




NYC Department of Education

Using Assessments to Plan Instruction and Develop Quality IEPs for Students with Learning Disabilities

Everyone Reading 2020

Division of Specialized Instruction and Student Support

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Agenda

Key Terms and Definitions

Assessment and Evaluation

Effect of Disability

Instruction

Learning Disabilities and Dyslexia

Learning Disability: A disorder in one of more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests in an ***imperfect*** ability to listen, think, speak, read, write, spell, or to do mathematical calculations

- Includes dyslexia
- Does not include learning problems that primarily result from visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural or economic disadvantage

8NYCRR § 200.1(zz)(6)

What is Dyslexia?

- Dyslexia refers to a difficulty in developing word level reading skills despite adequate instructional opportunities
- The dyslexic has adequate language comprehension but poor words level reading skills

Kilpatrick, 2015

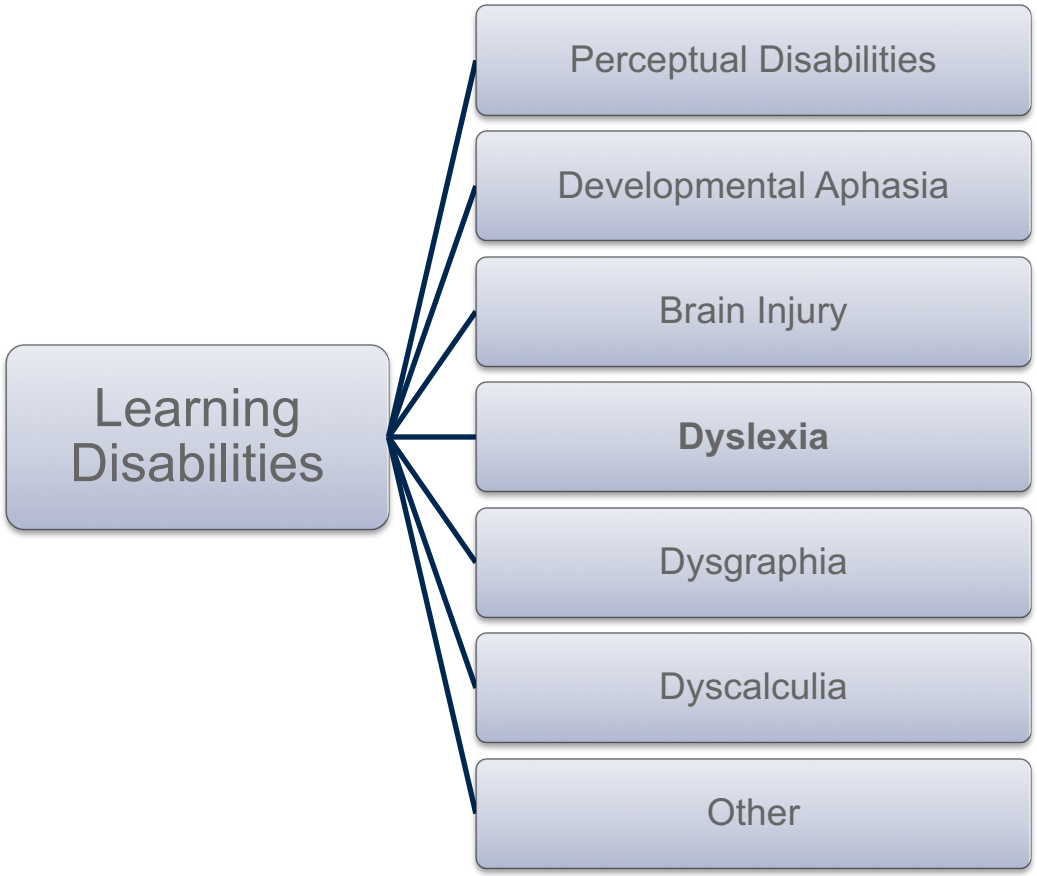
Profile of a student with Dyslexia

- Children who have dyslexia:

  - Struggle to read fluently
  - Have difficulty spelling
  - Have difficulty learning other languages
  - Learn to read with great effort
  - Do not generally see/write letters/words backwards
  - Are of average, above average, or gifted intellectual abilities
  - Have difficulty accessing the sounds of spoken language

***Not an comprehensive list for all students who are dyslexic

Learning Disabilities and Dyslexia



The critical importance of reading

Essential for all academic subjects and increasingly as students progress through elementary school

- Link between poor reading skills and behavior problems
- Link between depression and poor reading skills
- Increased risk of dropping out of high school
- Less likely to obtain education beyond high school, lower levels of income

Essentials of Assessing, Prevention, and Overcoming Reading Difficulties, 2015. Kilpatrick.

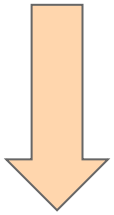
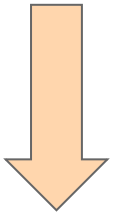
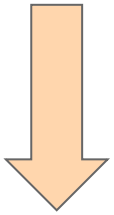
Word reading development

1. Letters and Sounds —Requires basic phonology to learn sounds

2. Phonic decoding —Requires letter sounds and blending

3. Orthographic mapping —Requires letter sound skills and advanced phonological awareness

Word reading development

Phonic decoding	Guessing	Word Recognition
		
hexacyanoferrate	bike/bite/belt	cat

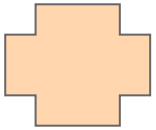
A simple view of reading

What is the purpose of reading?

- Comprehension

What is necessary for comprehension?

- Decoding (transform print into language)



Linguistic Comprehension RC = D + LC

Essentials of Assessing, Prevention, and Overcoming Reading Difficulties, 2015. Kilpatrick.

Example of a simple view of reading

The snables tramped the mengs to the dwip. The dwip fropped. The mengs clamped a sib boogle. The snables gicked and gicked.

1. What did the snables do to the mengs?
2. What happened to the dwip?
3. What kind of boogle did the mengs clamp?
4. What did the snables eventually do?

Essentials of Assessing, Prevention, and Overcoming Reading Difficulties, 2015. Kilpatrick, p. 48

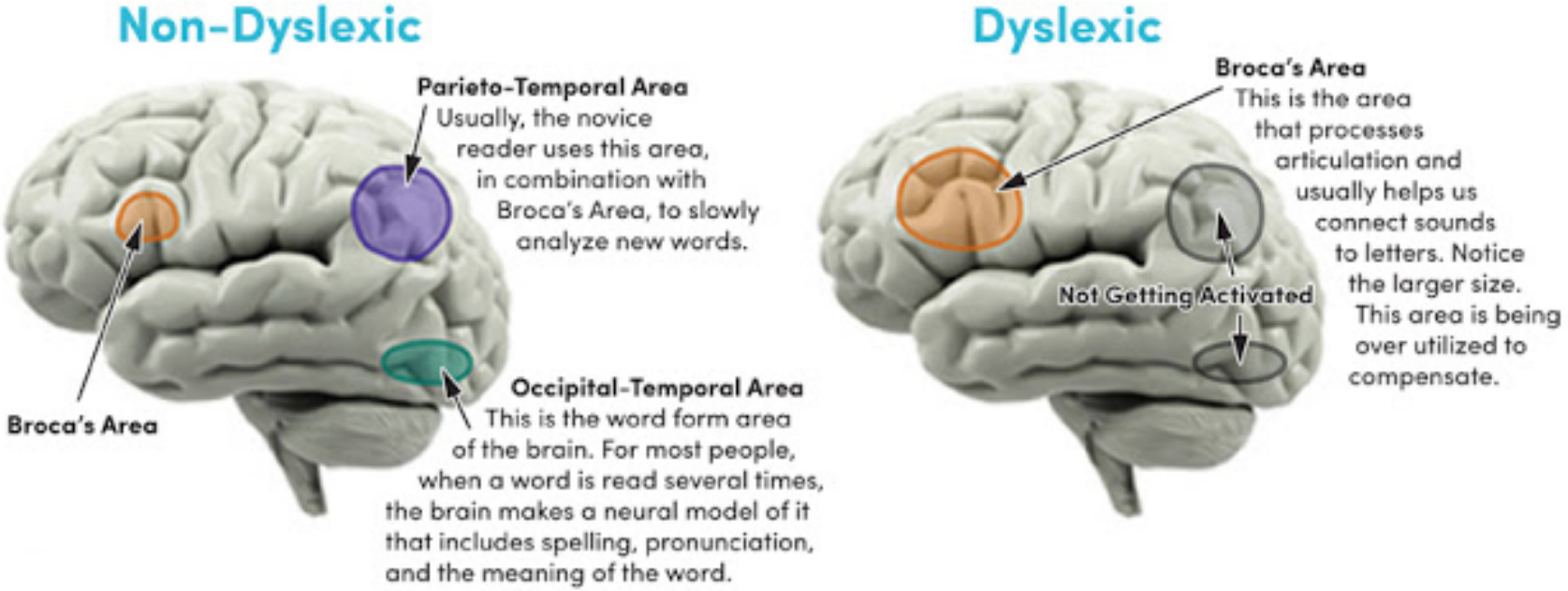
Dyslexia

A condition affecting reading skills

Often characterized by difficulties in areas including (but not limited to):

- Phonological processing
- Decoding
- Fluency
- Spelling

NON-DYSLEXIC BRAIN vs. DYSLEXIC BRAIN WHEN READING



Research in neuroscience reveals that the brain functions differently in people with dyslexia than those without it. These structural and neural differences make it more difficult for people with dyslexia to read, spell and write. For example, in the left brain hemisphere, three dominant areas of the brain are usually activated for reading, but in those with dyslexia, only one area of the brain is being stimulated.

Image credit: Cognitive Development Learning Center

New York State Guidance IEP Development-2018

May school district personnel use the terms dyslexia, dysgraphia, and dyscalculia when reporting on the evaluation results for a student with (or suspected of having) a disability or when developing a student's individualized education program (IEP)?

Yes. There is nothing in federal or State regulations that prohibits the inclusion of the terms dyslexia, dysgraphia, and dyscalculia in evaluation and eligibility documentation or in the development of a student's IEP. When applicable, the team of qualified professionals responsible for determining whether the student has a learning disability should include information about the specific condition (e.g., dyslexia, dysgraphia, or dyscalculia) that relates to the student's eligibility determination.

Assessment and Evaluation

School Identification	Clinical Diagnosis
Educational classification	Conditions found in DSM-5 (Diagnostic and Statistical Manual of Mental Disorders)
Eligibility for Special Education services IEP, 504 to be implemented during the school day	IEP, 504 to be implemented during the school day Clinical treatment
IEP Team (School psychologist, teachers, parents, related service providers, others as appropriate)	Clinical professional (Examples: Child psychologist, pediatrician, speech pathologist)

Understood.org

Cognitive correlates of Dyslexia

- Phonological Awareness
- Rapid Automatic Naming
- Working Memory

Combined measure best predictor of reading

- Processing Speed
  - > Strongest associations with irregular word reading

Assess Phonological Awareness

Examples	• Phonological Awareness • Comprehensive Test of Phonological Processes • NEPSY-II Phonological Processing
What is Measured	The student's ability to isolate and work with sounds Examples: • "Say cat without /c/." • "Ba … anna" "Fill in the middle sound."
Look For	Trouble manipulating sounds (adding, deleting, substituting), blending sounds, segmenting words

*Individual assessment results will vary

Types of Tests for Dyslexia, Understood.org

Assess Decoding

Examples	• Word Reading Efficiency-2 (TOWRE-2) • Word Identification and Word Attack subtests of WJ IV • Word Reading and Pseudoword Decoding subtests of the Wechsler Individual Achievement Test–Third Edition (WIAT-III) • Weschsler Intelligence Scale for Children-IV (WISC-IV)
What is Measured	The student's ability read words quickly and accurately and recognize familiar words Examples: • Read aloud real words and nonsense words (hiff, migheron)
Look For	Trouble reading real and nonsense words quickly and accurately

*Individual assessment results will vary

Types of Tests for Dyslexia, Understood.org

Assess Fluency and Comprehension

Examples	• Gray Oral Reading Test (GORT-5) • Reading Fluency, Word Reading Fluency and Passage Comprehension subtests of WJ IV and TOWRE-2 (for accuracy) • Passage Comprehension subtest of WJ IV and Reading Comprehension WIAT-III (for comprehension) • Weschsler Intelligence Scale for Children-IV (WISC-IV) (Verbal Comprehension, Working Memory)
What is Measured	How accurately and fluently a student can read a text aloud (quickly, with expression) and understand what they read Example: • Student reads passage aloud, then answers multiple choice or open-ended questions about what was just read • Some tests allow students to refer back to passages, others do not.
Look For	Reading sounds slow, choppy, many errors Trouble answering questions about what was just read

*Individual assessment results will vary

Types of Tests for Dyslexia, Understood.org

Assess Rapid Naming

Examples	• Rapid Automatized Naming Test • Speeded Naming subtest of NEPSY-II
What is Measured	How quickly and accurately the student can name letters, numbers, common objects, and colors (linked to reading fluency) Example: • Evaluator shows cards with rows showing various items. Student names items, starting at top left and going row by row, as quickly as possible.
Look For	Trouble automatically (quickly, accurately) naming letters, numbers, common objects, colors

*Individual assessment results will vary

Types of Tests for Dyslexia, Understood.org

Reading Disability Sample Profile

- **Auditory Processing**- auditory discrimination, perception and the manipulation of sound
- **Memory**- retention of information and mental manipulation of words and sounds (also known as: immediate memory, phonological memory and working memory)
- **Mental retrieval**- access to previously acquired knowledge in activities requiring speed.
- **Verbal/comprehension**- word knowledge, verbal intelligence, language, receptive language and verbal reasoning.
- **Visual spatial**- visual discrimination, letter identification, and alphabetic coding.

Assessment in the IEP

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

Cognitive Functioning:
Wechsler Intelligence Scale for Children- 5th Edition (WISC-V)
Verbal Comprehension- Low
Visual Spatial- Low Average
Fluid Reasoning- Above Average
Working Memory- Low Average
Processing Speed- Low Average
Full Scale IQ- Low Average

ACADEMIC ACHIEVEMENT:
WECHSLER INDIVIDUAL ACHIEVEMENT TEST- 3RD ED. (WIAT III)

READING COMPREHENSION- BELOW AVERAGE
MATH PROBLEM SOLVING - BELOW AVERAGE
WORD READING - BELOW AVERAGE
ESSAY COMPOSITION - AVERAGE
NUMERICAL OPERATION - AVERAGE
SPELLING - BELOW AVERAGE

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS
LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:
Chloe has difficultly matching letters to their sounds, sounding out words and blending the sounds together. She reads very slowly and loses the meaning of the text because it takes her so much time to and effort to figure out each word that she is reading, sound by sound. She often looks at the beginning sounds and guesses the word. When she comes across an unknown word, Chloe has not been able to use the meaning of the sentence to determine the meaning of the unknown word. When given a list of grade-level words to spell, Chloe was able to spell 2 out of the 10 words correctly. In most words, she had the correct letters, but not in the correct order. As her strengths, Chloe is able to understand an age-appropriate story when it is read aloud to her by her teacher. She can follow 2 step directions that are given orally.

Effect of Disability

- Students with learning disabilities that impact reading are a diverse group of students with different individual strengths, needs, and learning characteristics
- Dyslexia (or any learning disability) does not imply that a student cannot read or write.
- Students with these challenges can develop such skills given:
  - Appropriate instruction, supports, and accommodations
  - Specially designed instruction with appropriate frequency, duration, and instructional grouping **specific to the student's individual needs**

Effect of Disability

If …

Chloe has difficultly matching letters to their sounds, sounding out words and blending the sounds together.

Then…

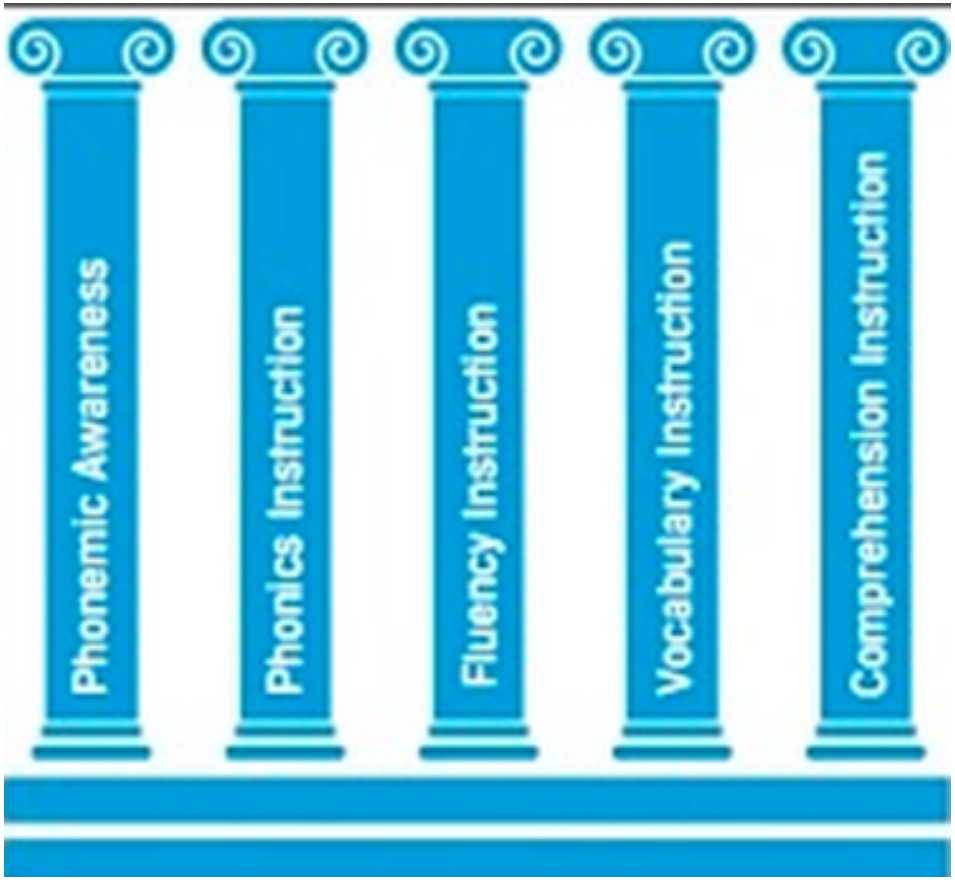
She reads very slowly and loses the meaning of the text because it takes her so much time to and effort to figure out each word that she is reading, sound by sound. She often looks at the beginning sounds and guesses the word.

So …

Chloe requires explicit, systematic, multisensory instruction in:

- phonemic awareness, especially blending and segmenting
- decoding skills such as: middle vowels, blends, digraphs and trigraphs
- repeated practice reading connected text with corrective feedback to improve fluency

Five Pillars of Reading Instruction



Report of the National Reading Panel: Teaching Children to Read (2000)

Instruction

Direct, explicit, systematic instruction in:

- **Phonemic awareness** (noticing, identifying, manipulating sounds in words)
- **Phonics** (how letters represent sounds of language)
- **Decoding** (sounding out words)
- **Spelling**
- **Reading sight words** (words that cannot be sounded out because they don't follow typical spelling rules)
- **Vocabulary and concepts**
- **Reading comprehension strategies**

- Practice applying these skills in reading and writing
- Fluency training and practice
- Enriched language experiences (listening to, talking about, telling stories; oral language experiences around rich concepts and big ideas)

Shaywitz (2003), National Reading Panel (2000)

Why typical instructional approaches don't work with struggling readers

- Three classic approaches
  - Phonics
  - Whole word
  - Whole language

  Emerged prior to research on reading instruction
- Phonics –early, explicit, systematic
- Phonological awareness –explicit instruction
- Whole word- inefficient to increase sight words; requires many more repetitions than with typical readers
  - Struggling readers need quick and reliable ways to add new words to their sight vocabulary
- Whole Language-using context clues to identify words is not efficient
  - Phonic coding is more efficient
  - Does not promote word memory

Kilpatrick, 2015

Examples of Explicit, Systematic, Multisensory Programs for Reading Instruction

Program	Grades	Phonological Awareness	Phonics	Fluency	Vocabulary	Comp-rehension
Sounds Sensible	PreK – K (P, I)	+	+ (B)			
Fundations*	PreK-3 (P, I)	(light – not explicit)	+ (B)	+	+	+
Recipe for Reading*	K-6 (P, I)	(light)	+ (B)	+	+	+
Boost/Blitz/ Blast (RGR)*	K-12 (P, I)	+	+ (B)	+		
SPIRE*	1+ (I)	+	+ (B)	+	+	+
Great Leaps	K-12 (I)			+		
Wilson Reading System*	3-adult (I)	+	+ (B, A)	+	+	+
REWARDS	4-12 (I)	+	+ (A)	+	+	+

*Based on Orton Gillingham methodology

B = Beginning, A = Advanced
P = Prevention, I = Intervention

Monitor Progress Frequently

- Phonemic awareness, phonics, and fluency can be taught to mastery
- Monitor progress using **Curriculum Based Measurement (CBM)**
  - Examples: DIBELS, AIMSweb, EasyCBM

How frequently?

- Weekly or biweekly
- Why so frequently? To determine effectiveness of instruction and adjust if needed.

Student and Parent Voice

Get to know the student as an individual.

- Listen to what students say about their strengths, needs, and interests in their own words.

Get to know the student's family.

- Develop systems for ongoing communication and collaborative partnerships, especially for progress monitoring on IEP goals and effectiveness of instruction.

Key Ideas

Assessment informs instruction and IEP development

Direct and explicit instruction

Systematic instruction (step by step, from easier to more difficult)

Opportunities to practice

Alignment across classes, grades

Frequent progress monitoring

So … what will you do next?

Further reading

Books:

- *Learning Disabilities: From Identification to Intervention* by Fletcher, Lyon, Fuchs, and Barnes
- *Strategy Instruction for Students with Learning Disabilities* by Reid, Lienemann, and Hagaman
- *Overcoming Dyslexia* by Shaywitz

Websites:

- NYSED: SWDs Resulting from Dyslexia, Dysgraphia, and Dyscalculia Q&A
- Understood.org
- IRIS Center (Vanderbilt University Peabody College of Education and Human Development)
- What Works Clearinghouse (US Dept of Ed Institute of Education Sciences)
- National Center on Intensive Intervention
- Florida Center for Reading Research (Florida State University)