



Dyslexia

The What, When, and Why of Idaho Code 33-1811



Idaho State Department of Education

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

The background of the slide features a light gray textured surface. It is decorated with ten line drawings of human brains, arranged in two rows of five. Each brain has a small, colorful 3x3 grid icon positioned above or below it. The text "WHAT IS DYSLEXIA?" is centered on the slide. "WHAT IS" is in a dark gray, sans-serif font. "DYSLEXIA?" is in a larger, bold, sans-serif font, with each letter in a different color: D (purple), Y (red), S (green), L (purple), E (orange), X (green), I (pink), A (yellow), and ? (teal).

WHAT IS DYSLEXIA?

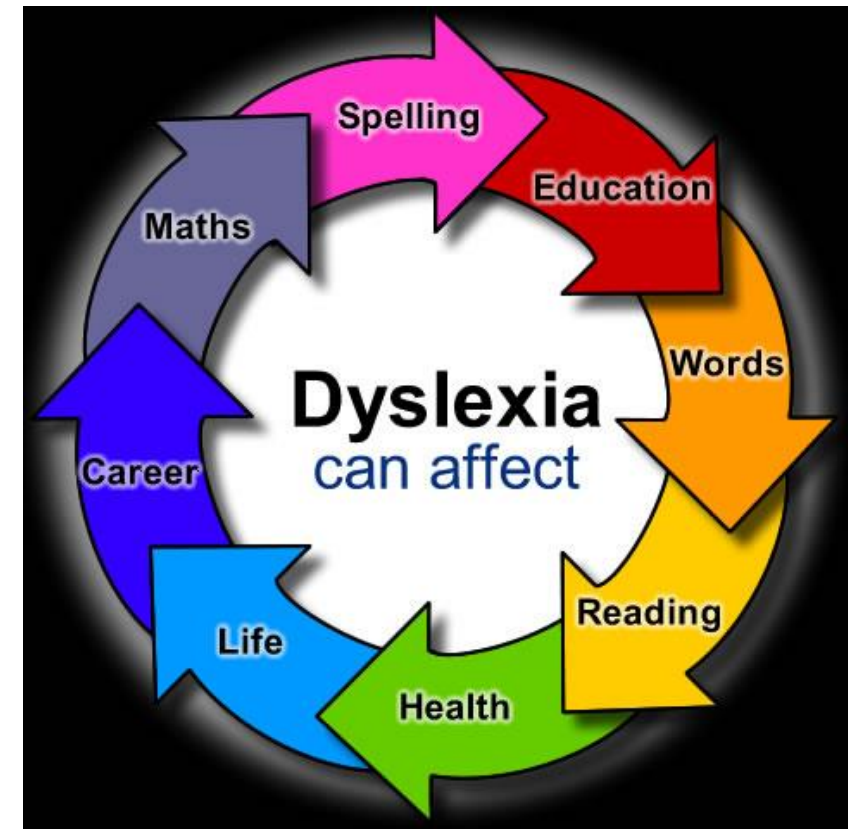
Dyslexia means a specific learning **challenge** that is neurological in origin. It is characterized by difficulties with accurate or fluent, or both, word recognition and by **poor spelling** and decoding abilities, which typically result from a deficit in the **phonological component of language** that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

-Idaho Statue, Section 33-1802

What is Dyslexia



- Dyslexia affects 20% of the population and represents 80-90% of those with learning disabilities.
- Dyslexia often runs in families.
- Dyslexia often occurs with other learning and behavioral disorders.
- Dyslexia occurs in every race, culture, gender, and socio-economic groups.



What is Dyslexia

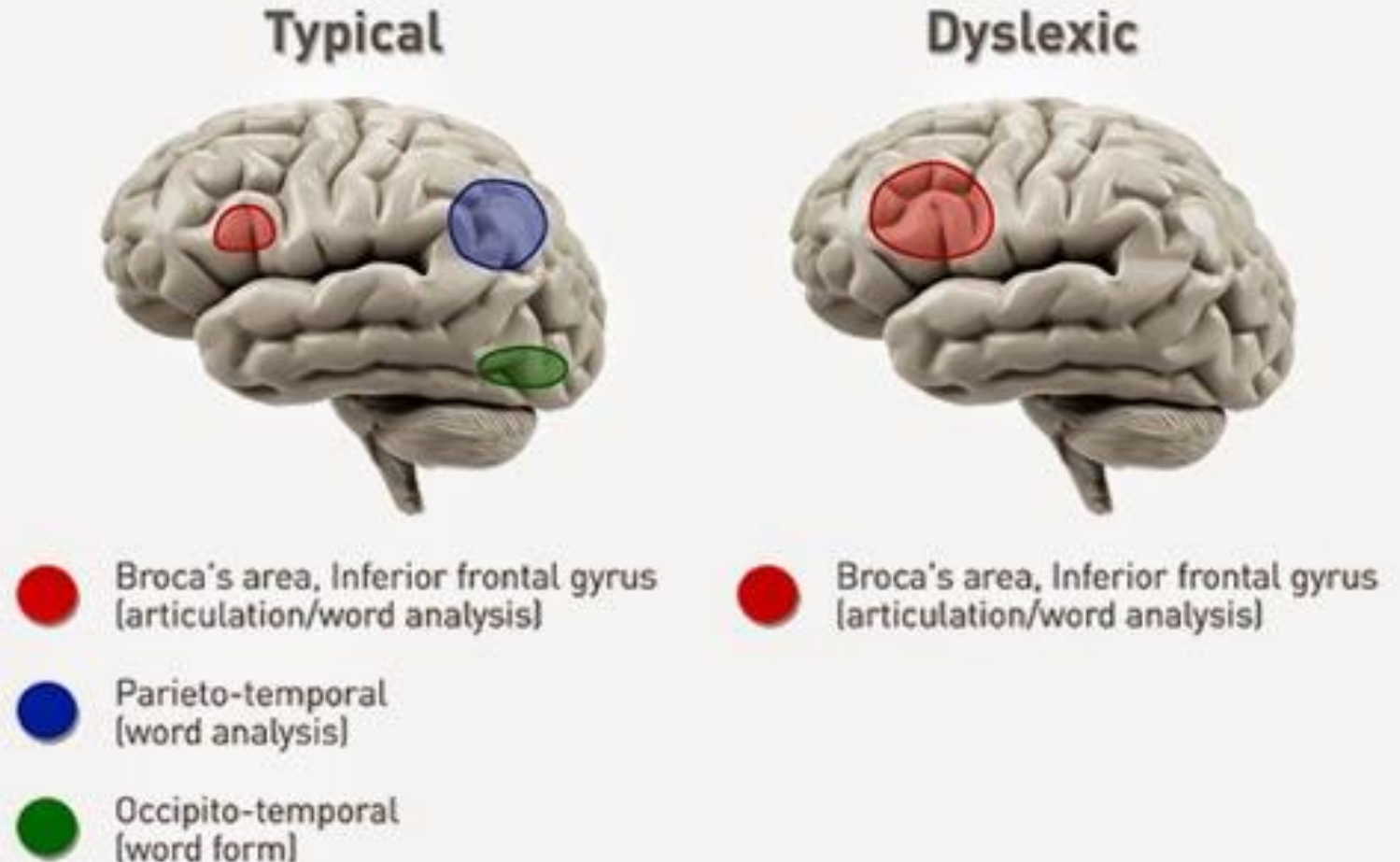


Neurological in origin.

Typically result from a deficit in the phonological component of Language.

Accurate or fluent, or both, word recognition and poor spelling and decoding abilities.

Typical Brain / Dyslexic Brain comparison



Common Areas of Difficulty



Rapid Naming – fast, automatic retrieval process, remembering names and lists, reading fluency

Orthographic Processing – memory for letters in words, identifying words and symbols, letter/word recognition

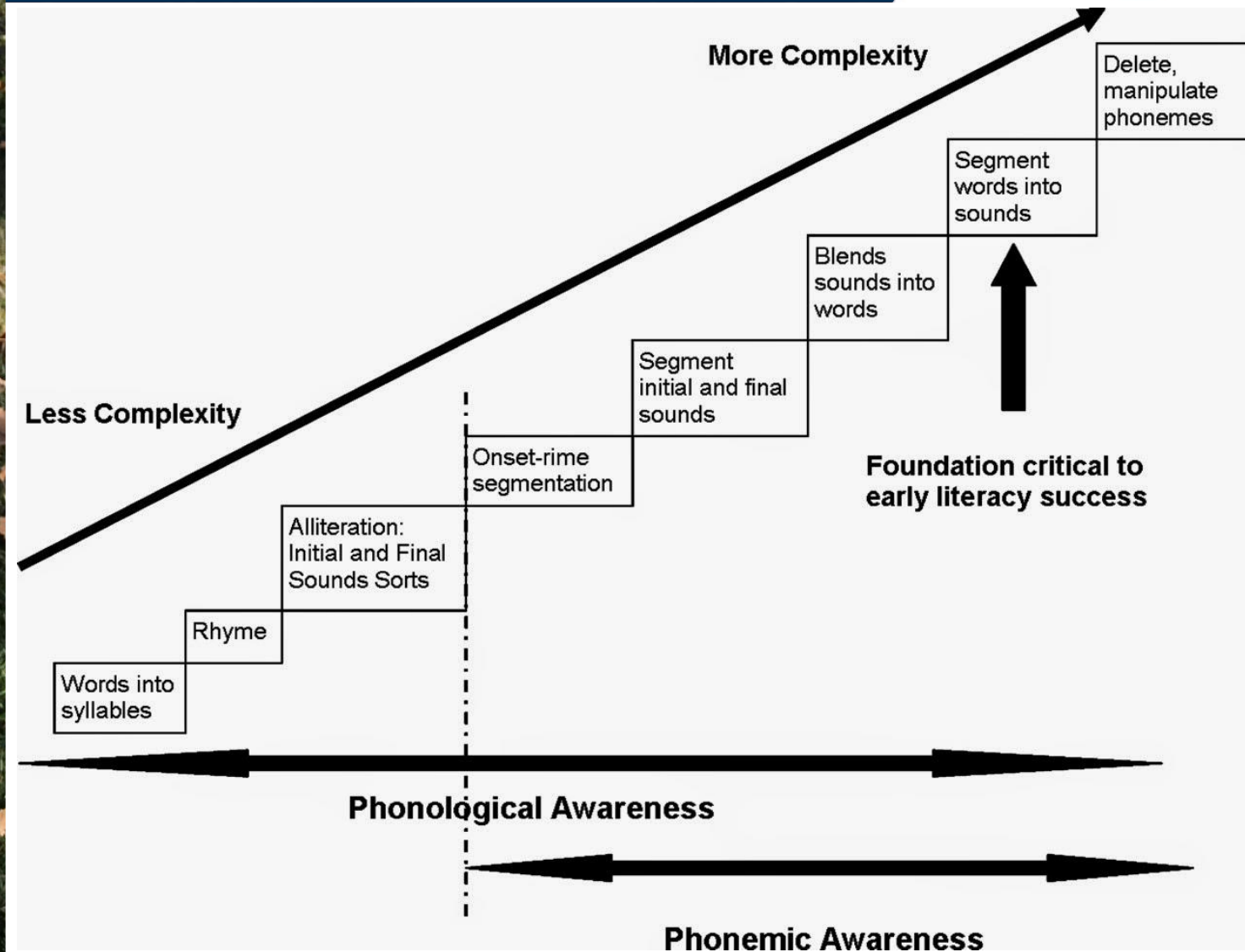
Phonological Processing – manipulating sounds of language, pronouncing words, giving rhymes, segmenting and blending phonemes (sounds of words)

Research overwhelmingly shows that dyslexia is NOT a **visual acuity** problem, and **no benefit has been found from using vision training**

-(American Academy of Pediatrics, 2009)



Phonological Processing



Common Areas of Difficulty



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International Dyslexia Association Simulation

Listen Carefully

Listen and Spell



SKILLS

Modality	Skills/Classroom Tasks
<ul style="list-style-type: none">• Cognitive• Auditory• Visual• Auditory-Visual• Oral-Motor• Kinesthetic-Motor Memory• Auditory-Visual-Kinesthetic	<ul style="list-style-type: none">• Short-Term Auditory Memory• Auditory Working Memory• Phoneme Segmentation• Phoneme Sequencing• Sound-Symbol Association• Orthography• Morphology• Encoding

Debriefing Questions-Hear and Spell

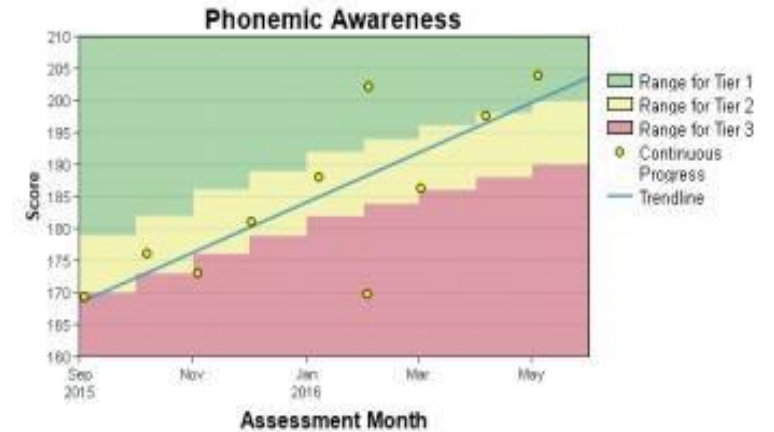
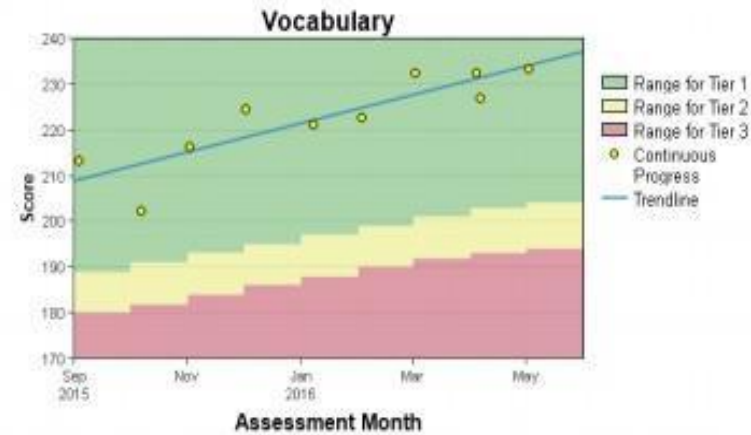
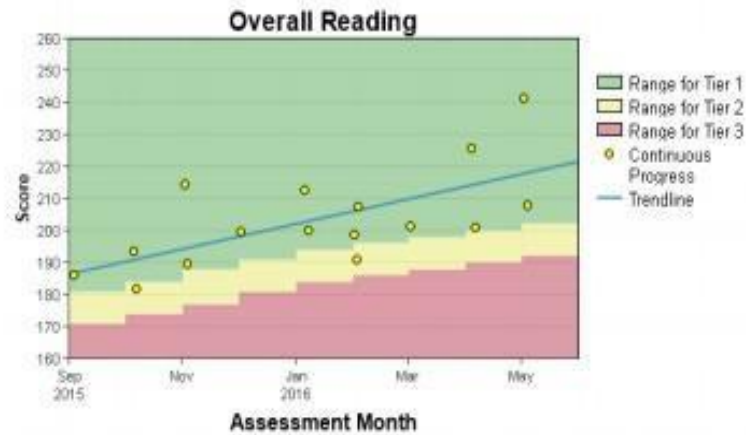


1. How did you feel when you could not hear the words clearly?
2. Do you think it would have helped if you had been able to see the mouth of the person dictating the words?
3. How do you think a person with auditory discrimination problem compensates for this weakness?
4. How do you think a student with this challenge behaves in the classroom?

Beginning of the School Year

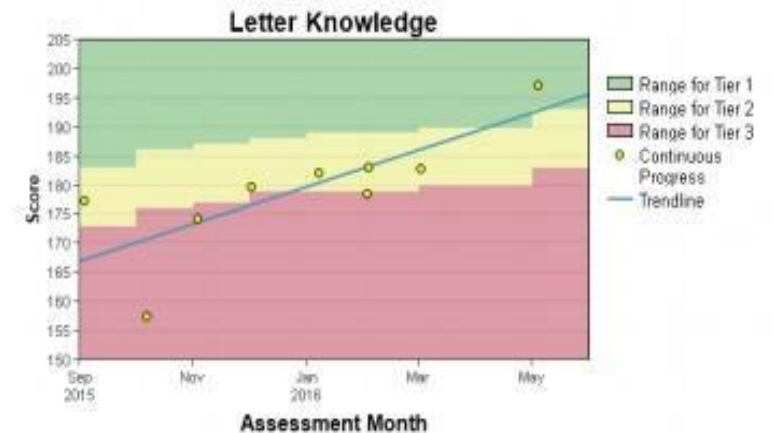
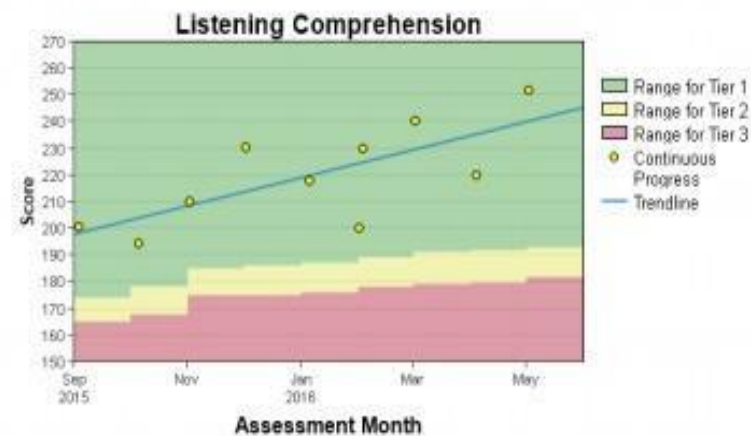
- K-3rd grade- use the IRI
- 4th and 5th grade screeners
- Flagged students need a diagnostic assessment
- Diagnostic assessment data provides intervention point
- Progress Monitor every two weeks

Now What?



This student demonstrates a classic pattern of being at risk for reading difficulty.

Overall the ISIP scores are in Level 3 or 4, so this child may fly under the radar. Vocabulary and Listening Comprehension are very strong. Phonemic Awareness and Letter Knowledge are in levels 1 and 2.



Now What?

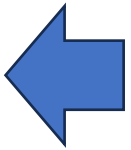


TIER II DIAGNOSTIC MEASURES, GRADES K-3

The following table is designed to assist you in using students' IRI subtest data to determine appropriate diagnostic measures. To clarify the interventions that should be included in a student's individual reading plan, review the subtests where the student's score was low (or lower than other areas), identify one or more diagnostic measure from the recommended list to administer, and review the resulting data.

Using IRI Subtest Data to Identify Appropriate Diagnostics for Grades K-3

IRI Subtest	Expected Subtest Grades	Related Skill	Notes	Tier II Diagnostic Measures
Phonemic Awareness	K-1	Phonological / Phonemic Awareness		<ul style="list-style-type: none">• AIMSweb & AIMSweb Plus PSF (K-1)• DIBELS 6th and Next ISF (K)• DIBELS 6th and Next PSF (K-1)• DIBELS 8th PSF (K-1)• EasyCBM Phonemic Awareness (K-1)• Acadience Reading Diagnostic PA & WRD• FAST (K-1)• CORE Phonological Awareness• Phonological Awareness Skills Program - PASP (K-1)• Predictive Assessment of Reading – PAR (K)• Texas Primary Reading Inventory - TPRI (K-1)• Phonological Awareness Screening Test - PAST (K-1)• Phonological Awareness Skills Screener - PASS (K-1)
Letter Knowledge	K-1	Letter Naming Fluency		<ul style="list-style-type: none">• AIMSweb & AIMSweb Plus LNF (K-1)• DIBELS 6th and Next LNF (K -1)• DIBELS 8th LNF (K-1)• EasyCBM Letter Names (K-1)• FAST (K)• CORE Phonics Surveys
Alphabetic Decoding	1	Phonics and decoding		<ul style="list-style-type: none">• AIMSweb & AIMSweb Plus LSF/NWF Assessment• DIBELS 6th and Next NWF• DIBELS 8th NWF• EasyCBM Letter Sounds• Acadience Reading Diagnostic PA & WRD• CORE Phonics Surveys• FAST



Now What?



Screeners	Phonological Awareness (PA)	Phonemic Decoding Efficiency	Encoding Ability	Sight Word Reading Efficiency	Admin Time	Print or Digital
Acadience Reading (formerly DIBELS Next)	X	X	X	X	2-9 min	Both
FastBridge CBMreading	X	X	X	X	20-35 min	Digital
mCLASS: Amplify Reading	X	X	X	X	5 min	Digital
STAR CBM	X	X	X	X	5-6 min total	Both
Phonological Awareness Literacy Screening-Plus (PALS Plus)	X	X	X	X	2-3 min tasks	Both
Istation Advanced Reading (4-8)			X		<30 min	Digital
PAST	X				1-20 min	Print

Now What?



Reading Skill	Diagnostic Measures
Phonological / Phonemic Awareness	<ul style="list-style-type: none"> • Phonological Awareness Skills Program - PASP (4-5) • Phonological Awareness Skills Screener - PASS (4-12) • Phonological Awareness Skills Test - PAST (4-12) • Cool Tools/FAIR Informal Reading Assessments: Florida Center for Reading Research, FCRR (4-5) • Acadience Reading Diagnostic PA & WRD (4-6) • CORE Phoneme Segmentation Test (4-8)
Phonics / Decoding / Word Recognition	<ul style="list-style-type: none"> • Really Great Reading Decoding Survey (4-12) • CORE Phonics Survey (4-12) • 95% Group PSI: Phonics Screener for Intervention (4-8) • Cool Tools/FAIR Informal Reading Assessments: FCRR (4-5) • Basic Reading Inventory (BRI), Jerry Johns (4-12) • Renaissance Phonics Survey
Spelling	<ul style="list-style-type: none"> • Words Their Way (4-12) • LETRS Diagnostic Spelling Survey • Test of Written Spelling (4-5)
Comprehension	<ul style="list-style-type: none"> • AIMSweb Maze (4-12) • AIMSweb Plus (4-12) • DIBELS Next Maze (4-6) • DIBELS 8th Maze (4-8) • EasyCBM Passage Fluency (4-6) • Cool Tools/FAIR Informal Reading Assessments: FCRR (4-12) • Curriculum Based Measures (4-5) • Basic Reading Inventory, Jerry Johns (4-12)

Now What?



Text Fluency

- AIMSweb R-CBM Oral Reading Passage (4-12)
- AIMSweb Plus (4-12)
- DIBELS 6th and Next ORF (4-6)
- DIBELS 8th (4-8)
- EasyCBM Passage Fluency (4-6)
- Cool Tools/FAIR Informal Reading
- Assessments: Florida Center for Reading Research (4-5)
- Basic Reading inventory, Jerry Johns (4-12)

SDE Dyslexia Website



- [SDE's Dyslexia Website](#)
- [Dyslexia Screening, Diagnostic measures, and Progress Monitoring](#)
- [Idaho's Dyslexia Handbook](#)
- [SAMPLE Dyslexia Parent Notification Letter](#)

Structured Literacy



AN EXPERT MINUTE WITH NANCY HENNESSY
AN OVERVIEW OF STRUCTURED LITERACY

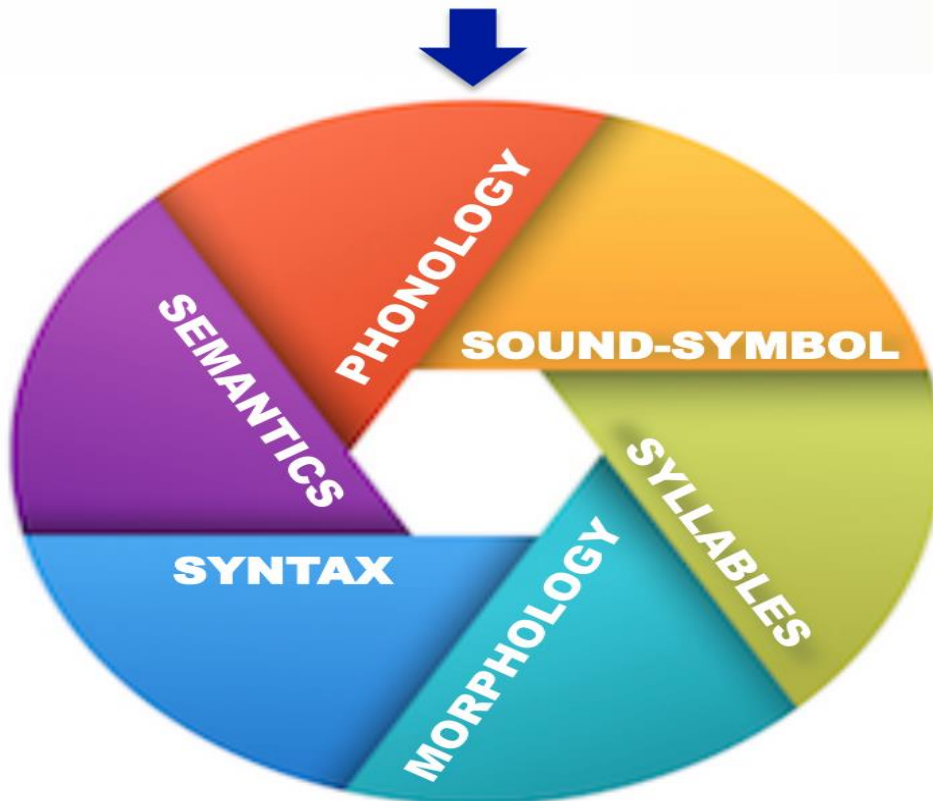
 *Advancing Curricula for the Study and Treatment of Dyslexia*
MIDDLE TENNESSEE STATE UNIVERSITY

Structured Literacy



STRUCTURED LITERACY PRIMER

**Structured Literacy's
ELEMENTS work together.**



Structured Literacy's
Evidence-Based Elements

Phonology (study of sound structure of spoken words) is a key element of Structured Literacy Instruction. **Phonemic awareness** (ability to distinguish / segment / blend / manipulate sounds relevant to reading/spelling) is central to phonology.

Sound-Symbol Association Once students develop phoneme awareness, they must learn the **alphabetic principle**—how to map phonemes to letters (**graphemes**) and vice versa.

Syllables Knowing the six syllable / vowel grapheme types helps readers associate vowel spellings with vowel sounds. Syllable division rules help readers divide / decode unfamiliar words.

Morphology A **morpheme** is the smallest unit of meaning in language. Studying base elements and affixes helps readers decode and unlock the meanings of complex words.

Syntax—the set of principles that dictate the sequence and function of words in a sentence—includes grammar, sentence structure, and the mechanics of language.

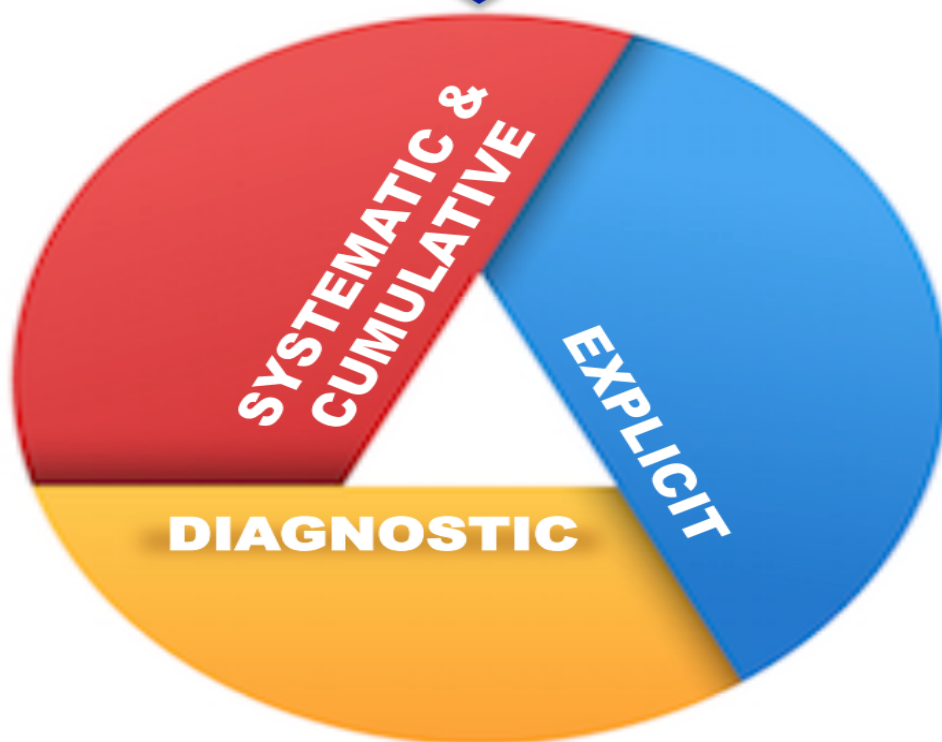
Semantics Semantics is concerned with meaning. The Structured Literacy curriculum (from the start) includes instruction in the comprehension and appreciation of written language.

Structured Literacy



STRUCTURED LITERACY PRIMER

These PRINCIPLES guide how Structured Literacy's elements are taught.



Structured Literacy's
Evidence-Based Teaching Principles

Systematic & Cumulative

Structured Literacy teaching is systematic and cumulative. **Systematic** means that organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult. **Cumulative** means each step is based on concepts previously learned.

Explicit Structured Literacy instruction requires direct teaching of concepts with continuous student-teacher interaction and does not assume students deduce concepts. (While **multisensory teaching** lacks the extensive research that validates Structured Literacy's other teaching principles, decades of clinical results support efficacy of simultaneous association of auditory, visual, kinesthetic-motor modalities for enhancing memory and learning in students with dyslexia.)

Diagnostic Teachers must be adept at individualizing instruction (even within groups) based on careful and continuous assessment, both informal (e.g., observation) and formal (e.g., with standardized measures). Content must be mastered to the degree of automaticity needed to free attention and cognitive resources for comprehension and oral/written expression.

Structured Literacy



STRUCTURED LITERACY PRIMER

Effective reading instruction for most children incorporates *all* this.



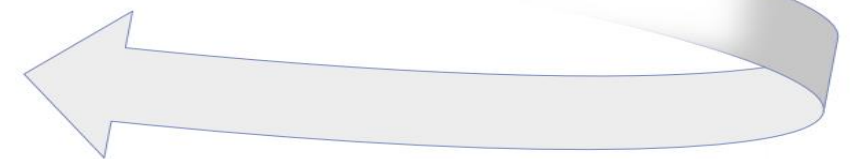
Inner Circle: Elements
Outer Circle: Teaching Principles

To ensure that *all* children have access to effective reading instruction, we must ensure that their teachers have **BOTH** the ...

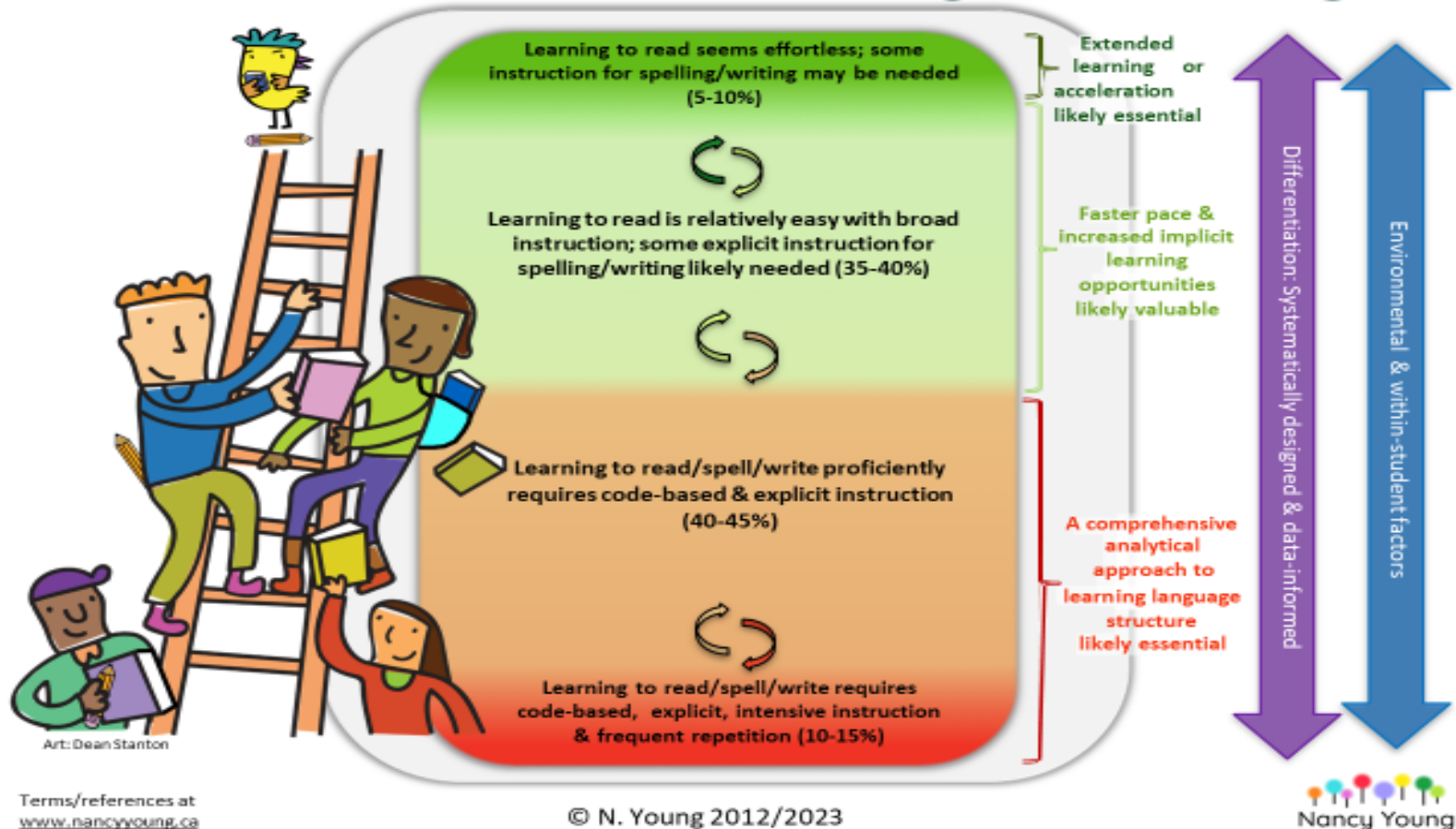
- ✓ **deep content knowledge and**
- ✓ **specific teaching expertise needed ...**



to teach these **elements** according to these **principles.**



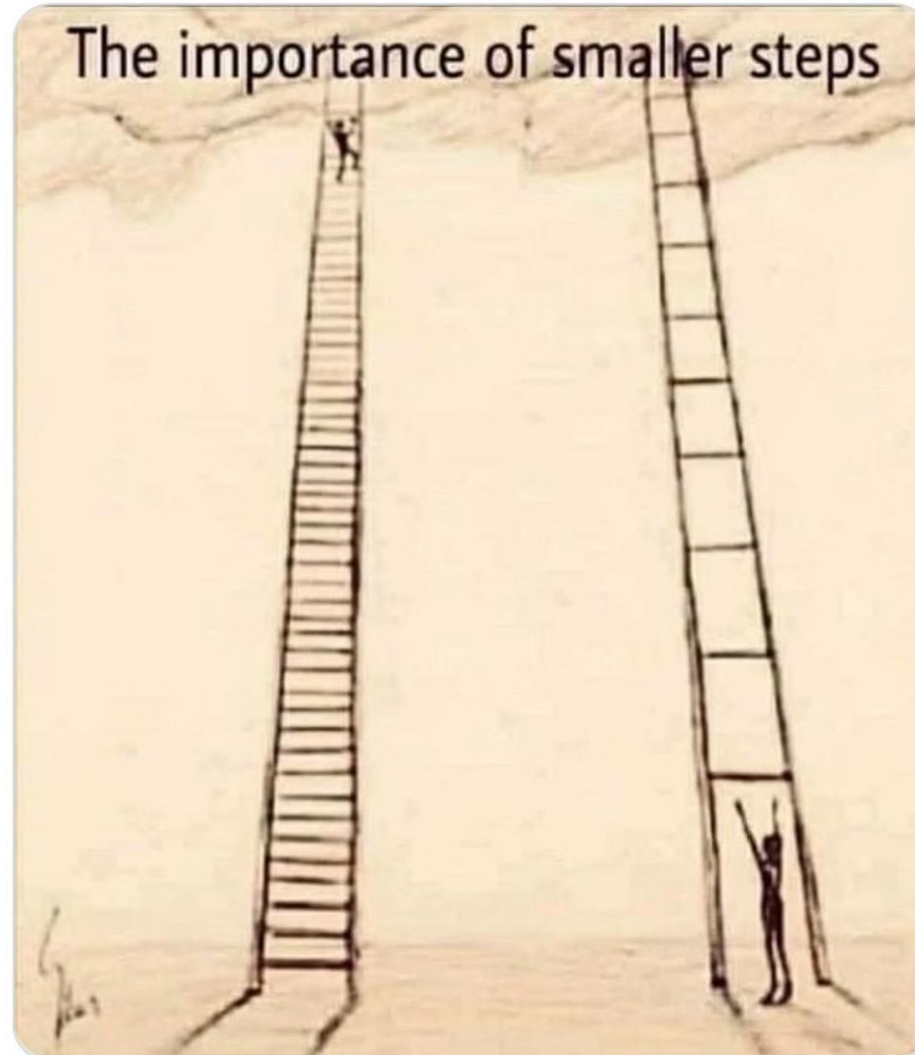
The Ladder of Reading & Writing



Dyslexia



#perspective



Dyslexia



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