



# ODAC Meeting

June 1, 2016

# Guiding Principles

- o a focus on student success
- o early identification/prevention
- o decisions based on the best science available
- o work within/strengthen systems for screening and support in Oregon districts

# Today's Objectives

- o Provide feedback on proposed screening plan.
- o Provide feedback on proposed model for serving students with risk factors for dyslexia.
- o Provide feedback on guidance for parent notification.
- o Provide initial input on list of training opportunities.

# Report from Measurement Work Group -05.11.16

- o Survey on types of RAN measures that districts currently own
- o Cost/qualifications to administer measures
- o Funding proposal scenarios
- o Timeline for implementing new screening requirements
- o RAN options for districts
- o Use of DIBELS, DIBELS Next, easyCBM, AIMSweb, AIMSweb Plus for screening PA and L/S correspondences
- o Spanish Measures
- o Plan for screening

# Proposed Screening Plan

- Kindergarten is a difficult time to identify risk.
- According to Torgesen (1998), screening procedures should not be administered until the beginning of the second semester of K.
- Prediction accuracy increases significantly the longer a child has been in school (Torgesen, 1998).

- o “The acquisition of reading skills models a moving target, the skills that predict it change at each point in reading development and researchers choose which combinations of measures give them the best predictions in the least amount of time at a given grade level.”
- o (Speece, 2005)

- o If just looking at one screening measure, for example, 30-35% of K students could be at risk.
- o If the purpose is to screen for risk factors of dyslexia, a student should show risk on all screening measures.

# Proposed Screening Plan

- o Initial universal screening of K/1 students in fall, winter, and spring to include measures of PA, L/S correspondence, and rapid naming.
- o Systems for universal screening must:
  - o have strong predictive validity, classification accuracy, and norm-referenced scoring; and
  - o include measures of all three of the risk factors required in SB 612



# Proposed Screening Plan

- o The Department will provide a list of approved screening measures.
- o Districts select one of the approved universal screening measures and administer the subtests in each area at designated points in time during the year as per guidelines of the test developers.
- o A district may apply to select an alternative universal screening measure that meets the criteria.

# Why Universal Screening in Fall, Winter, and Spring? (K)

- o given the widely varying range of children's preschool learning opportunities, many children may score low on early identification instruments in the first semester of K simply because they have not had the opportunity to learn the skills
- o universal screening of K in the fall will provide data on the risk level of incoming students which should inform instruction
- o if prereading skills are actively taught in K, some of these differences may be reduced by the beginning of the second semester of K
- o universal screening of K in the winter will identify students who continue to exhibit risk and will require additional instructional support to prevent reading difficulties
- o universal screening for PA, L/S correspondence, and rapid naming again in the spring will ensure K students who are at risk have not been missed

# Why Universal Screening in Fall, Winter, and Spring? (Grade 1)

- o universal screening systems in **fall** of grade 1 typically include subtests on phonemic segmentation, letter/sound correspondence, and rapid naming (LNF)
- o beginning in **winter**:
  - o the phonemic segmentation measure typically is not included in universal screening but may be available for use for targeted students
  - o the rapid naming measure (LNF) is typically no longer available or administered
  - o **measures of letter/sound correspondence take on increased importance**
  - o additional measures such as Word Reading Fluency and Oral Reading Fluency are included
- o encourage universal screening in winter and spring, but not require?

# Proposed Screening Plan

Two critical times for universal screening for risk factors of dyslexia:

1. In winter for K.
2. In fall for grade 1.

Students who are at risk on all 3 measures (PA, L/S correspondence, rapid naming) at these points in time will be administered a traditional assessment of RAN and receive additional instructional support.

# Proposed Screening Plan



# Family History of Reading Difficulties – ODAC Input

- o provide a few sentences with background information to explain why the question was being asked
- o questions should focus on family history of reading difficulties vs. student characteristics
- o start with a question such as, “Is there anyone in the family who has struggled with reading? Spelling? Writing?”
- o include the question as part of the school intake process
- o possibly provide districts with other options such as face-to-face meetings (e.g., during conferences) to ask the question
- o no consensus regarding whether or not to use the term dyslexia in the question

# Family History of Reading Difficulties

## Additional Input

- o include why we are collecting the information and where it goes
- o do not include on general enrollment form, rather use a separate form that contextualizes the question due to the sensitive nature of information
- o be clear that the question is in regard to learning to read in native language
- o anticipate parent refusal and have a back-up plan (can parents be exempt?)
- o asking the question face-to-face may put the parent or teacher in an awkward position

# Family History of Reading Difficulties

## Additional Input

- o have a common intake form for all schools and PreKs in the community
- o information would move with the student and allow schools to have info regarding a student's PreK experience as well as family history
- o draft ESSA rules might require districts to report the percentage of students enrolled in PreK so there may be knowledge of these students before entering K-12 system



# Family History of Reading Difficulties

- o Final thoughts for how to best collect information on family history?
- o How does information on family history of reading difficulties contribute to the screening process?



# Oregon's Model of Serving Students with Risk Factors of Dyslexia

- o new procedures specific to dyslexia legislation
- o multi-tiered systems of support for students with risk factors
- o linkage of teacher who receives training related to dyslexia to instructional support

# Oregon's Model of Serving Students with Risk Factors for Dyslexia

1. Screen for family history of reading difficulties at the time of school enrollment.
2. Initial universal screening of K/1 students in fall, winter, and spring to include measures of phonological awareness, letter-sound correspondence, and rapid naming (LNF).
3. Students identified as “at risk” on all three of the universal screening measures are:
  - administered a traditional assessment of RAN; and
  - provided with additional instructional support daily that is aligned with the IDA Knowledge and Practice Standards and is systematic, explicit, and evidence-based under the direction of the teacher in the building who has completed the dyslexia-related training.

# Oregon's Model of Serving Students with Risk Factors for Dyslexia

4. Based on progress monitoring data, students who do not respond to additional instructional support and continue to make insufficient progress will receive a second level of screening for risk factors of dyslexia no later than following 40 instructional periods of targeted support.
5. Information collected in the second level of screening will be used to develop an intensive, more individualized structured literacy intervention that is provided daily in the context of general education. The instruction must be aligned with the IDA Knowledge and Practice Standards, systematic, intensive, and evidence-based and delivered under the direction of the teacher in the building who has complete the dyslexia-related training.
6. Based on the collection of progress monitoring data, if a student does not respond to the intensive, individualized structured literacy intervention after 6 to 8 weeks, a SPED referral may be made.\*

# Oregon's Model of Serving Students with Risk Factors for Dyslexia



# Parent Notification

## ODAC Input

- o members suggested utilizing the notification systems currently in place through RtI models as a mechanism for notifying parents
- o this may include a general letter explaining the RtI process to all parents followed by a letter specifically for parents of students who are identified as at risk through the initial screening as well as notification for more intensive, individualized instructional support, if needed
- o provide sample letters to districts along with a bulleted list of what should be included in the notification
- o including wording such as “could indicate dyslexia” was discussed, but no consensus reached
- o member agreed it was important that the notification process blend into existing school practices/culture

# Parent Notification in the RtI Model

- o The guiding principle in communication with parents should be to provide information early and seek input often.
- o Consent is not required for screening and progress monitoring which all students participate in as part of the general education program. It is best practice to share this data with parents.
- o Parents should be made aware of any interventions that occur beyond the core curriculum.
- o Parents should be invited to participate in the planning of any individual interventions.
- o If a student is not making progress after two group interventions and one individually-designed intervention, a special education referral will likely be made, and it is at this point that parental consent for evaluation is required

Source: OrRTI Technical Assistance to School Districts, ODE Dec 2007

# Parent Notification

- o Sample letters from Jefferson Elementary School:
  - o Notification of Tier 2 Support
  - o Tier III Individual Planning Meeting Request



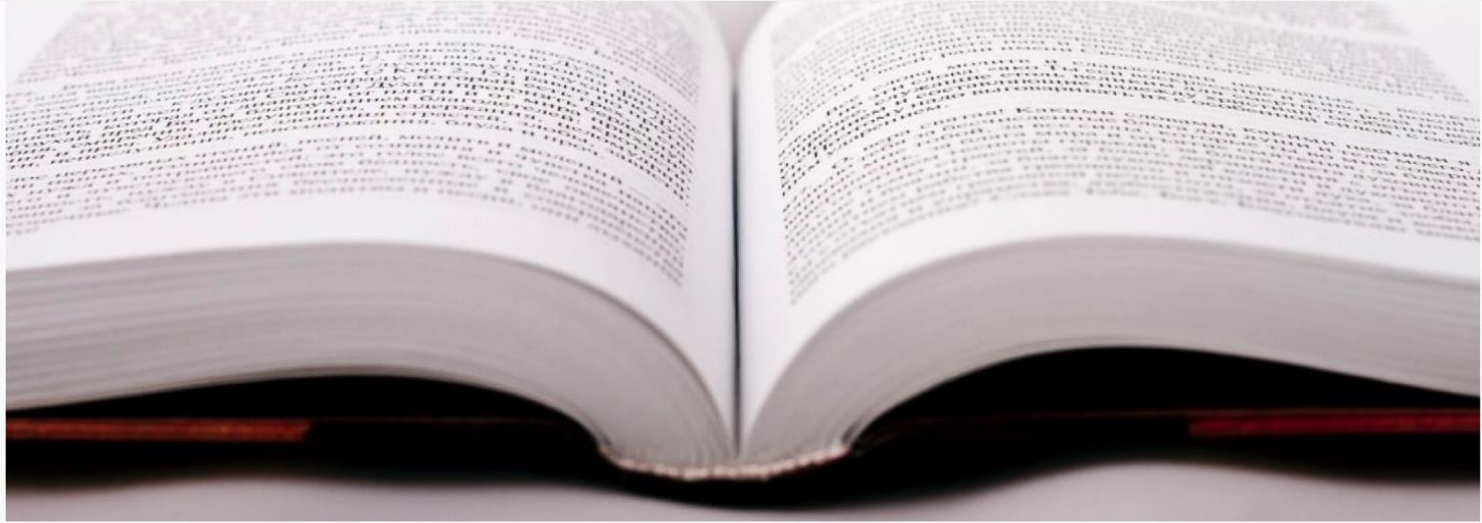
# Parent Notification

- o If a student is identified as being at risk for dyslexia based on the initial screening of risk factors, the parent or guardian will be provided written notice.
- o The written notice must:
  - o include the results from the screening measures
  - o inform parents of additional screening on rapid naming
  - o include a description of the targeted, supplemental reading instruction that the child will receive

# Parent Notification

- o If a student requires a second level of screening for factors of dyslexia, the parent or guardian will be provided written notice.
- o The written notice must:

# Definition of Dyslexia for Use in OARs



*"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. 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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."*

Adopted by the IDA Board of Directors, Nov. 12, 2002. This Definition is also used by the National Institute of Child Health and Human Development (NICHD). Many state education codes, including New Jersey, Ohio and Utah, have adopted this definition.

# SB 612 Training Requirements

- o The department shall annually develop a list of training opportunities related to dyslexia that must:
  - o Be developed in collaboration with TSPC to ensure the training opportunities also satisfy PD requirements; and
  - o Include at least one opportunity that is provided entirely online

# SB 612 Training Requirements

- o A training opportunity related to dyslexia must:
  - o Comply with the IDA Knowledge and Practice Standards;
  - o Enable the teacher to understand and recognize dyslexia; and
  - o Enable the teacher to implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of students with dyslexia

# Report from Training Work Group

## 05.25.16

- o Program-neutral training vs. program-specific training
- o Increasing effectiveness of programs that are already in use for meeting the needs of students with dyslexia vs. adding another program
- o Provide designated teacher in each building with knowledge to intensify, individualize instruction that can be used to enhance evidence-based programs
- o Districts do not have the resources to purchase new programs

# Report from Training Work Group

- o Orton-Gillingham and Slingerland are not programs – they are an approach to teaching structured literacy
- o ECRI templates to provide explicit pre-teaching in small groups in Tier 2 to prepare students to be more successful in Tier 1
- o What does instruction for students with dyslexia require?

# Report from Training Work Group

- o “With respect to learning to read, all students are not uniquely different. Almost all follow the same developmental path in learning to read. All students, whether emerging readers or struggling readers, benefit from evidence-based reading/spelling instruction that focuses on explicit, systematic instruction in word structure including: phonemic awareness, phonics, morphology, and orthography. Explicit instruction in fluency, vocabulary development, and comprehension instruction is also essential. Good reading instruction is good reading instruction. The difference is that some students require more time with explicit instruction and practice with specific aspects of word study in order to reach automaticity.”*
- o John Alexander, Head of School, Groves Academy*



- o “Teaching a dyslexic child to read is based on the same principles used to teach any child to read. Since the neural systems responsible for transforming print into language may not be as responsive as in other children, however, *the instruction must be relentless and amplified in every way possible so that it penetrates and takes hold.*”

(Shaywitz, 2003, Overcoming Dyslexia, p. 256)

- o “The primary differences between instruction appropriate for all children in the classroom and that required by children with relatively severe dyslexia are related to the manner in which instruction is provided. Specifically, *instruction for children with severe dyslexia must be more explicit and comprehensive, more intensive and more supportive* than the instruction provided to the majority of children.”
- o Torgesen, Foorman, & Wagner in FCRR Technical Report #8: Dyslexia: A Brief for Educators, Parents, and Legislators in Florida

# Effective Reading Instruction for Students with Dyslexia

- o Structured Literacy Instruction is marked by several elements:
  - o phonology
  - o sound-symbol association
  - o syllable instruction
  - o morphology
  - o syntax
  - o semantics
- o Structured Literacy Instruction is distinctive in the principles that guide how critical elements are taught:
  - o systematic and cumulative
  - o explicit instruction
  - o diagnostic teaching

Just the Facts . . . Information provided by the International Dyslexia Association

# Report from Training Work Group

- o International Multisensory Structured Language Education Council (IMSLEC) accredits teacher training courses.
- o Each training course must demonstrate explicit, direct, cumulative, intensive and focused attention to the structure of language. Simultaneous multisensory teaching is also a key component.
- o Minimum requirements for coursework content and classroom hours + a practicum is required

# Report from Training Work Group

- o International Association for Dyslexia (IDA) reviews and accredits university and independent teacher training programs
- o Components of structured literacy are outlined in the IDA Knowledge and Practice Standards for Teachers of Reading

# Report from Training Work Group

- o ODE will need to vet training based on the requirements as outlined in SB 612
- o one option is for ODE to develop PD
- o ORBIDA as a resource
- o LETRS and Reading Rockets offer online training opportunities
- o online training options preferably include opportunities for synchronous learning
- o minimum level of training hours = 30?

# Wrap-up and Next Steps

- o Summer Work Group Meetings:
  - o Measurement Work Group – June
  - o Training Work Group – June, July
- o Next ODAC Meeting Date:
  - o Wednesday, August 3<sup>rd</sup>, 1 – 4 p.m.
  - o Basement A, Public Service Building
- o Expense Forms/Sub Reimbursement
  - o Johanna Easter  
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