Disclosure

Roland Good and Ruth Kaminski are co-owners of Acadience Learning Inc.

Acadience Learning is an educational company that is dedicated to supporting success for children and schools. Acadience Learning was founded by Roland H. Good III and Ruth Kaminski, authors of DIBELS® 6th Edition, DIBELS Next® and all earlier versions of DIBELS. Acadience Learning receives revenue from the publication of our assessments, professional development, and the operation of the Acadience Data Management System. Acadience Reading K-6 (also published as DIBELS Next®) is available for free download and photocopying for educational purposes at https://acadiencelearning.org

Additional information about Acadience Learning is available at https://acadiencelearning.org.

Acadience Reading K-6 is the new name for the DIBELS Next® assessment. Acadience is a trademark of Acadience Learning Inc. The DIBELS® and DIBELS Next® registered trademarks were sold by Acadience Learning to the University of Oregon (UO) and are now owned by the UO.
IDA Dyslexia Definition

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Adopted by the IDA Board of Directors, Nov. 12, 2002. Many state education codes, including New Jersey, Ohio and Utah, have adopted this definition. Learn more about how consensus was reached on this definition: Definition Consensus Project. Accessed 7/12/2019: https://dyslexiaida.org/definition-of-dyslexia/

Dyslexia Screening and Acadience Reading

Definitive indicators of risk for dyslexia and other reading difficulties include a combination of

1. **severe low skills** on measures of accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics, and

2. **sustained lack of adequate progress** in learning the basic early literacy skills,

3. when provided with generally effective instruction.

Other indicators of risk include

1. Rapid Automatized Naming (RAN)
2. Spelling

**At least Below Benchmark** vs. **Well Below Benchmark**

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>At least Below Benchmark</th>
<th>Well Below Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>FSF, PSF</td>
<td></td>
</tr>
<tr>
<td>Phonics and Alphabetic Principle</td>
<td>NWF CLS, NWF WWR</td>
<td></td>
</tr>
<tr>
<td>Word reading and decoding accuracy</td>
<td>ORF Accuracy</td>
<td></td>
</tr>
<tr>
<td>Fluent Reading</td>
<td>ORF Words Correct</td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>ORF Retell, ORF Words Correct, Maze, Reading Composite</td>
<td></td>
</tr>
</tbody>
</table>

(1) Severe Low Skills

Severe low skills on measures of accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics.

- Low skills are assessed in the identify and validate need for support steps of the Outcomes Driven Model
- Indicators include Below or Well Below Benchmark skills on
  - Phonemic Awareness
  - Phonics and Alphabetic Principle
  - Word reading and decoding accuracy
  - Fluent reading
  - Reading comprehension

(1) Severe Low Skills and Acadience Reading

- Phonemic Awareness: FSF, PSF
- Phonics and Alphabetic Principle: NWF CLS, NWF WWR
- Word reading and decoding accuracy: ORF Accuracy
- Fluent Reading: ORF Words Correct
- Reading Comprehension: ORF Retell, ORF Words Correct, Maze, Reading Composite
ODM Steps 1 & 2: Identify and Validate Need for Support

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

Outcomes Driven Model Steps:

- Identify need for support.
- Validate need for support.
- Plan and implement support.
- Evaluate and modify support.
- Review outcomes.

(1) severe low skills on measures of accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics.

Otis and Evelyn are at high risk for dyslexia or severe reading difficulty.

Other students are at some risk.

Evidence of Severe Low Skills for Evelyn

<table>
<thead>
<tr>
<th>At least Below Benchmark</th>
<th>Well Below Benchmark</th>
<th>Skill Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ ✓</td>
<td>✓ ✓</td>
<td>Phonemic Awareness: FSF, PSF</td>
</tr>
<tr>
<td>✓ ✓</td>
<td>✓ ✓</td>
<td>Phonics and Alphabetic Principle: NWF CLS, NWF WWR</td>
</tr>
<tr>
<td>NA NA</td>
<td></td>
<td>Word reading and decoding accuracy: ORF Accuracy</td>
</tr>
<tr>
<td>NA NA</td>
<td></td>
<td>Fluent Reading: ORF Words Correct</td>
</tr>
<tr>
<td>NA NA</td>
<td></td>
<td>Reading Comprehension: ORF Retell, ORF Words Correct, Maze, Reading Composite</td>
</tr>
</tbody>
</table>

(2) Sustained lack of adequate progress

Serious, stubborn, sustained lack of adequate progress in learning the basic early literacy skills or adequate progress with intensive, resource heavy support.

Below Typical Progress or Well Below Typical Progress on

- Phonemic Awareness
- Phonics and Alphabetic Principle
- Word reading and decoding accuracy
- Fluent reading
- Reading comprehension

With progress monitoring and adjustments to instruction to meet the individual students’ learning needs

Or adequate progress only with highly intensive support
Middle-of-Year Pathways of Progress™ Report

- Evelyn and Otis are making similar progress in the middle of the year.
- Evelyn is making below typical progress given her initial skills on basic phonics skills.
- She is making well below typical progress in word reading and decoding.
The third defining indicator of risk for dyslexia and other reading difficulties is evidence that instruction is generally effective. For example,

- School Summary Report: Growing the green, shrinking the red and yellow.
- Summative Growth Report: Average or Above Average classroom reading progress.
- Effectiveness of Instructional Support Levels report: Especially the effectiveness of Below and Well Below Benchmark instruction.
- Group Progress Monitoring Graphs: Group instruction is generally effective for students with similar skills.

### (3) Evidence of generally effective instruction for Evelyn

<table>
<thead>
<tr>
<th>Skill Area/Benchmark Status</th>
<th>At Least Average Classroom Progress</th>
<th>Above Average Classroom Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall classroom progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below Benchmark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well Below Benchmark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics and Alphabetic Principle:</td>
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</tr>
<tr>
<td>NWF CLS, NWF WWR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Summative Growth Report

<table>
<thead>
<tr>
<th>Classes</th>
<th>Total Students Included</th>
<th>Percent of Students in Pathway 1, 4, and 5</th>
<th>Classroom Reading Progress Percentile</th>
<th>Classroom Reading Progress Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edwards Grade 1</td>
<td>17</td>
<td>64.7%</td>
<td>48</td>
<td>Average Classroom Reading Progress</td>
</tr>
<tr>
<td>Morris Grade 1</td>
<td>16</td>
<td>51.3%</td>
<td>79</td>
<td>Above Average Classroom Reading Progress</td>
</tr>
</tbody>
</table>

In the Edwards Grade 1 classroom, 65% of students are making typical progress or better which is average compared to other classrooms.
(3) when provided with generally effective instruction

- Tier 1, systems of support are generally effective.
- Tier 2, and Tier 3 systems of support are moderately effective: Goal is 80% reduce risk.

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(3) Evidence of generally effective instruction for Evelyn

<table>
<thead>
<tr>
<th>Skill Area/Tier</th>
<th>At Least Average classroom progress</th>
<th>Above average classroom progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall classroom progress</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Well Below Benchmark</td>
<td>✓</td>
<td></td>
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<tr>
<td>Phonics and Alphabetic Principle: NWF CLS, NWF WWR</td>
<td>✓</td>
<td>✓</td>
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</tbody>
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**Other indicators of risk** include:

1. Rapid Automatized Naming (RAN)
2. Spelling
Acadience RAN
Introduction and Overview

Acadience RAN
Rapid Automatized Naming = quickly and accurately naming repeated sets of familiar items
  - functions as a predictor of reading skills
  - difficulties with RAN don’t impact reading as much as difficulties with phonological awareness
  - no known way to directly improve RAN

Acadience Spelling
Introduction and Overview

Acadience Spelling
  - functions as a General Outcome Measure
  - provides a broad indication of a student’s overall level of spelling skills
  - assists educators in finding students who have low spelling skills compared to other students
  - serves as an indicator of progress
The Purpose of Early Screening

The purpose of early screening is to do something about it with instruction and intervention. Early intervention and prevention is key. We can make the biggest difference for children at risk for dyslexia and other reading difficulties before there is a problem.

• Professional Development on what and how to teach the essential skills
• Explicit instruction.
• Targeted intensive intervention.

Mount St. Joseph University

Mount St. Joseph University’s Reading Science Program

Master’s Degree Dyslexia Certificate Fully Online

Explicit Instruction
Targeted intensive intervention

The Power of Prevention

Key Steps in Prevention

- Identify students early.
- Focus instruction on essential early literacy skills.
- Focus assessment on indicators of important outcomes.
- Use assessment information to impact instruction to improve outcomes for students.
- Benchmark goals
- Individual student learning goals
- Monitor progress
- Formative evaluation
Outcomes Driven Model

Outcomes Driven Model Steps:
1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

Reading is the point!