **Oral reading fluency**

Rationale:

1. Letter naming fluency and lette name identification are critical skills
2. Phonemic awareness is great predictor until 2nd grade
3. Nonsense/pseudo word fluency compensates for memorization
4. Oral reading fluency is highly correlated with poor decoding

McGill-Franzen, A. and Allington, R. (2011). Patterns of Reading Disabilities Across Development. In Handbook of reading disability research p. 162-173.

Step 2: Collect Additional Diagnostic Information

ose: To identify students demonstrating
cteristics of dyslexia. To identify gaps in skills and
of intervention

eviously collected data from Universal Screeners

w –Diagnostic Information (**triangulate** from each
ese categories[1])

Assessment data such as:

- GOM measures (AIMS, FAST, DIBELS etc.)
- Rapid Automatic Naming (RAN)[2]
- *Inventories (PA, phonics, spelling) (when available)*
- *Progress monitoring (when available)*

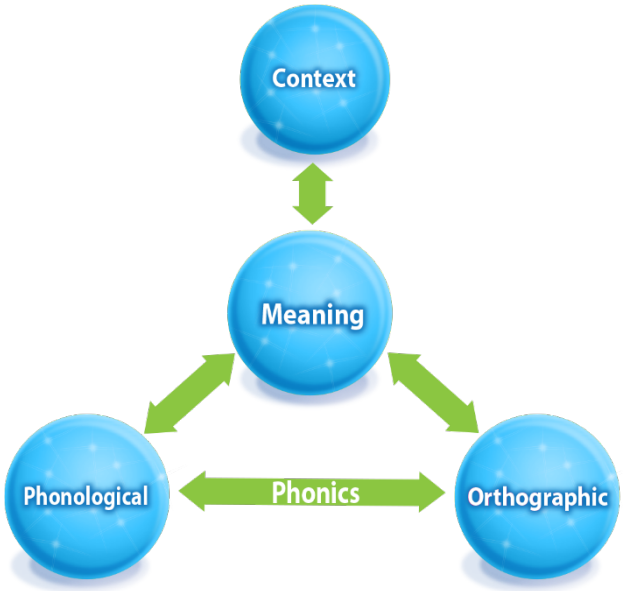
2. **Family and child history** (samples to come)
    - Close relative has reading difficulties or diagnosed Dyslexia
    - Child has been tested or diagnosis of dyslexia
    - Prior history of services (ECSE, Speech-Language, tutoring, etc)

3. **Classroom data**:
    - *Observations of learning (checklist, performance notes, etc.)*

[1]False positive: A student who was identified at-risk in screening but has skills necessary. Examples can be related to a student having a bad day, errors in scoring, errors in administration of screening, overruling screening results.
[2] Rapid automatic naming measure is not valid if student is not capable of naming all the targets untimed. More guidance to come.

Two functions Served by Integrating Data

dentify Characteristics



Intensify Instruction:

1. Determine intensity of supports needed to be at grade level
    1. Strength and Dose
    2. Intensity of method (explicitness, practice, feedback)
    3. Alignment/Match to needed skills
    4. Comprehensiveness
    5. Behavior supports
2. Determine need for Audio Supported tex to grow meaning and context at independent level

St
"Triangulating D

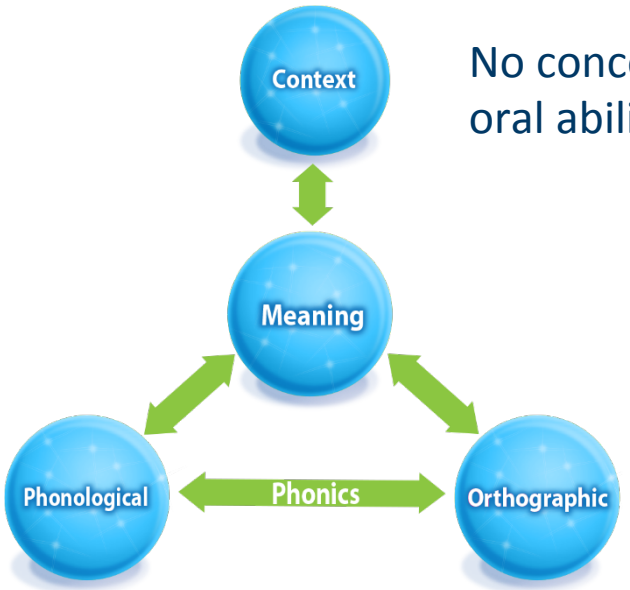
g	Tier 1	Tier 1 and monitor	Tier 2 and monitor	Tier 2 or 3	Tier 3 Refer for evaluation
	●	◐	◐	◐ or ○	○
ry is e)	NA	●	●	◐	○
or	NA	●	●	Unknown or ○	Unknown or ○
a s low ores	NA	●	◐	◐	○
se on of s	NA	NA	NA or ◐	◐	○
cs of ead le 3	Not reported	Not reported	If responds to instruction, not reported If not responding,	Report	Report

The data will
inform not or
reporting of
characteristic
but also the
intensity of
instruction th
will be neede

Case Examples

	1. Universal Screening	2. Diagnostic Information	3. Identify Characteristics
nt A	Fall of K—5 of 26 letter names,	• Can't segment syllables or ID 1st letter in name • Difficulty with letter naming fluency • Low phonemic awareness, onset-rime tasks • RAN below average range • Child History: ECSE speech-language services, full-day preschool, is repeating kindergarten • Family history: Uncle struggled with reading	Reading behaviors are simi those with dyslexia. Intens phonemic awareness inter is needed.
nt B	Fall of K—5 of 26 letter names,	• Difficulty with letter naming fluency • Low phonemic awareness - onset-rime tasks • Third generation Hmong • Child History: Attended ECFE classes 1x/week • Family History: No reported family history • Extensive story telling/reading in native lang.	Limited practice with phon awareness with English ph Continue with supplement intervention
nt C	5th Grade Poor word reading fluency (l00 WCM)	• No prior history with services • Reading fluency instruction at phrase and sentence level • High risk in deletion, substitution, manipulation PA skills • Spelling vowel teams, digraphs and trigraphs • Immediate recognition followed by forgetting	Add 5-10 minutes per day phonemic awareness skills explicit instruction and sca supports for working mem PA and orthography

Student A



No concerns with oral abilities.

ow Scores
yllable
lentification,
ifficulty with
nset and rhyme
orgetting
oor RAN

- Low Scores letter recognition
- Poor recognition of own name
- Letter formation slow

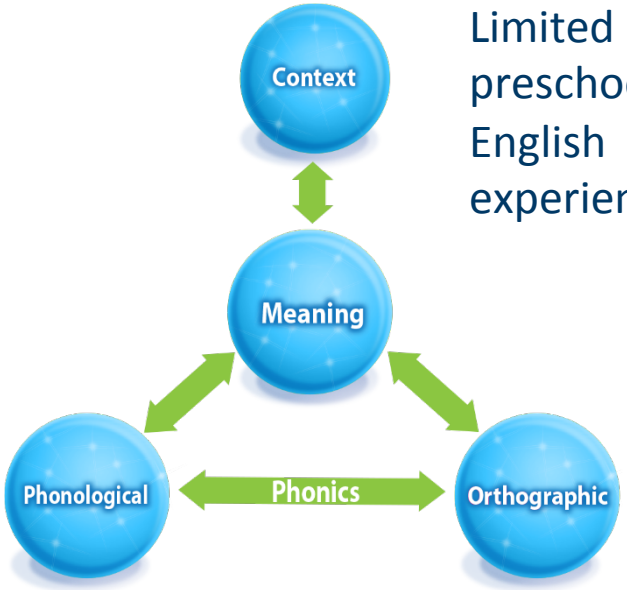
Initial Problem Statement: The student shows persistent difficulties with phonemic awareness skills, letter recognition and naming, syllable identification etc., despite extensive instruction i pre-school and kindergarten (5 days of consecuti instruction yields inconsistent recognition).

Given additional diagnostic data, family history a response to instruction, the school is proposing t conduct an initial evaluation for special educatio simultaneous to most intensive intervention available in general education.

Provide intensive instruction in areas of phonem awareness during evaluation. Provide audio supported text to maintain growth in oral langua

Statement would go into: Prior Written Notice. Gather data from intervention to inform next ste

Student B



Limited preschool and English experience.

y Scores letter
ning fluency
iculty with onset
rime

- Low Scores letter recognition
- Letter formation slow

Initial Problem Statement: The Student shows difficulties in t
phonemic awareness (onset-rimes) and letter naming fluency
recognition and formation is slow.

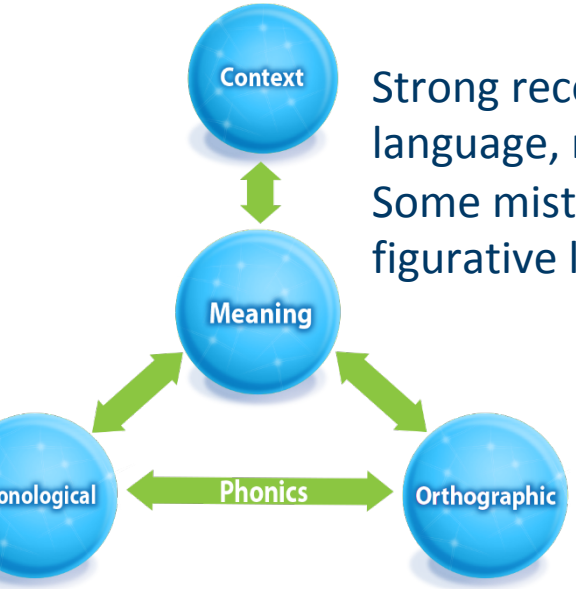
Due to family history, daily instruction and practice opportuni
available in core reading curriculum, and student's positive re
to instruction, the school plans to provide differentiated instru
to support phonemic awareness and phonics skills.

Additional instruction in vocabulary, prepositions, and dramat
is recommended to build English language skills.

Student will be monitored for progress in letter naming, phon
awareness moving from onset-rimes into blending and segme
by winter (additional practice with letter names and phonemi
awareness will be provided to family for support).

Statement would go into: cumulative folder or whatever follo
student. Teacher elaborates on data at next screening.

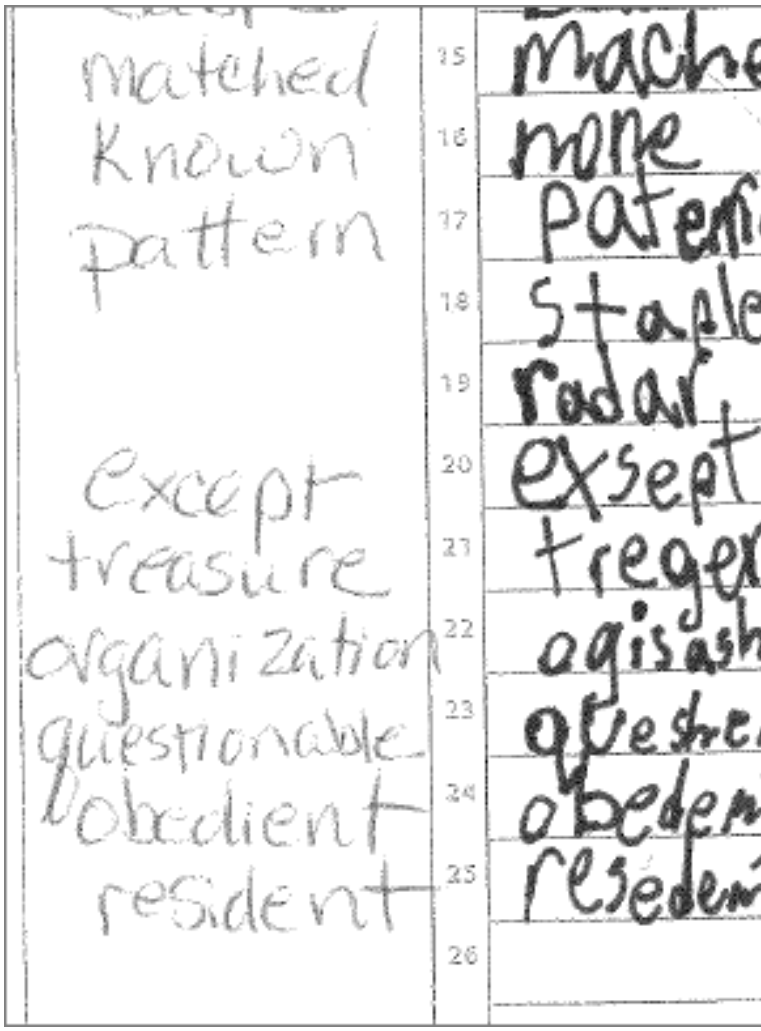
Student C: Aiden is in Fifth Grade and has IEP Goals in Reading



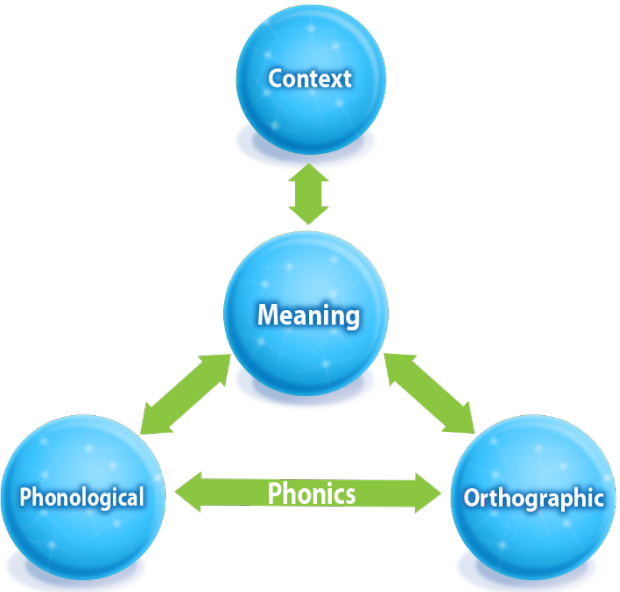
Strong receptive and expressive language, relative large vocabulary
Some mistakes with inferencing from figurative language (oral)

n 50% accurate 50%
tic--significant time
estarts and self-
s
ution 20% accurate
automatic
ew to old vs
ute

- 30% on screener
- Constrained skills
  - Vowel teams
  - Long vowels
  - Digraphs/trigraphs
- Overgeneralizes limited knowledge of spelling rules.



Examples of Documentation Change to be the kid folks sa
give him time it will clic



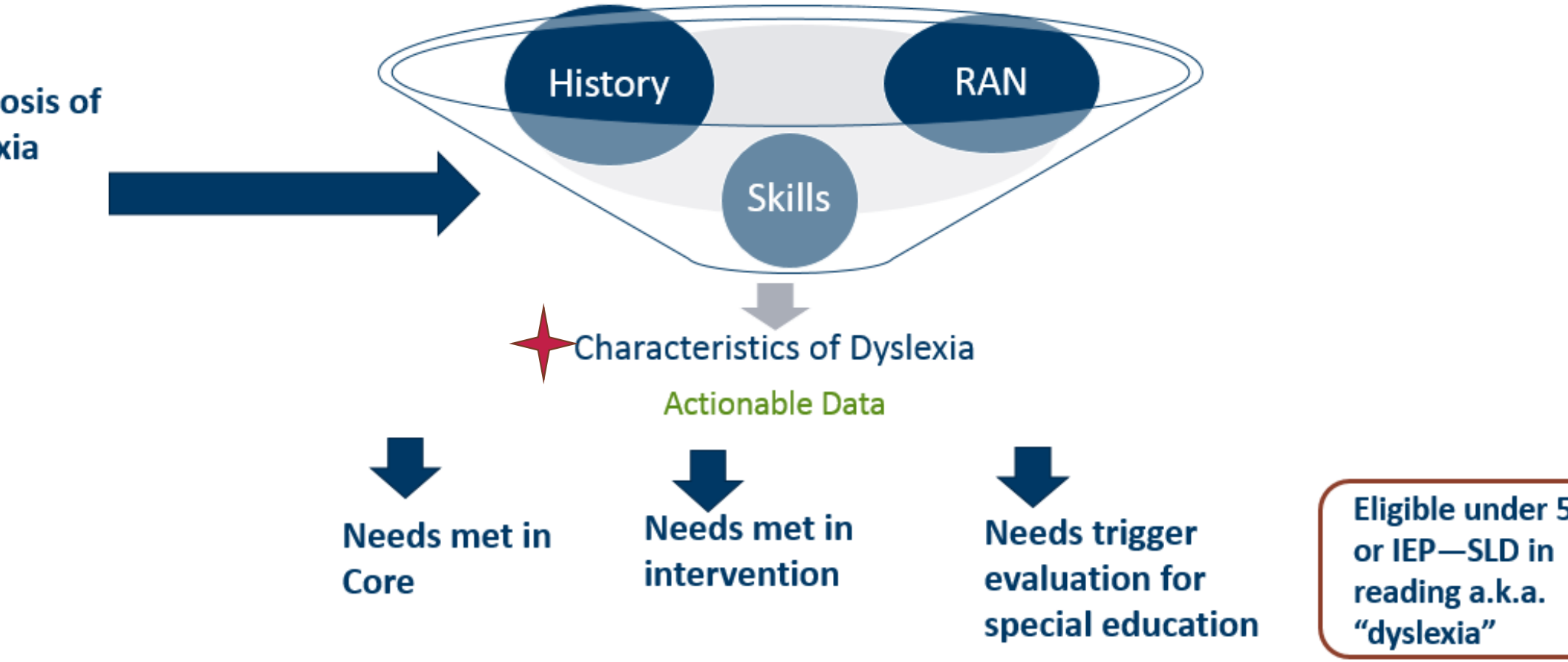
Initial Problem Statement: The Student shows difficulties with
and possibly advanced phonemic awareness skills, such as
manipulation of middle sounds. Student to practice identifying
spelling all sounds, syllables and moving to morphemes in wor

Due to attendance history and response to instruction, the sch
proposing to provide supplemental instruction in under develo
phonics and advanced phonemic awareness skills. Provide inte
to improve attendance.

Student needs audio supported text during comprehension ins
and for reading in content areas. Independent reading time du
core instruction will be replaced with additional phonics instru
focusing on missing phonemic awareness and phonics provide
addition to differentiated Core instruction.

Statement would go into: Intervention plan for Tier 2 services

Dyslexia Can be Identified and Addressed at Multiple Point

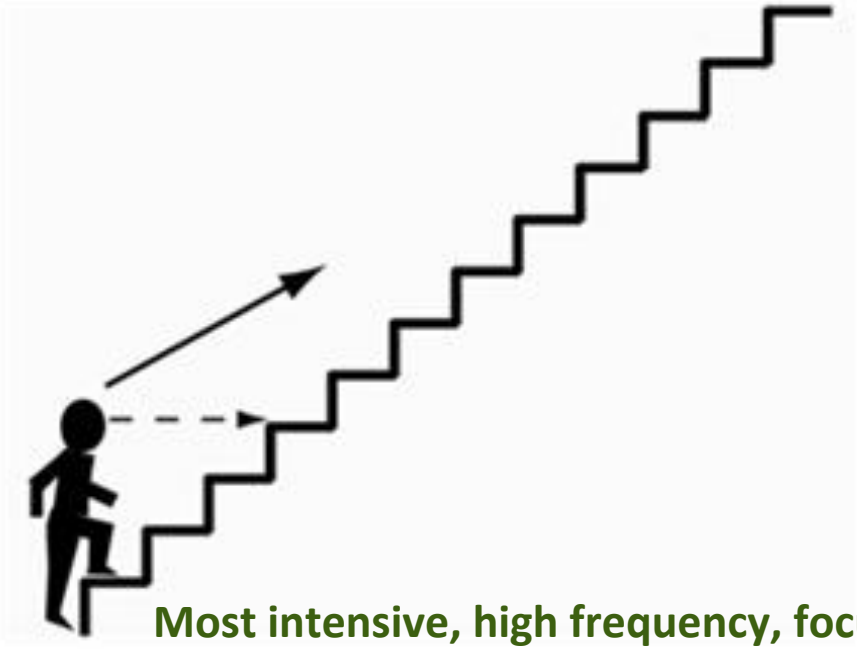


MN Statute 125A.56 subp. 1c. ….Intervention must be multisensory, systemat
sequential, cumulative, and explicit…[Intensifies across the Tiers]

Step 3.Interpret Data and Define the Intervention Plan

- Do we have data that targets what we think is constraining growth?
- What is the appropriate systematic explicit, and multi-sensory intervention?
- Who, when, and how often will the intervention be delivered?
- What data will we gather to monitor progress? Need for next step planning?
- When will we review progress?

Grade Level Expec



Most intensive, high frequency, focused, systema explicit instruction in reading skills we can provid

Maximize our impact within the developmental window.

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Thank you!

Vicki Weinberg

Vicki.weinberg@state.mn.us

Amy Schulting

Amy.schulting@state.mn.us