PSYCHOLOGICAL SERVICES

DYSLEXIA HANDBOOK

The Dyslexia Handbook was developed by the
Psychological Services Dyslexia Learning Group, Fall 2017

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PSYCHOLOGICAL SERVICES DYSLEXIA HANDBOOK
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INTRODUCTION

In 2015 AB 1369 became law, requiring the Superintendent of Public Instruction to develop program guidelines for dyslexia to be used by general and special education teachers and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate and improve education services to pupils with dyslexia. Additionally, Section 56334 augmented existing language in the California Education Code to read: the state board shall include "phonological processing" in the description of basic psychological processes in Section 3030 of Title 5 of the California Code of Regulations.

On June 13, 2017, the LAUSD Board of Education passed Board Resolution 101-16/17: Recognizing and Addressing the Educational Implications of Dyslexia in LAUSD Schools.

Bulletin 045788.0 *Identification and Educational Support of Students with Characteristics of Dyslexia* delineates LAUDS policy regarding a Multi-Tiered System of Support and assessment procedures for students with characteristics of dyslexia.

DEFINITION AND CHARACTERISTICS

Dyslexia is a 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. Secondary consequences may include problems in reading comprehension, difficulty with vocabulary and background knowledge due to reduced reading experiences, as well as social-emotional and behavioral issues (IDA, 2002).

The impact that dyslexia has is different for each person and depends on a number of risk and protective factors, including the severity of the condition and the effectiveness of instruction or remediation.

Students who have dyslexia, or exhibit characteristics of dyslexia, are general education students first, can be educated in general education classrooms, and benefit from a wide variety of supports. Those supports must include a comprehensive, evidence-based approach to reading and language instruction that is implemented by trained educators. Dyslexia affects people from different cultural, ethnic, and socioeconomic backgrounds nearly equally. Dyslexia affects individuals throughout their lives, however its impact can change at different stages in a student's life. Learning needs related to dyslexia exist on a continuum; therefore schools should address the diverse needs of individual students within integrated and multi-tiered systems of support.

Required supports may include various accommodations and assistive technology. Students with dyslexia sometimes require the support of a 504 Plan or, in its most severe forms, may meet eligibility criteria for special education under the category of Specific Learning Disability, which is defined in California regulations pertaining to students who qualify for special education services. Title 5, *California Code of Regulations,* Section 3030(b)(10)(A).

While many students may struggle with acquiring the skills required for efficient reading for a variety of reasons, students with dyslexia have specific characteristics that contribute to their academic challenges. These characteristics can be evidenced in different combinations or clusters ranging from mild to severe. The academic impact of dyslexia can manifest differently at different stages of a student's educational career.

A. <u>Primary characteristics of dyslexia:</u>

- Difficulties reading words in isolation
- Inability to remember high frequency words
- Difficulties decoding unfamiliar words
- Slow, inaccurate, or labored oral reading
- Difficulties with spelling and written expression

B. <u>Reading and Spelling deficits most often associated with dyslexia include</u>:

- Segmenting, blending, and manipulating sounds in words (phonological awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors or letters of the alphabet (rapid naming/fluency)
- Memory for rules and representations of word (orthography/spelling)
- Difficulty telling or retelling a story
- Difficulty reciting the alphabet or days of the week sequentially
- Difficulty remembering the letters in their name or some letters of the alphabet

C. <u>Secondary consequences of dyslexia may include a variety of challenges with:</u>

- Acquiring fluent reading skills
- Aspects of reading comprehension
- Written language
- Limited vocabulary growth due to reduced reading experiences
- Social emotional development (low academic self-concept, low self-esteem, anxiety about making mistakes, negative coping mechanisms)
- Behavior (avoidance of academic tasks, frustrated, resistant or defiant, appear to lack motivation)

D. **<u>Universal characteristics of dyslexia across languages</u>**:

- Slower than average reading speed
- Slower performance on rapid automatized naming tasks
- Deficiencies in phonemic awareness prior to reading instruction
- Less accurate detection and production of rhymes
- Initial difficulty with phonological processing
- Inaccurate spelling
- Poor verbal memory

GRADE LEVEL MANIFESTATIONS

Dyslexia is a persistent disorder. It is a chronic condition that affects an individual throughout his life. Although poor readers may continue to progress in reading development, without intervention, the gap between good readers and poor readers may remain over time.

Preschool	• Delay in learning to talk • Difficulty with rhyming patterns (e.g. sad, mad, bad) • Continued 'baby talk', difficulty pronouncing words (e.g., "pusgetti" for "spaghetti") • Poor auditory memory for nursery rhymes and chants • Difficulty in adding new vocabulary words • Inability to recall the right word when speaking • Often tells stories that are hard to follow; has trouble talking about an event in a logical order • Difficulty splitting up the sounds in words. (e.g., say the word cat and ask the student to take away the first sound /c/; the student can't tell which sounds (at) are left over • Difficulty learning and naming letters and numbers and remembering the letters in his/her name • A history of reading problems in parents or siblings
Early Elementary	• Difficulty breaking words into smaller parts (syllables) (e.g., "cowboy" can be pulled apart into "cow" and "boy") • Difficulty identifying and manipulating sounds in syllables (e.g., "cat sounded out as /c/ /ă/ /t/) • Difficulty in sounding out even simple 'cvc' words • Difficulty reading fluently (e.g., slow, inaccurate, and/or without expression) • Doesn't associate letter or letter combinations with sounds (e.g., /b/ with "b", or /j/ with "dge") • Difficulty spelling words the way they sound (phonetically) or remembering letter sequence in very frequently used words (e.g., "sed" for "said") • Reliance on context clued sch as picture clues, story theme, or guessing at words
Late Elementary	• Difficulty pronouncing words correctly (e.g., "mazigine" instead of "magazine") • Difficulty with rhyming (e.g., completing the last word in a poem or song or thinking of words that rhyme) • Difficulty reading unfamiliar words, often making wild guesses because the student cannot sound out the word • Fear of or difficulty reading aloud • Lack of strategies for reading unfamiliar words • Difficulty with written expression • Uses less complicated words in writing that are easier to spell than more appropriate words • Has an easier time answering questions about the text if it is read
Secondary	• Slow and laborious reading; • Does not like to read • Difficulty with keeping up with the volume of reading and written work • Frustrated with the amount of time required and energy expended for reading • Often skips over small words or leaves out part of longer words when reading aloud

	• Prefers multiple choice questions over fill-in-the-blank or other questions with short answers • Difficulty learning a foreign language

MTSS

Early intervention is critical in addressing the needs of students with or suspected of having dyslexia. Early intervention can have a significant impact on the student's ability to overcome the academic challenges associated with dyslexia. The district provides resources to assess and support students at every level of the continuum through a multi-tiered system of supports (MTSS) framework. MTSS is defined as a systemic, continuous framework predicated on high-quality first instruction, data-based decision making, evidence-based interventions, and assessment practices that are applied across all levels of the system to align resources and supports necessary for each student's academic, behavior and social success.

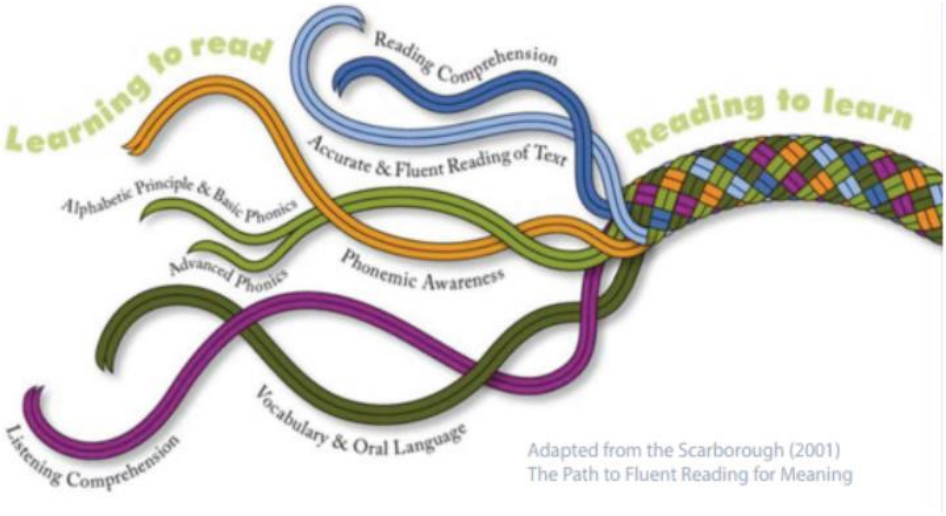
Within multi-tiered systems of support, all students first receive evidence-based high quality first instruction. Educators plan collaboratively to deliver instruction seamlessly across a continuum of layered interventions and supports at all three tiers. Students move fluidly through the tiers, based on universal screening and progress monitoring data. For students who require a more intensive level of support, supplemental Tier 2 and Intensive Tier 3 supports are provided. Tier 1 is what ***all*** students receive, Tier 2 is what ***some*** students receive, and Tier 3 is reserved for a ***few*** students who may require the highest level of support. As student needs increase in intensity, the duration (length of time), frequency (how often) interventions are provided, and intensity (narrower instructional focus) between the tiers increases. Additionally, the Academic Engaged Time (AET), as the number one predictor of student achievement, increases as student needs increase through the tiers. For specific information regarding the District's layered continuum of supports for both academic and behavioral instruction and intervention, please refer to the MTSS REF Guide for more information.

Current district practices for universal screenings and periodic academic assessments (such as DIBELS, PASI, CORE Phonics Survey, etc.), as well as curriculum-based assessments, can help identify students that manifest dyslexia risk factors and can inform student-specific, targeted interventions when needed (see appendix). Once students that are "at risk" for dyslexia are identified, Tier 2 and 3 interventions providing direct, multisensory, explicit, structured and sequential instruction are warranted. Frequent progress monitoring over time is necessary to determine if interventions are effective, and when it may be appropriate for a student to access more intensive intervention.

The Student Support and Progress Team (SSPT) should be addressing the needs of any student who is not making progress or who is unresponsive to intervention. Students may be referred for consideration of special education eligibility due to dyslexia, depending on the student's

reading performance; reading difficulties; poor response to supplemental, scientifically based reading instruction; and teachers' input. However, lack of implementation of multi-tiered system of supports, including SSPT, should not be considered a reason to deny a parental request for a special education assessment.

ESSENTIAL EARLY LITERACY FOUNDATIONS



Children learn to read using a dynamic combination of instructional practices which place emphasis upon explicit instruction in the big ideas, found by the National Reading Panel (1997) to be most important in successful reading development. These ideas are:

Phonemic Awareness: Understanding, hearing and being able to manipulate the smaller parts called phonemes within words. This is the foundation for learning to read and spell in alphabetic writing system.

Alphabetic Principle: Consists of two linked concepts

A. Alphabetic Understanding: Words are made of letters, which represent sounds
B. Phonological Recoding: Use of letter-sound correspondence to decode (read) or encode (write) using regular, irregular and multisyllabic patterns from memory

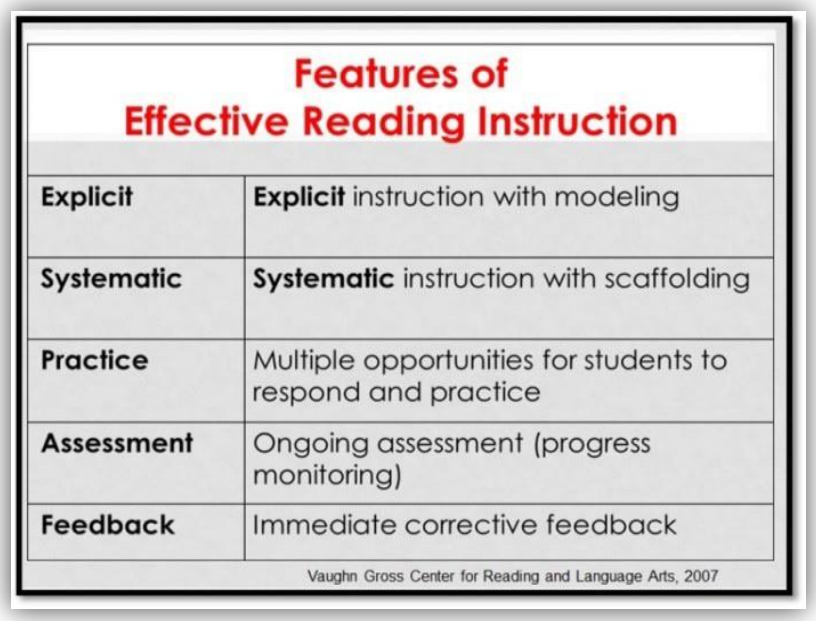
Accuracy and Fluency: Fluency (automaticity) is the ability to read quickly and accurately, without significant cognitive or mental effort, while reading with expression and understanding.

Vocabulary: Having access to the meanings of words, through contextual analysis, knowledge of morphemes (meaningful word parts), labeling, expression, and associative language use

Comprehension: The construction of meaning through the interactions of the reader with the text. Involves active and intentional thinking about what is read, builds upon the other essential reading skills.

As children move through the years of schooling, the demands of reading and writing change dramatically. For example, the skill of oral language is a constant throughout our educational experiences, though it may deepen with complexity and rigor. The phonological awareness component, by contrast, drops off with mastery, which in typically developing readers, happens by second grade.

INSTRUCTIONAL PRACTICES AND EARLY INTERVENTION



Effective reading instruction, especially when addressing the needs of underperforming readers as identified by progress monitoring, emphasizes the connection between data and instruction. Instruction must be explicitly targeted towards areas of weakness, with teacher modeling as the proficient expert in the skill or strategy. Systematic instruction which moves children along a continuum of skills in accordance with mastery and assessment, must be combined with frequent practice opportunities to achieve automaticity.

The Early Language and Literacy Plan (ELLP), first adopted by LAUSD in 2015-16, is a data-driven instructional approach which focuses upon oral language development and foundational reading skills. This plan has been implemented in 450 schools across all local Districts, with an emphasis on professional development, MTSS, basic literacy pedagogy, using data to drive instruction, and Universal Design for Learning (UDL). A Language and Literacy Designee at each school site receives training and support, and assists the school in improving the planning and delivery of effective small group instruction and intervention for developing readers in grades

TK-5. At schools implementing ELLP, school psychologists can expect to see "data days," academy time for small group intervention to take place, flexible grouping, and frequent progress monitoring to support growth in foundational reading skills.

Early Intervention and ELL Students. Research indicates that vocabulary knowledge and phonological awareness are highly correlated with reading success in ELL students. Consequently, a critical intervention component for ELL students is vocabulary development and literacy skills (in both languages). This is an addition to intervention in phonological awareness. Early intervention and progress monitoring is key. In younger students, building vocabulary in the English language can ameliorate some of those initial reading challenges. In older students who demonstrate literacy skills in the native language, students may exhibit a positive cross-language transfer of phonological awareness.

ASSESSMENT FOR CONSIDERATION OF SPECIAL EDUCATION ELIGIBILTY

A comprehensive evaluation to consider special education eligibility requires the use of a variety of sources of information and data-gathering tools by a multidisciplinary team, in order to address student strengths, areas of need, and special education eligibility criteria.

Dyslexia may also be understood as one type of a "specific learning disability," which is defined in California's regulations pertaining to students who qualify for special education services. Title 5, California Code of Regulations, Section 3030(b)(10)(A) discusses specific learning disabilities and dyslexia as follows:

> 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, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, phonological processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression . . . Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

<u>Academic</u>

Conducted by a special education teacher and the student's classroom teacher using multiple measures, including formal and informal methods to evaluate academic areas associated with basic reading and reading fluency skills and written expression:

- Reading fluency
- Letter knowledge (name/associated sounds)
- Reading words in isolation
- Decoding unfamiliar and/or nonsense words

- Reading comprehension
- Spelling (including memory for letter or symbol sequences)
- Written language

Standardized tests should not be considered the sole indicators of academic achievement; consideration of curriculum based measures, informal assessment information (e.g. reading inventory data, observations of classroom performance, anecdotal records), writing samples, grade level measures to include periodic assessments, universal screenings, and progress monitoring data of targeted interventions under MTSS should also inform an evaluation of a student's academic strengths and needs.

Psycho-educational

When considering special educational eligibility under the category of Specific Learning Disability for students exhibiting characteristics of dyslexia, school psychologists will:

- Establish cognition
- Determine whether a significant discrepancy exists between the student's estimated cognitive ability and academic achievement?
- Evaluate all processing areas identified under California Education Code, including but not limited to phonological processing

Using appropriate instruments, school psychologists will ensure that phonological processing is assessed. Phonological processing is comprised of:

- Phonological/Phonemic awareness
- Phonological memory
- Rapid automatic naming/processing speed

Dyslexia and Phonological Processing: Per the California Guidelines, the majority of people with dyslexia have a core deficit in phonological processing. Because of deficits in phonological processing, students with dyslexia have significant difficulty acquiring the sound–letter (phoneme–grapheme) and letter–sound (grapheme–phoneme) correspondences (i.e., phonics) that are the foundation for accurate and fluent spelling and decoding skills.

Phonological Awareness: Phonological awareness refers to an individual's awareness of and access to the sound structure of oral language (Mattingly 1972). It is the understanding that spoken language can be divided into smaller units (i.e., words, syllables, onset-rime and phonemes) and that those units can be identified and manipulated. Although phonological awareness is a skill of spoken language, it is an essential foundation to learning phonics, the systematic instruction of reading and spelling based on letter–sound (grapheme–phoneme) and sound–letter (phoneme–grapheme) relationships in the English language. Difficulties in phonological awareness and phonemic awareness (see below) are typically seen in students with dyslexia and affect the ability to associate letters (graphemes) with sounds (phonemes) to decode words and to associate sounds (phonemes) with letters (graphemes) to spell words.

There is a continuum of complexity within phonological awareness. On the simpler end, phonological awareness includes using rhyme in songs and nursery rhymes and recognizing that sentences are made up of a set of unique, separate units called words. More complex and later-developing includes understanding that words are made up of chunks, such as syllables, and that words can be manipulated to rhyme by changing the onset (beginning consonant sound[s]) in a word. Phonological awareness begins to develop early, well before children acquire other associated literacy skills. Difficulty in phonological awareness, especially phonemic awareness, is a key predictor of dyslexia.

Phonemic Awareness: Phonemic awareness is a subset of phonological awareness that refers specifically to the understanding of and ability to manipulate the discrete, individual sounds of language called phonemes—and the understanding that it is possible to create words with different meanings simply by adding, deleting, or substituting individual sounds (phonemes) within a word.

Phoneme awareness is the most advanced skill under the phonological awareness umbrella and is *typically not fully developed until a student is five or six years old.* Examples of the manipulation of phonemes are provided below:

- Deletion of */t/* in */cart/* to pronounce */car/*
- Substitution of */ch/* in */charm/* with */f/* to produce /farm/
- Substitution of */ē/* in */feet/* with */ī/* to produce */fight/*
- Deletion of /l/ in /black/ to produce /back/

Phonemic awareness is the component of phonological processing most directly linked to acquisition of decoding and spelling skills. Rudimentary ability to blend, segment, and manipulate phonemes within words and syllables is a prerequisite for understanding phonics (grapheme–phoneme association for word identification and phoneme–grapheme association for spelling). These basic skills of blending, segmenting, and manipulating phonemes facilitate students' understanding of the "place value" of the sequence of graphemes and phonemes within words.

Phonological Memory: Phonological memory refers to coding information in working or short-term memory (e.g., storing a phone number temporarily in working memory as you walk toward the phone to dial the number by storing a phonological representation of the sounds of the digit names rather than a visual representation of the numbers). Phonological coding in working memory is important when attempting to decode unfamiliar words, especially multisyllabic words when intermediate phonemes and syllables need to be stored during the process of applying decoding strategies (e.g., blending the phonemes associated with the graphemes in the first syllable, then holding onto that spoken syllable as the graphemes in the next syllable are associated with their phonemes and blended into a syllable, and then blending those syllables into a representation of the numbers). Phonological coding in working memory is important when attempting to decode unfamiliar words, especially multisyllabic words when intermediate phonemes and syllables need to be stored during the process of applying decoding strategies (e.g., blending the phonemes associated with the graphemes in the first syllable, then holding onto that spoken syllable as the graphemes in the next syllable are associated with their phonemes and blended into a syllable, and then blending those syllables into a word) (Wagner et al. 2013).

Rapid Automatic Naming/ Processing Speed: Rapid automatic naming / processing speed refers to the ability to quickly name digits, letters, objects, or colors. It requires efficient retrieval of phonological information from long-term memory, the same type of ability that is the foundation of word identification-decoding. Individuals who have deficits in both rapid naming and phonemic awareness appear to have greater difficulty learning to read words accurately and fluently than those who have deficits in just one of these abilities.

In conclusion, a significant deficit in **one or more** of these three aspects of phonological processing is often viewed as the primary cause of the majority of cases of dyslexia (Wagner et al. 2013).

PSYCHO-EDUCATIONAL REPORTS

School psychologists **must** use the updated SLD Report Reference Document, Checklist, Operational Definitions, and SLD Appendix.

When considering a SLD due to deficits in English Language Arts areas, school psychologist must assess in the area of phonological processing in addition to other processing areas.

For English Language Learners, research suggests that in addition to standardized tests, assessments should include parent and teacher interviews, measures of reading performance in both languages, and measures of proficiency in English. At minimum, assessment measures should address the areas of phonemic awareness, rapid automatic naming, and vocabulary (Mather & Wendling, 2012). Please refer to The Procedures for the Referral and Assessment of English Learners guide.

Additional assessments by other providers may be conducted, as appropriate, based on the areas related to student's suspected areas of disability, as documented on the assessment plan (for example, language or speech and motor skills).

SOCIAL EMOTIONAL CONSIDERATIONS

Students with dyslexia can face social and emotional challenges in addition to academic challenges. Students with dyslexia often feel anxious in situations where they worry that they will make a mistake or be ridiculed by others. This anticipation of failure can make the student even more anxious, especially in new situations, and lead to avoidance and depression (Cosden 2001). Repeated failure in school may lead to low academic self-concept and low self-esteem, which in turn may lead to behavior problems that are secondary but equally important to the learning issues (Zeleke 2004).

A child with characteristics of dyslexia may present as being unmotivated, lazy, resistant, or defiant. It is important for caregivers, teachers, and assessors to understand that these behaviors may be a direct result of a dyslexic child's repeated feelings of failure. The severity of stress or social emotional issues will depend on a variety of factors, including whether the student feels like they have social support, whether there are co-morbid learning issues, etc.

Social emotional supports for students with characteristics of dyslexia should be provided at all levels of the instructional environment. Positive approaches include focusing on students' relative strengths, providing positive teacher-student relationships, active teaching of social skills, explicit teaching of learning and compensatory strategies and appropriate access to modifications and assistive technology.

Assessments should consider to what extent the student is impacted by social emotional issues and whether these issues contribute to or exacerbate the student's academic performance.

Eligibility Considerations

Based on the assessment results, an IEP committee may consider that a student meets the eligibility for a Specific Learning Disability presenting with the unique profile of dyslexia if the student evidences:

- Average cognitive abilities
- Unexpected lack of appropriate academic progress (in the areas of reading, spelling/written expression)
- Phonological processing deficits
- Academic deficits not primarily due to environmental, cultural or economic disadvantage, limited English proficiency, limited school

experience, poor attendance, emotional disturbance, intellectual disability, or visual, hearing or motor impairment.

Should a student be found eligible under the category of Specific Learning Disability with or without dyslexia, the IEP Team will ensure that the present levels of performance identify the student's unique learning profile and needs, appropriate educational goals will be developed based on the aforementioned needs, and the IEP team will complete the SLD Certification page to indicate appropriate areas of processing and academic deficits.

Should the student not meet criteria for Specific Learning Disability, the team should consider the student's unique learning profile and appropriate interventions to address their learning challenges, including whether the student may be referred for a Section 504 plan when appropriate.

PERFORMANCE & ASSESSMENT TOOLS (Bulletin 045788.0 Attachment A)

This list of performance of performance and assessment measures is not exhaustive.

AREA	General Education Program/Initial Screenings	Resource Specialist Teacher	School Psychologist
Phonological & Phonemic Awareness	**Dynamic Indicators of Basic Early Literacy Skills (DIBELS):** First Sound Fluency (FSF) (K) **DIBELS:** Phoneme Segmentation Fluency (PSF) (K-1) **Indicadores Dinámicos del Éxito en la Lectura (IDEL):** DIBELS in Spanish **Phonological Awareness Skills Screener for Intervention (PASI)**: (K-2 & Struggling Learners) **CORE: Assessing Reading Multiple Measures:** Phoneme Deletion (K-3), Phonological Segmentation (K-1), Phoneme Segmentation (2-12), Spanish Phonemic Awareness	**Kaufman Test of Educational Achievement - 3rd edition (KTEA-3)** **Woodcock-Johnson Tests of Oral Language-4th edition (WJ-IV)**: Segmentation and Sound Blending	**Comprehensive Test of Phonological Processing-2 (CTOPP-2):** Phonological Awareness Composite - Elision, Blending Words and Phoneme Isolation or Sound Matching subtests make up this composite **Test of Auditory Processing (TAPS-3):** Word Discrimination, Phonological Segmentation, Phonological Blending **WJ-IV**: Segmentation, Sound Blending, Sound Awareness

AREA	General Education Program/Initial Screenings	Resource Specialist Teacher	School Psychologist
	(K-2)		
Alphabet Knowledge	**DIBELS:** Letter Naming Fluency (LNF) (K-1) **Reading A to Z Alphabet Naming Assessment** https://www.readinga-z.com/assessments/alphabet-letter-naming/	**WJ-IV:** Spelling of Sounds (Phoneme Knowledge)	**Developmental Tasks of Kindergarten Readiness (DTKR)**
Sound Symbol Recognition	**DIBELS:** Nonsense Word Fluency (NWF) **Reading A-Z: Alphabet Naming Assessment** https://www.readinga-z.com/assessments/alphabet-letter-naming/ **Quick Phonics Screener** http://www.wovsed.org/RtI%20Forms/Other%20RtI%20Forms/QuickPhonicsScreener.pdf		
Decoding	**DIBELS:** Nonsense Word Fluency (NWF) (K-2) **DIBELS:** Oral Reading Fluency (DORF) (1-6) **Florida Center for Reading Research (FCRR):** Oral Reading Fluency Passages (7-12) http://rti.dadeschools.net/pdfs/ORF-OPM_grs1-5.pdf	**KTEA-3:** Nonsense Word Decoding **WJ-IV Ach:** Word Attack	
Encoding	**Words Their Way:** Primary Spelling Inventory (K-3) **Words Their Way:** Elementary Spelling Inventory (1-6)		

AREA	General Education Program/Initial Screenings	Resource Specialist Teacher	School Psychologist
	Words Their Way: Upper-Level Spelling Inventory (Upper Elementary, Middle, High School, Postsecondary)		
Word Recognition	**CORE Assessing Reading Multiple Measures**: Graded High-Frequency Word Survey (K-4)	**KTEA-3:** Letter & Word Recognition **WJ-IV Ach:** Letter-Word Identification	
Fluency/ Rapid Naming	**CORE Assessing Reading Multiple Measures**: MASI Oral Reading Fluency Measures (1-6)	**KTEA-3:** Word Recognition Fluency, Associational Fluency, Silent Reading Fluency **WJ-IV** Ach: Oral Reading Fluency, Sentence Reading Fluency **KTEA-3** - Rapid Automatized Naming, Letter Naming Facility, Object Naming Facility	**CTOPP-2**: Rapid Symbolic Naming Composite • Rapid Digit Naming and Rapid Letter Naming • Rapid Non-Symbolic Naming Composite (Alternative for Ages 4-6) • Rapid Color Naming and Rapid Object Naming **CAS2:** Planned Codes and Matching Numbers **Test of Information Processing TIPS** **WJ-IV**: Rapid Picture Naming, Retrieval Fluency
Memory Span & Working Memory			**Test of Auditory Processing (TAPS-3**): Numbers Forward (MS) and Reversed (WM), Word and Sentence Memory (MS) **CTOPP-2:** Phonological Memory Composite, Memory for Digits (MS), and Non-word Repetition

AREA	General Education Program/Initial Screenings	Resource Specialist Teacher	School Psychologist
			Cognitive Assessment System – Second Edition (CAS2): Supplemental Composite, Working Memory and Executive Function with Working Memory **Test of Information Processing TIPS** **WJ-IV:** Sentence Repetition
Spelling	**CORE Assessing Reading Multiple Measures**: Core Spanish Spelling Inventory (K-6) Grade level/classroom Spelling Tests **Words Their Way:** Primary Spelling Inventory (K-3) **Words Their Way:** Elementary Spelling Inventory (1-6) **Words Their Way:** Upper-Level Spelling Inventory (Upper Elementary, Middle, High School, Postsecondary)	**KTEA-3:** Spelling, Orthographic Processing Cluster - Spelling, Letter Naming Facility, and Word Recognition Fluency **WJ-IV** Ach: Spelling of Sounds (Spelling Nonsense Words)	
Reading Comprehension **Reading Comprehension**	**CORE Assessing Reading Multiple Measures**: San Diego Quick **CORE Assessing Reading Multiple Measures**: Assessment of Reading Ability (K-11), Reading Maze Comprehension Test (2-10) **TRC** (Text Reading Comprehension)	**KTEA-3:** Reading Comprehension **WJ-IV** Ach: Passage Comprehension	

AREA	General Education Program/Initial Screenings	Resource Specialist Teacher	School Psychologist
Sources for additional screeners:	https://dibels.org/dibelsnext.html http://www.rti4success.org/resources/tools-charts/screening-tools-chart http://www.sedl.org/reading/rad/chart.html http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/elementary_assessments_4-9-12.pdf http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/secondary_assessments_4-9-12.pdf		

ACCOMMODATIONS:

Examples of accommodations grouped by task for students with dyslexia:

- **Homework assignments** may include reducing homework, allowing students to dictate their answers, allowing typewritten work, and allowing extended time to complete assignments.
- **Mathematics** may include the student's use of a calculator or graph paper and the teacher breaking assignments into smaller steps.
- **Reading** may include providing the student with access to audiobooks and text-to-speech software; the teacher not calling on a student with dyslexia to participate in oral reading, unless the student volunteers; and allowing extra time to complete reading assignments.
- **Spelling** may include the teacher reducing the number of items on spelling lists, providing access to spell-check and word prediction software, and not deducting points for spelling errors.
- **Testing** may include providing students with dyslexia with extra time allowing students to give answers orally, and providing a quiet testing area.
- **Writing** may include providing a student with a scribe, providing access to speech-to-text software, and offering written or digital copies of notes; minimizing the need to copy from the board; and providing graphic organizers.

ASSISTIVE TECHNOLOGY:

With the widespread use of computers in the classroom, there is assistive technology that is widely available and can be used to accommodate students in the classroom. Additionally the Individuals with Disabilities Education Improvement Act (IDEA) and California special education law require that students with disabilities participate in general education curriculum, assessment, and accountability measures. The IDEA and California law also require that Individualized Education Program (IEP) teams consider whether students need assistive technology services and devices when developing IEPs. Assistive Technology relates to the tools required to maintain, improve, or increase functional capabilities to bridge the gap between student's performance and the demands of the curriculum.

Examples of assistive technology available which could possibly support students with dyslexia are:

Audiobooks—Human or computerized voice narrations without text.

E- text and Text-to-Speech (TTS)—Software, applications, or devices that let a student see and heardigital or electronic text at the same time. Experts such as Montali and Lewandowski (1996) think thatthe combined use of vision and hearing makes a student a better reader. A student who has a print (reading) disability qualifies for a free membership to Bookshare. Additionally, the premium version of Read&Write for GoogleChrome is available to teachers free of charge.

Graphic organizers—Tools that allow students to brainstorm and organize their thoughts visuallyin a Web format to prepare for writing. Graphic organizers often include templates to providestructure and prompts for students who have difficulty knowing what to write or how to getstarted.

Low-tech options—Examples include reading rulers, handwriting tools, highlighting tape, fidgets, and more.

Speech-to-Text—Voice recognition tools that convert speech dictation into text to make writing easier.

Spell checkers—Designed to recognize and correct flexible and phonetic spelling in the context of astudent's sentence (e.g., <skool> for <school> and <two> for <too>).

Word prediction (WP)— As a student types, word prediction software selects several word choiceson the basis of the context of the sentence. This technology is designed to recognize creative orphonetic spelling. It gives a student the freedom to write without getting bogged down withhandwriting, typing speed, spelling, or word retrieval difficulties. Word prediction

software will read words and sentences aloud so the student can self-correct. Many word prediction programs also include a speech-to-text option.

- Mac Computing Device Accessibility www.apple.com/accessibility/mac/
- iOS Computing Device Accessibility www.apple.com/accessibility/ipad/
- Windows Computing Device Accessibility www.microsoft.com/accessibility/
- Chrome Computing Device Accessibility support.google.com/chromebook/accessibility
-
- Assistive Technology Program
  333 S. Beaudry Avenue, 18th Floor
  Los Angeles, CA 90017
  Phone: (213) 241-6200
  Fax: (213) 241-8435

FREQUENTLY ASKED QUESTIONS

How do I determine if a student has auditory processing or phonological processing?

1. Auditory processing involves deficits in areas of auditory short term & longer term memory, comprehension, cohesion, thinking & reasoning, interpretation of directions, etc.

2. Auditory processing INCLUDES the three major areas of phonological processing (phonological/phonemic awareness, phonological memory, rapid automatic naming/speed)

3. When deficits are found in areas associated with phonological processing exclusively, assessments should indicate deficits in auditory processing – phonological processing should be specifically identified

4. Poor performance on a single measure is not a valid indication of a processing disorder. Any deficits should be identified through a process of cross-validation.

5. Poor performance due to limited English language skills does not constitute a deficit.

Do all students with dyslexia require an individualized education program (IEP)?

No, not all students who have dyslexia require an IEP or will qualify for one. Students must meet SLD criteria in order to qualify. Students with dyslexia can benefit from general, universal and tiered interventions as well as 504 Plans when appropriate.

The IEP team states that its members cannot use the terms "dyslexia," in students' IEPs. Is this correct?

- In a Dear Colleague letter, the federal Office of Special Education and Rehabilitative Services (OSERS) clarified "that there is nothing in the IDEA that would prohibit the use of the terms dyslexia… in IDEA evaluation, eligibility determinations, or IEP documents" (OSERS 2015). The Dear Colleague letter also notes that "there could be situations where the child's parents and the team of qualified professionals responsible for determining whether the child has a specific learning disability would find it helpful to include information about the specific condition (e.g., dyslexia) in documenting how that condition relates to the child's eligibility determination."

Can a student have dyslexia without any identifiable reading problems but have spelling and writing difficulties?

- Yes, a student can have issues with spelling and writing even without identifiable reading problems. Spelling problems stem from trouble remembering the letters in words because students have trouble noticing, remembering, and recalling the feature of language that those letters represent.
- The deficits may be detected in the use of both spoken language and written language.

A parent requests that we assess for dyslexia – what do we say?

- We say yes, we do assess for a learning disability which includes the processing areas and characteristics associated with dyslexia.
- However, as with any struggling student, we would encourage a discussion about the student's current academic functioning and supports in place (possible SSPT meeting) and whether the student might benefit from skill specific interventions carried out in their general education program
- **Do I have to assess for dyslexia every time I look at a Specific Learning Disability?**
- Again, dyslexia is Specific Learning Disability which is distinguished by core deficits in phonological processing.
- The assessment of phonological processing should be included in any psycho-educational evaluation.

When should I give the supplemental subtests on the CTOPP-2?

- To confirm the presence of a phonological processing deficit
- Useful for examinees with well-developed vocabularies whose performance on word based phonological awareness tasks may be inflated by their vocabulary.

Can a student have dyslexia and NOT score poorly on the CTOPP-2?

- - Yes, particularly if the student has had a lot of intervention on phonological processing (this student will have had much more practice on phonological tasks than students in the normative sample)
- - This is more common for students with issues with phonological awareness than for phonological memory or rapid naming and more common for individual subtests than for composite scores.
- - Non-word subtests are helpful in identifying potential difficulties

Can poor performance on the CTOPP-2 be due to inattention and not poor phonological processing?

- -Probably not. Problems in attention and in phonological processing commonly co-occur – Inattention does not explain poor performance on the CTOPP-2 for most students. This is particularly true for the phonological awareness subtests. For attention and/or phonological processing deficits there should be consistent patterns throughout the assessment and student history to support testing results.

If I don't use the audio CD does it invalidate the administration of the CTOPP-2?

- **YES!** The audio CD should be used for several reasons:
    - It provides a standardized assessment.
    - It was used for the normative sample.
    - Verbally presenting the items gives the student visual cues that can boost performance and mask a deficit.

Can I determine characteristics of dyslexia from the CTOPP-2 alone?

-No single assessment can do this

- The CTOPP-2 is used to assess phonological processing
- A deficit in phonological processing is a hallmark of dyslexia, but it is not sufficient by itself.
- Other important things to consider:
    - Unexpected poor reading, family history, poor response to effective interventions, exclusionary criteria (ex. Limited opportunity to learn due to excessive absences)
    - Student's current functioning in the academic environment – not all students with characteristics of dyslexia meet SLD criteria

CITATIONS

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- Early Language and Literacy Plan (ELLP) Report
- https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/243/ELLP%20Report%20V8%20Digital%20Version%20Feb%202017.pdf
- Mather, N., and B. J. Wendling. 2012. Essentials of Dyslexia Assessment and Intervention. Hoboken, NJ: Wiley.
- MEM-6697.0 Elementary Literacy Assessments: Dynamic Indicators Basic Early Literacy Skills, Indicadores Dinámicos del Éxito en la Lectura, Text Reading Comprehension (DIBELS/IDEL/TRC)
- https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/404/MEM%206697%200%20DIBELS%20IDEL%20TRC%20JUNE%202016.PDF
- PASI (Phonological Awareness Screening Intervention)
- https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/243/PASI%20Access%20ALL%20LD.pdf
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Resources: