# Identifying Dyslexia & Effective Reading Interventions

October 28, 2028

Dyslexia in CA

- AB 1369 added "phonological processing to the list of basic psychological processes" under Specific Learning Disability category
- CFR 300.116 (e) Children may not be placed into special education if they can be served in general education with modifications
- CCR 56303 A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized."
- CCR 56337.5 Students who "exhibit the characteristics of dyslexia or another related reading dysfunction is not found to be eligible for special education and related services the pupil's instructional program shall be provided in the regular education program

5 Basic Components of Language
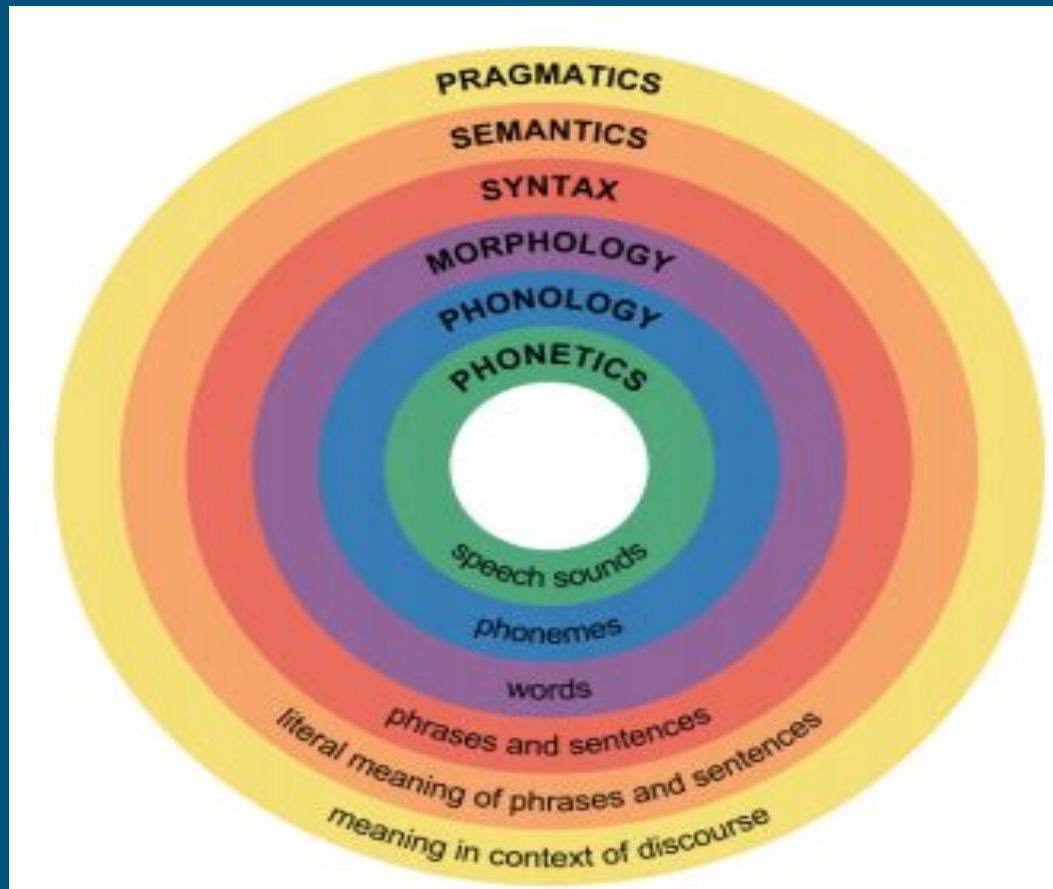
Different Sub-types of dyslexia

- Phonological dyslexia
  - Also called dysphonetic or auditory dyslexia, this type makes it hard to process letter sounds and syllables.
- Surface (visual)dyslexia
  - Also called dyseidetic or visual dyslexia, this type makes it hard to recognize whole words.
- Rapid naming deficit
  - This type makes it hard to name letters, numbers, colors, or objects quickly.
- Double deficit dyslexia
  - This type shows deficits in both phonological process and naming speed.

Why is this all critical to know?

- 42% of all students found eligible for special education fall under the category of SLD, with 70-80% of those students have a reading disability or dyslexia

- However- dyslexia is estimated to impact up to 20% of the population

Some Specific Learning Disabilities

- Dyslexia- difficulties with specific language skills, particularly reading
- Dyscalculia- difficulties with processing math
- Dysgraphia- difficulties with spelling, poor handwriting and trouble putting thoughts on paper
- Auditory processing disorder- difficulty understanding speech or other noises and interpreting auditory information
- Visual processing disorder- difficulty interpreting written symbols used to represent language, numbers, equations and ideas

Phonological Processing

- Phonological processing is an auditory processing skill.

  ○ It **involves detecting and discriminating differences in phonemes** or speech sounds under conditions of little or no distraction or distortion.

- This might be manifested through errors in speech production or in misperception of spoken language.

- In school, the student often has difficulty associating the speech sounds to letters when reading and spelling.

Definition of Dyslexia

"Dyslexia is a specific learning disability that is neurobiological in origin.

It is characterized by difficulties with <u>accurate and/or fluent word recognition and by poor spelling and decoding abilities</u>.

Definition of Dyslexia continued

These difficulties typically result from a **deficit in the phonological component of language** that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Definition of Dyslexia continued

Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."

IDA Board of Directors, Nov. 12, 2002. This Definition is also used by the National Institute of Child Health and Human Development (NICHD).

Key Indications of Phonological Processing deficits

Challenges with:

- Learning to Speak
- Appearing to not understand spoken language
- Learning pre-literacy skills
- Sound/symbol match up
- Letter naming speed
- Sounding out words as they read
- Substituting words with the same initial letter when reading
- Using inventive spelling beyond the early primary grades
- Omitting vowels when spelling words
- Accuracy and fluency in word recognition
- Persistency of reading longer passages
- Learning a second language
- Performing practical math problems due to language issues

The Reading Process

- What does it take to read?
- What cognitive processes are you engaging in?
- What does it take to be a successful reader??

Multisensory, Structured Language Program

- Phonology & Phonological Awareness
- Sound-Symbol Associations
- Syllable Instruction
- Morphology (how morphemes are combined to make words)
- Syntax (sentence and paragraph structure)
- Semantics (comprehension)
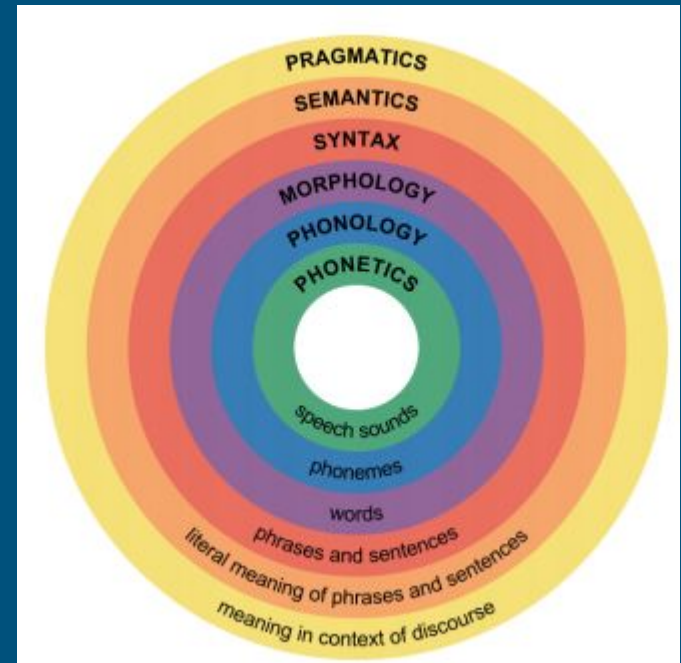
Key Milestones 2024 - 25
Implementation and Training

Unlocking Language and Literacy:
the Science of Reading and Wonders

Apply Language and Reading Research to your Tier
One literacy block utilizing our Wonders Curriculum..

K-5 Teachers
Resource Specialists
Multilingual Learner Support Teachers
Reading Intervention Teachers
SDC Teachers

K-2	3-5
August-December	August-December
• 3 Part Series	• 3 Part Series

Implementation of mCLASS for enhanced literacy assessment and instruction.

❖ Comprehensive Teacher Training in mCLASS

❖ Comprehensive Teacher Training *"Unlocking Language and Literacy: Science of Reading and Wonders"* (K-5)

K-2 Teachers
School Psychologists
Elementary Site Admin

MLL Support Teachers
Intervention Teachers

Reading Specialists
SDC Teachers

K-5 Teachers
School Psychologists

MLL Support Teachers Intervention Teachers

Reading Specialists SDC Teachers

Key Features of mCLASS/DIBELS

Well Below Benchmark

Below Benchmark

At Benchmark

Above Benchmark

❖ **Benchmark**
  ➢ *Screeners* that are used in windows of assessments administered three times a year (Beginning of Year, Middle of Year, End of Year) to monitor student progress and identify areas needing support.

❖ **Progress**
  ➢ *Progress Monitoring* tracks student progress between benchmarks, helping teachers monitor support needs and adjust interventions as needed.

❖ **Instruction**
  ➢ Provides instructional recommendations for small groups and individual students based on assessment data analysis, highlighting key needs and next steps to support targeted instruction.

❖ **Home Connect**
  ➢ Creates parent letters that share benchmark assessment results, explain each measure, and offer at-home activities to support learning and family engagement.

Keep Parents Informed

Home Connect tab pulls up parent letters to help get parents involved in their children's education. These letters contain results from the Benchmark assessments students completed during the current time of year, along with information about the measures and recommended activities parents can do with their children at home to reinforce skills.

---

mCLASS®

District: Demo Assessment District

School: Bowen Elementary

Class/Group: Grade 2 Avila
- Grade 1 Garcia
- Grade 3 Quincy
- Grade 4 Xavier
- Grade 5 Bolton

Benchmark   Progress   Instruction   Home Connect

Beginning of Year   Middle of Year   End of Year

mCLASS® Home Connect
1st Grade, Beginning of Year
Emma Ashley

Demo District | Washington Elementary
Last assessment: October 19, 2019
Next assessment: December 19, 2019

Why is Emma being assessed?
The teachers and administrators at our school want Emma to read successfully. As part of this commitment, we use DIBELS® 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates Emma's performance on the literacy skills necessary to become a successful reader.
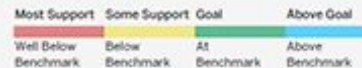
What do the below assessments mean?
Emma has met grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.

306   **DIBELS Composite Score**
Has Met Goal

Performance Level Key

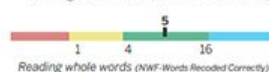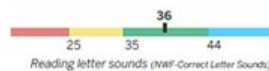| Most Support	Some Support	Goal	Above Goal
Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark

Phonics
Knowing sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF). Can your child:

... sound out simple words like van? (vvv...aah...nnn)
... easily read a list of two- and three-letter words?

36
25   35   44
Reading letter sounds (NWF-Correct Letter Sounds)

5
1   4   16
Reading whole words (NWF-Words Recoded Correctly)

Accurate and Fluent Reading
Reading common words easily, quickly and correctly measured by Word Reading Fluency (WRF). Can your child:

... recognize familiar words without sounding them out?

12
8   12   20
Reading common words (WRF)

Reading words in stories easily, quickly, and correctly, measured by DIBELS Oral Reading Fluency (ORF). Can your child:

... read all the words in a very short story?
... blend letter-sounds to read unfamiliar words?
... read words by themselves and in very short stories easily?

11
5   10   24
Reading with fluency (ORF)

72
54   71
Reading with accuracy (ORF-ACCU)

Instructional Next Steps

Show homepage for all small group and individual student instructional recommendations based on analysis of student assessment data. See diagnostic information that can be used to create small groups, which address areas of highest need as well as next steps for individual students, helping you get right to instruction.

English Language Learners

Pupils who do not speak sufficient English to be screened with an English-language instrument shall be screened pursuant to this section in their primary language if a screening instrument in their primary language approved pursuant to subdivision (c) is available.

If a screening instrument is not available in at least one language in which a pupil is proficient, before the pupil can be screened, the pupil's risk for reading difficulties shall be evaluated through an analysis of the pupil's developmental history, educational history, and literacy progress, taking into account the pupil's home background and evolving English language abilities, including speaking, listening, reading, spelling, and writing, consistent with the California Dyslexia Guidelines. Components of screening instruments that do not require English language proficiency may be used in this evaluation.

When a pupil acquires sufficient English language knowledge and fluency to be able to be assessed using a screening instrument pursuant to this section, or if a screening instrument in their primary language becomes available, the local educational agency shall assess that pupil using the appropriate screening instrument.

mClass also is available in Spanish

Guidance will be provided to staff regarding a comprehensive view of the student's proficiency which will include other measures.

Parents will be informed that language acquisition may impact the scores of student who are not yet fully English proficient.

Students with Disabilities

A pupil may be exempted from the requirements of this section with the prior written consent of the parent or guardian if any of the following criteria are satisfied:

(1) The pupil has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability.

(2) The pupil is eligible for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.

(3) The pupil is in the process of being assessed for eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, and the pupil is being evaluated with diagnostic assessments that make screening pursuant to this section redundant.

Students with IEPs are exempt from state screening requirements; however,

- 6 subtests are used as a district benchmark assessment
- 4 additional tests complete are identified for reading difficulty screener

mClass is also used to monitor student growth and students with disabilities will be given the opportunity to participate to ensure they too are meeting growth targets for reading proficiency.

Parent Opt Out and Notification of Dates

A local educational agency shall provide parents or guardians of pupils eligible for screening pursuant to this section with information about the screening, including the date or dates of the screening and instructions for how parents or guardians can opt out of the screening on behalf of their child, no later than 15 calendar days before the administration of the screening instrument or instruments. A local educational agency is encouraged to provide information about screening pursuant to this section with other back-to-school materials at the beginning of the school year.

Parents will be provided with the screening windows when completing back to school paperwork.

Opt out process will be available electronically or in paper format subsequent to that.

*As this will also be used as the District's reading benchmark monitoring tool, we will encourage all parents to participate.

Parent Reporting and Next Steps

Pupil results from assessments administered pursuant to this section shall be made available to the pupil's parent or guardian in a timely manner, but no more than 45 calendar days from the date the assessment was administered. These results shall include information about how to interpret the results, as well as the next steps pursuant to subdivision (l), if applicable.

Parents will receive results through Parent Square upon completion of each window, in compliance with mandated timelines.

Information will also provided about factors that can influence scores which include:

- Attendance
- Time of instruction in English only classes
- Medical issues including glasses
- Established reading disability

Information will also provided on ways parents can support reading proficiency at home

Using Data for Instructional Purposes

Screening results shall be used as a flag for potential risk of reading difficulties, not as a diagnosis of a disability. Results from a screening instrument shall be used as part of a broader process that further evaluates pupil needs and progress, identifies supports for classroom instruction, enables targeted individual intervention as needed, and allows for further diagnosis if concerns do not resolve. Accordingly, if a pupil is identified as being at risk of having reading difficulties after being screened pursuant to this section, the local educational agency shall provide the pupil with supports and services, appropriate to the specific challenges identified by the screening instrument and other pertinent information about the pupil, which may include, among other supports and services, any of the following:

(1) Evidence-based literacy instruction focused on the pupil's specific needs.
(2) Progress monitoring.
(3) Early intervention in the regular general education program.
(4) One-on-one or small group tutoring.
(5) Further evaluation or diagnostic assessment.

- Literacy Instruction districtwide for all teachers and staff
- Progress Monitoring- MTSS Team to monitor and review site and grade level information each testing period
- Use of district adopted supplemental reading curriculum
  - Wonders Intervention Materials
  - mClass Intervention Materials
- Small Group Intervention
  - Spire
  - Sonday
- Robust CARE and SST Team Processes

Reminders:

Results of an assessment administered pursuant to this section shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, pupil grade promotion or retention, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs.
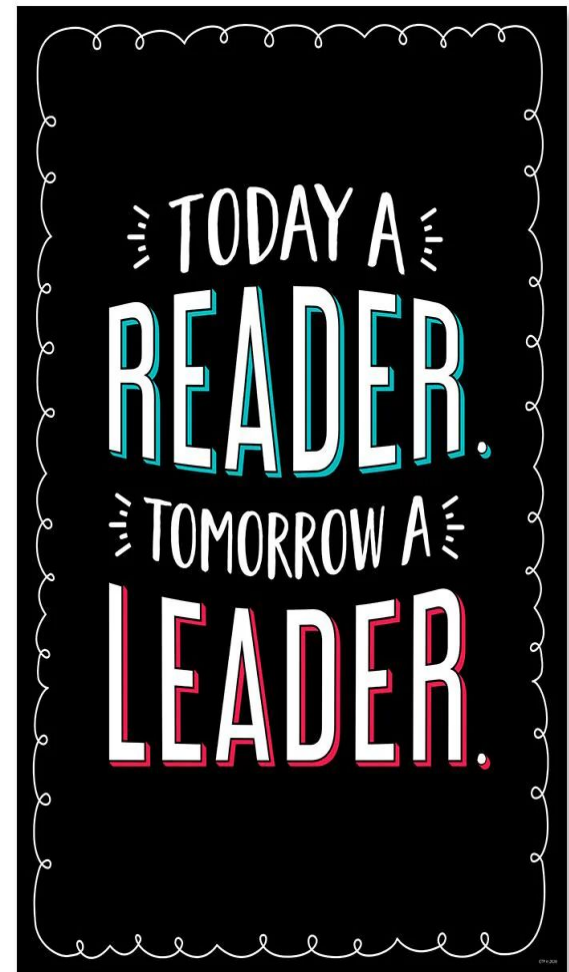
SCARBOROUGH'S
READING ROPE

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(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 correspondences)

SIGHT RECOGNITION
(of familiar words)

THE MANY STRANDS WOVEN INTO SKILLED READING

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

SKILLED READING

Fluent execution and coordination of word recognition and text comprehension.

Graphic modeled after the illustration from the *Handbook of Early Literacy Research*, by Susan B. Neuman and David K. Dickinson (2001) who re-envisioned researcher and author Hollis Scarborough's visual metaphor of the Reading Rope.

1. Simultaneous & Multisensory

- Visual
- Auditory
- Tactile-Kinesthetic

Programs use all of these to simultaneously enhance memory and learning
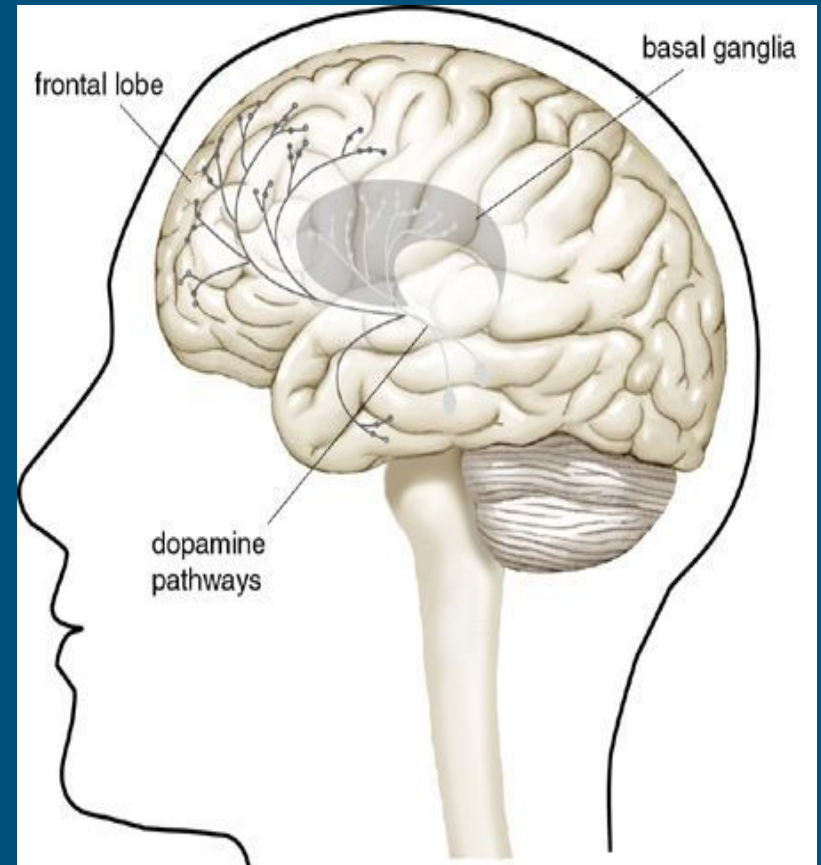
2. Systematic & Cumulative

- Every lesson starts with reviewing previous concepts learned.
- Routine expectations provide structure
- Each lesson progresses systematically from phonemes to syllables to words, to phrases to sentences.
- Repetition is used to increase automaticity.

3. Direct Instruction

- Instruction is explicit

  - Directly teach sound-letter correspondences, syllable types, and morpheme spellings.

- Provide guided and independent practice of what has been taught.

- Follow a developmental sequence until automaticity and fluency have been achieved.

4. Diagnostic Teaching

- Formative assessment is used to monitor progress and guide instruction

- Pacing and content are individualized.

- The teacher is a content expert in the rules and structure of the English language.

Error Handling

- A teacher or instructor must be able to

  - identify that an error was made

  - "respond to the response"

  - guide the student towards the correct response

  - know how much repetition and guided practice might be needed

  - determine when alternative instructional methods may be appropriate

Teachers must be prepared

- Structure of language

- Language development

- English language learners (ELLs)

- Reading acquisition

- Use of screening, ongoing monitoring, informal and formal assessments to drive instruction

Students Can Learn to Read

- **Almost every child (~ 95%) will progress yearly when provided with early, intensive, systematic, intervention delivered by experts in collaboration with regular education teachers, parents, and special educators using** evidence-**based instruction.**

References

- Birsh, J. (editor) (2005). Multisensory Teaching of Basic Language Skills, 2nd. ed. Brookes: Baltimore.
- Hall, S.L. & Moats, L.C. (1999). Straight Talk about Reading. Contemporary Books: Lincolnwood, IL.
- Hall, S.L. & Moats, L.C. (2002). Parenting a Struggling Reader. Broadway Books: New York.
- Henry, M. (2003). Unlocking Literacy: Effective Decoding and Spelling Instruction. Brookes: Baltimore.
- Perspectives (Fall 2006). The International Dyslexia Association.
- Shaywitz, S. (2003). Overcoming Dyslexia. Knopf: New York.

Acknowledgements

- "Treating Dyslexia and Other Reading Disabilities With Research-Based Approaches" by Louisa Moats, Ed.D. (2004)
- "Make It Multisensory: How Structured Language Approaches Help Struggling Students" by Nancy Redding, M.Ed. (2007)
- Decoding Dyslexia CA:
  - www.decodingdyslexiaca.org
- Kathy Futterman, CSUEB

Station 2 and 6- Hearing and Listening Room 6

Station 3 and 5 - Writing- HR Conference Room

Station 1 and 4- Reading- Board Room