

04.26.16

Oregon Dyslexia Advisory Council Meeting

WELCOME!

▶ Introduction of Members Not Present on 3.15.16

▶ Today's Objectives:

- ▶ 1. Provide feedback on report of ODAC Measurement Work Group.
- ▶ 2. Provide input on how to screen for family history of reading difficulties.
- ▶ 3. Provide input on parent notification.
- ▶ 4. Provide input on next steps (intervention/additional screening) for those students who are identified as showing risk factors in the initial screening.
- ▶ 5. Review definitions of dyslexia from other states and provide input on definition to include in Oregon's OARs.

IMPLEMENTATION TIMELINE: INITIAL PLANNING PHASE

ODAC Meeting 1 3.15.16	MWG Meeting 4.15.16	ODAC Meeting 2 4.26.16	MWG Meeting 5.11.16	TWG Meeting 5.11.16	ODAC Meeting 3 6.01.16	MWG Meeting 8.11.16	TWG Meeting 8.11.16	ODAC Meeting 4 8.03.16	MWG Meeting 8.11.16	TWG Meeting 8.11.16	*Plan Due 9.01.16/ 9.15.16
MWG Sign Up		Report from MWG			Report from MWG			Report from MWG	(if needed)		Screening Requirements - Parent Notification
Overview of SB 612		Family History Screening			Respond to Proposed Screening Plan			Respond to Draft of OARs on Screening			OARs for Screening, Parent Notification & Definition
ODAC's Charge		Notification to Parents			Respond to Draft OARs on Notification to Parents			-			
Vision for SB 612		Process After Initial Identification			Respond to OR Model of Serving Ss with Dyslexia			Respond to OARs on Serving Ss with Dyslexia			
Timeline		Definition of Dyslexia			Respond to Draft OARs on Definition Initial Discussion on Training			-			
Initial Discussion on Screening		TWG Sign Up						Report from TWG			
								Continued Discussion - Training Discussion on Waivers			

IMPLEMENTATION TIMELINE CONTINUED PLANNING PHASE

- ▶ **Late September:** ODAC Meeting #5 – Share Legislature’s feedback on plan. Respond to Draft OARs related to training requirements – and waivers.
- ▶ **October 3, 2016:** Dockets with proposed OARs due to State Board of Education (SBE)
- ▶ **October 20, 2016:** First read of OARs at SBE meeting
- ▶ **Beginning of November:** ODAC Meeting #6 – Address feedback from SBE on OARs. Discuss roll out of SB 612/communication with districts.
- ▶ **November 21, 2016:** Dockets with revised OARs due to SBE
- ▶ **December 8, 2016:** Second read of OARs at SBE meeting/approval.
- ▶ **December 12, 2016:** Release of training requirements and list of training opportunities to districts.
- ▶ **January 1, 2017:** Teacher training opportunities begin.
- ▶ **January 1, 2018:** A teacher in each K-5/8 building has completed dyslexia training.

REVIEW OF SCREENING REQUIREMENTS FROM SB 612

▶ SB 612

- ▶ The Department of Education shall **develop a plan** to:
 - ▶ Ensure that every K and 1 student enrolled in a public school receives a screening for risk factors of dyslexia
 - ▶ Provide guidance for notifications sent by school districts to parents of students who are identified as being at risk for dyslexia based on screening

REVIEW OF SCREENING REQUIREMENTS FROM SB 612

- The plan must be developed collaboratively with experts on dyslexia, including representatives of nonprofit entities with expertise in issues related to dyslexia and the dyslexia specialist
- The department must identify screening tests that are cost effective
- The department shall submit a report on the plan and any proposed legislation to the interim legislative committees on education no later than September 15, 2016
- The screening tests must screen for:
 - ▶ phonological awareness
 - ▶ rapid naming skills
 - ▶ letter/sound correspondence
 - ▶ family history of difficulty in learning to read

REVIEW OF ODAC DISCUSSION ON K/I SCREENING FROM 03.15.16

- ▶ Time of year for screening?
- ▶ Frequency of screening?
- ▶ What measures are already in place in the districts? Will these measures address the requirements as outlined in SB 612?
- ▶ What other measures are needed to screen for phonological awareness, rapid naming, letter/sound correspondence, and family history of difficulty learning to read?
- ▶ What are the criteria for selecting screening measures?
- ▶ Require that the same measures be used across all districts?
- ▶ When does the requirement for screening begin?
- ▶ Other measurement issues/concerns

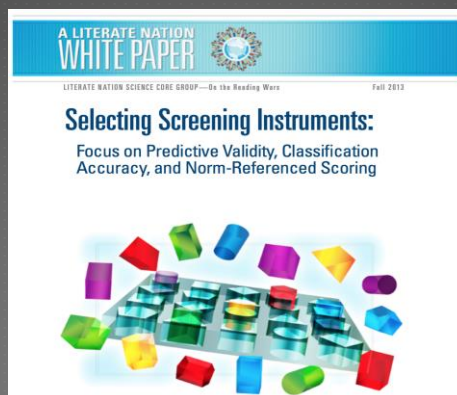
ODAC MEASUREMENT GROUP MEMBERS

Name	Position	Email
Rinda Montgomery	Assistant Superintendent, North Central ESD	rmontgomery@ncesd.k12.or.us
Cathy Wyrick	Director, The Blosser Center for Dyslexia Resources	wyrick@teleport.com
Jen Cappalonga	President, Board of Directors, Decoding Dyslexia	cappjen@comcast.net
Myrna Soule	Director of Teacher Training, Slingerland Institute	myrnasoule@gmail.com
David Putnam Jr.	Director, Oregon Response to Instruction and Intervention	dputnam@ttsd.k12.or.us
Beth Harn	Associate Professor, SPED Program Director, UO	bharn@uoregon.edu
Elizabeth Israel-Davis	Reading Specialist, King School, PPS	eisraeld@pps.net
Liliana Jimenez	Reading Interventionist/Bi-Lingual Teacher, Forest Grove SD	ljimenez@fgsd.k12.or.us
Alishia Anderson	Title 1A Coordinator, Redmond SD	Alishia.anderson@redmondschools.org
Ronda Fritz	Assistant Professor, Eastern Oregon University	rfritz@eou.edu

REPORT FROM MEASUREMENT WORK GROUP

- ▶ Establish the following criteria for districts to select screening instruments:
 - ▶ Predictive validity
 - ▶ Classification accuracy
 - ▶ Norm-referenced scoring
- ▶ DIBELS, DIBELS Next, easyCBM, and AIMSweb, commonly used measures in Oregon districts, meet these criteria and include measures of phonological awareness and letter/sound correspondence.
- ▶ RAN measures that do not use letter names as stimuli are recommended. Color naming is the suggested format. RAN measures are available that meet all 3 of the criteria, but may be more expensive and may require certain qualifications to administer.
- ▶ May want to consider including an informal measure like Arkansas's Rapid Naming measure as a cost effective option for districts.

CRITERIA FOR SELECTING SCREENING INSTRUMENTS



CRITERIA FOR SELECTING SCREENING INSTRUMENTS

- ▶ **Predictive Validity:** a measure of how well the prediction of future performance matches actual performance along the entire range of performance from highest to lowest
- ▶ **Classification Accuracy:** a measure of how well the screener divides students into those considered at risk and those not to be at risk
- ▶ **Norm-Referenced Scoring:** scores have been developed on large samples of diverse subjects and allow us to know how common or rare a score is

From: Dykstra (2013). A Literate Nation What Paper. Selecting Screening Instruments: Focus on Predictive Validity, Classification Accuracy, and Norm-Referenced Scoring.

CRITERIA FOR SELECTING SCREENING INSTRUMENTS

- ▶ *“The measures used to identify at-risk students must be strongly predictive of future reading ability and separate low and high performers.”*

(Chard & Dickson, 1999)

CRITERIA FOR SELECTING SCREENING INSTRUMENTS

- ▶ *Without normative scoring, we only know if a child scored above or below the cut score for being considered at risk.*

From Hart and Hodack presentation: Dyslexia Screening in Schools: Supporting Our Teachers by Doing It Right!

CRITERIA FOR SELECTING SCREENING INSTRUMENTS

- ▶ *“Without norms, it is possible to identify weak children within a given class or school, but it is not possible to determine what proportion of children in the entire school may require intervention because of relatively weak prereading skills and knowledge.”*

- ▶ Torgesen, 1998

SCREENING MEASURES CURRENTLY USED IN ORTII DISTRICTS (N=90)

- ▶ easyCBM
- ▶ DIBELS
- ▶ DIBELS Next
- ▶ AIMSweb
- ▶ STAR

A CLOSER LOOK AT DIBELS, EASYCBM AND AIMSWEB - KINDERGARTEN

	Phonological Awareness			Letter/Sound Correspondence			Other		
	B	M	E	B	M	E	B	M	E
DIBELS Next	First Sound Fluency	First Sound Fluency	Phoneme Segmentation Fluency (Optional – Endorsed)		Nonsense Word Fluency	Nonsense Word Fluency	Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency
DIBELS	Initial Sound Fluency (Not Endorsed)	Initial Sound Fluency (Not Endorsed)	Phonemic Segmentation Fluency (Not Endorsed)		Nonsense Word Fluency	Nonsense Word Fluency	Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency
easyCBM	Phoneme Segmenting	Phoneme Segmenting	Phoneme Segmenting	Letter Sounds	Letter Sounds	Letter Sounds	Letter Names	(Letter Names Available)	(Letter Names Available)
AIMSweb		Phonemic Segmentation Fluency	Phonemic Segmentation Fluency	Letter Sound Fluency	Letter Sound Fluency	Letter Sound Fluency	Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency
								Nonsense Word Fluency (Optional)	Nonsense Word Fluency (Optional)

A CLOSER LOOK AT DIBELS, EASYCBM AND AIMSWEB – GRADE 1

First Grade									
	Phonological Awareness			Letter/Sound Correspondence			Other		
	B	M	E	B	M	E	B	M	E
DIBELS Next	Phoneme Segmentation Fluency (Optional – Not endorsed)			Nonsense Word Fluency	Nonsense Word Fluency	Nonsense Word Fluency	Letter Naming Fluency		
								Oral Reading Fluency	Oral Reading Fluency
DIBELS	Phonemic Segmentation Fluency (Not endorsed)	Phonemic Segmentation Fluency (Not endorsed)	Phonemic Segmentation Fluency (Not endorsed)	Nonsense Word Fluency	Nonsense Word Fluency	Nonsense Word Fluency	Letter Naming Fluency		
								Oral Reading Fluency	Oral Reading Fluency
easyCBM	Phoneme Segmenting	(Phoneme Segmenting Available)	(Phoneme Segmenting Available)	Letter Sounds	Letter Sounds	Letter Sounds	(Letter Names Available)	(Letter Names Available)	(Letter Names Available)
							Word Reading Fluency	Word Reading Fluency	Word Reading Fluency
								Passage Reading Fluency	Passage Reading Fluency
AIMSweb	Phonemic Segmentation Fluency (At Risk)	Phonemic Segmentation Fluency (At Risk)		Letter Sound Fluency	Letter Sound Fluency		Letter Naming Fluency		
							Nonsense Word Fluency (Optional)	Nonsense Word Fluency (Optional)	Nonsense Word Fluency (Optional)
							R-CBM (Strongly Consider)	R-CBM	R-CBM

RAN – WHAT IS IT AND HOW SHOULD WE MEASURE IT?

- ▶ RAN is a task of naming a series of familiar items as quickly as possible
- ▶ RAN measures a child's ability to efficiently retrieve information from long term memory and to execute a sequence of operations quickly and repeatedly.
- ▶ It is a mini-circuit of the larger reading circuitry developed in our brains (Norton & Wolf, 2012)
- ▶ It is one of the strongest predictors of later reading ability, and particularly for reading fluency
- ▶ RAN is a skill that both predicts broad reading and is independent of other subskills, contributing unique information to the screening data not available through any other assessment (Dyskstra, 2013)

RAN – WHAT IS IT AND HOW SHOULD WE MEASURE IT?

- ▶ *“Naming speed tests provide a quick, easily administered measure of the brain’s underlying ability to connect visual and verbal processes. As such, they give a very basic index of present and future issues related to word-retrieval processes and the development of fluency in reading.”*

(Dysktra, 2013, p. 6)

RAN – WHAT IS IT AND HOW SHOULD WE MEASURE IT?

- ▶ Timed naming of familiar stimuli presented repeatedly in random order, in left-to-right serial fashion
- ▶ It is crucial that the items to be named, whether objects, colors, letters, or numbers, are sufficiently familiar to the examinee
- ▶ Typically tests include five to six different token items for students to name, with items repeated randomly across rows
- ▶ Dependent variable is the total time taken to name the items
- ▶ “The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) contains several ‘fluency’ subtests; including letter-naming fluency, but this test uses all the upper and lower case letters in one array and scores the number of letters correctly identified in one minute, a procedure that differs significantly from classic RAN tasks.”

(Norton & Wolf, 2012)

OPTIONS FOR RAN MEASURES

- ▶ **Rapid Automatized Naming-Rapid Automatized Stimulus (RAN-RAS) Tests*** published by Pro-Ed
- ▶ **Comprehensive Test of Phonological Processing (CTOPP)*** published by Pro-Ed

* Both of these measures are standardized and normed on large, nationally representative samples in the US. A child's raw score on these tests can be used to derive a standard score and percentile rank, which provides information about how the child performed relative to others of the same age or grade level.

- ▶ **Predictive Assessment of Reading (PAR)** rapid naming subtest published by Red-E Set Grow

OPTIONS FOR RAN MEASURES

- ▶ Arkansas Rapid Naming Screener
- ▶ Mississippi Screener – Rapid Letter Naming

LISTS OF SCREENERS AND ASSESSMENTS FROM OTHER STATES

- ▶ **Alabama:** Examples of Dyslexia Screening Tools (also includes template for a Dyslexia Screening and Needs Assessment Profile)
- ▶ **Arkansas:** State does not endorse specific screeners, but provides guidance: (a) Table of Initial Screening Measures; and (b) Assembling a Test Battery for the Level 2: Dyslexia Screener
- ▶ **Louisiana:** Instruments for Identification and Screening – Appendix A in Bulletin 1903 Regulations and Guidelines for Implementation of the Louisiana Law
- ▶ **Mississippi:** Developed a Dyslexia Screener
- ▶ **Nebraska:** Sample Screening and Evaluation Instruments for Consideration in Multidisciplinary Decision in Assessing Dyslexia
- ▶ **Nevada:** Districts choose dyslexia screening tools that meet the criteria as outlined in state guide. Guide includes a list of screening tools that may be used by districts – not an exhaustive list.

SOURCES OF INFORMATION FOR SELECTING SCREENERS

- ▶ Center on Response to Intervention: www.rti4success.org
- ▶ RTI Action Network - A Program of the National Center for Learning Disabilities: www.rtinetwork.org
- ▶ National Center on Intensive Intervention: www.intensiveintervention.org
- ▶ Hanover Research: www.hanoverresearch.com/media/Review-of-K-12-Literacy-and-Math-Progress-Monitoring-Tools.pdf
- ▶ Others?

MEASUREMENT WORK GROUP ACTION ITEMS

- ▶ Contact Arkansas Department of Education to gain additional information on the use of the Rapid Naming screener in their state, the data collected, criteria for identifying students at risk, etc.
- ▶ Contact SPED Directors to determine which standardized measures districts already own that include a RAN subtest.
- ▶ Develop a table of measures that includes information such as cost, training requirements, etc.

OPPORTUNITY TO PROVIDE FEEDBACK

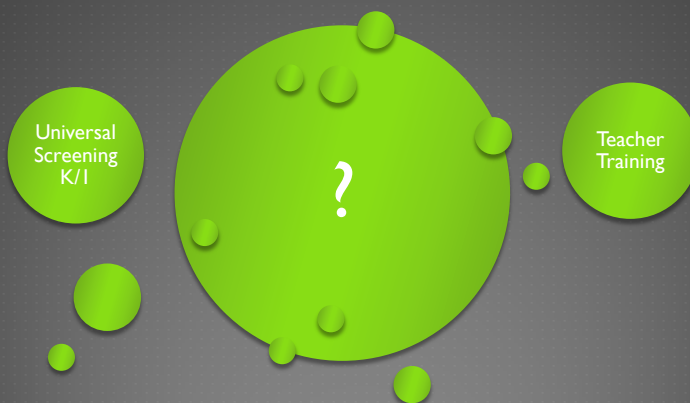
- ▶ Thoughts?
- ▶ Suggestions?
- ▶ Concerns?
- ▶ Additional information needed?



FAMILY HISTORY OF READING DIFFICULTIES

- ▶ Any known examples available?
- ▶ What types of questions should be included?
- ▶ Include questions regarding difficulties with spelling?
- ▶ Include questions regarding student characteristics that may indicate signs of dyslexia or limit questions to family members' history of reading difficulties?
- ▶ Use the word dyslexia or “reading difficulties”?
- ▶ When/how should the information be collected?

WHAT HAPPENS AFTER THE INITIAL SCREENING?



PARENT NOTIFICATION

▶ SB 612

- ▶ The Department of Education shall **develop a plan** to:
 - ▶ Ensure that every K and I student enrolled in a public school receives a screening for risk factors of dyslexia
 - ▶ **Provide guidance for notifications sent by school districts to parents of students who are identified as being at risk for dyslexia based on screening**

PARENT NOTIFICATION

- ▶ **What are important components to include?**
 - ▶ Description of screeners?
 - ▶ Rationale for screeners?
 - ▶ Scores on screeners? Along with criteria/cut points?
 - ▶ At risk for reading difficulties vs at risk for dyslexia?
 - ▶ School's plan for providing instructional support and monitoring?
 - ▶ Additional screening?
 - ▶ Parental rights?
 - ▶ Resources for parents to support reading at home?

WHAT HAPPENS AFTER THE INITIAL SCREENING? A SUMMARY FROM OTHER STATES

► In general, there are two different routes to dyslexia identification and provision of services:

1. Identification and initial dyslexia-specific intervention happen through general education as part of the Rtl process (e.g., Alabama, Arkansas, Mississippi, Nevada, Tennessee); or
2. Identification and dyslexia-specific intervention provided through special education evaluation and services (e.g., Colorado, Florida, Kansas, Louisiana, Minnesota, Nebraska, North Carolina, South Dakota, Texas, Washington).

WHAT HAPPENS AFTER THE INITIAL SCREENING? A SUMMARY FROM OTHER STATES

► **Typical Steps in Route 1:**

- **Step 1:** If initial screening indicates the student is at risk, Rtl used to address the needs of the student.
- **Step 2:** If student continues to make insufficient progress or fails to respond, the student is administered additional screening measures for characteristics of dyslexia.
- **Step 3:** If the second level of dyslexia screening indicates the student has characteristics of dyslexia, dyslexia-specific intervention is provided.
- **Step 4:** If student does not respond to dyslexia-specific intervention (typically provided in Tier 3), a special education referral may be made.

IDA FACT SHEET ON ASSESSMENT: WHAT IS IT AND HOW CAN IT HELP?

- ▶ Early intervention is effective.
- ▶ When students do not catch up after additional instruction and support using a RtI/MTSS approach, clinical evaluation is needed to determine and document the nature of the learning problem.
- ▶ The following areas should be assessed in an educational evaluation of dyslexia: phonological awareness, phonological memory, RAN, receptive vocabulary, phonics skills, decoding real and nonsense words, ORF, spelling, and writing.
- ▶ School team will determine eligibility for SPED services under IDEA.
- ▶ Cognitive or intelligence testing is not needed as part of the SLD identification process.

WHAT WILL BE THE PROCESS FOR SCREENING/IDENTIFICATION AND PROVIDING INTERVENTION IN OREGON?

- ▶ We can outline the process for additional screening and providing intervention for students identified with characteristics of dyslexia in the OARs provided that we agree that (a) this is the intent of the legislation; and (b) the process does not contradict the legislation.
- ▶ What are your thoughts/ideas of what this process should look like in Oregon?

ADDITIONAL SCREENING FOR DYSLEXIA

► Writing/Spelling Measures

Presented by Cathy Wyrick, Director of the Blosser Center for Dyslexia Resources



OREGON'S DEFINITION OF DYSLEXIA

- In Oregon, dyslexia is included in the definition of Specific Learning Disability in the Oregon Administrative Rules (OARs) for Special Education (581-015-2000, 4.i).
- (i) "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, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Specific learning disability includes conditions such as perceptual disabilities, brain injury, **dyslexia**, minimal brain dysfunction, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural, or economic disadvantage.

IDA'S DEFINITION OF DYSLEXIA

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 International Dyslexia Association Board of Directors, 2002 and 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.

DEFINITION OF DYSLEXIA

- Definitions included in other states' dyslexia rules or guides



OREGON'S DEFINITION OF DYSLEXIA

► Discussion Point:

What are the components of a definition of dyslexia that should be included in Oregon's Administrative Rules (OARs)?

WRAP-UP / NEXT STEPS

- Training Work Group sign up
- Updated ODAC Contact List
- Expense Forms/Sub Reimbursement

ADJOURN

- ▶ Thank you for contributing your time and expertise today to help work through the important issues related to the implementation of the requirements of SB 612 in Oregon districts!