Reimagining Assessment
A Multi-tiered Approach

Susan Mora, Intervention Coordinator
Danielle Duncan, Jeannine Topalian, Jolene Bowman, Lynn Elias, Martha Holguin, Irene Ramos, Specialists Psychological Services

October is…
National Dyslexia
Awareness Month

Presentation Objectives

Setting the Stage

- Review of characteristics of Dyslexia

Current Practices

- Informal Assessment
- Formal Assessment

Work to do…

- How we might add to current practices?
- How can special education assessments lead to more targeted interventions?

-- Psycho-educational

--Academic

Policy Background

IDEA

- Dyslexia included under Specific Learning Disability category

State

- California State Assembly Bill 1369 (2015)
- Requires CA Superintendents to develop and use program guidelines for Dyslexia, by the beginning of the 2017-18 academic year.

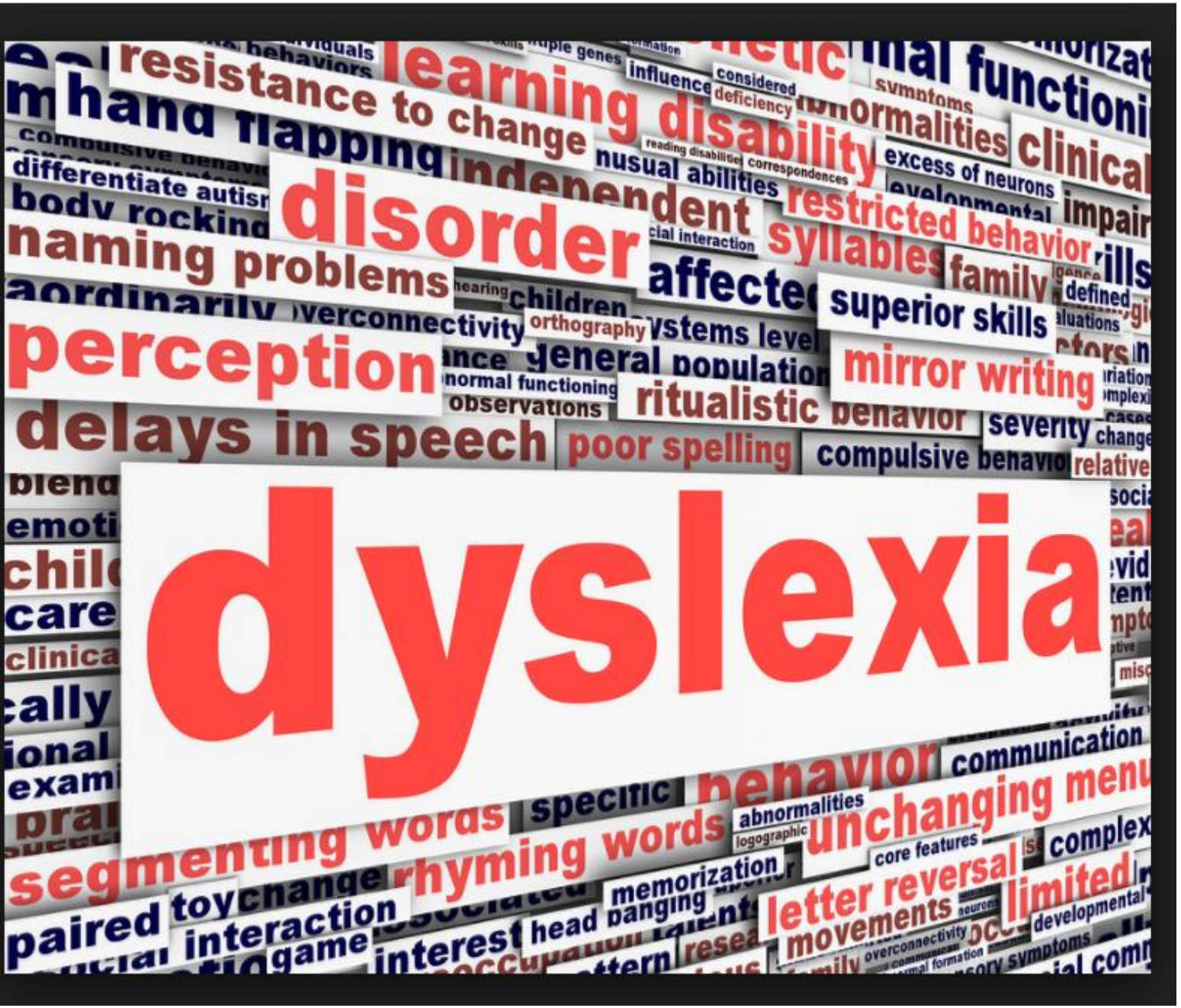
CA Ed Code

- California Education Code 56334 – Include "phonological processing" within 3030 of Title 5
- California Education Code 56335 – Program guidelines, characteristics, educational services, remediation

Board Resolution

- LAUSD Board Resolution 101-16/17 (June 20, 2017)
- *Recognizing and Addressing the Educational Implications of Dyslexia in LAUSD Schools*

Characteristics of Dyslexia



There is no single symptom or indicator that is perfectly predictive of dyslexia

Effective classroom instruction, informed by reliable research can prevent or reduce the severity of reading & language problems

Dyslexia can have a range of severity & may look different at various stages of life & education

The way dyslexia expresses itself reflects the actions & interactions of multiple risk & protective factors

The unique learning factors can effect the presence of a specific indicator

(ex. a student with intensive remediation in decoding may do well in decoding but lack the fluency for comprehension)

Common Difficulties

- **Trouble remembering letter symbols for sounds and forming memories for words**
- **Difficulty:**
  - Learning to speak
  - Learning letters & sounds
  - Memorizing number facts
  - Accurate and fluent word reading
  - Reading quickly enough to comprehend
  - Persisting with and comprehending longer reading assignments
  - Spelling
  - Learning a foreign language
  - Math operations

Not all students with these difficulties have dyslexia: Not all students with dyslexia have issues in all these areas or to the same intensity/degree

Core Deficits of Dyslexia

Dyslexia is 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*

Other areas of processing difficulty include: ***rapid automatic naming (RAN)***

Core Deficits of Dyslexia

- The core difficulty of dyslexia is with word recognition & word fluency, spelling & writing.
- Secondary consequences may include problems in reading comprehension and reduced experience that can impede growth of vocabulary and background knowledge.
- Some individuals with dyslexia manage to learn early reading and spelling tasks, especially with instruction. But, later as the language tasks become more complex, symptoms become more apparent.

Early Intervention

Early Intervention

It is possible to identify potential reading problems in young children even before the problems turn into reading failure.

Beginning in kindergarten, screening tools such as the DIBELS can be used to locate those students who are “at risk” for reading difficulty.

Early Intervention

- **Skill survey & criterion referenced measures**
- Dynamic Indicators of Beginning Early Literacy (DIBELS) or AIMSweb
- Curriculum based measures

San Diego Quick Assessment – Student Material

see	you	road	our	city
play	come	live	please	middle
me	not	thank	myself	moment
at	with	when	town	frightened
run	jump	bigger	early	exclaimed
go	help	how	send	several
and	is	always	wide	lonely
look	work	night	believe	drew
can	are	spring	quietly	since
here	this	today	carefully	straight

California Education Code

Specific Learning Disability

Section 3030(10), Title 5, CCR defines a Specific Learning Disability as

"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 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 environmental, cultural or economic disadvantage and results in a severe discrepancy between his/her intellectual ability and achievement in one or more academic areas."

Formal Assessment Practices

NATIONALLY NORMED-REFERENCED, STANDARDIZED TESTS

– USED IN ASSESSMENTS FOR SPECIAL EDUCATION

Psycho-educational Assessment
Core Deficits Associated with Dyslexia

- Phonological Awareness
- Phonological Memory
- Processing Speed (Rapid Automatic Naming)

Current Psychoeducational Assessment Practices Used to Identify Deficits Associated with Dyslexia

1. **Family History**

2. **Medical History: Vision and hearing screening**

3. **Cognitive Functioning** :
   - ***Cognitive Assessment System -2 (CAS-2)***
     - **CORE:** *Planning, Simultaneous, Attention, Successive*

Formal Psycho-educational Assessment

Instruments Currently in Use which Identify Deficits Associated with Dyslexia

- Phonological Awareness
- Phonological Memory
- Processing Speed (Rapid Automatic Naming)

- CTOPP-2 (Comprehensive Test of Phonological Processing)
- TPAS (Test of Phonological Awareness - Spanish)
- Woodcock Johnson Oral Language IV,
- TAPS 3 (Test of Auditory Processing English & Spanish)
- CAS-2 (Cognitive Assessment System)
- TIPS (Test of Information Processing)

Current Psychoeducational Assessment Tools Used to Identify Deficits Associated with Dyslexia

- ***Cognitive Assessment System -2 (CAS-2)***

- ***SUPPLEMENTAL:*** *Executive Function(EF), EF with Working Memory, Working Memory*

Current Psychoeducational Assessment Tools Used to Identify Deficits Associated with Dyslexia

4. <u>Phonological Awareness:</u>

- *Comprehensive Test of Phonological Processing (C-TOPP 2):*
  - **Phonological Awareness Composite**
    - Elision, Blending Words, and Sound Matching (Ages 4 – 6)
    - Elision, Blending Words, and Phoneme Isolation (Ages 7 – 24)
  - **Alternate Phonological Awareness Composite**

    (Ages 7 – 24)

Current Psychoeducational Assessment Tools Used to Identify Deficits Associated with Dyslexia

4. <u>Phonological Awareness contd.:</u>

- ***Test of Auditory Processing Test-3*** *(also in Spanish)*
  - *Word Discrimination, Phonological Segmentation, Phonological Blending*
- ***Test of Phonological Awareness Skills in Spanish*** *(TPAS)*
- ***Woodcock Oral Language –IV***
  - *Phonetic Coding and Speed of Lexical Access*

    -Segmentation

    -Sound Blending

Current Psychoeducational Assessment Tools Used to Identify Deficits Associated with Dyslexia

5. Rapid Naming Tests:

- **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

Current Psychoeducational Assessment Tools used to Identify Deficits Associated with Dyslexia

6. Memory:

- ***Test of Memory and Learning* (TOMAL-2)**
  - Verbal Memory Index
  - Verbal Delay Recall Index
- ***Wide Range Assessment of Memory and Learning -2 (WRAML-2)***
  - Working Memory: Verbal Working Memory, Symbolic Working Memory
- **Cognitive Assessment System – Second Edition (CAS2)**
  - Core Composite: Successive Tests (Word Series, Sentence Repetition/Questions)
  - Supplemental Composite: Working Memory and Executive Function with Working Memory

Current Psychoeducational Assessment Tools used to Identify Deficits Associated with Dyslexia

6. Memory contd.:

- ***Test of Information Processing Skills (TIPS)***
  - *Auditory Modality (Auditory Ordered and Unordered)*
  - *Delayed Recall*
    - *After three minutes student is asked to recall the names of fruits presented in the short sentences.*
- **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 Nonword Repetition

Current Psychoeducational Assessment Tools used to Identify Deficits Associated with Dyslexia

7. **Executive Functioning:**
   - ***CAS-2***
     - *Supplemental Composite:*
       - EF with Working Memory and EF without Working Memory
     - **BASC-3—supplemental scores**
     - ***BRIEF-2***
     - ***CEFI***

Current Psychoeducational Assessment Tools used to Identify Deficits Associated with Dyslexia

8. Processing Speed:

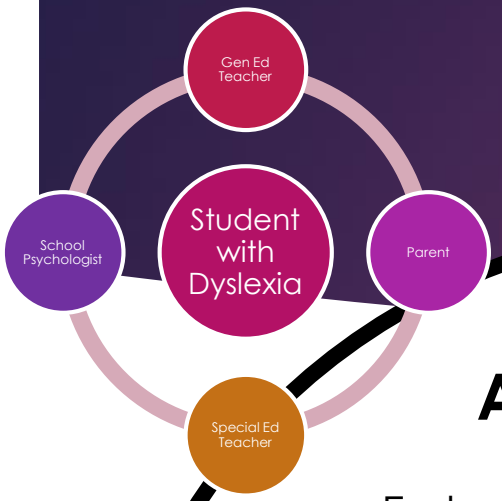
- *CAS-2*
  - Planning Tests: Planned Codes and Matching Numbers

Formal Academic Assessments: **Reading Skills –currently in use**

- **Basic Reading Skills (letter-word identification, Word Attack, Nonsense Words)**
- **Reading Fluency & Accuracy**
- **Spelling**
- **Orthographic Awareness**
- **Phoneme-Grapheme Knowledge**
- **Comprehension**
- **Expression**

- **Kaufman Test of Educational Achievement, Third Edition (KTEA-3)**
- **Woodcock Johnson Test of Achievement, Fourth Edition (WJIV)**

Additional Training



All Stakeholders

- Early warning signs of dyslexia
- Dyslexia presentation at different ages/stages
- Development process of reading
- Distinguishing between English Language Learners and students with dyslexia
- English Language Learners with Dyslexia- how they present
- Current general education practices/interventions for students at-risk
- Social-emotional challenges common in students with dyslexia
- Demystify and increase ability to discuss dyslexia

Special Education Assessors

- Exploring additional tools to target skills characteristic of dyslexia
- Qualitative assessment of student performance
- Cross-validating quantitative data with qualitative data

Social Emotional Issues for Students with Characteristics of Dyslexia

- May have social emotional issues 2-5x more than peers
- May feel anxious in situations in which they worry about making a mistake and being ridiculed by others
- Repeated school failure may lead to low academic self-concept, low self esteem secondary to the academic challenges
- May present as being unmotivated, lazy, resistant, or defiant

Interventions:

Focus not only on skill remediation but building relative strengths & resilience

Create low conflict environments

Use Active methods of teaching social skills in the classroom

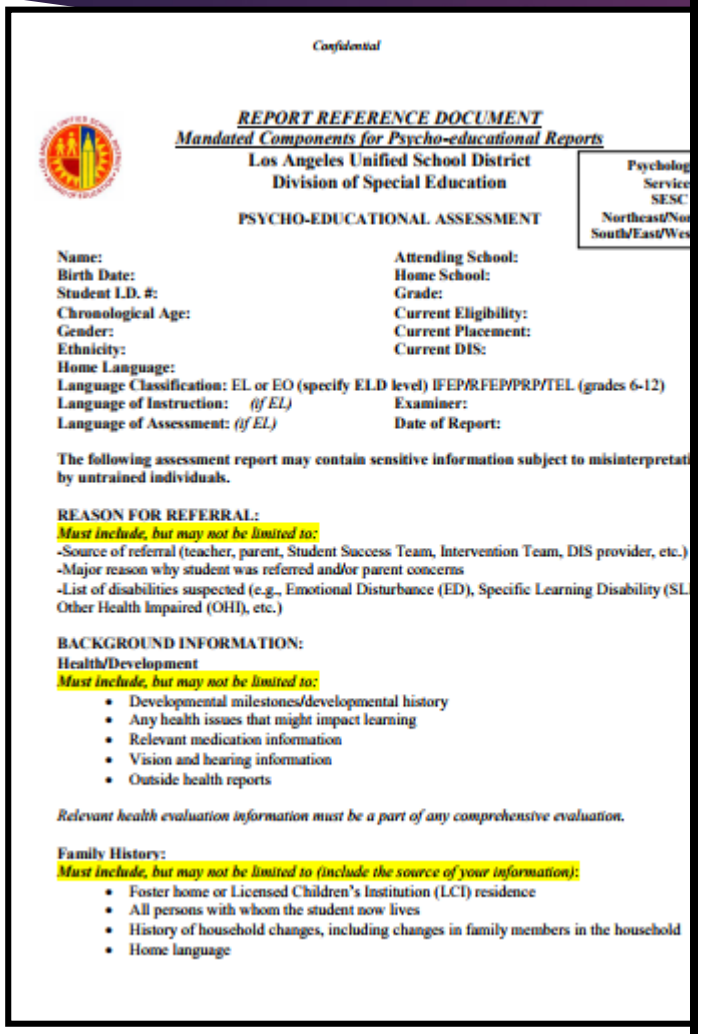
Ed. Code: Specific Learning Disability

Section 3030(10), Title 5, CCR defines a Specific Learning Disability as "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 including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, and results in a severe discrepancy between his/her intellectual ability and achievement in one or more academic areas." In addressing these criteria, the current psycho-educational assessment has identified the following present levels of performance:

Basic Psychological Processes:

- **Attention – *Explain and state whether a psychological processing disorder was/was not identified.***
- **Visual Processing – *Explain and state whether a psychological processing disorder was/was not identified.***
- **Sensory-Motor Skills – *Explain and state whether a psychological processing disorder was/was not identified.***
- **Auditory Processing – *Explain and state whether a psychological processing disorder was/was not identified.***
- **Association, Conceptualization, and Expression – *Explain and state whether a psychological processing disorder was/was not identified.***
- ***Phonological Processing- Explain and state whether a phonological processing disorder was not identified.***
- **Academic Achievement: *Explain, indicating student's range of academic functioning.***
- **Based on the above criteria, STUDENT displays/does not display a severe discrepancy between his/her cognitive ability and academic achievement in (*indicate academic area of need*). This discrepancy is primarily due to a psychological processing disorder in the area of (*specify*) and requires special education. Therefore, STUDENT meets/does not currently meet eligibility criteria as a student with a Specific Learning Disability** (SLD).

Eligibility Documents



Confidential

REPORT REFERENCE DOCUMENT
Mandated Components for Psycho-educational Reports
Los Angeles Unified School District
Division of Special Education

PSYCHO-EDUCATIONAL ASSESSMENT

Name: **Attending School:**
Birth Date: **Home School:**
Student I.D. #: **Grade:**
Chronological Age: **Current Eligibility:**
Gender: **Current Placement:**
Ethnicity: **Current DIS:**
Home Language:
Language Classification: EL or EO (specify ELD level) IFEP/RFEP/PRP/TEL (grades 6-12)
Language of Instruction: *(if EL)* **Examiner:**
Language of Assessment: *(if EL)* **Date of Report:**

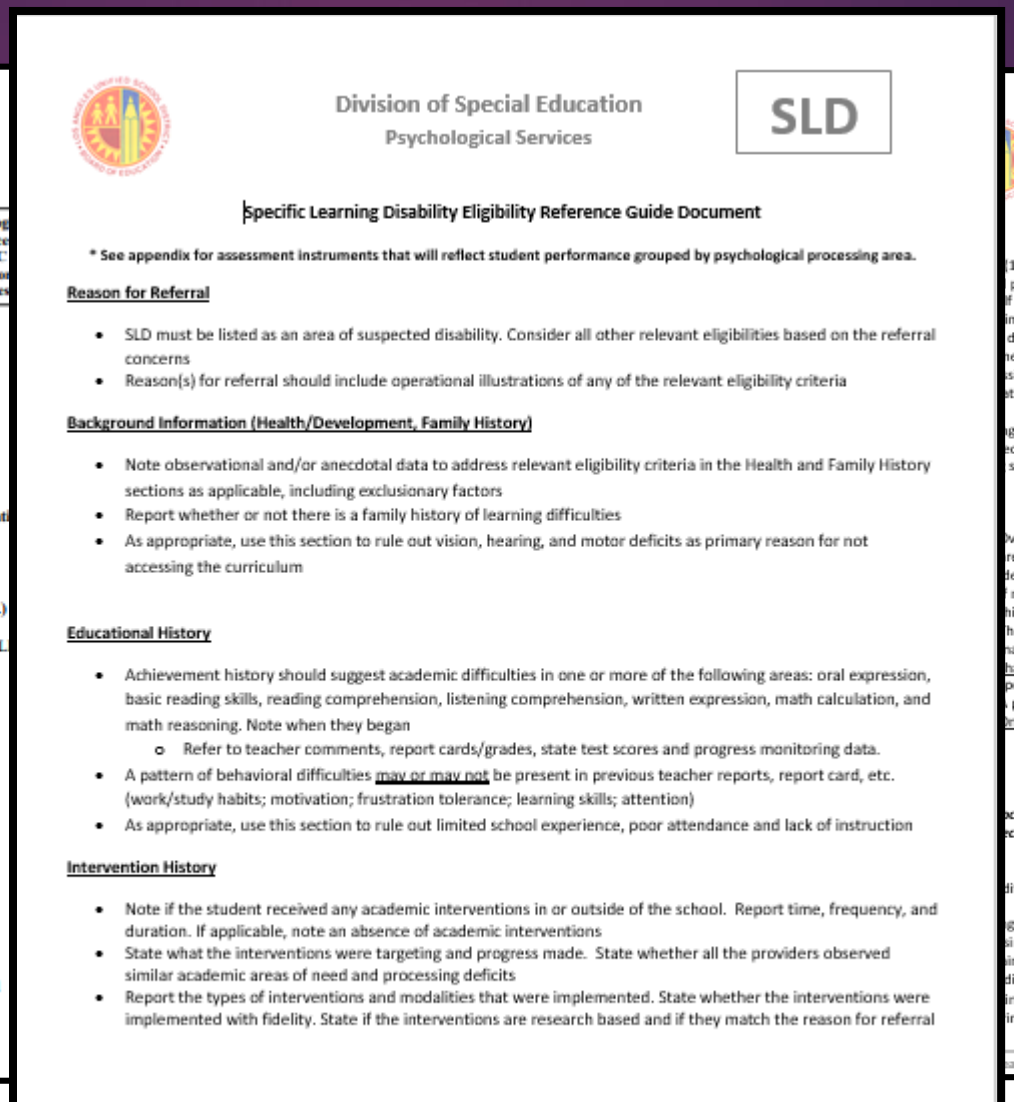
The following assessment report may contain sensitive information subject to misinterpretati by untrained individuals.

REASON FOR REFERRAL:
Must include, but may not be limited to:
-Source of referral (teacher, parent, Student Success Team, Intervention Team, DIS provider, etc.)
-Major reason why student was referred and/or parent concerns
-List of disabilities suspected (e.g., Emotional Disturbance (ED), Specific Learning Disability (SL Other Health Impaired (OHI), etc.)

BACKGROUND INFORMATION:
Health/Development
Must include, but may not be limited to:
- Developmental milestones/developmental history
- Any health issues that might impact learning
- Relevant medication information
- Vision and hearing information
- Outside health reports

Relevant health evaluation information must be a part of any comprehensive evaluation.

Family History:
Must include, but may not be limited to (include the source of your information):
- Foster home or Licensed Children's Institution (LCI) residence
- All persons with whom the student now lives
- History of household changes, including changes in family members in the household
- Home language



Division of Special Education
Psychological Services

SLD

Specific Learning Disability Eligibility Reference Guide Document

*** See appendix for assessment instruments that will reflect student performance grouped by psychological processing area.**

Reason for Referral

- SLD must be listed as an area of suspected disability. Consider all other relevant eligibilities based on the referral concerns
- Reason(s) for referral should include operational illustrations of any of the relevant eligibility criteria

Background Information (Health/Development, Family History)

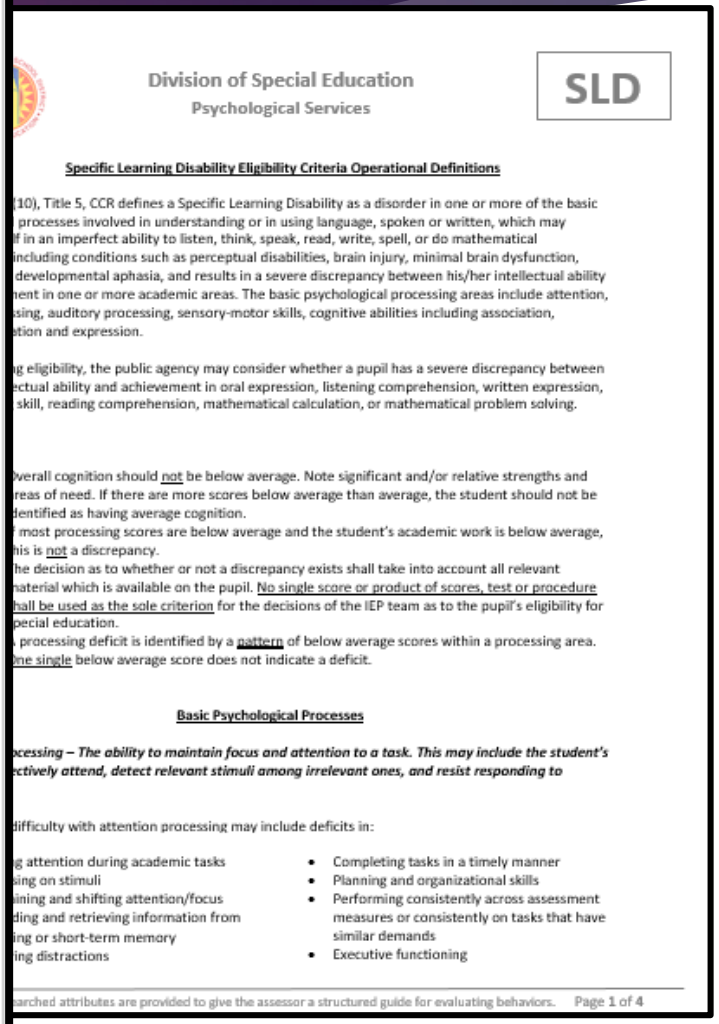
- Note observational and/or anecdotal data to address relevant eligibility criteria in the Health and Family History sections as applicable, including exclusionary factors
- Report whether or not there is a family history of learning difficulties
- As appropriate, use this section to rule out vision, hearing, and motor deficits as primary reason for not accessing the curriculum

Educational History

- Achievement history should suggest academic difficulties in one or more of the following areas: oral expression, basic reading skills, reading comprehension, listening comprehension, written expression, math calculation, and math reasoning. Note when they began
  - Refer to teacher comments, report cards/grades, state test scores and progress monitoring data.
- A pattern of behavioral difficulties may or may not be present in previous teacher reports, report card, etc. (work/study habits; motivation; frustration tolerance; learning skills; attention)
- As appropriate, use this section to rule out limited school experience, poor attendance and lack of instruction

Intervention History

- Note if the student received any academic interventions in or outside of the school. Report time, frequency, and duration. If applicable, note an absence of academic interventions
- State what the interventions were targeting and progress made. State whether all the providers observed similar academic areas of need and processing deficits
- Report the types of interventions and modalities that were implemented. State whether the interventions were implemented with fidelity. State if the interventions are research based and if they match the reason for referral



Division of Special Education
Psychological Services

SLD

Specific Learning Disability Eligibility Criteria Operational Definitions

(10), Title 5, CCR defines a Specific Learning Disability as a disorder in one or more of the basic processes involved in understanding or in using language, spoken or written, which may f in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, developmental aphasia, and results in a severe discrepancy between his/her intellectual ability ent in one or more academic areas. The basic psychological processing areas include attention, ssing, auditory processing, sensory-motor skills, cognitive abilities including association, tion and expression.

g eligibility, the public agency may consider whether a pupil has a severe discrepancy between ctual ability and achievement in oral expression, listening comprehension, written expression, skill, reading comprehension, mathematical calculation, or mathematical problem solving.

verall cognition should not be below average. Note significant and/or relative strengths and reas of need. If there are more scores below average than average, the student should not be dentified as having average cognition.
most processing scores are below average and the student's academic work is below average, his is not a discrepancy.
he decision as to whether or not a discrepancy exists shall take into account all relevant aterial which is available on the pupil. No single score or product of scores, test or procedure hall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for pecial education.
processing deficit is identified by a pattern of below average scores within a processing area. ne single below average score does not indicate a deficit.

Basic Psychological Processes

cessing – The ability to maintain focus and attention to a task. This may include the student's ctively attend, detect relevant stimuli among irrelevant ones, and resist responding to

difficulty with attention processing may include deficits in:

g attention during academic tasks
sing on stimuli
ining and shifting attention/focus
ding and retrieving information from
ng or short-term memory
ing distractions

- Completing tasks in a timely manner
- Planning and organizational skills
- Performing consistently across assessment measures or consistently on tasks that have similar demands
- Executive functioning

arched attributes are provided to give the assessor a structured guide for evaluating behaviors. Page 1 of 4

Where we are RIGHT NOW

If Dyslexia is brought up during the course of your assessment, consult with your specialist.

*if it comes up in family background, parent specifically requests a Dyslexia assessment, etc

≠

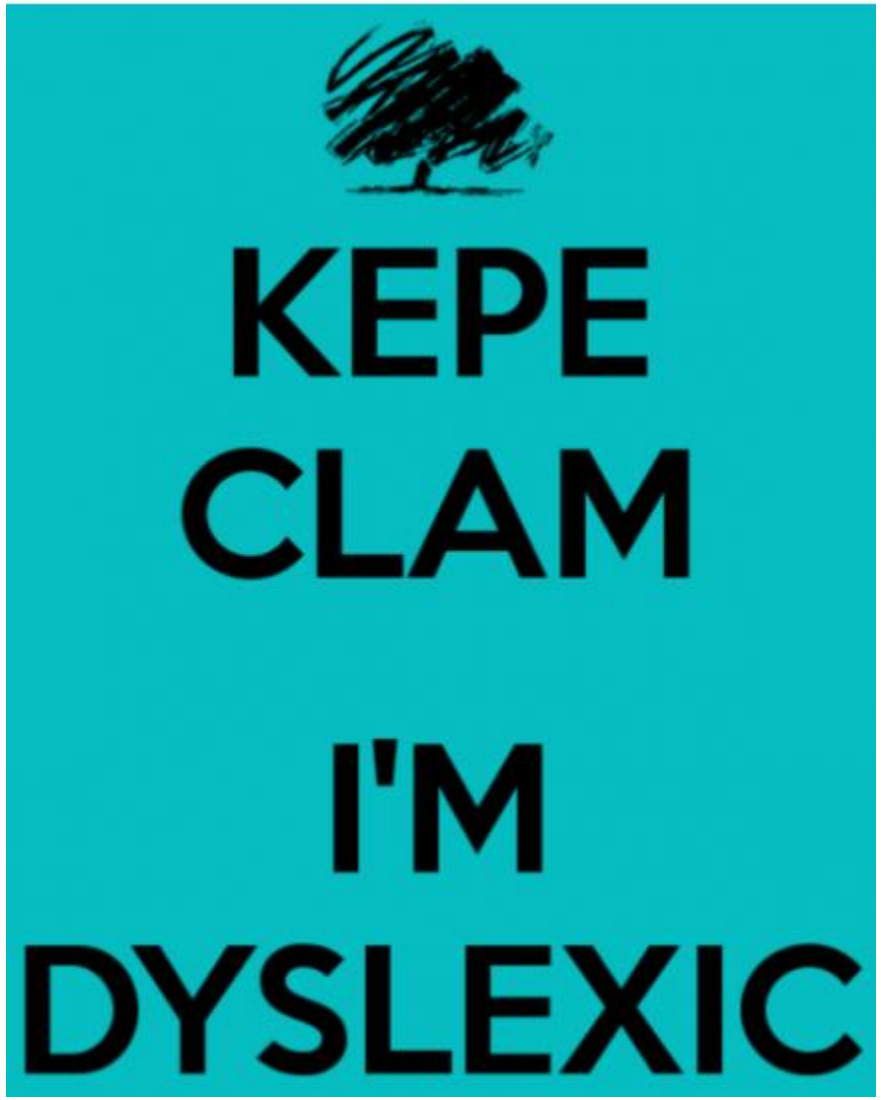
The continuum of services/placement

Least Restrictive

Most Restrictive

Although

≠


KEPE
CLAM
I'M
DYSLEXIC