

# Dyslexia in the FIE

Evaluation Series Webinar  
December 13, 2016

## Today's Objectives

- Analyze the definitions and characteristics of Dyslexia and Specific Learning Disability – How are they the same? How are they different?
- Examine academic areas and cognitive processes associated with Dyslexia and Specific Learning Disability.
- Reflect on the special education pathway of dyslexia assessment and identification.
- Review appropriate accommodations and interventions for students with Learning Disabilities in Reading and/or Dyslexia.

Texas Law - Texas Education Code §38.003 (State Law)

- Screening and Treatment for **Dyslexia and Related Disorders**
- (a) Students enrolling in public schools in this state shall be **tested** for **dyslexia and related disorders** at appropriate times in accordance with a program approved by the State Board of Education.
- (b) In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the **treatment** of any student determined to have **dyslexia or a related disorder**.
- (d) In this section:
- (2) "**Related disorders**" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, **developmental dysgraphia**, and developmental spelling disability.


## THE DYSLEXIA HANDBOOK

REVISED 2014

Procedures Concerning  
Dyslexia and Related  
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS  
July 2014

<https://www.region10.org/dyslexia/index/>



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

THE ASSISTANT SECRETARY

October 23, 2015

Dear Colleague:

Ensuring a high-quality education for children with specific learning disabilities is a critical responsibility for all of us. I write today to focus particularly on the unique educational needs of children with dyslexia, dyscalculia, and dysgraphia, which are conditions that could qualify a child as a child with a specific learning disability under the Individuals with Disabilities Education Act (IDEA). The Office of Special Education and Rehabilitation Services (OSERS) <http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>

## Dyslexia MDT

- The determination of dyslexia is made by a **multidisciplinary team** composed of members who are knowledgeable about the
  - Student being assessed;
  - Assessments used;
  - Meaning of the collected data;
  - The reading process;
  - Dyslexia and related disorders;
  - Dyslexia instruction;
  - District or charter school, state, and federal guidelines for assessment

## SPED MDT (Federal Law)

- 34 CFR §300.306 Determination of eligibility.
- (a) *General.* Upon completion of the administration of assessments and other evaluation measures—
  - (1) A **group of qualified professionals and the parent** of the child determines whether the child is a child with a disability, as defined in §300.8, in accordance with paragraph (c) of this section and the educational needs of the child;

## SPED MDT (State Law)

19 TAC § 89.1040. Eligibility Criteria.

(b) ... The **multidisciplinary team** that collects or reviews evaluation data in connection with the determination of a student's eligibility must include, but is not limited to, the following:

- (1) a licensed specialist in school psychology (LSSP), an educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability;
  - or
- (2) a licensed or certified professional for a specific eligibility category defined in subsection (c) of this section.

## Multidisciplinary Team

- ✓ Reading specialist/dyslexia specialist
- ✓ Educational Diagnostician/LSSP
- ✓ Special education teacher
- ✓ General education teacher
- ✓ Administrator
- ✓ Parents
- ✓ Speech Language Pathologist

## SI Students at Risk for Dyslexia

"There is considerable evidence that 50% of preschoolers and kindergarteners with language impairments are likely to have subsequent reading difficulties in primary or secondary grades".

Rescorla, L. A. & Dale, P. S. (2013)

## SI Students at Risk for Dyslexia

"47% of preschoolers with isolated articulation difficulties and 63% of preschoolers with articulation and language problems score >1sd below the mean on reading tests at the end of 1<sup>st</sup> grade".

Nathan, Stackhouse, Goulondris, & Snowling (2004) JSLHR

## Students at Risk for Dyslexia

"If a child leaves 3<sup>rd</sup> grade not reading at grade level – that child has only a 'one-in-seven' chance of EVER reading at grade level".

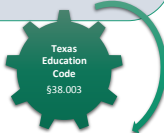
Goldsworthy, C. L. (2003)

# What is Dyslexia?

YouTube –  
TEDEd  
What is dyslexia?  
by Kelli Sandman-Hurley

# Definition of Dyslexia

- (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
- (2) "Related disorders" include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.



# Dyslexia Interpretation Model of a PSW

There are five questions to consider for the determination of dyslexia:

- 1. Does the student exhibit difficulties in the areas of reading and spelling for the primary characteristics of dyslexia?
- 2. Does the student exhibit difficulties in areas of cognitive processes related to dyslexia **OR** is there evidence of previous difficulty?
- 3. Does the student exhibit academic and/or cognitive abilities for their age and educational level?
- 4. Is the student's lack of progress due to sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction?
- 5. Are the reading difficulties primarily the results of visual, hearing, or motor difficulties; of intellectual disability; or emotional disturbance; or of environmental, cultural, or economic disadvantage?

# Definition of Specific Learning Disability

- **Federal Regulations: 34 CFR § 300.8 Child with a disability**
  - (10) *Specific learning disability*—
  - (i) *General. 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 manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia**, and developmental aphasia.

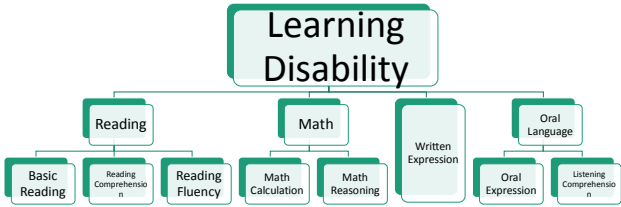
### Definition of Specific Learning Disability

- **Texas Regulations: TAC 19 §89.1040. Eligibility Criteria.**
- (g) Learning disability.
  - (B) A student with a learning disability is one who:
  - (i) has been determined through a variety of assessment tools and strategies to **meet the criteria for a specific learning disability as stated in 34 CFR, §300.8(c)(10)**, in accordance with the provisions in 34 CFR, §300.307-300.311; and

### Definition of Specific Learning Disability

- **§ 89.1040. Eligibility Criteria.**
  - (ii) does not achieve adequately for the child's age or meet state-approved grade-level standards in **oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving** when provided appropriate instruction, as indicated by performance on multiple measures such as in-class tests; grade average over time (e.g. six weeks, semester); norm- or criterion-referenced tests; statewide assessments; or a process based on the child's response to scientific, research-based intervention; and

### Specific Learning Disability



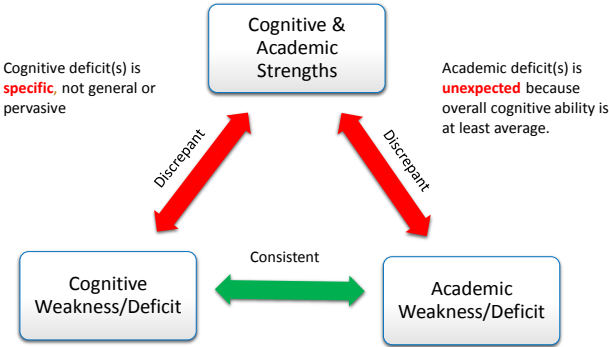
### Definition of Specific Learning Disability

- **§ 89.1040. Eligibility Criteria.**
  - iii. does not make sufficient progress when provided a process based on the child's response to scientific, research-based intervention (as defined in 20 USC, §7801(37)), as indicated by the child's performance relative to the performance of the child's peers on repeated, curriculum-based assessments of achievement at reasonable intervals, reflecting student progress during classroom instruction; **OR**
  - iv. **exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, grade-level standards, or intellectual ability, as indicated by significant variance among specific areas of cognitive function, such as working memory and verbal comprehension, or between specific areas of cognitive function and academic achievement.**

Specific Learning Disability Interpretation Model  
of a **PSW**

- ✓ Average or better overall ability
- ✓ Cognitive weakness/deficit is specific
- ✓ Cognitive weakness/deficit is consistent with academic weakness
- ✓ Unexpected underachievement
- ✓ Insufficient response to effective research-based interventions

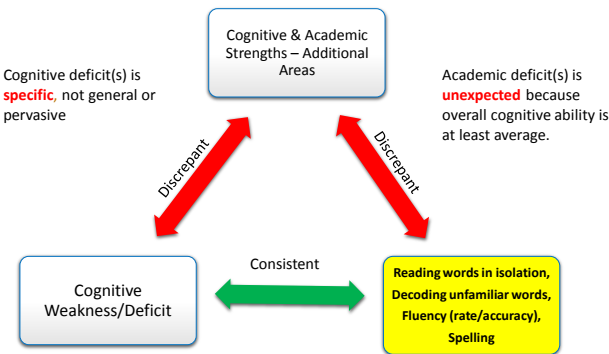
Pattern of Strengths & Weaknesses Approach



Difficulties in the Academic Areas

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading . . . slow, inaccurate, or labored
- Difficulty spelling

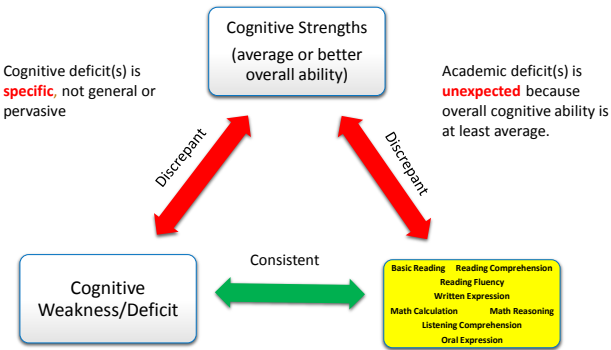
Dyslexia – Difficulties in Academics



### Difficulties in the Academic Areas

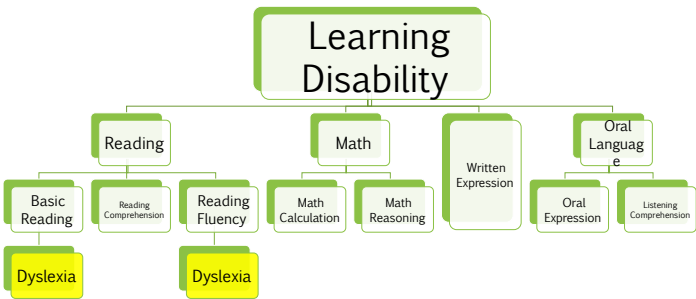
- Basic Reading
- Reading Comprehension
- Reading Fluency
- Math Calculation
- Math Reasoning (Problem Solving)
- Written Expression
- Listening Comprehension
- Oral Expression

### SLD – Difficulties in Academics



### Specific Learning Disability

• Where does Dyslexia fit in??



### Difficulties in the Cognitive Processes

- Phonemic Awareness:
  - Segmenting, blending, manipulating sounds in words
- Rapid naming:
  - Speed of processing information
- Orthographic Processing:
  - Memory for letter patterns and strings

# Phonological Awareness

“Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling.”



State Dyslexia Handbook, Revised 2014, p. 8

# Phonological Awareness

- Has trouble learning letters and their sounds
- Difficulty identifying, pronouncing, or recalling sounds
- Difficulty hearing and discriminating sounds
- Lack of understanding of the sequential arrangement of sounds in words  
(e.g., map → tapbag → bat)



# Phonological Awareness

- history of remediation

In the Dyslexia Handbook (2014), TEA stated  
“If the student exhibits reading and spelling difficulties and currently has appropriate phonological processing, it is important to examine the student’s history to determine if there is evidence of previous difficulty with phonological/phonemic awareness.”

p. 22



# Phonological Awareness

- history of remediation

“It is important to note that because previous effective instruction in phonological/phonemic awareness may remediate phonological awareness skills in isolation, average phonological awareness scores alone do not rule out dyslexia.”

p. 22





# Rapid Naming

“Rapid naming skills may or may not be weak, but if deficient, they are often associated with difficulties in automatically naming letters, reading words fluently, and reading connected text at an appropriate rate.”



State Dyslexia Handbook, Revised 2014, p. 20

# Rapid Naming

- Difficulty retrieving previously stored names of familiar objects or symbols
- Has trouble recalling previously learned material
- *Reading fluency is typically affected.*



# Orthographic Processing

“Memory for letter patterns, letter sequences, and the letters in whole words (orthographic processing) **may be selectively impaired** or may coexist with phonological processing weaknesses.”



State Dyslexia Handbook, Revised 2014, p. 20

# Orthographic Processing

Simplified . . .

“The ability to use common letter sequences and spelling patterns to access stored words without sounding them out.”

*Nancy Mather, SEI 2016*



# Orthographic Processing

You may be able to sound out the word, but that doesn't give you enough information to know if the word is spelled correctly. That's where OP comes in.

How do you know the correct spelling?

rain	rane
egszact	exact
soap	sope
birn	burn
about	abowt

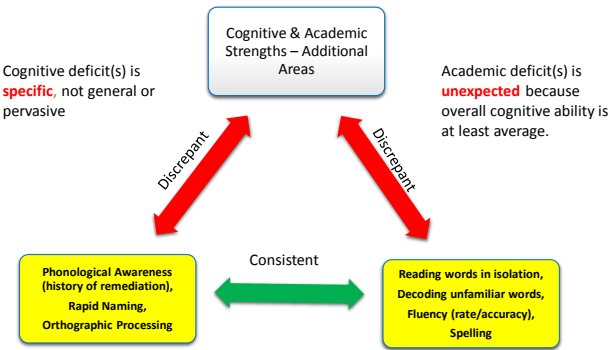


# Orthographic Processing

- Has trouble remembering sight words
- Continues to sound out words that should be known
- Confuses low-image words (e.g., *of* and *for*)
- Confuses similar-looking words (e.g., *on* and *no*)



# Dyslexia – Difficulties in Cognitive Processes



Just for **FUN** ...  
and F.Y.I ...  
Let's talk subtypes!

### Dysphonetic Dyslexia

- Students have an inability to apply phonological processing skills to connect letters and sounds.
- They rely too much on visual and orthographic clues to identify words in print.
- Students frequently **GUESS** words based on their initial letters.
- They approach reading by simply memorizing whole words.
- Intervention should focus on development of phonemic awareness and phonological processing.

### Surface Dyslexia

- Students are able to sound out words, but lack the automaticity and ability to recognize words in print.
- Fluency tends to suffer the most.
- Students rely on phonological properties of the word and tend to be letter-by-letter and sound-by-sound readers.
- Intervention should focus on enhancing automaticity, pacing, and fluency skills without explicitly focusing on fluency skills.

### Mixed Dyslexia

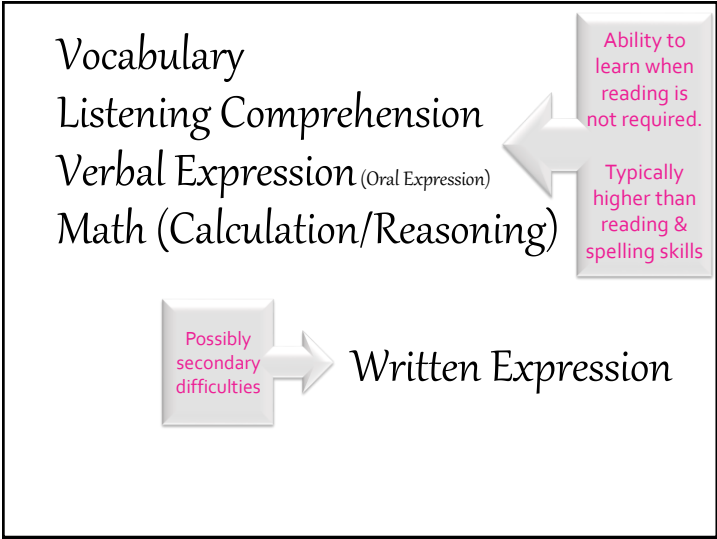
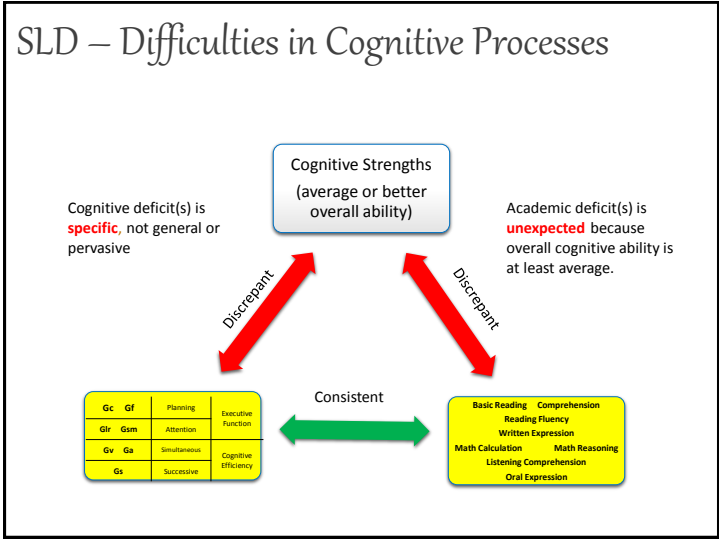
- Most severe type
- Students possess a combination of poor phonological processing skills, slower rapid and automatic word recognition skills, and inconsistent comprehension skills.
- Intervention should focus on a balanced literacy approach, which targets multiple areas of the reading process.

### Specific Learning Disability

For the purpose of identifying a Learning Disability, there are 7 general abilities most associated with the consideration of a pattern of strengths and weaknesses:

- ❖ Gc – Comprehension Knowledge
- ❖ Gf – Fluid Reasoning
- ❖ Gsm (Gwm) – Short-Term Memory
- ❖ Glr – Long-Term Storage and Retrieval
- ❖ Gv – Visual Processing
- ❖ Ga – Auditory Processing
- ❖ Gs – Processing Speed

- + Executive Function
  - Planning
- + Cognitive Efficiency
  - Attention
  - Simultaneous
  - Successive



## Phonological Memory

- Coding information phonologically for temporary storage in working or short-term memory.
- Phonological short-term memory involves storing distinct phonological features for short periods of time to be "read off" in the process of applying the alphabetic principle to word identification.

## Verbal Working Memory

- Ability to store verbal information, then use or manipulate the information to provide a response
- Includes efficiency of attention
- May also include memory span in which verbal information is held in immediate awareness and then repeated in the correct sequence.

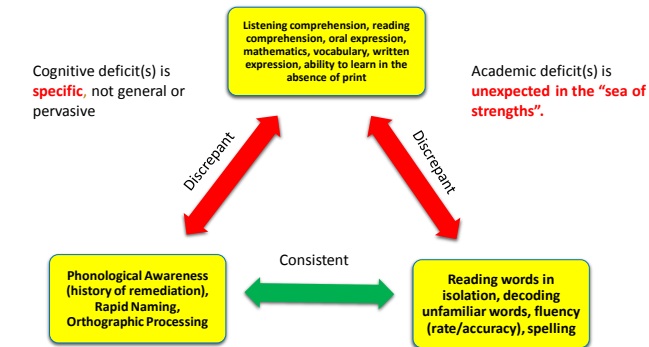
# Processing Speed

- Ability to quickly perform both simple clerical tasks when measured under pressure to sustain attention.
- Perceptual speed is a measure of orthographic discrimination (use symbols such as matching letters or numbers) under timed conditions.

# Dyslexia - Unexpectedness

- Difficulties are unexpected for the student's age, education level, or cognitive abilities
- Intelligence may be superior or in the gifted range
- Ability to learn in the absence of print

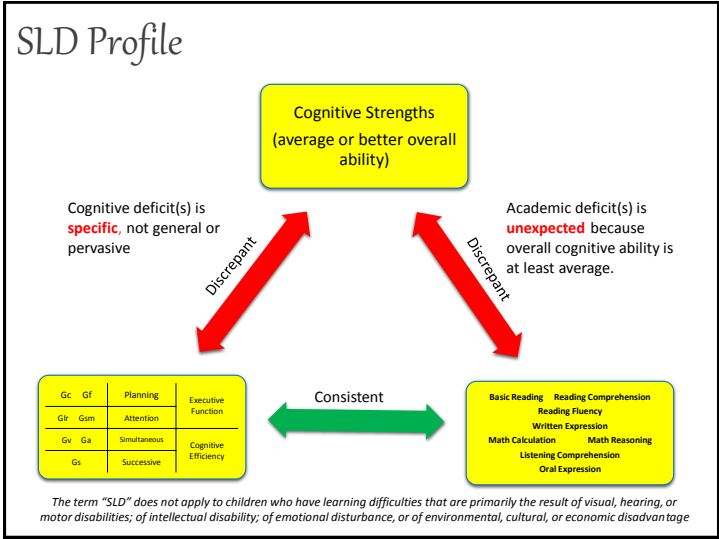
# Dyslexia Profile



The term "Dyslexia" does not apply to children who have learning difficulties that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance, or of environmental, cultural, or economic disadvantage

# SLD – Overall Cognitive Ability

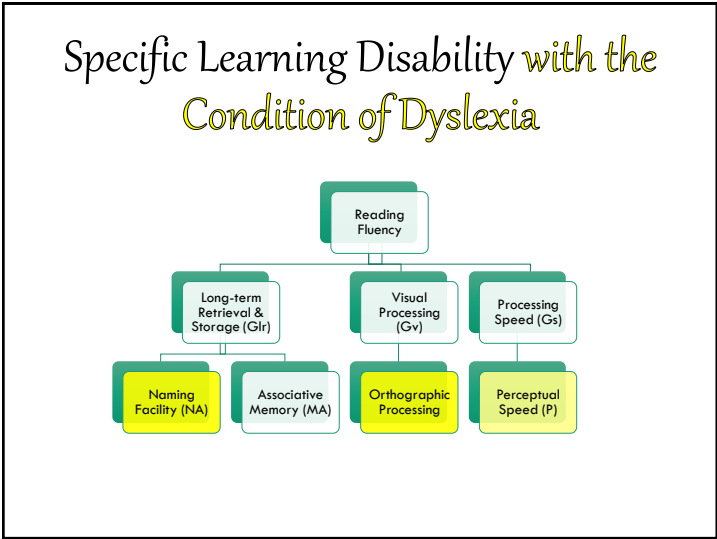
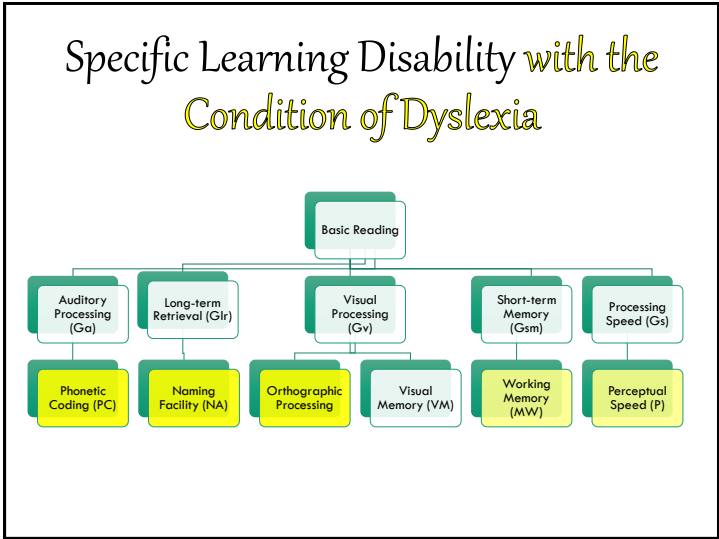
- FSIQ? GIA? FCI? MPI? GAC?
- FCC? G-value?
- Intact functioning in many processes and abilities and *possible normative* cognitive or academic strengths
- Overall strengths in the profile –not a global learning deficit/difficulty



## Specific Learning Disability with the Condition of Dyslexia

Within each of the broad cognitive abilities, there are **numerous** narrow abilities associated with specific learning disabilities.

- When determining if the student has a learning disability and the condition of Dyslexia, the evaluator (LSSP/Diagnostician) will investigate the specific markers of Dyslexia –
  - Phonetic coding (PC) (phonemic/phonological awareness)
  - Naming Facility (NA) (rapid naming), and
  - Orthographic Processing



## When is the best time to assess?

- TEC §38.003(a)
- Students enrolling in public schools in Texas shall be assessed for dyslexia and related disorders at appropriate times.
- Letter from OSEP to the State Directors of Special Education
- States have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of the RtI process.

## Special Education Referral

Students who may display additional factors complicating their dyslexia and will require more support than what is available through the general education dyslexia program

OR

Students with severe dyslexia or related disorders who may be unable to make a sufficient rate of academic progress within any of the programs described in the procedures related to dyslexia

SHOULD

Be referred to special education for evaluation and possible identification as a child with a disability within the meaning of IDEA 2004.

## What if the student is currently receiving special education?

- Students who are currently receiving special education (i.e., speech) services may indicate a need for dyslexia assessment.
- Special education procedures must be followed:
- The ARD committee and other qualified professionals, as appropriate, must review existing evaluation data and on the basis of that review will identify what additional data, if any, is needed to make an informed decision regarding the identification of dyslexia.
- If further assessment is recommended, the parent or guardian must receive notice of assessment and procedural safeguards, and give consent for the evaluation according to the requirements of the IDEA 2004.
- **The data must include assessment information from the domains listed in *The Dyslexia Handbook* as part of the identification of dyslexia.**
- The determination of dyslexia is made by the multidisciplinary team composed of members who are knowledgeable of the student being assessed; the reading process, dyslexia and related disorders; dyslexia instruction; district, state, and federal guidelines for assessment; the assessments that were used; and the meaning of the collected data.
- Identification and placement decisions for dyslexia must be made by the ARD committee of knowledgeable persons (knowledgeable of the child, the meaning of the evaluation data, and the placement options).

## Data Gathering

- ✓ Observations
- ✓ Teacher Information
- ✓ Parent Information
- ✓ Vision & Hearing Screening Results
- ✓ Grades/Report Cards
- ✓ District & State Assessment Results
- ✓ TIERed intervention data/progress monitoring related to reading / writing / spelling

### Additional Data Gathering for ELLs

- Home Language Survey
- Assessment related to identification for limited English proficiency (oral language proficiency test and norm-referenced tests – all years available).
- Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- Instructional interventions provided to address language needs
- Type of language program model provided and language of instruction

### Formal Assessment – Academic Achievement

- ✓ Letter Knowledge
- ✓ Word Reading
- ✓ Decoding
- ✓ Reading Fluency (rate & accuracy)
- ✓ Spelling
- ✓ Reading Comprehension\*

### Letter Knowledge & Word Reading

#### Woodcock Johnson IV Tests of Achievement

- Letter Word Identification

#### KTEA-3

- Letter & Word Recognition
- Word Recognition Fluency\*

#### WIAT-III

- Early Reading Skills (letter knowledge)
- Word Reading

#### Feifer Assessment of Reading (FAR)

- Isolated Word Reading

#### Test of Word Reading Efficiency, 2<sup>nd</sup> Edition (TOWRE-2)

- Sight Word Efficiency\*

#### Wide Range Achievement Test 4 (WRAT-4)

- Word Reading

### Decoding

#### Woodcock Johnson IV Tests of Achievement

- Word Attack

#### KTEA-3

- Letter & Word Recognition
- Nonsense Word Decoding

#### WIAT-III

- Pseudoword Decoding

#### Feifer Assessment of Reading (FAR)

- Nonsense Word Decoding

#### Test of Word Reading Efficiency, 2<sup>nd</sup> Edition (TOWRE-2)

#### Phonetic Decoding Efficiency\*



Reading Fluency (rate & accuracy)

- Woodcock Johnson IV Tests of Achievement

  - Reading Fluency
    - Oral Reading + Sentence Reading Fluency
  - Reading Rate
    - Sentence Reading Fluency + Word Reading Fluency

WIAT-III

  - Oral Reading Fluency
- GORT-5

  - Fluency

KTEA-3 (??)

  - Reading Fluency Composite (Silent Reading Fluency, Word Recognition Fluency, Decoding Fluency)

Feifer Assessment of Reading (FAR)

  - Oral Reading Fluency

Spelling

- Woodcock Johnson IV Tests of Achievement

  - Spelling
  - Spelling of Sounds

KTEA-3

  - Spelling

WIAT-III

  - Spelling
- TWS-5

Wide Range Achievement Test 4 (WRAT-4)

  - Spelling

Reading Comprehension \*

- Woodcock Johnson IV Tests of Achievement

  - Passage Comprehension
  - Reading Recall

KTEA-3

  - Reading Comprehension

WIAT-III

  - Reading Comprehension

OWLS-II

  - Reading Comprehension
- GORT-5

  - Comprehension

Wide Range Achievement Test 4 (WRAT-4)

  - Reading Comprehension
    - Woodcock Reading Mastery Tests, 3<sup>rd</sup> Edition

Word Comprehension

  - Passage Comprehension

Feifer Assessment of Reading (FAR)

  - Comprehension Index

Formal Assessment –  
Cognitive Processes

- ✓ Phonological and Phonemic Awareness
  - (History of Remediation)
- ✓ Rapid Naming Skills
  - (May or may not be weak)
- ✓ Orthographic Processing
  - (May be selectively impaired)

Phonological and Phonemic Awareness

- |   |  |
|---|--|
| CTOPP-2 <ul style="list-style-type: none"><li>• Phonological Awareness</li><li>• Alternate Phonological Awareness</li></ul> KTEA-3 <ul style="list-style-type: none"><li>• Phonological Awareness</li></ul> Woodcock Johnson IV Tests of Oral Language <ul style="list-style-type: none"><li>• Phonetic Coding (Segmentation + Sound Blending + Sound Awareness)</li></ul> NEPSY-II <ul style="list-style-type: none"><li>• Phonological Processing</li></ul> | Woodcock Johnson IV Tests of Cognitive Abilities <ul style="list-style-type: none"><li>• Auditory Processing (Phonological Processing + Nonword Repetition)</li></ul> Feifer Assessment of Reading (FAR) <ul style="list-style-type: none"><li>• Phonological Index</li></ul> DAS-II <ul style="list-style-type: none"><li>• Phonological processing</li></ul> |
|---|--|

Rapid Automatic Naming

- |  |  |
|--|--|
| CTOPP-2 <ul style="list-style-type: none"><li>• Rapid Symbolic Naming Composite</li></ul> KTEA-3 <ul style="list-style-type: none"><li>• Letter Naming Facility + Object Naming Facility</li></ul> WISC-V <ul style="list-style-type: none"><li>• Naming Speed (Literacy &amp; Quantity)</li></ul> Woodcock Johnson IV Tests of Oral Language <ul style="list-style-type: none"><li>• Speed of Lexical Access (Rapid Picture Naming + Retrieval Fluency)</li></ul> | Feifer Assessment of Reading (FAR) <ul style="list-style-type: none"><li>• Rapid Automatic Naming</li></ul> DAS-II <ul style="list-style-type: none"><li>• Rapid Naming</li></ul> PAL-II <ul style="list-style-type: none"><li>• RAN/RAS (Letters, Letter Groups, Words, Words &amp; Digits)</li></ul> |
|--|--|

Orthographic Processing

- |  |  |
|--|--|
| KTEA-3 <ul style="list-style-type: none"><li>• Orthographic Processing Composite (Spelling, Letter Naming Facility, Word Recognition Facility)</li></ul> Test of Orthographic Competence (TOC) | Woodcock Johnson IV Tests of Cognitive Ability <ul style="list-style-type: none"><li>• Letter Pattern Matching – sensitive to OP</li><li>• Number Pattern Matching – sensitive to OP</li></ul> |
|--|--|
- Also consider from WJ IV Tests of Achievement:

  - Letter-Word Identification
  - Spelling
  - Word Attack
  - Spelling of Sounds
- Feifer Assessment of Reading (FAR)
  - Orthographic Processing
- PAL-II
  - Orthographic Spelling
  - Orthographic Coding

Assessment – Additional Areas

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>✓ Vocabulary</li><li>✓ Listening Comprehension</li><li>✓ Verbal Expression</li><li>✓ Written Expression / Writing *</li><li>✓ Handwriting</li><li>✓ Math (calculation/reasoning)</li></ul> | <p>Formal<br/>or<br/>Informal</p>  |
| <p>Seeking a level of unexpectedness</p>   | <ul style="list-style-type: none"><li>✓ Phonological Memory</li><li>✓ Verbal Working Memory</li><li>✓ Processing Speed</li></ul> |

Vocabulary

- Woodcock Johnson IV Tests of Cognitive Abilities
- Vocabulary (Picture Vocabulary + Oral Vocabulary)
- DAS-II
- Word Definitions
  - Naming Vocabulary
- KTEA-3
- Reading Vocabulary

Listening Comprehension

- Woodcock Johnson IV Tests of Oral Language
- Listening Comprehension (Oral Comprehension + Understanding Directions)
- NEPSY-II
- Narrative Memory
- KTEA-3
- Listening Comprehension
- WIAT-III
- Listening Comprehension
- OWLS-II
- Listening Comprehension

Verbal Expression

- Woodcock Johnson IV Tests of Oral Language
- Oral Expression (Picture Vocabulary + Sentence Repetition)
- KTEA-3
- Oral Expression
- WIAT-III
- Oral Expression
- OWLS-II
- Oral Expression

Written Expression/Writing \*

- |  |   |
|--|---|
| Woodcock Johnson IV Tests of Achievement | Test of Written language – 4 <sup>th</sup> Edition (TOWL-4)         |
| • Writing Samples                        |   |
| • Sentence Writing Fluency               | Test of Early Written Language, 3 <sup>rd</sup> Edition (TEWL-3)    |
| KTEA-3                                   |   |
| • Written Expression                     | Oral and Written Language Scales, 2 <sup>nd</sup> Edition (OWLS-II) |
| WIAT-III                                 |   |
| • Alphabet Writing Fluency (K-1)         | Test of Written Expression (TOWE)                                   |
| • Sentence Composition                   |   |
| • Essay Composition (Grades 3+)          |   |

Handwriting

- Handwriting Assessment Protocol-2

WIAT-III

- Alphabet Writing Fluency
- Sentence Composition
- Essay Composition

PAL-II

- Handwriting (Alphabet Writing + Copying)

KTEA-3

- Writing Fluency

- **\*Writing Samples\***

Math (Calculation/Reasoning)

Woodcock Johnson IV Tests of Achievement

- Math Calculation (Calculation + Math Facts Fluency)
- Math Problem Solving (Applied Problems + Number Matrices)

KTEA-3

- Math Computation
- Math Concepts & Applications

WIAT-III

- Numerical Operations
- Math Problem Solving

Test of Mathematical Abilities, 3<sup>rd</sup> Edition

- Computation
- Word Problems
- Mathematics in Everyday Life

Wide Range of Achievement Test 4 (WRAT-4)

- Math Computation

Test of Early Mathematics Ability, 3<sup>rd</sup> Edition

KeyMath-3 Diagnostic Assessment

Phonological Memory

CTOPP-2

- Phonological Memory (Memory for Digits & Nonword Repetition)

Woodcock Johnson IV Tests of Cognitive Abilities

- Nonword Repetition
- Memory for Words

Verbal Working Memory

Woodcock Johnson IV Tests of Oral Language

- Auditory Memory Span (Sentence Repetition + Memory for Words)

Woodcock Johnson IV Tests of Cognitive Abilities

- Short-term Working Memory (Verbal Attention + Numbers Reversed)

WISC-V

- Auditory Working Memory Index (Digit Span + Letter-Number Sequencing)

KABC-II

- Sequential (Number Recall + Word Order)

NEPSY-II

- Auditory Attention and Response Set
- Repetition of Nonsense Words
- Sentence Repetition

DAS-II

- Recall of Digits Forward + Recall of Digits Backward

PAL-II

- Letters
- Words
- Sentences-Listening

# Processing Speed

## Woodcock Johnson IV Tests of Cognitive Abilities

- Cognitive Processing Speed (Letter-Pattern Matching + Pair Cancellation)
- Perceptual Speed (Letter-Pattern Matching + Number-Pattern Matching)

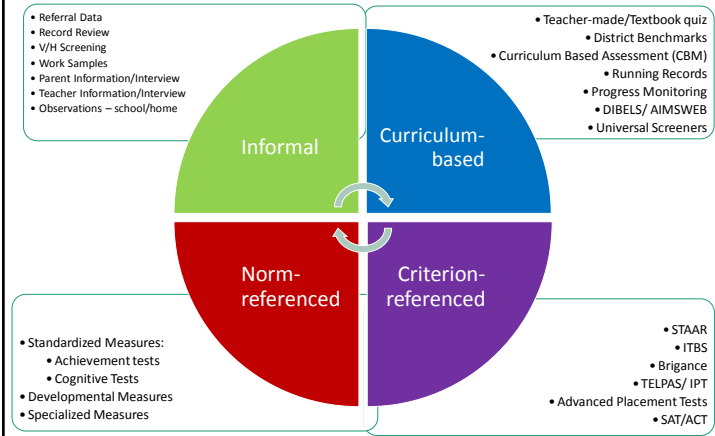
## WISC-V

- Processing Speed Index (Coding + Symbol Search)

## DAS-II

- Processing Speed (Speed of Information Processing + Rapid Naming)

# Multiple Measures of Assessment



# Interpretation of Data and Assessments

“The student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning, verbal ability yet still have difficulty with reading and spelling. Therefore, it is not one single indicator but a preponderance of data (both informal and formal) that provide the committee with evidence for whether these difficulties are unexpected.”

Is Bailee SLD?  
Dyslexic?  
Both?

- It is apparent that Bailee's cognitive and academic performances meet the criteria for a pattern of strengths and weaknesses consistent with SLD in the areas of Basic Reading and Math Calculation.
- There is evidence that the weaknesses in cognitive functioning are domain specific.
- There is evidence of unexpected underachievement.
- There is evidence of below average aptitude-achievement consistency.

### Now let's look at the complication of Dyslexia . . .

- Does Bailee also meet the eligibility criteria of a student with Dyslexia?
- It appears that Bailee does . . .
- Demonstrate difficulties in the areas of reading and spelling that reflect a pattern of evidence for reading words in isolation, decoding unfamiliar words accurately, reading fluency, and spelling.
- Demonstrate weaknesses in the cognitive processes most associated with Dyslexia, including phonological/phonemic awareness, rapid naming of symbols or objects, and orthographic processing.
- Demonstrate average performance in other abilities that would deem the difficulties & weaknesses as unexpected.

### Final Conclusion. . .

- The preponderance of data indicates and therefore, the recommendation to the ARD Committee is that Bailee . . .
- Meets the criteria of student with a specific learning disability in the areas of basic reading and math calculation,
- And the criteria of a student with Dyslexia.

### Dyslexia Summary Report Template

#### Determination of Characteristics of Dyslexia for Committee Consideration

Mather, N. (2016). Use of the Woodcock-Johnson IV as Part of a Comprehensive Dyslexia Evaluation. *The DiaLog (TEDA)*, 45 (1), 12-21.

- It appears that Bailee exhibits primary reading and writing difficulties, characteristics of dyslexia with poor performance in letter-sound associations, basic reading skills, reading fluency or rate, and spelling.
- These weaknesses in primary reading and spelling difficulties consequently appear to negatively impact reading comprehension and written expression.
- Bailee’s academic weaknesses, characteristics of dyslexia, are related to cognitive weaknesses in phonological awareness, orthographic processing, and rapid naming.
- Bailee has received effective classroom instruction in reading and has had adequate sociocultural opportunities. Thus, Bailee’s academic weaknesses and related cognitive ability weaknesses are unexpected in relation to her ability to learn in the absence of reading. Therefore, Bailee meets the criteria of Dyslexia.

## Accommodations

### Setting

- Provide a computer for written work
- Seat student close to teacher in order to monitor understanding
- Provide quiet during intense learning times

• List provided by Region 10 Dyslexia Information Accommodations

## Accommodations

### Instruction

- Provide audiotapes/recordings of textbooks
- Provide summaries of chapters
- Review vocabulary prior to reading
- Use videos related to the readings
- Provide review of important facts
- Do not require student to read aloud
- Talk through material
- Give directions in small steps & use as few words as possible
- Read written directions to student, then model/demonstrate
- Accompany oral directions with visual cues

• List provided by Region 10 Dyslexia Information Accommodations

- Provide books on same theme/topic that is on student’s independent reading level
- Color-code key facts

• List provided by The Dyslexia Checklist (2010)

## Accommodations

### Task

- Shorten assignments to focus on mastery of key concepts
- Shorten spelling tests to focus on mastering most functional words
- Substitute alternatives for written assignments (i.e., posters, oral/taped or video presentations, projects, collages, etc.)
- Use worksheets with minimal writing
- Provide hard copy of notes
- Reduce copying tasks
- Provide outline for videos
- Word Banks
- Formula Charts

• List provided by Region 10 Dyslexia Information Accommodations

## Accommodations - TEA State Assessment

### Accessibility Supports

- Various features and accommodations are made available on STAAR paper and online tests to students who use the same or similar supports during classroom instruction.

### Designated Supports

- Content Supports
- Dictionary
- Language and Vocabulary Supports
- Individualized Structured Reminders
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids
- Extra Time

## Instruction

- Instructional Components
- Phonemic Awareness
- Phonics
- Language Structure
- Morphology
- Semantics
- Syntax
- Pragmatics
- Linguistic
- Process Oriented Strategies

## Instruction

- Delivery of Instruction
- Simultaneous, multisensory
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction

• The Dyslexia Handbook, Revised 2014

### Delivery of Instruction

- Bottom-up
- Top-down

• Feifer, S. & Della Toffalo, D. (2007)

## Interventions/Programs

### Examples of Phonological Awareness/Phonics Focus

- Explode the Code® *Online*
- Language!®
- Primary Phonics
- Spalding Method®
- S.P.I.R.E.®
- Touch Phonics®
- Wilson Reading System®
- Alphabetic Phonics
- Foundations®
- SRA Corrective Reading
- Horizons Fast Track A-B
- Saxon Phonics and Spelling
- Lindamood Phoneme Sequencing Programs (LiPS®)

• List provided by Essentials of Evidence-Based Academic Interventions

• List provided by Essentials of Planning, Selecting, Tailoring Interventions to Unique Learners



## Interventions/Programs

Examples of Sight Words/Fluency/Rapid Automatic Naming Focus

- Great Leaps®
- Read Naturally®
- Quick Reads®
- Six-Minute Solution
- RAVE-O
- List provided by Essentials of Evidence-Based Academic Interventions

## Interventions/Programs

Examples of Intervention for Dysphonetic Dyslexia (Bottom-up)

Over Age 12:	<ul style="list-style-type: none"><li>• Wilson Reading System</li><li>• SRA Corrective Reading</li><li>• Read 180</li></ul>	
Ages 7-12:	<ul style="list-style-type: none"><li>• Alphabetic Phonics</li><li>• Recipe for Reading</li><li>• SRA Corrective Reading</li><li>• Earobics II</li><li>• SIPPS</li></ul>	<ul style="list-style-type: none"><li>• LiPS</li><li>• LEXIA</li><li>• Horizons</li><li>• Read Well</li><li>• DISTAR Reading Mastery</li></ul>
Under Age 7:	<ul style="list-style-type: none"><li>• Fast Forward</li><li>• Earobics I</li><li>• Phono-Graphix</li><li>• Lindamood Phoneme Sequencing Program (LiPS)</li></ul>	<ul style="list-style-type: none"><li>• Success for All</li><li>• Ladders to Literacy</li><li>• Foundations</li><li>• Road to the Code</li></ul>

• Feifer, S. & Della Toffalo, D. (2007) Integrating RTI with Cognitive Neuropsychology: A Scientific Approach to Reading

## Interventions/Programs

Examples of Intervention for Surface Dyslexia (Top-down)

Under Age 7:	<ul style="list-style-type: none"><li>• Analytic or Embedded Phonics Approach</li><li>• Reading Recovery</li><li>• Early Steps</li></ul>	
Ages 7-12:	<ul style="list-style-type: none"><li>• Great Leaps</li><li>• Read Naturally</li><li>• Quick Read</li><li>• RAVE-O</li></ul>	
Over Age 12:	<ul style="list-style-type: none"><li>• Neurological Impress Method</li><li>• Wilson Reading System</li><li>• Laubach Reading Series</li><li>• Read 180</li></ul>	

• Feifer, S. & Della Toffalo, D. (2007) Integrating RTI with Cognitive Neuropsychology: A Scientific Approach to Reading

## Interventions/Programs

Examples of Intervention for Mixed Dyslexia

- Balanced Literacy
- Top Down Strategies

• Feifer, S. & Della Toffalo, D. (2007) Integrating RTI with Cognitive Neuropsychology: A Scientific Approach to Reading

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Thank you!

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