The SLD-Dyslexia Classification in CT

Shelton Public Schools

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Our Time Together Today

- **Purpose**: to learn more about the Dyslexia classification is, how it impacts SRBI practices, and how you can support students and staff with reading difficulties when Dyslexia is being considered
- **Agenda:**
  - review new legislative requirements,
  - Understanding dyslexia in depth,
  - Discussing what sped staff will do as part of an evaluation/identification process
  - Dyselxia and SRBI (universal screenings, tiered interventions, referral to PPT)
  - How to prepare and support colleagues
- **Future plans:** upcoming PD, your requests for support

What the sped staff did in October…

- In depth training on each new and specific reading assessment tool
  - tools to be administered by the sped teacher, but not the only tools used in the analysis of data for dyslexia identification!
- Sped teachers practiced administration of:
  - Word Identification and Spelling Test (WIST), Gray Oral Reading Test and Gray Silent Reading Test (GORT and GRST), Comprehensive Test of Phonological Processing (CTOPP), and Test of Reading Comprehension (TORC)

- Sped teachers, SLPs, and Psychologists collaborated during professional development to learn how to integrate their individual evaluations and create multidisciplinary student analyses.

Acknowledgments of Guidance Resources Utilized in the Creation of this Training

- "Increasing Awareness of SLD-Dyslexia: Implications for Connecticut Educators" SERC 3/12/15

- "Introduction to Standardized Reading Assessments" Shelton Public Schools 11/4/14

- "Using the WJIV to Diagnose Specific Reading Disabilities" Houghton Mifflin Harcourt, 10/19/15

- *Reading Assessment: Linking Language, Literacy and Cognition* by Melissa Lee Farrall

SLD-Dyslexia Classification

Public Act 14-39:

    - 1/1/14 – CT BSE must put Dyselxia on the IEP

    - 7/1/15 – Teacher preparation programs must include detection and recognition of Dyselxia, along with evidenced-based practices for teaching students with Dyslexia

Why was this change made:

    - classification requirement raises awareness of Dyslexia, and helps facilitation appropriate identification and intervention for students

    - Improves teacher/certified personnel training opportunities

    - Further enhance SRBI practices for students with reading difficulties

SLD-Dyslexia Classification

- <u>SLD-Dyslexia is a sub-category of SLD, and a student MUST meet the SLD criteria first before being considered for SLD-Dyslexia.</u>

- Dyslexia impacts the decoding and accurate and/or fluent word recognition and spelling.

- Dyslexia is neurobiological in origin, and is unexpected and/or inconsistent with a student's other abilities despite the provision of appropriate instruction

- **Dyslexia results from a significant deficit in phonological processing, which is a persistent difficulty in the awareness of and ability to manipulate the individual sounds of spoken language.**
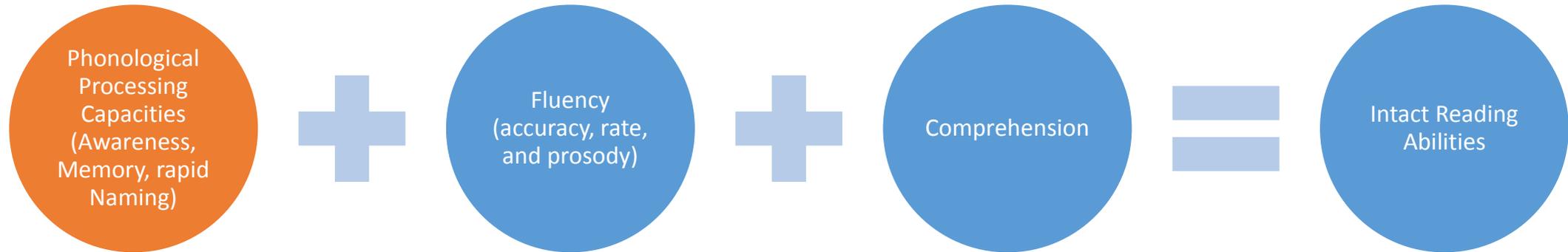
SLD-Dyslexia Classification

- We know that no one person is specified as a "qualified evaluator" – it must be a multidisciplinary approach.
  - In Shelton, this means that Sped teachers will begin administering standardized evaluations as part of the eligibility process.

- An evaluation must be comprehensive in nature, looking at all areas of reading, along with analyzing cognitive, linguistic, and possibly emotional/behavioral components

- The best instruction for a student identified with SLD-Dyslexia is explicit, systematic, multi-sensory instruction that includes decoding AND encoding

FIRST – Does the child meet the LD standard from SRBI?

Show that the following conditions have been met:

❑The student was exposed to general education curriculum and was actively engaged in instruction.

❑A variety of strategies and interventions were used to support the student and were not successful.

❑Data confirms that the student received appropriate instruction, including interventions with ongoing progress monitoring of specific skills.

❑A review of data confirms that the student has not met benchmark expectations for his/her age or grade even with interventions over time.

❑The student's learning problems are not primarily due to another impairment, which is why a comprehensive evaluation is important.

❑The student had culturally relevant instruction reducing the impact of the student's socio-cultural background.

The necessary capacities for successful reading

Phonological Processing Capacities (Awareness, Memory, rapid Naming) + **Fluency (accuracy, rate, and prosody)** + **Comprehension** = **Intact Reading Abilities**

- All three must interact on-goingly. One cannot be over reliant on one system or skill.

- We use decoding and comprehension skills at the same time to read fluently and make meaning of text.

- Dyslexic people are typically weak across all three (decoding, fluency, and reading comprehension), but for SLD-Dyslexia Classification purposes, **the identification begins with the detection of phonological processing deficits.**

FOOD FOR THOUGHT: Can a student be identified with an SLD for reading comprehension and not identified as SLD-Dyslexic?

SLD in Reading

| Specific Word Decoding Difficulties	Specific Reading Comprehension Difficulties	Mixed Reading Difficulties
• Nonalphabetic word reader • Inaccurate word reader • Nonautomatic Word Reader	• Nonstrategic Comprehender • Suboptimal Comprehender	• Mix of both word recognition and reading comprehension difficulties

Co-morbid issues connected with Dyslexia

- Attention
- Perceptual speed
- Working Memory
- Cognitive Efficiency
- Rapid Automatized Naming (RAN)
- Low self esteem for academics
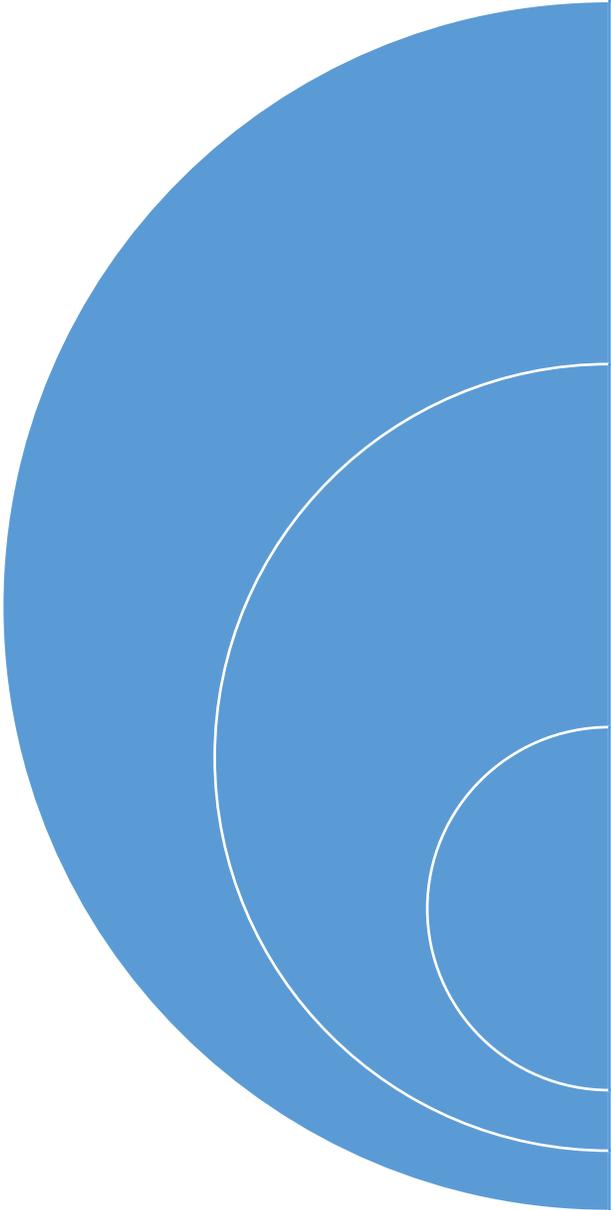
SLP

- Expressive/Receptive Language
- Articulation (if applicable)
- Vocabulary
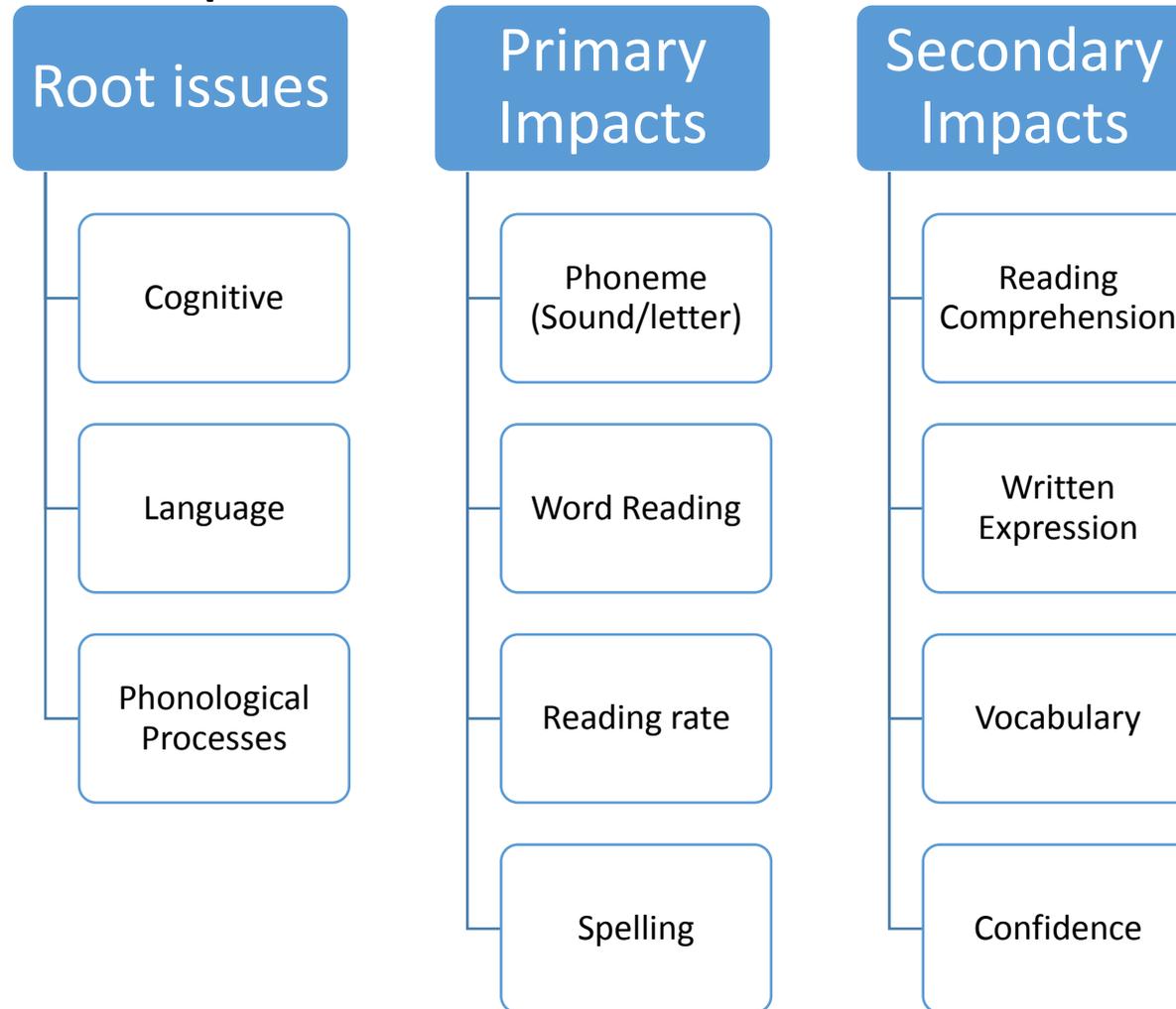- Phonological Awareness
- Oral Comprehension

School Psychologist

- Broad Achievement
- Cognitive: including memory, rapid naming
- Social/Emotional/Behavioral (if applicable)
- Attention/Executive Functioning (if applicable)
- Oral Comprehension

Special Education Teacher

- Phoneme and Phonological Awareness
- Spelling
- Reading Fluency
- Reading Comprehension
- Decoding
- Rapid Naming
- Phonological Memory

Evaluation Purposes

Root issues	Primary Impacts	Secondary Impacts
Cognitive	Phoneme (Sound/letter)	Reading Comprehension
Language	Word Reading	Written Expression
Phonological Processes	Reading rate	Vocabulary
	Spelling	Confidence

What are the primary difficulties of a Dyslexic Student?

- Sound-letter (phoneme-grapheme) association weaknesses
- Basic reading skills: Phonics AND sight words weaknesses
- Rate (automaticity) of reading and spelling weaknesses
- Spelling (encoding) weaknesses

What are the possible secondary difficulties of a Dyslexic student?

- Reading Comprehension weaknesses
- Written Expression weaknesses
- Vocabulary and retention of concepts taught from text weaknesses
- Self-confidence

Evaluations for Dyslexia Must Hone in on the following for Phonological Processing

- <u>Phonological Awareness</u> – the ability to break words into syllables and phonemes, to synthesize words from individual sounds, and to recognize distinctive features of words.

- <u>Rapid Naming</u> – the ability to rapidly retrieve the names of familiar objects or symbols, and requires the quick integration of visual-verbal information. Strong Visual + Verbal + Attention = strong Rapid Naming

- <u>Phonological Memory</u> – ability to hold phonological information in immediate awareness while manipulating the phonemes (sounds) or graphemes (letters) in some way.

- <u>Orthographic Awareness</u> – ability to decode and encode symbols (usually letters). One must picture and hold the appearance of a letter in the mind's eye.

- <u>Processing and Perceptual Speed</u> – speed of input, speed of output (motor response) and the speed of integrating these processes. Perceptual speed includes the discrimination of symbols or graphemes in a timed situation.

Evaluations for Dyslexia must also include the following, in addition to analyzing phonological processing

- Oral Language

- Automaticity and fluency

- Word identification

- Reading Comprehension

- Spelling

- Written expression

- Vocabulary

How we integrate Dyslexia evaluation results for analysis

- <u>Comparisons analysis</u>: discrepancies between overall ability or oral language and reading performance
  - Oral language vs. reading performance
    - Story recall vs. reading recall
    - Oral vocabulary vs. reading vocabulary
    - Oral comprehension vs. reading comprehension
    - Broad oral language vs. basic reading skills, phoneme-grapheme knowledge, reading fluency/rate

  - Ability vs. reading performance
    - Working memory vs. phonological memory
    - Vocabulary vs. reading vocabulary
    - Processing speed vs. rapid naming

- <u>Variations analysis</u>: patterns of strengths and weaknesses across cognitive, linguistic, and literacy.
  - Examples include intra-cognitive, intra-oral language, intra-achievement

How to integrate evaluative information across disciplines

- Determine which evaluations look at:
  - The Root Issues
  - The Primary Impacts
  - The Secondary Impacts

  Who is responsible for Assessing:
  - Root issue: Psych, SLP, Sped
  - Primary Impact: Psych, SLP, Sped
  - Secondary Impact: Psych, SLP, Sped

Oral versus reading comprehension

- Reading Comprehension: the ability to independently read and derive reasonable conclusions about a text and understand it's narrative, point, and/or lesson.
- Oral/Listening Comprehension: the ability to independently listen to a text read aloud and derive reasonable conclusions about a text and understand it's narrative, point, and/or lesson.

- It is critical to assess both types of comprehension!
- Note that there may be a measurable difference between silent and oral reading comprehension

- Oral comprehension can be included in Sp/L, sped teacher , and psych evals
- Reading comprehension included in psych and sped teacher evals

What about fluency? And Comprehension?

It's not to say that fluency and comprehension are not an important piece of the puzzle.

HOWEVER, according to the CT Bureau of Special Education guidance, a dyslexia classification must start with a phonological processing deficit (phonological memory, phonological awareness, and rapid naming).

THEN we look at the impacts on: word reading, rate/accuracy/expression/prosody (fluency), and comprehension.

A student is not appropriate for SLD-Dyslexia classification without a phonological processing deficit. IF there is no deficit in phonological processing, but there is one in fluency and/or comprehension, it might be viable that they are SLD.

The Complete Process for Dyslexia Evaluations

Review of Current Information
- SRBI Information
- Developmental History
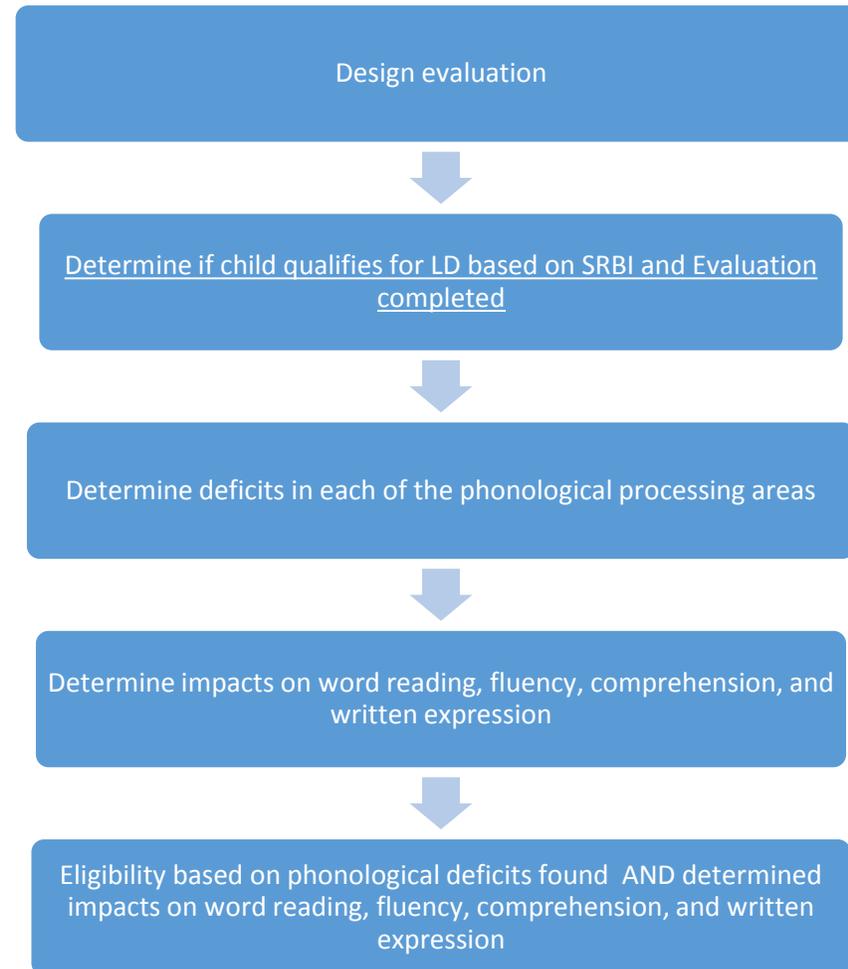- Previously provided services
- Work Samples

Formal Evaluations
- Special Education Teacher – specific reading assessment tools
- Psychologist – chosen/recommended cognitive and global achievement
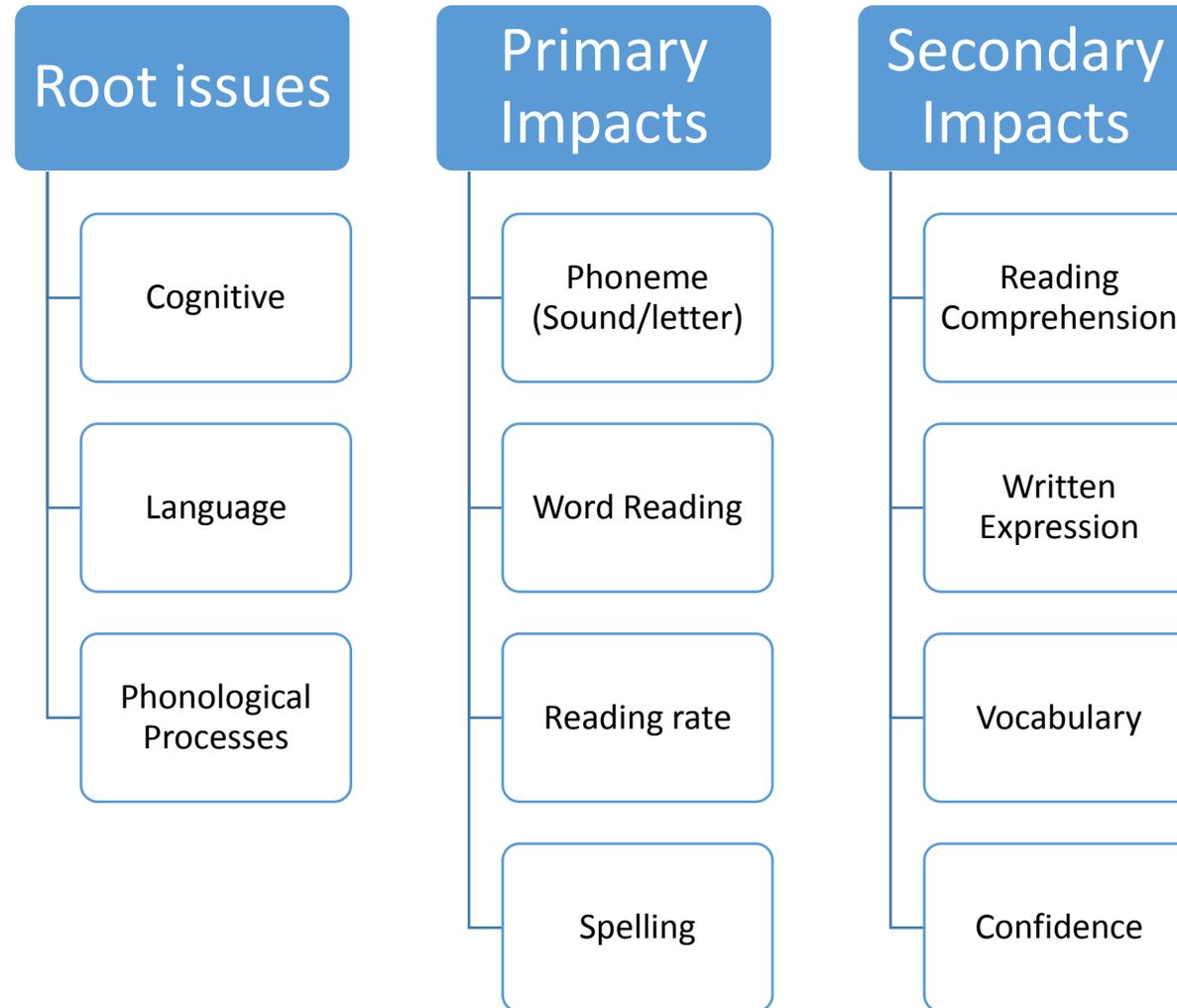- SLP – Articulation, Receptive, Expressive, and Vocabulary

Classroom Observations
- Should be done by each evaluator!
- Each evaluator is looking through different eyes, and brings a distinct perspective

The eligibility processes

Design evaluation

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Determine if child qualifies for LD based on SRBI and Evaluation completed

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Determine deficits in each of the phonological processing areas

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Determine impacts on word reading, fluency, comprehension, and written expression

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Eligibility based on phonological deficits found AND determined impacts on word reading, fluency, comprehension, and written expression

Evaluation Purposes – assuming SRBI lack of response to intervention has been found…

Root issues	Primary Impacts	Secondary Impacts
Cognitive	Phoneme (Sound/letter)	Reading Comprehension
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Guide for teams at the eligibility PPT

- Let's review the Dyslexia Summary Report
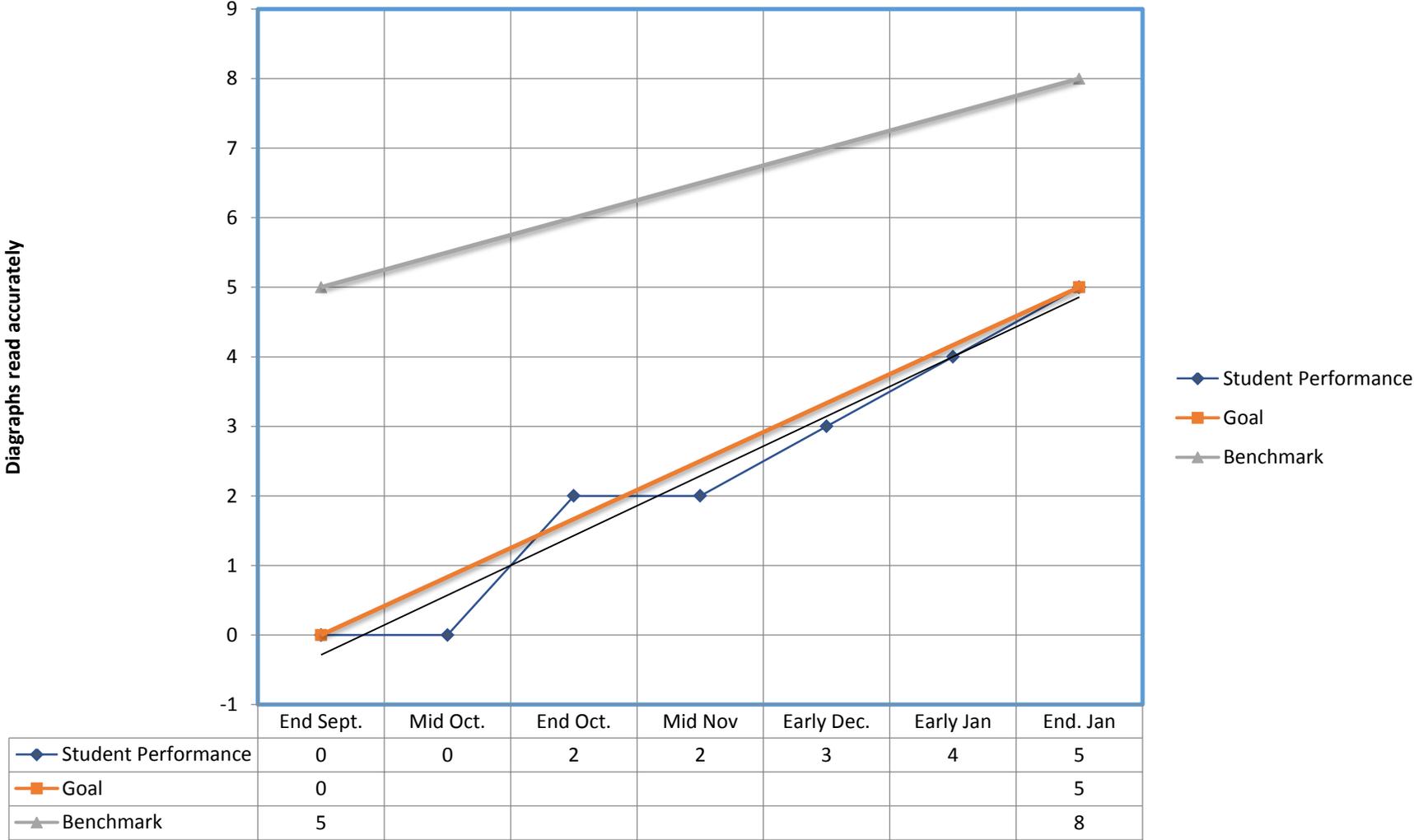
Starting in Tier 1

- Know your universal screeners and diagnostic assessments well per reading area.
- Helping teachers parse out information from universal screeners and diagnostics will empower them to have focused discussions in data team & with parents, design targeted group and conferring instruction, and watch for potential red flags.
- Which tools assess:
  - Phonemic Awareness
  - Phonological Awareness
  - Accuracy
  - Accuracy, Rate, Expression, Prosody, Intonation
  - Decoding separately from encoding
  - Vocabulary
  - Reading comprehension
  - Listening comprehension

SRBI facets to keep in mind when determining whether or not to make a referral (Pre PPT 1)

❑The SRBI process must have specific documentation throughout each tier noted.

❑The documentation must a include
  - ❑A description interventions and
  - ❑ data that reflects student progress <u>after</u> interventions.

❑Progress monitoring must show that student did not show growth in <u>BOTH</u>
  - ❑1. level of performance
  - ❑2. rate of progress (*what the state defines as the "dual discrepancy"*).

❑Demonstrate that interventions were adequate and implemented with consistency.

❑Progress monitoring must be frequent using <u>consistent, intervention specific</u> assessment tools (these are not the same as the universal screening tools, i.e. DRA2).

❑Three data points are recommended to establish a baseline, and three data points are needed to confirm response or lack of response to interventions.

❑If you don't have enough information to fill out the Reading Worksheet, then perhaps it's not time to refer.

Antoinette's Tier 2 Reading Intervention Progress
Goal: To read the 5 target digraph sounds accurately in spontaneous first reads between levels K-M

	End Sept.	Mid Oct.	End Oct.	Mid Nov	Early Dec.	Early Jan	End. Jan
Student Performance	0	0	2	2	3	4	5
Goal	0						5
Benchmark	5						8

Diagraphs read accurately

Implications for Intervention Teams

- Goals written for SRBI interventions must be targeted and measurable!
  - "Student will _____(Skill)_____ in ____(context)_____ at __(Level, rate, frequency duration)____." Collecting progress monitoring data is impossible otherwise.

- Enough time has to be given for the intervention to have a chance to work. Standard is 6-8 weeks, but can be up to 20 weeks - this all depends on consistency of student participation.

- Attempts must be made to change or intensify interventions if a child is not responding. This may mean changing the grouping, materials, instructional approach, strategy taught. It's assumed that no "one way" works for all students.

The importance of clear documentation

- Planning and Placement Teams cannot make determinations of whether to refer, evaluate, or make eligibility decisions if the documentation from SRBI is not clear and thorough.

- It is not appropriate to refer a child unless the information is well put together because the PPT is caught in a position of denying the referral or evaluation due to lack of information, OR evaluating unnecessarily.

- Let's review the Checklist for Documentation Preparation

The Good News!

- We have identified and purchased the evaluation tools we need

- Our Sped Staff are trained and prepared to conduct these evaluations

- Many sped teachers are trained in explicit, systematic, multi-sensory decoding/encoding instruction that may be necessary for Dyslexic students

- Elementary gen ed teachers just received a refresher on phonological awareness

- We have strong universal screening and diagnostic tools

- FUNDATIONS is an excellent program to use to assess "red flags" and target phonological and/or phonemic supports at an early age

- We are looking for ways to streamline the process for identifying special education students who require special decoding/encoding instruction at the secondary level (using the WIST to identify students who need it, considering how to make that instruction more age appropriate)