



Identifying Dyslexia



Mountain West Associates
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Objectives

- Considerations when assessing for dyslexia
- Understand components of a comprehensive assessment system
- Examine existing assessment practices - Idaho's system





#Dyslexia #Explained #LearningDifficulty

The advantages of having Dyslexia and real-life benefits, explained.



Andy Burgess
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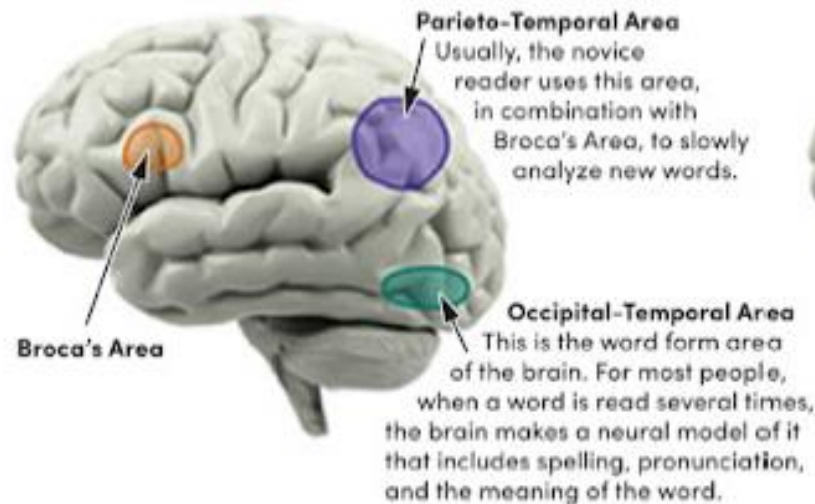
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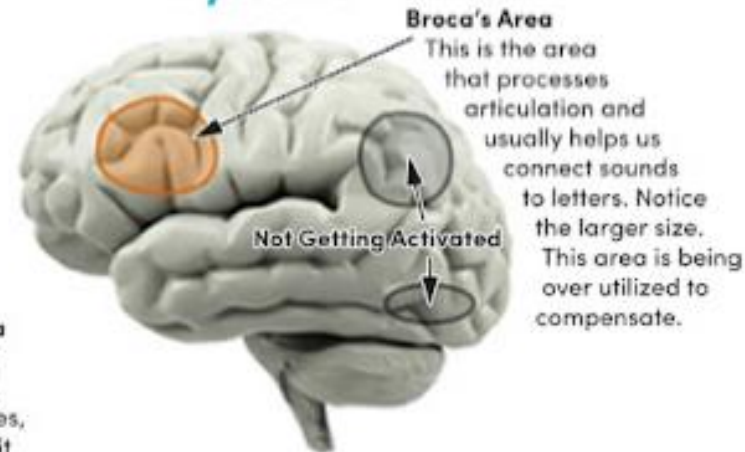
<https://youtu.be/ar8eRkZh0Tk>

NON-DYSLEXIC BRAIN vs. DYSLEXIC BRAIN WHEN READING

Non-Dyslexic

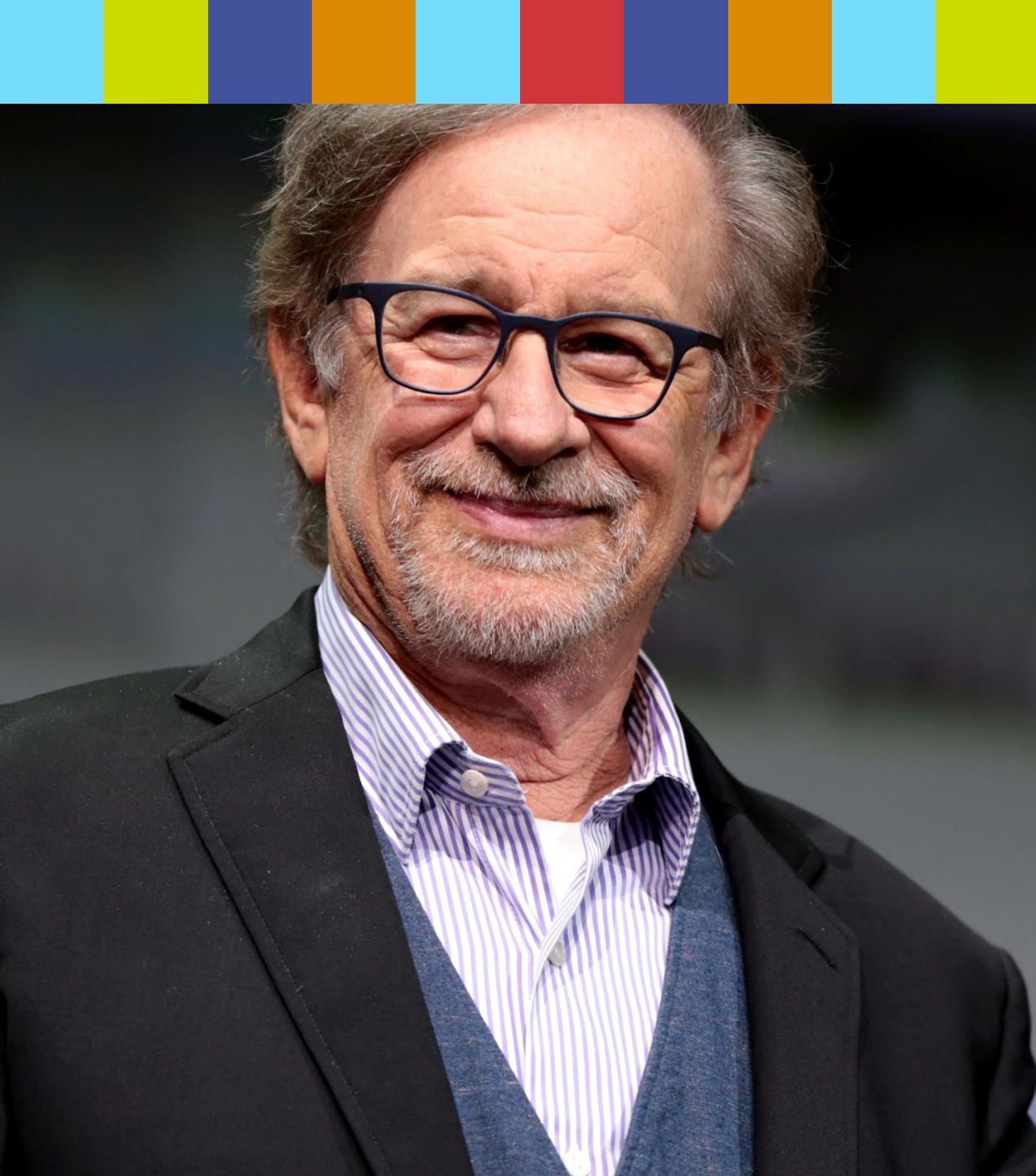


Dyslexic



Research in neuroscience reveals that the brain functions differently in people with dyslexia than those without it. These structural and neural differences make it more difficult for people with dyslexia to read, spell and write. For example, in the left brain hemisphere, three dominant areas of the brain are usually activated for reading, but in those with dyslexia, only one area of the brain is being stimulated.

Retrieved from Understood.org, 10.4.22



Looks like but isn't dyslexia

**Interrupted Schooling
Adverse Childhood Experience
Other related disorders**

Considerations when assessing for dyslexia

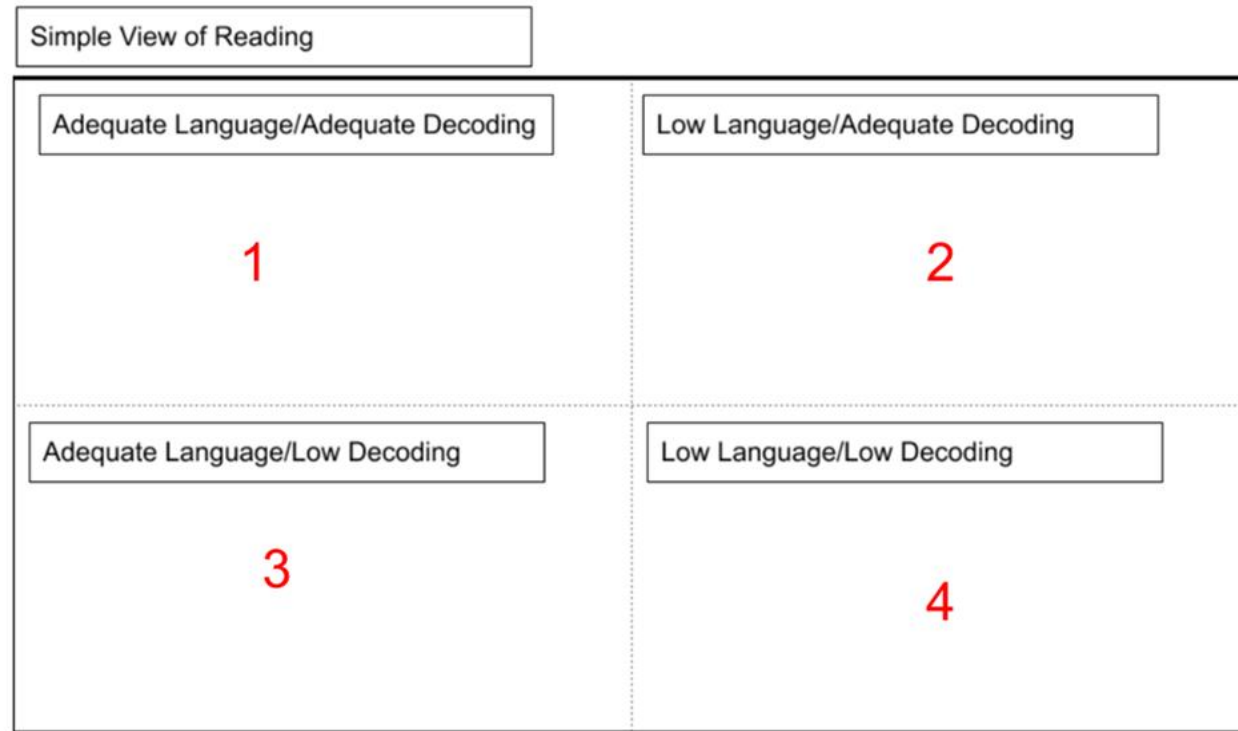
- The reading brain
- Unexpected underachievement
- Formal and informal assessments
- Comprehensive assessment plan



Simple view of reading: $AD \times LC = RC$

Simple View of Reading

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)



Gough, P., & Tunmer, W. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7, pgs 6–10.



Self Assessment/Teacher Observation International Dyslexia Association

Signs of Dyslexia



Do they have trouble spelling?



Do they read slowly?



Do they avoid reading?

Schools must screen K-5

- Unexpected Underachievement
- Slow labored reading
- Difficulty Spelling
- Avoid Reading
- Appear to be unmotivated



IDAHO
STATE DEPARTMENT OF EDUCATION

Start with Fluency

TIER 1 SCREENING TOOLS FOR GRADES 4-5

Screeners	Phonological Awareness (PA)	Phonemic Decoding Efficiency	Encoding Ability	Sight Word Reading Efficiency	Rapid Automatic Naming (Ran)	Admin Time	Cost	Print or Digital
Acadience Reading (formerly DIBELS Next) Website and Contact Info	X	X	X	X	X	2-9 min	Varies	Both
FastBridge CBMreading Contact FastBridge	X	X	X	X	X	20-35 min	\$8.00/Student	Digital
mCLASS: Amplify Reading	X	X	X	X	X	5 min	\$14.90/student	Digital
STAR CBM Contact Renaissance	X	X	X	X	X	5-6 min total	\$4.00/student	Both

<https://www.sde.idaho.gov/academic/ela-literacy/files/lrc/dyslexia/SDE-Identified-Dyslexia-Assessments.pdf>

PHONICS CONTINUUM

**SIMPLE
ALPHABETIC**

**SPELLING-
PATTERN**

**POLYSYLLABIC/
MORPHEMIC**

<ul style="list-style-type: none">• Short vowels• Single consonants• Identifying initial, final, and medial sounds• Reading and spelling CVC words	<ul style="list-style-type: none">• Consonant blends• Consonant digraphs• Inflectional endings, <i>-s, -ed, -ing</i>	<ul style="list-style-type: none">• Consonant trigraphs• Long vowels<ul style="list-style-type: none">- Final <i>-e</i>- Vowel patterns• <i>r</i>-controlled vowels• Diphthongs	<ul style="list-style-type: none">• Silent letters• Hard/soft <i>c</i> and <i>g</i>	<ul style="list-style-type: none">• 6 syllable types• Syllable division• Meaningful morphemes• Implications of the schwa
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Measure Phonetic Knowledge

TIER 2 MEASURES FOR GRADES K-5

Diagnostic Assessments	Admin Time	Cost	Print or Digital
Acadience Reading Diagnostic: Phonemic Awareness & Word Reading and Decoding Acadience Diagnostic	varies	\$93.95	Both
i-Ready	35-60 min	Varies	Digital
Phonological Awareness Literacy Screening-Plus (PALS Plus) More information Task Descriptions	2-3 min tasks	\$8.75/ Student	Both
Assessing Reading Multiple Measures (CORE)	varies	\$49/ book	Print

CORE Multiple Measures

TEC

Teacher Resource ■ Assessment Tool

CORE Phonics Survey – Record Form

G. Multisyllabic words

Administer this item if the student is able to read most of the single-syllable real and pseudowords in the previous items. **Say to the student:** *Now I want you to read down the first column of words. Each of the real words in this column has two syllables. Point to the first column. If the student can read at least 3 out of 8 of the words in this column, say: Now I want you to read some made-up words. Do not try to make them sound like real words. Point to the second column. Repeat the same procedure for the third column.*

NOTE: The following made-up words can be pronounced in two ways: *sunop* (su-nop or sun-op); *wopam* (wo-pam or wop-am); *potife* (po-tife or pot-ife); *zuride* (zu-ride or zur-ide); and *zubo* (zu-bo or zub-o).

___/ 3	Closed-closed	kidnap	pugnad	quibrap
___/ 3	Closed silent e	compete	slifnate	prubkine
___/ 3	Open or closed	depend	sunop	wopam
___/ 3	Open or closed	zero	zubo	yodu
___/ 3	Silent e	locate	potife	zuride
___/ 3	Consonant + /e	stable	grickle	morkle
___/ 3	R-Controlled	further	tirper	pharbid
___/ 3	Vowel team	outlaw	doipnoe	loymaud

6. Spelling

Give the student a pencil and a sheet of lined paper. Write the student's responses over the words.

A. Tell the student: *Listen to each of the words I read and write the **first sound** you hear.*

___/ 5 fit map pen kid hand

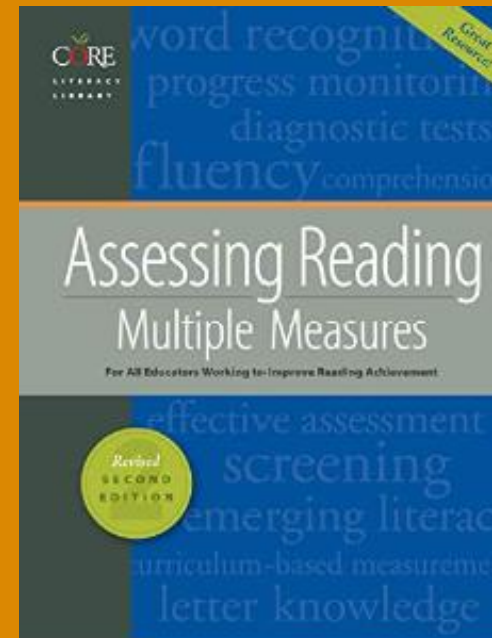
B. Tell the student: *Listen to each of the words I read and write the **last sound** you hear.*

___/ 5 rub fled leg sell less

C. Tell the student: *Listen to each of the words I read and write the **whole word**.*

___/ 5 fork yam sip shop tub
___/ 5 coin float steep drive spoon

Red 2002



PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019

Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: “Assessment of Phonological Awareness” for how to administer the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:	
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		_____
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
Test Total	____/52	____/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level:

PreK/K

K

late K/early 1st

1st

late 1st/early 2nd

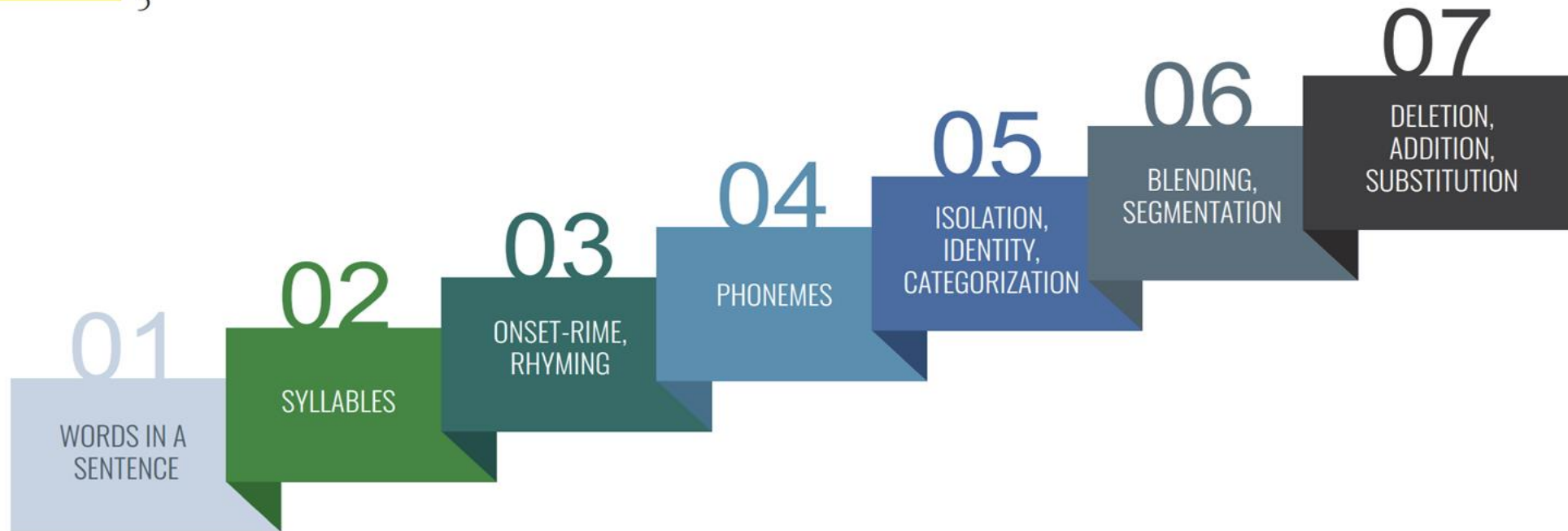
2nd

late 2nd to adult

Note: The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

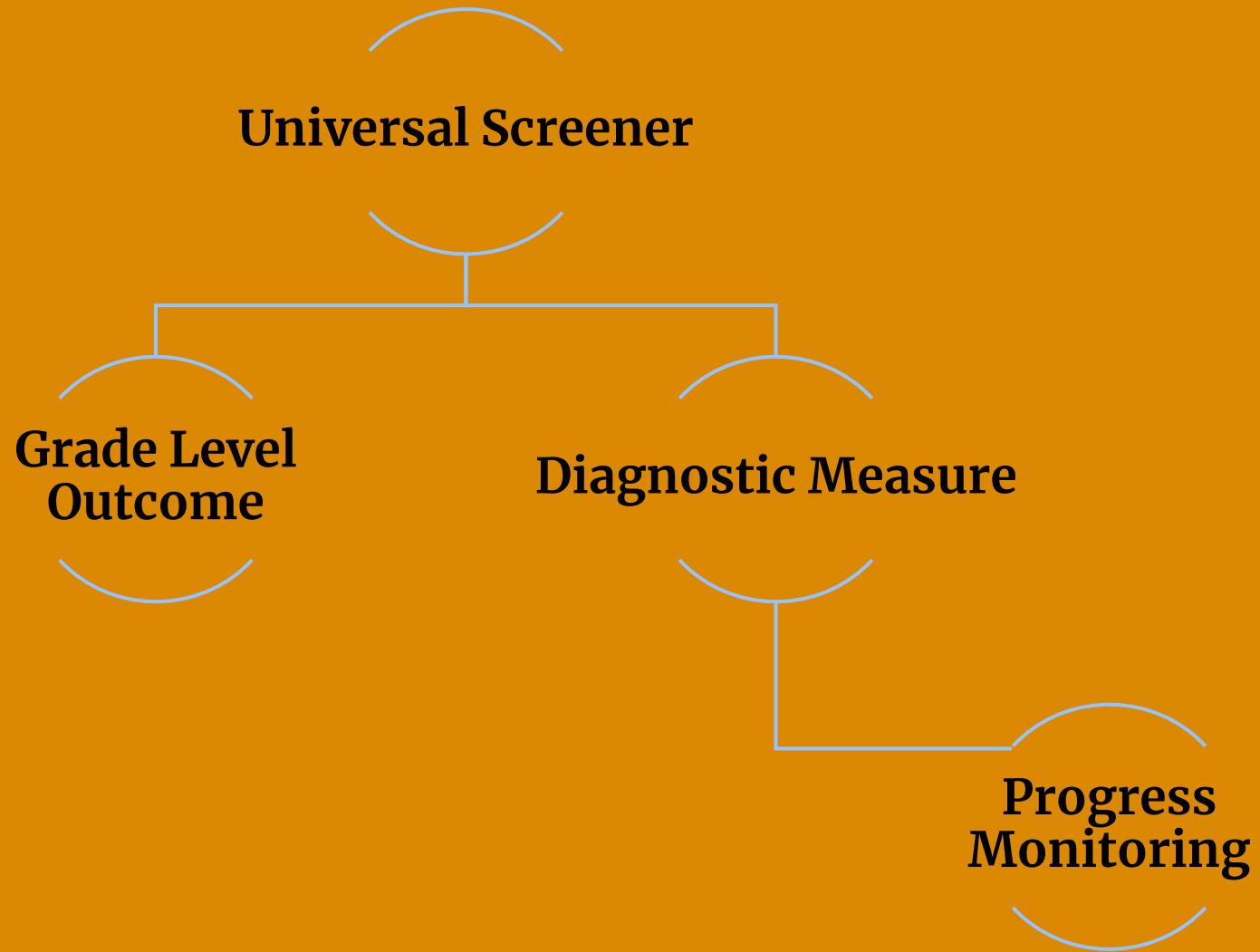
Phonological Awareness moves from simple to complex

5





What assessments do you currently use for each category at your school?



Next steps for your school

Screening, Intervention, and Progress Monitoring Cycle

STEP 1: Tier I Screening

- IRI for grades K-3
- LEA chosen for 4-5)



STEP 3: Diagnostic Measures

- Give Student-Specific Diagnostics Aligned to Areas of Concern



STEP 5: Implement Interventions

- **Tier 1:** Strong core instruction for all students
- **Tier 2:** Targeted supports for flagged (at-risk) students
- **Tier 3:** Intensive supports for flagged students with significant risk



STEP 7: Data Review 3

- Review Progress Monitoring Data
- Adjust Tier Supports / Interventions as needed



REFERRAL FOR SPECIAL EDUCATION EVALUATION CAN HAPPEN AT ANY TIME



STEP 2: Data Review 1

- Review Screening Data
- Flag At-Risk Students
- Identify Areas of Concern



STEP 4: Data Review 2

- Review Diagnostics Data
- Plan Interventions in Individual Student Reading Plans



STEP 6: Progress Monitoring

- Administer Formative or Interim Assessments to gauge student progress



STEP 8: Ongoing Monitoring & Interventions

- Continue Progress Monitoring (Step 6) & Data Reviews (Step 7)
- Adjust and implement interventions



JUST THE FACTS...

Information provided by the International DYSLEXIA Association®

Dyslexia Assessment: What Is It and How Can It Help?

Decades of research and national test scores confirm that reading problems commonly occur and affect as many as one in five bright and motivated students who have average or above average intelligence. Adult literacy problems are also common, affecting one in four who are intelligent but have not been able to attain a functional literacy level. Research demonstrates that additional direct instruction provided appropriately, beginning in kindergarten through third grade, can help all but the most severely impaired students catch up to grade-level literacy skills and close the gap for most poor readers. Assessment is the first step in identifying these students early to make sure they receive the effective instruction they need to succeed.

Identifying Dyslexia

The key symptoms of dyslexia are problems with decoding or single word reading and/or poor reading fluency and poor spelling. Phonological weaknesses or disorders, specific language-based difficulties, are usually the underlying cause of the literacy problems associated with dyslexia. Comprehension may be impaired and writing skills will suffer if spelling is not mastered. Language and vocabulary problems can cause comprehension difficulties that can become more severe over time as academic demands increase. Poor readers may have weak vocabulary and background knowledge caused by reading less than average readers.

produced rapidly, and sounds within spoken words are pronounced so quickly, phonemes overlap. Some individuals may experience difficulty with Rapid Automatic Naming that can compound the challenge of learning to read. Phonemes or speech sounds may vary by geographic region, or individual, and are often quite hard to distinguish. Assessment by a skilled professional can determine if the student struggles with phonological processing.

When students continue to struggle with literacy skills despite the provision of additional high-quality, expert instruction using Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS), a formal clinical evaluation is needed to determine if they have dyslexia. Assessment of dyslexia involves individual testing, most often provided by a team of qualified professionals who have had extensive clinical training in assessment as part of a graduate degree program. Professional clinicians who assess Specific Learning Disabilities (SLD) and dyslexia may have M.A., M.S., M.Ed., Ed.D., or Ph.D. degrees in Education, Reading, Speech Language Pathology, School Psychology, Psychology, or Neuropsychology. Evaluation by a medical doctor is not required for assessment or identification of SLD or dyslexia.

Educational testing can verify the presence of SLD or dyslexia and can provide the needed diagnostic documentation that is required for eligibility for specially designed instruction and

Dyslexia Assessment: What is it and How Can It Help? Article

<https://dyslexiaida.org/dyslexia-assessment-what-is-it-and-how-can-it-help/>