Dyslexia Assessment and Eligibility
Module 2

Important Links

- [Padlet](#)

- [Module 2 Google Form](#)

- [Module 2 Jamboard](#)

Agenda

- Parking Lot Questions
- Dyslexia Definition
- Indicators
- Importance of Early Intervention
- The Dyslexia Paradox
- Simple View of Reading
- MTSS and Reading
- Assessment types
- Special Education and 504 eligibility

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Parking Lot

Whole language versus Science of Reading?

Can a person who is blind have Dyslexia?

What about languages like Mandarin who have a visual writing system?

Need to Know

The distinction between these three terms is critical as we deal with young students and often students in the early grades.

Language delays occur when a child has not met the developmental milestone for speech, language, and pragmatics (the social use of language). They may respond to speech and directions, but they do not imitate or perhaps initiate speech. Some children can be delayed from 6 mos. to a year, but generally they catch up. A screening will determine if their speech motor functioning is normal and they are responding to sounds and speech in their environment.

Language differences occur when the child's speech and language have sound substitutions, varied phrasing and or a different dialect. When a student's speech does not match the language of the primary culture, they can be considered to have a language difference. Examples include sound substitution by a Spanish speaker, varied phasing by a Chinese speaker or a different dialect by an Australian speaker.

Language disorders are identified after the student has had a comprehensive assessment and needs remedial support to work toward the development norms. Language disorders may be concomitant with autism, special learning disabilities or other health impairments. The disorder occurs in receptive language and/or expressive language in the use of oral communication.

Dyslexia: Defined

- Specific learning disability with a neurobiological origin
- Difficulties with accurate and/or fluent word recognition
- Poor spelling and decoding abilities
- Cannot be explained by poor vision or hearing, lack of motivation or educational opportunities.

International Dyslexia Association, 2002

Indicators of Dyslexia

Age Group	Possible Indicators (Examples)
Preschool	• Difficulty naming things quickly or automatically • Difficulty learning nursery rhymes
Kindergarten-Grade 1	• Inability to create a rhyme for a simple one-syllable word like "hot" or "cat" • Inability to segment spoken words into their constituent sounds
Grades 2-3	• Consistent reading and spelling errors • Difficulty telling a story in sequential order
Grades 4-8	• Frequent errors in reading common sight words (e.g., "where," "there," "what," "then") • Difficulty learning a foreign language
High School-College	• A tendency to read with great effort and at a slow pace • A tendency to pause or hesitate often when speaking and the use of imprecise language, such as "stuff" and "things"

Source: CDE. (2017). *California Dyslexia Guidelines*.
  Sacramento: CDE. (p. 14-22)

The Importance of Early Diagnosis

"Reading failure is one of a small group of public health problems that we have the ability to detect reliably early on, treat effectively, and even perhaps prevent. We must ensure that each child who is not learning to read in the first year or so of school is identified and treated. It is now possible to protect children against reading failure, but in order to do so, such children must first be identified. The earlier the diagnosis is made the better the results."(Shaywitz, 2003, p.141)

The Dyslexia Paradox

The Dyslexia Paradox by Nadine Gabb

- Not all children who struggle to read qualify for a dyslexia diagnosis
- Poor vocabulary and oral listening comprehension skills can impact reading development especially reading fluency and comprehension.
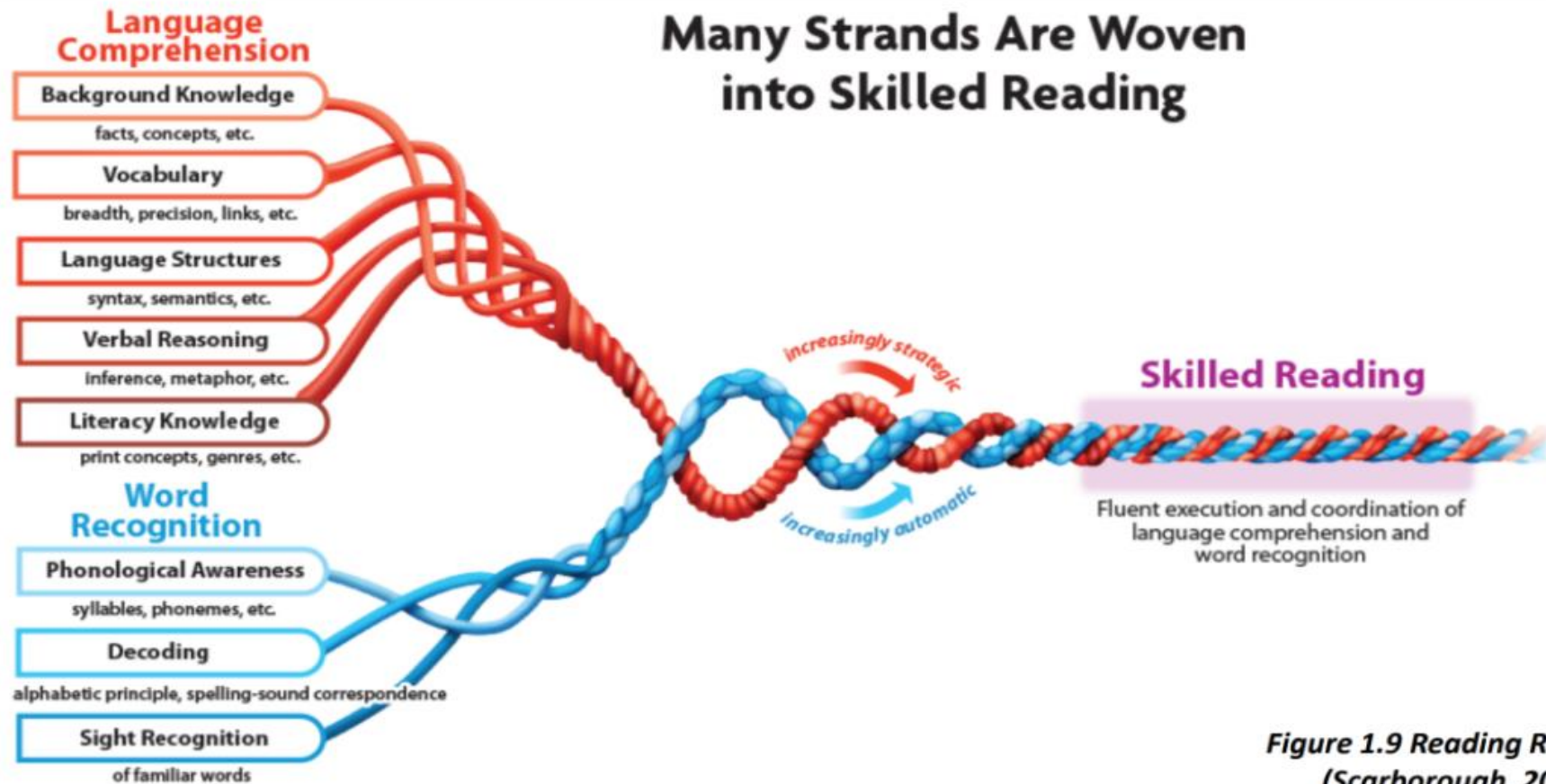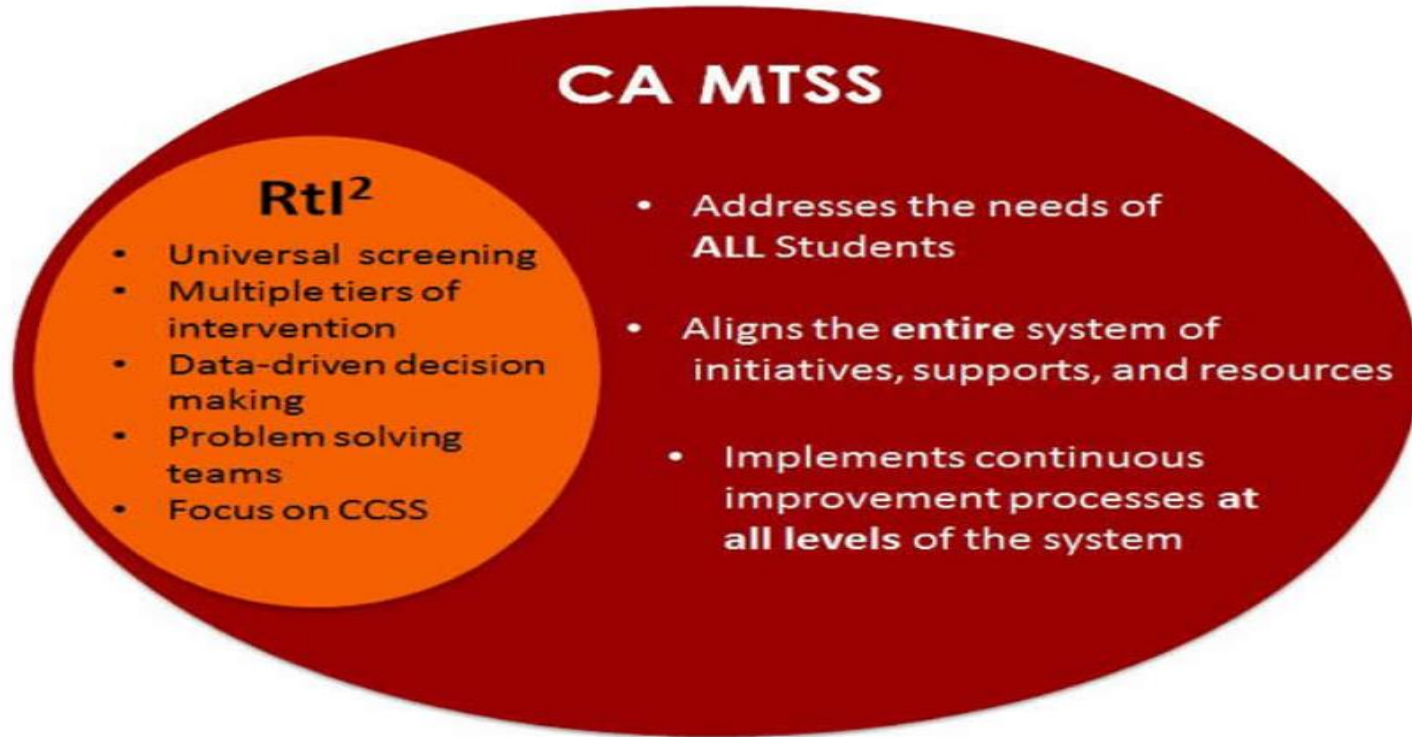
The Simple View of Reading

Decoding	✖	Language Comprehension	＝	Reading Comprehension

Many Strands Are Woven into Skilled Reading

Language Comprehension

- Background Knowledge
  facts, concepts, etc.
- Vocabulary
  breadth, precision, links, etc.
- Language Structures
  syntax, semantics, etc.
- Verbal Reasoning
  inference, metaphor, etc.
- Literacy Knowledge
  print concepts, genres, etc.

Word Recognition

- Phonological Awareness
  syllables, phonemes, etc.
- Decoding
  alphabetic principle, spelling-sound correspondence
- Sight Recognition
  of familiar words

increasingly strategic

increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope (Scarborough, 2001)

RTI² and Multi-tiered Systems of Support (MTSS)

Definition of MTSS

CA MTSS

RtI²
- Universal screening
- Multiple tiers of intervention
- Data-driven decision making
- Problem solving teams
- Focus on CCSS

- Addresses the needs of **ALL** Students

- Aligns the **entire** system of initiatives, supports, and resources

- Implements continuous improvement processes **at all levels** of the system

Tiered System of Support
These tiers occur in the general education setting.

Response to Intervention

Tier 1- Universal Screening

- All students participate in high quality research based reading instruction in general education

Tier 2-Progress Monitoring: Targeted Small-Group Intervention

- Small group with 1 teacher to 5 students
- Interventions for 4-8 weeks
- Approximately 15% of population

Tier 3- Individualized Intervention with Intensified Progress Monitoring

- Students with most intense needs about 2-5% of population
- Small group 1 teacher to 3 students
  California Dyslexia Guidelines, (2017) p. 46-48

Why is evaluation important?

- Diagnosis

- Intervention planning

- Documentation (for special education eligibility)

Assessments within a Multi-Tiered System of Support

Assessments conducted in General Education by the teacher

- Screening

- Diagnostic Assessments

- Progress Monitoring

  - Interim Assessment

  - Formative Assessment

  - Summative Assessment

Assessment

"Parents and educators desperately want a single measure that can be administered to make the call of dyslexia. But such a measure does not exist." (Odegard, 2019)

Assessment Terms Used in Reading

There are multiple terms used to describe reading assessments. This infographic is intended to clarify these terms.

Screening Assessment

"Brief assessments, typically administered to all students, designed to identify those at risk of failing an outcome. Performance on a screening assessment can be used to identify students who need further evaluation of skills as well as students who are expected to perform adequately or in an accelerated fashion on an outcome assessment."[1]

A screening assessment can also be used as an interim assessment.

Diagnostic Assessment

An assessment that is typically given to those identified as at-risk on a screening assessment to provide specific information to practitioners about a student's strengths and weaknesses.[1]

Progress Monitoring

There are two approaches to monitoring students' progress thoughout the school year.

Interim Assessment

An assessment that is used to evaluate student knowledge and skills relative to a specific set of academic goals. These assessments are typically administered within a limited time frame. Results can be used at the classroom level as well as aggregated and reported at the school or district level.[2]

Formative Assessment

An on-going assessment process that is used by teachers and students to gauge student learning of the current unit of instruction. Formative assessments help teachers provide corrective feedback, modify instruction to improve the students' understanding, or indicate areas needing further instruction.[2]

Summative Assessment

An assessment generally administered one time, usually at the end of a school year, to evaluate students' performance relative to a set of content standards.[2]

1. Foorman, B.R., Kershaw, S., & Petscher, Y. (2013). *Evaluating the screening accuracy of the Florida Assessments for Instruction in Reading (FAIR)*. (REL 2013–008). Washington, DC: U.S. Department of Education, Institute of Education Sciences.

2. Perie, M., Marion, S., Gong, B., & Wertzel, J. (2007). *The role of interim assessments in a comprehensive assessment system*. The Aspen Institute.

Information in this infographic is supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0011) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences.

In addition, the instructional practices shown in this infographic are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. State and local programs may use any instructional content, achievement system and assessments, curriculum, or program of instruction they wish.

[Making Sense of Reading Assessment](#)

Screening assessments

A Universal Screener is administered….

- 3 times a year in reading, math and behavior (students below benchmarks are often labeled as "at risk")
- to all students in the general education setting during the same screening period.
- to identify risk of developing reading difficulties

It is NOT...

- a diagnostic assessment
- designed to tell you WHAT that support should be
- a mastery assessment to be used for grading.
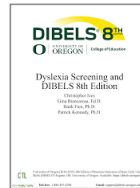
Diagnostic Assessments

A Diagnostic Assessment is administered ....

- To students who have been identified as "at risk" on the universal screening test.
- To measure a specific set of skills in order to pinpoint what to teach next
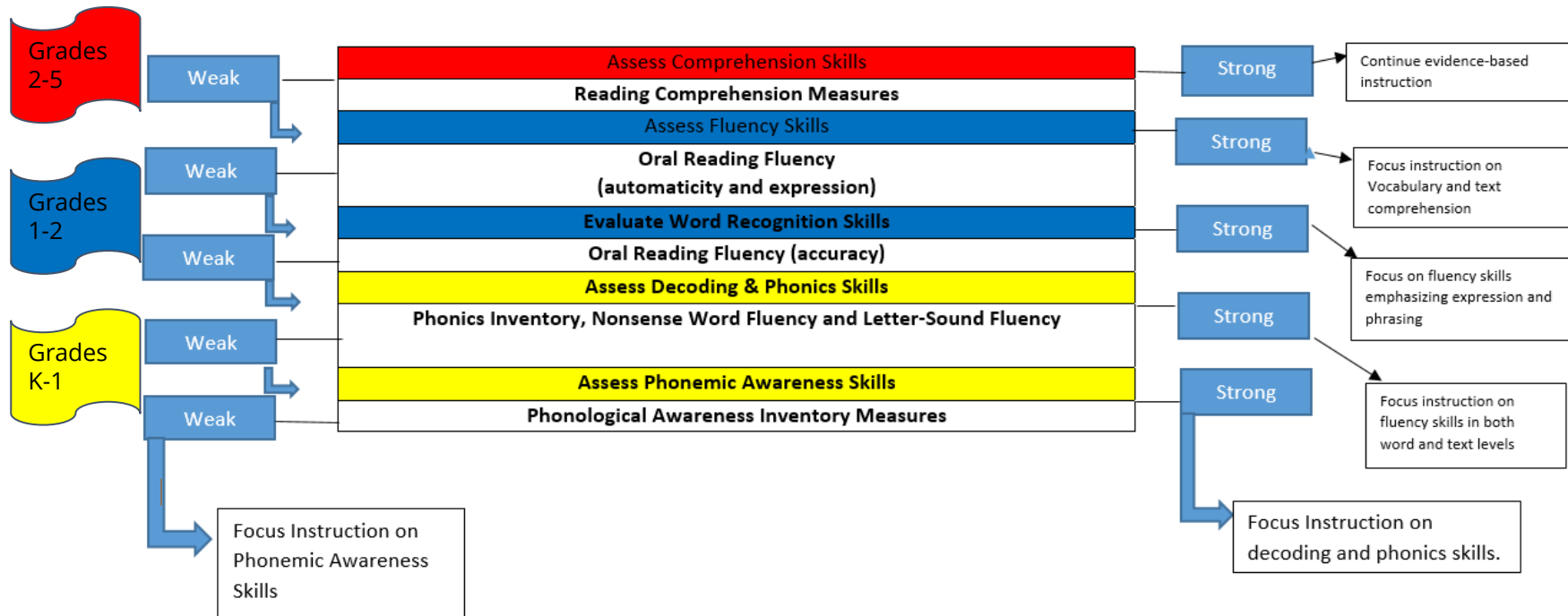- And, the data is used to create a plan of action and instructional next steps

They are NOT....
- Used to diagnose a learning disability
- Given to all students
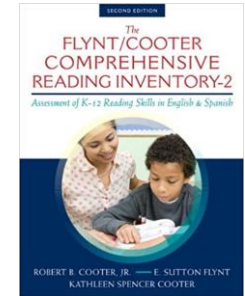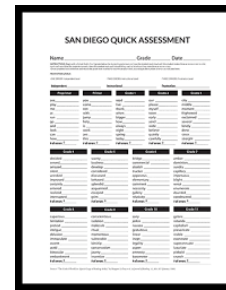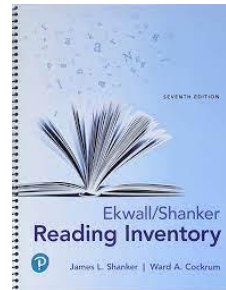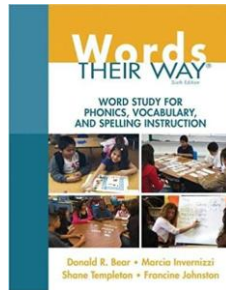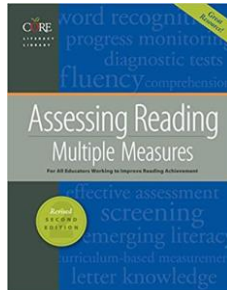
Hierarchy of Skills for Diagnostic Assessment (Adapted from the AIM Institute for Learning and Research)

Grades 2-5 — Weak

Grades 1-2 — Weak

Grades K-1 — Weak

Assess Comprehension Skills
Reading Comprehension Measures

Assess Fluency Skills
Oral Reading Fluency
(automaticity and expression)

Evaluate Word Recognition Skills
Oral Reading Fluency (accuracy)

Assess Decoding & Phonics Skills
Phonics Inventory, Nonsense Word Fluency and Letter-Sound Fluency

Assess Phonemic Awareness Skills
Phonological Awareness Inventory Measures

Strong — Continue evidence-based instruction

Strong — Focus instruction on Vocabulary and text comprehension

Strong — Focus on fluency skills emphasizing expression and phrasing

Strong — Focus instruction on fluency skills in both word and text levels

Strong — Focus Instruction on decoding and phonics skills.

Focus Instruction on Phonemic Awareness Skills

Progress Monitoring
Used to monitor student progress throughout the year

Interim Assessments

- Used to evaluate student knowledge relative to a specific set of academic goals within a limited timeframe.

- Can be used to aggregate data at critical points in the learning cycle which allows a broader set of purposes than both formative and summative assessment.

Formative Assessments

- Used by teachers to provide corrective feedback, guide instruction and improve the students' understanding,

Summative Assessments

- Administered near the end of an instructional unit or school year to help them answer the question, "What did students learn?"

Understanding Formative, Interim and Summative Assessments

Reading Disorders vs. Dyslexia

- **Not all children who struggle to read have dyslexia.**
- **Some students may have missed out on instruction due to COVID or other absences.**
- **Students may have language processing disorders, or memory disorders.**
- **Others may struggle with reading comprehension or fluency.**
- **English Language Learners may lack exposure to English.**
  - **The general education teacher should not diagnose dyslexia.**

What are reading disabilites?

Formal Psychoeducational Assessment

- Students who are not showing growth through intervention may require instructional modifications beyond the core curriculum and may need special education services.
- This evaluation is conducted by professionals with specialized credentials such as a School Psychologist, Speech and Language Pathologist and the Special Education Teacher.
- RtI cannot be used to delay or deny a timely initial evaluation to determine special education eligibility (OSERS, 2011)Response to Intervention Memo

Dyslexia Eligibility
5 C.C.R. § 3030(b)(10):

Special Education Eligibility

"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 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**, association, conceptualization and expression."

Phonological Processing

- Phonological processing refers to the brain's ability to manage and manipulate phonemes, and to attach meaning to sounds in both spoken and written language.

- These skills include phonological awareness, phoneme identification, phoneme memory, rhyming, blending, segmenting and sound deletion.

Education Code § 56334

- Students suspected of having a specific learning disability should be administered assessment tools that assess phonological processing.
- School Psychologists and Speech and Language Pathologists will most likely administer these assessment tools.

What should be included in a comprehensive evaluation?

The following areas should be considered…

- Background information such as developmental history, family history, review of records)
- Observations of student in all settings
- Intelligence (only for discrepancy model) oral language abilities are considered best predictors of reading and spelling.
- Oral Language Skills
- Word Recognition
- Decoding
- Spelling
- Phonological Processing
- Automaticity/fluency skills
- Reading Comprehension
- Vocabulary Knowledge   Testing and Evaluation

Jigsaw Activity and Breakout Room

Read the assigned section of the Psycho-educational Report and the Learning Environment Intervention Report. Share Insights from these reports.

Break Out Room 1	Page 4 Significant Additional Information
Break Out Room 2	Page 5 Assessment of Identified Strengths
Break Out Room 3	Page 6 Assessment of Identified Weaknesses
Break Out Room 4	Page 7 Grid of Academic Skills Battery Composite

Comprehensive Evaluation of Dyslexia

Assessment Tools used by School Psychologists and Speech and Language Pathologists

Standardized Assessments used for Phonological Processing

- Comprehensive Test of Phonological Processing in Reading (CTOPP) (Pro-ED. Inc), Ages 5-adult

- Test of Phonological Awareness (TOPA) (PRO-ED, Inc), K-2nd Grade

- The Phonological Awareness Test (PAT) (Linguisystems), ages 5-7

- Feifer Assessment of Reading (FAR) (Par, Inc), ages K-adult

- Hodson Assessment of Phonological Patterns-Third Edition (HAPP-3) (PRO-ED, Inc), Ages 3-8

- Language Processing Skills Assessment (TAPS-4) (WPS Publishing) Ages 5-21

Assessing Reading Performance
Used by Special Education Teachers and/or School Psychologists

Standardized Reading Assessments

- Woodcock Johnson IV
- Wechsler Individual Achievement Test IV
- Kaufman Test of Educational Achievement (KTEA-3), 3rd ed.
- Gray Oral Reading Tests, 5th ed. (Rate*, Fluency*)
- Brigance Comprehensive Inventory of Basic Skills (CIBS II)

Dyslexia in Schools Assessment and Identification

English Learners

- Assessments should occur in the student's native language or both the native language and English by individuals competent in the languages.

- Challenges faced by English learners who are learning to read in English should not be confused with challenges caused by dyslexia.

See pages 33-37 of the *Guidelines* for a discussion.

Source: CDE. (2017). *California Dyslexia Guidelines*. Sacramento: CDE. (p. 33-37)

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English Learners

- Often times is is difficult to distinguish between poor English reading skills that result from dyslexia or reduced exposure to English.
- Additional steps should be taken when evaluating English learners:
- ❖ Home background
- ❖ Developmental history
- ❖ Educational history
- ❖ Language Proficiency

California Dyslexia Guidelines, 2017 p. 33-36

Individual Education Plan (IEP) Eligibility and Smart Goals

- The IEP team: Administrator, general education teacher, special education teacher, other school personnel (school psychologist, speech language pathologist, nurse, occupational therapist), and parent meet to determine eligibility.
- The results of the psychoeducational evaluation determine areas of deficit for the students.
- Smart goals are then written for the areas of deficit.
- Services and supports are the decided upon by the IEP team based on the goals.
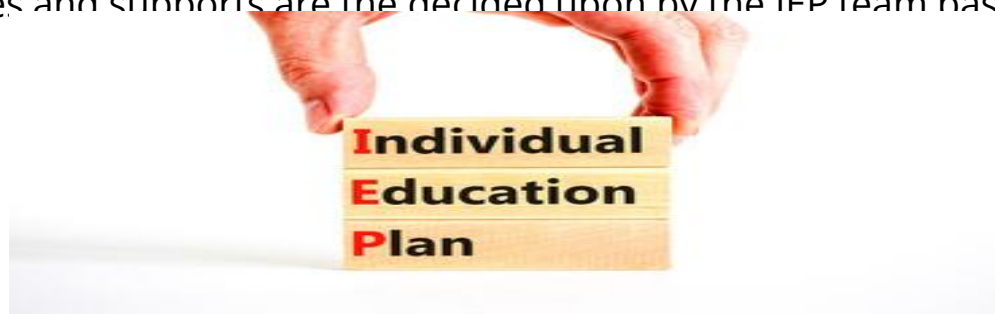
Dyslexia and Section 504
Eligibility Determination

- has a physical or mental impairment which substantially limits one or more major life activities,
- has a record of such an impairment, or
- is regarded as having such an impairment. 28 CFR Sec. 36.104

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Americans With Disabilities Act, 1990

Section 504 Plan Eligibility

- Assessments used for a 504 may include: observations, review of student work, review of school records, observations of the student, interviews with teachers, students, parents, other assessment data from diagnostic and progress monitoring assessments.
- The 504 team consists of the site administrator, general education teacher, other school personnel (counselor, nurse) and parent.

Activity-Case Study

Respond to the prompts on the case study template for Issac.

CASE STUDY RESPONSE TEMPLATE	
Case Study Questions	Case Study #2: **ISSAC**
1) Describe Issac's behavior in the classroom.	
2.) Based on the assessment reports, what are the student's strengths in the areas of literacy, reading, and writing?	
3.) Based on the assessment reports, what are the student's barriers in the areas of literacy, reading, and writing?	
4.) Based on your reading of Isaac's assessments, what would be your priorities in the development of goals in reading and writing?	

Check for Understanding

- What did you learn?

- What stood out to you?

- How can you use this information on assessment and eligibility with your candidates?

- Please summarize what you learned listening to the group activity.

Google Form Module 2

Padlet

Recommended Resources to Expand Knowledge in Assessment of Dyslexia

Dyslexia in the Schools: Assessment and Identification

Hasbrouck-Dyslexia Webinar

Now that we have assessed….

In module 3, we will learn about Structured Literacy instruction and evidenced-based instructional strategies to use with students with dyslexia and struggling readers.

Thank you!