

# From Screening to Possible Referral and Evaluation: Examining the Special Education Process Through a Dyslexia Lens



Carrie Thomas Beck, Education Specialist  
Jeremy Wells, Education Specialist  
Stella Brown, Education Specialist

1

## Today's Roadmap

- ▶ Universal Screening
- ▶ Progress Monitoring
- ▶ Informal Diagnostic Assessments
- ▶ Child Find
- ▶ Referral and Consent for Evaluation
- ▶ IEP Process

**Note:** Typical district processes will be overviews. In-depth discussion will be based around embedded dyslexia elements.

2

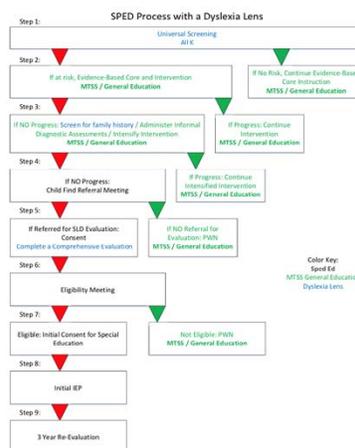
## Specific Objectives

- ▶ Present special considerations for the universal screening process
- ▶ Highlight the importance of progress monitoring in a MTSS to determine students' response to instruction
- ▶ Present options for informal diagnostic assessments that can be used to collect more in depth information to drive instruction
- ▶ Review data from a student case study to determine student's needs
- ▶ Set appropriate IEP goals based on various data sources collected from the evaluation

3



## SPED Process With a Dyslexia Lens



▶4

## What is Dyslexia?

- ▶ The term dyslexic is used to refer to students with strong language comprehension, but weak word recognition (decoding) skills.

5

## Areas to Screen in Kindergarten

- ▶ **Phonological-Core Deficit** as Source for the Word Reading Difficulties:
  - Poor phonemic awareness
  - Poor phonemic blending
  - Poor rapid automatized naming
  - Poor phonological working memory; and
  - Poor nonword reading/letter-sound skills

Kilpatrick, 2018

6

## Step 1: Universal Screening in K

- ▶ As per SB 1003:
  - Phonological awareness
  - Letter–sound correspondences
  - Rapid naming

7

## Universal Screening

### Special considerations:

- Include a timed element to PA tasks
- Include nonsense word tasks in addition to regular word reading
- Timed nonsense words tasks a better assessment of a student's proficiency in phonic decoding than untimed tasks
- Students may sometimes mimic fluent reading

Kilpatrick, 2015

8

## Warning Signs of Dyslexia in K/1

- ▶ Does not understand that words come apart
- ▶ Reading errors that show no connection to the sounds of the letters on the page
- ▶ Does not associate letters with sounds
- ▶ Cannot sound out even simple words like cat, map, and nap
- ▶ Complains about how hard reading is, “disappears” when it is time to read

Source: Yale Center for Dyslexia & Creativity

9

## Step 2: Instructional Support/Intervention

### Formula for Word Reading Success:

1. Provide instruction on phonemic awareness and teach to the advanced level;
2. Teach and reinforce phonics skills and phonic decoding; and
3. Provide ample opportunities to apply these developing skills to reading connected text.

Kilpatrick, 2015

10

## Instructional Support/Intervention

### Tier 1: Instruction for All

- ▶ What does this look like in K?
  - Whole class or small group phonological awareness instruction
  - Development of letter–sound correspondences and beginning phonics skills
  - Texts with controlled vocabulary and phonics patterns to support practice in decoding and word recognition skills

11

## Instructional Support/Intervention

### Tier 2: Additional Instruction for Some

- ▶ Students identified as showing risk factors for reading difficulties based on the universal screening are provided with supplemental, evidence–based, targeted skill–based small group instruction.

12

## Instructional Support/Intervention

### Tier 2 as prevention vs. remediation in K

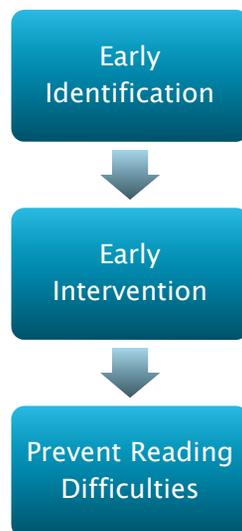
▶ *“The proverbial clock is ticking during the kindergarten year, and in order to improve the outcomes for at-risk students, it is essential that age-appropriate phonological awareness and letter-sound skills are developed on time. Doing a double-dose would presumably provide greater assurance that this will happen.”*

▶ Kilpatrick, 2015, p. 261



13

## Instructional Support/Intervention



14

## Instructional Support/Intervention

Researchers who have conducted studies on intervention estimate that if strong prevention and intervention approaches were used, the percentage of elementary students reading below a basic level could be reduced from 30–34% to about 5%.

Kilpatrick, 2015

15

## Progress Monitoring (MTSS Framework)

- ▶ Monitoring a child's response to high quality reading instruction may be the best way to identify students with severe dyslexia, followed by additional screening and formal evaluation if needed.
- ▶ Torgesen, Foorman, & Wagner (2007). *Dyslexia: A brief for educators, parents and legislators in Florida*. (FCRR Technical Report #8). Florida Center for Reading Research.

16

## Progress Monitoring (MTSS Framework)

- ▶ Must be conducted on a schedule that:
  - Allows comparison of the child's progress to the performance of peers;
  - Is appropriate to the child's age and grade placement;
  - Is appropriate to the content monitored; and
  - Allows for interpretation of the effectiveness of the intervention.

Source: OrRTI Guidance, December 2007

17

## Progress Monitoring (MTSS Framework)

- ▶ Use measures that are aligned with the universal screening tool along with curriculum-embedded measures
- ▶ Monitor in the skill areas that are being addressed in the reading intervention
- ▶ Do NOT monitor progress on rapid naming

18

## Step 3: Informal Diagnostic Assessment

### Types and Frequency of Effective Assessment Systems

	Screening	Progress Monitoring	Diagnostic Assessment
<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>• Beginning of year, middle of year, and end of year</li> <li>• Can be the same tool used for progress monitoring</li> <li>• Often curriculum-based like DIBELS or AIMSweb</li> </ul>	<ul style="list-style-type: none"> <li>• At least three times a year</li> <li>• More frequent, to guide ongoing modification of the curriculum, particularly for students falling behind peers</li> <li>• Curriculum-based measurement and curriculum-embedded measurement</li> </ul>	<ul style="list-style-type: none"> <li>• If student fails to reach progress monitoring benchmarks</li> <li>• Tools that identify specific skill gaps</li> </ul>

Source: CORE Assessing Reading: Multiple Measures 2<sup>nd</sup> Edition

19

## Informal Diagnostic Assessments

- ▶ **Phonological Awareness**
  - PAST – Kilpatrick – Advanced PA + proficiency
- ▶ **Phonics/Decoding**
  - Phonics Decoding Screener
  - Really Great Reading
  - Gallistel Ellis
- ▶ **Spelling**
  - Phonics Decoding Screener
  - Barnell Loft
- ▶ **Fluency**
  - word level, phrase level, passage level
- ▶ **CORE Assessing Reading: Multiple Measures**

20

# Screening for Family History

- ▶ If a student shows risk factors on the initial universal screening and does not make adequate progress when provided with evidence-based reading support.



## Parent Family History Checklist

Parent Family History Checklist

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Person Completing Checklist: \_\_\_\_\_  
 Relationship to Child: \_\_\_\_\_

Please check the boxes below to indicate those signs of reading difficulties that you have observed in your child at home in learning his/her first language. Add comments as appropriate.

Present	Possible Signs of Dyslexia	Comments
<b>EARLIEST SIGNS</b>		
<input type="checkbox"/>	Delayed speech	
<b>PRESCHOOL</b>		
<input type="checkbox"/>	Trouble learning common nursery rhymes such as "Jack and Jill"	
<input type="checkbox"/>	Difficulty learning (and remembering) the names of the alphabet	
<input type="checkbox"/>	Seems unable to recognize letters in his/her own name	
<input type="checkbox"/>	Mispronounces familiar words; persistent "baby talk"	
<input type="checkbox"/>	Doesn't recognize rhyming patterns like cat, bat, rat	
<b>KINDERGARTEN AND FIRST GRADE</b>		
<input type="checkbox"/>	Reading errors that show no connection to the sounds of the letters on the page – will say "puppy" instead of the written word "dog" on an illustrated page with a picture of a dog	
<input type="checkbox"/>	Does not understand that words come apart	
<input type="checkbox"/>	Complains about how hard reading is, "disappears" when it is time to read	
<input type="checkbox"/>	Cannot sound out even simple words like cat, map, and nap	
<input type="checkbox"/>	Does not associate letters with sounds, such as the letter b with the /buh/ sound	
<b>OTHER FAMILY MEMBERS</b>		
<input type="checkbox"/>	Other family members who have struggled with reading, writing, or spelling	

Source: Yale Center for Dyslexia & Creativity

## Screening for Family History

- ▶ IS another indicator of risk for dyslexia
- ▶ IS NOT information that has instructional implications . . .

23

## Screening for Family History

- ▶ Administering informal diagnostic assessments that identify a student's specific areas of strength and weakness WILL provide information needed to further drive instruction!
- ▶ Let's look at a case study.

24



## Case Study Data

- ▶ Andrew
- ▶ A student who just completed first grade
- ▶ Assessed on 06.26.18

25

## DIBELS Next

### • Letter Naming Fluency (Rapid Naming)

Score	Status
28	< 15 <sup>th</sup> %ile based on norms for the <i>beginning of first grade</i>

### • Phoneme Segmentation Fluency

Score	Status
40	40 <sup>th</sup> %ile based on norms for the <i>beginning of first grade</i> . (At benchmark for the <i>beginning of first grade</i> .) Goal at the beginning of first grade is a score of 40-46 sounds.  Andrew had a difficult time segmenting blends such as nt, nd, and cr.

26

## DIBELS Next

• Nonsense Word Fluency

Score	Status
11 Whole Words Read	Below benchmark for WWR. Goal for the end of 1 <sup>st</sup> grade is 13-24 WWR.
48 Correct Letter Sounds	<p>Below benchmark for CLS. Goal for the end of 1<sup>st</sup> grade is 58-80 CLS.</p> <p>Andrew had difficulty with vowel sounds. He often said the long vowel sound instead of the short vowel sound in the CVC nonsense words.</p>

27

## DIBELS Next

• Oral Reading Fluency

Score	Status
Passage 1: 21 cwpm with 75% accuracy	Well below benchmark on words correct. The goal is 47-66 correct words per minute by the end of first grade.
Passage 2: 23 cwpm with 77% accuracy	Well below benchmark on accuracy. The goal is 90-96% accuracy at the end of first grade.

28

## Phonological Awareness Screening Test (PAST)

Score	Status
16/52 correct 8/52 automatic	mid-K  Andrew had difficulty with the more advanced phonological awareness tasks of deletion and substitution. He needs instructional support on phoneme deletion beginning at the syllable level and on substitution beginning at the onset-rime level.

29

## Houghton Mifflin Phonics Decoding Screener

Phonics/Decoding Skills	Criterion for Mastery	Score	Criterion Met?	Items Missed
Letter Names - Uppercase	21/26	26	√	
Letter Names - Lowercase	21/26	25	√	Missed q (said p)
Consonant Sounds	18/23	22	√	Missed /y/ and self corrected on /b/ (said /d/)
Long-Vowel Sounds	4/5	5	√	
Short-Vowel Sounds	4/5	5	√	
Short Vowels in CVC Words	8/10	6		A lot of difficulty with the nonsense words in this section (e.g., vop, fut, dit, keb)
Short Vowels, Digraphs and -tch	8/10	4		Difficulty with both real and nonsense words in this section (e.g., chop, shud)
Short Vowels & Consonant Blends	16/20	9		Difficulty with both real and nonsense words in this section (e.g., trap, plan, stig, frep).
Long Vowels	8/10	3		Difficulty with both real and nonsense words in this section (e.g., paid, joad).

30

## Houghton Mifflin Phonics Decoding Screener

Phonics/Decoding Skills	Criterion for Mastery	Score	Criterion Met?	Items Missed
Spelling	16/20	4		<ul style="list-style-type: none"> <li>continues to make letter reversals</li> <li>does not isolate all of the phonemes in each word (e.g., wrote fed for "fled") – particularly in words with consonant blends</li> <li>does not accurately identify each phoneme in words (e.g., wrote brif for "drive")</li> <li>does not know common orthographic patterns (e.g., doubling the l and s at the end of a word)</li> <li>does not know how to spell vowel teams such as oi and oa</li> </ul> <p>(See attached copy of spelling test.)</p>

## Houghton Mifflin Phonics Decoding Screener

Andrew 6/15/18

fit	fit
mag	map
gnw	pen
Kid	Kid
had	hand
nug	rub
fed	fled
leg	leg
sel	sell
tes	less
foc	fork
ron	yarn
sid	sip
shoy	shop
tub	tub
conu	coin
float	float
seep	steep
brif	drive
sohu	spoon

## Family History Screening

- ▶ Mother has siblings with dyslexia, ADHD and speech/language disorder

33

## Parent Interview re: Developmental Milestones

- ✓ Mixing up sounds or syllables in long words
- ✓ Difficulty recognizing rhyme patterns
- ✓ Difficulty remembering the names of the letters and their sequence in the alphabet
- ✓ Reversals of letter or numbers after first grade
- ✓ Slow or inaccurate reading
- ✓ Difficulty sounding out an unknown word
- ✓ Difficulty learning high frequency words
- ✓ Difficulty spelling, including high frequency words
- ✓ Attitude toward school is avoidant
- ✓ Difficulty with word retrieval when speaking
- ✓ Homework takes a tremendous amount of time

34

## Case Study – Next Steps

### Tier 3: Intensified Instruction for Few

- ▶ Intensify instructional support based on assessment information collected and monitor progress
- ▶ Smaller group size, increased time, a more comprehensive intervention

35

## Case Study – Next Steps

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.

Sally Shaywitz, *Overcoming Dyslexia*, 2004

36

## Case Study – Next Steps

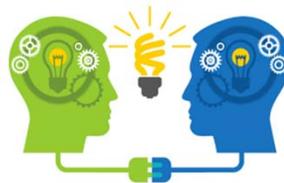
- ▶ As a starting point, districts can evaluate existing intervention resources to ensure they include evidence-based interventions that are:
  - explicit
  - systematic/cumulative
  - focused on the structure of language
  - allow for diagnostic teaching to automaticity
  - sufficiently intensive to accomplish the objectives

37

## Case Study – Next Steps

What must Andrew's intervention address?

- ▶ Pull out your case study packet!
- ▶ THINK/PAIR/SHARE: Based on the informal diagnostic data presented, what specific skill areas must Andrew's Tier 3 intervention address?



38

## How do we make the intervention MORE explicit and systematic?

- ▶ Explicit = delivery of the lesson
- ▶ Systematic = design of the lesson

39

## Make the Intervention More **Explicit** By:

- ▶ Increase the clarity of the model
- ▶ Use consistent instructional language
- ▶ Increase the amount of modeling
- ▶ Provide more guided practice
- ▶ Prepare students for responding
- ▶ Add additional structure to responding
- ▶ Increase the amount of think time
- ▶ Increase the amount of independent practice
- ▶ Provide additional feedback to correct errors
- ▶ Monitor more frequently

Source: Archer (May 2018). Equality and Equity in Instruction. Webinar presented by Pacific Northwest Publishing.

40

### Make the Intervention More **Systematic** By:

- ▶ Addition of instructional scaffolds
- ▶ Use of continuous assessment to further individualize instruction (i.e., diagnostic teaching)
- ▶ Increase practice to achieve mastery to the level of automaticity
- ▶ Deliberate planning for distributed practice over time

41

### Step 4: District Child Find

- Implement policies consistent with State policies
- Identify, locate, and evaluate all children with disabilities for whom they are responsible, ages birth to 21, who are in need of special education services.

42

## “All children” – those who are...

- Highly mobile (Ex. migrant or homeless)
- Indian preschool children residing on reservations
- Advancing grade to grade
- Home schooled
- Attending Private School

43

## “All children” – those who are...

- Below compulsory attendance – not enrolled in school
- Above compulsory attendance age without regular diploma
- Wards of the State

44

## General Eligibility Guidelines for Identifying a Reading Disability

- ▶ Two key factors:
  - **Severity of reading problems** and the severity of the problems with the component skills that underlie reading; and
  - **Responsiveness to highly successful interventions** (treatment resisters)

Kilpatrick, 2015

45

## Component Skills that Underlie Reading

- ▶ Phonemic Awareness
- ▶ Phonic Decoding
- ▶ Rapid Automated Naming
- ▶ Phonological Working Memory

Students with multiple deficits are likely to be the ones who have more severe reading difficulties and require longer-term and more intensive intervention.

(Kilpatrick, 2015)

46

## Referral vs. MTSS?

- ▶ “When students have multiple characteristics of a reading disability . . . (e.g., bottom fifth percentile in reading, very low on multiple component skills), it would appear that the best early intervention for these severe cases is a special education program using highly effective intervention approaches with daily small groups.”
- ▶ Kilpatrick, 2015, pg. 355

47

## Step 5: District Referral Process

- ▶ Follow your district’s referral process
- ▶ If evaluation is needed, ensure your assessments are comprehensive in nature and meet requirements in OARS and federal regulations

48



## Evaluations

- ▶ OSEP Guidance [Letter](#): October 23, 2015
- ▶ There is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents.

49



## Evaluations

- ▶ OSEP Guidance [Letter](#): April 25, 2016
- ▶ Public agency must ensure that each child is assessed in all areas related to the suspected disability
- ▶ If through the evaluation process, determination is made that a particular assessment for dyslexia is needed to ascertain whether child has a disability . . . then public agency must conduct the necessary assessments

50



## Evaluations

- ▶ [IDA Fact Sheet: Dyslexia Assessment: What Is It and How Can It Help](#)
- ▶ Completed by professionals with M.A., M.S., M.ED., Ed.D., or Ph.D. degrees in Education, Reading, Speech Language Pathology, School Psychology, Psychology or Neuropsychology

51



## Evaluations: NASP

- ▶ [Assessment of Dyslexia](#)
- ▶ National Association of School Psychologists (NASP) Communique, November 2017, Volume 46, Number 3
- ▶ “With accurate information, school psychologists can then help identify students with dyslexia and make recommendations that are effective in helping these students become competent readers and writers.”

52

# Evaluations

[Understood.org](http://Understood.org)



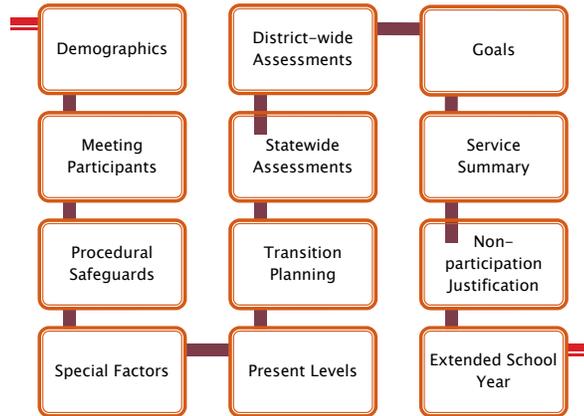
53

## Steps 6/7: Eligibility Meeting

- ▶ Before your 60-day window, hold an eligibility meeting
- ▶ If student eligible, attain consent for initial placement into special education

54

## Step 8: Initial IEP Core Considerations: Through Line



- ▶ Describes the level of development or achievement and how the child applies his or her learning in one or more of the following areas: *oral expression, listening comprehension, basic reading skills, reading fluency, reading comprehension, written expression, math calculation, and math reasoning.*
- ▶ May include strategies applied in learning and preferred learning styles.
- ▶ Skills/activities not considered academic or related to the child's academic achievement
- ▶ Considered routine everyday activities
- ▶ Examples: communication, social skills, behavior, organization, self-care, fine and gross motor

Academic Performance

Functional Performance



**This is how we *SHOULD* think about the *PLAAFP...***

	PRESENT LEVELS OF ACADEMIC PERFORMANCE (Includes Transition for 16 and Older)	PRESENT LEVELS OF FUNCTIONAL PERFORMANCE (Includes Transition for 16 and Older)
STRENGTHS OF THE STUDENT		
EDUCATIONAL INPUT FROM PARENTS, INCLUDING CONCERNS		
RESULTS AND EXPLANATION OF CURRENT DATA, INCLUDING MOST RECENT EVALUATION		
NEEDS OF THE STUDENT		
IMPACT OF DISABILITY WITH CHILD'S INVOLVEMENT & PROGRESS IN THE GENERAL EDUCATION CURRICULUM		

## Assessments

- ▶ There are three categories of support:
  - 1. Universal Tools: Available to all students based on student preference and selection.
  - 2. Designated Supports: available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student)
  - 3. Accommodations: Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans except for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer.

▶5  
8

## Assessments: Examples of Support

- ▶ For students who have reading difficulties, examples of accessibility supports teams have considered are:
  - Line Reader (Embedded, Universal Tool)
  - Streamlined Interface Mode (Embedded, Designated Support)
  - Text-to-Speech (TTS) (Embedded, Designated Support; Accommodation)\*
  - Human Read Aloud (Non-Embedded, Designated Support; Accommodation)\*
- For more detailed information and guidance, the OAM is posted at
  - <https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx>

▶5  
9



## SMART



**Specific** – clearly focused; answers who, what, where, when, etc.

**Measurable** – establishes concrete criteria for measuring progress

**Attainable** – reasonable chance of being achieved

**Relevant** – achievement will make a significant difference to the student's ability to make progress

**Time Based** – the goal has a begin date and time frames for progress monitoring and follow-up



## Goal Writing Template

Goal Component	Explanation
Given what...	<p>means... <b>Under what conditions?</b></p> <ul style="list-style-type: none"> <li>• Accommodations (change materials, procedures, alternative response, formats, etc.)</li> <li>• Assistive Technology (dictation software, calculators, visuals, etc.)</li> <li>• Specialized Instruction</li> <li>• Instructional Strategies (prompts, graphic organizers, etc.)</li> <li>• Modification (change the standard)</li> <li>• Environmental (classroom with predictable routines, etc.)</li> </ul>
Who...	means... <b>The Student</b>
Will do what...	<p>means... <b>Observable Behaviors</b></p> <ul style="list-style-type: none"> <li>• Actions: create, make, analyze, sequence, summarize, complete, describe, attempts, builds, reads, etc.</li> </ul>
How Often...	<p>means... <b>Frequency</b></p> <ul style="list-style-type: none"> <li>• Daily, weekly, during content area, throughout the school day, when work is expected, etc.</li> </ul>
How Accurately...	<p>means... <b>How well or independently</b></p> <ul style="list-style-type: none"> <li>• Percentage of accuracy, with how much assistance, etc.</li> </ul>
Mode of Measurement	<p>means... <b>Assessment (as measured by...)</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring</li> <li>• Teacher Observation</li> <li>• Curriculum Based Assessments</li> <li>• Behavioral Data</li> <li>• Formative Assessments</li> <li>• Self-Charting Progress</li> <li>• Classroom Progress (grades)</li> <li>• Student Work Samples</li> <li>• ... and others</li> </ul>

## Goal Writing

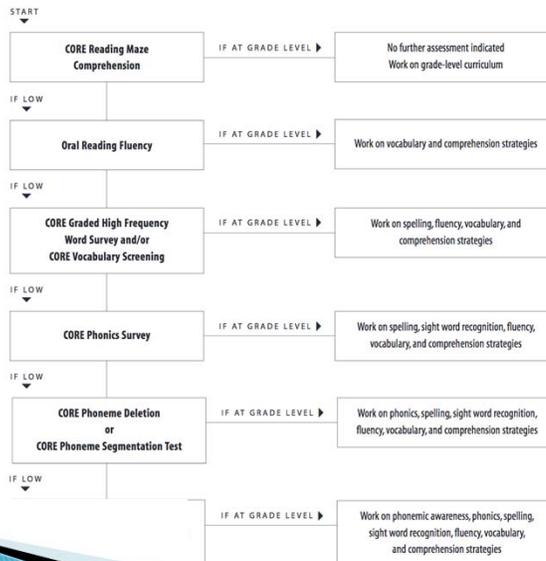
- ▶ Need to assess underlying foundational skills to determine appropriate instructional goals in the area of reading on the IEP

# Goal Writing

Reading comprehension requires the activation and coordination of several skills and processes. A compromise in one or more of these skills and processes can result in difficulties in comprehending text.

Kilpatrick, 2015, page 136

# Goal Writing



Source:  
CORE  
Assessing  
Reading:  
Multiple  
Measures,  
2<sup>nd</sup> Edition

## Goal Writing

What if you had a student (Ray) who just finished second grade and:

- ▶ Scored in the 14<sup>th</sup> %ile on passage comprehension and low average on reading recall
- ▶ Read 18 cwpm on DIBELS end-of-year 2<sup>nd</sup> grade ORF passage (goal is 72 cwpm)
- ▶ Read with 67% accuracy (goal is 96%)
- ▶ Scored at the 1<sup>st</sup> grade level on high frequency words
- ▶ Scored at the K level in word recognition, phonics and spelling

65

## Goal Writing

- ▶ Is this an appropriate goal for Ray?

When given a 3<sup>rd</sup> grade passage, Ray will read 60 words per minute with 91% accuracy and be able to answer a variety of comprehension questions with 70% accuracy in 3 out of 4 trials.

66

## Goal Writing

- ▶ What would be more appropriate goals for Ray?
- ▶ First, we will need to collect more specific diagnostic information:
  - in-depth phonological awareness assessment
  - phonics decoding screener
  - spelling screener

67

## Goal Writing

- ▶ Based on this additional diagnostic information collected, we will need to write goals that address:
  - phonological awareness
  - advanced letter/sound correspondences
  - word reading

68

## Goal Example

### Goal Area: Reading: Phonological Awareness

**Annual Measurable Goal:** To increase Ray's advanced phonological awareness skills, when given a series of orally presented one syllable words, Ray will delete the initial phoneme within 2 seconds per word with 95% accuracy by his annual review next year.

### Objectives

### Related Content Standards(s):

**How will progress be measured:** One-Minute Phonological Awareness Activities with administration of the PAST midyear and at the end of the year.

**How progress will be reported, including frequency:** Progress Reports twice yearly with report cards.



## Goal Writing Activity: Your Turn!

- ▶ Based on the scores from Andrew's informal diagnostic assessments, choose one critical skill area (PA, letter/sound correspondences, word reading) and write a SMART goal.
- ▶ Be ready to share your goal with the larger group.

# Goal Writing Activity

Please write a goal on one of the following topics:

- Reading: Phonological Awareness
- Reading: Advanced Letter-Sound Correspondences
- Reading: Word Reading

Goal Area:

Annual Measurable Goal:

Objectives:

Related Content Standards(s):

How will progress be measured:

How progress will be reported, including frequency:



# Service Summary

**SERVICES**

The IEP team must identify and provide appropriate services to enable the student:

- To advance appropriately towards attaining the annual goals 34 CFR 300.320(a)(2)(i)
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(ii)
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(iii) & 300.107

Specialized Instruction <small>34 CFR 300.33</small>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Related Services <small>34 CFR 300.34</small>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Supplementary Aids/Services; Accommodations <small>34 CFR 300.320(a)(4)(i)-(iii)</small>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Supplementary Aids/Services; Modifications <small>34 CFR 300.320(a)(4)(i)-(iii)</small>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Program Modifications/ Supports for School Personnel <small>34 CFR 300.320(a)(4)(i)-(iii)</small>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

## What Should Specially Designed Instruction Look Like?

- ▶ Go back to data from evaluation and other sources (universal screening, PM, informal diagnostic assessments) to guide instruction.
- ▶ Good reading instruction is good reading instruction and for a student on an IEP, it is specially designed specifically for that student.
- ▶ Remember . . . students with dyslexia need this good instruction to be intensified (make it “relentless and amplified so that it penetrates and takes hold.”)

73



## Effective Reading Instruction for Students with Dyslexia

- ▶ [IDA Fact Sheet](#)

74

## How to Intensify Instruction

- ▶ Based on student's present level of academic performance
- ▶ Make instruction more explicit and more systematic
- ▶ Decrease size of intervention group
- ▶ Increase length of intervention
- ▶ Increase frequency of intervention
- ▶ Arrange environmental variables

75

## Accommodations

- ▶ In addition to providing reading instruction that is specially designed to meet the needs of the individual student, it is equally important to **provide tools and strategies to help the student access curriculum in Tier 1.**
- ▶ Sources:
- ▶ <http://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings>
- ▶ <https://dyslexiaida.org/accommodations-for-students-with-dyslexia/>

76

## Questions

- ▶ What remaining questions do you have?



77

## Thank You!

- ▶ For additional information, please contact:
- ▶ Carrie Thomas Beck, Dyslexia Specialist
  - ▶ [carrie.thomas-beck@state.or.us](mailto:carrie.thomas-beck@state.or.us)
- ▶ Jeremy Wells, Educational Specialist
  - ▶ [jeremy.wells@state.or.us](mailto:jeremy.wells@state.or.us)
- ▶ Stella Brown, Educational Specialist
  - ▶ [stella.brown@state.or.us](mailto:stella.brown@state.or.us)

78