Dyslexia and Specific Learning Disabilities: Focus on Effective RTI

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Presentation Title

Presenter

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President, Acadience Learning Inc.
Co-author of Acadience Reading

Disclosure

Roland Good is a co-owner of Acadience Learning Inc. (ALI)

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

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

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Acadience Math is the new name for the DIBELS® Math assessment.
Acadience Data Management is the new name for DIBELSnet®.

The assessments remain the same.
Benchmark goals stay the same.
Scores are interpreted in the same way.

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Take-Away Big Ideas

1. Screening decisions for dyslexia should occur in the context of a decision-making model that emphasizes
   - Prevention
   - Early Intervention
   - Remediation
2. Good decisions improve outcomes for students.
   1. Prioritize things we can do something about.
   2. Do something about them.
3. It’s not enough to evaluate the student, we must also evaluate the instruction the student is receiving.

Outcomes Driven Model: Identify and Validate Need for Support

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

Dyslexia screening and support should occur within a prevention and early intervention model.

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 3/10/2020: https://dyslexiada.org/definition-of-dyslexia/
Dyslexia Screening

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

1. **Difficulty with essential reading 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 essential reading skills, when provided with
3. When provided with **generally effective classroom instruction**.

**Other indicators** of risk include:

1. Rapid Automatized Naming (RAN)
2. Spelling

(1) Difficulty with Essential Reading Skills

<table>
<thead>
<tr>
<th>Some difficulty</th>
<th>Substantial difficulty</th>
<th>Essential Reading Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phonics and Alphabetic Principle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word reading and decoding accuracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fluent Reading</td>
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<tr>
<td></td>
<td></td>
<td>Reading Comprehension</td>
</tr>
</tbody>
</table>

(1) Difficulty with Essential Reading Skills

**Some difficulty**

- Below the 40th percentile on a high quality measure of the essential reading skill.
- **Below benchmark** on the Acadience Reading measure of the essential reading skill.

**Substantial difficulty**

- Below the 20th percentile on a high quality measure of the essential reading skill.
- **Well Below Benchmark** on the Acadience Reading measure of the essential reading skill.

Assessing Essential Early Literacy and Reading Skills with Acadience Reading

<table>
<thead>
<tr>
<th>Essential Early Literacy and Reading Skill</th>
<th>Acadience Reading K-6 Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>First Sound Fluency (FSF)</td>
</tr>
<tr>
<td></td>
<td>Phonomeme Segmentation Fluency (PSF)</td>
</tr>
<tr>
<td>Alphabetic Principle and Basic Phonics</td>
<td>Nonsense Word Fluency (NWF)</td>
</tr>
<tr>
<td></td>
<td>- Correct Letter Sounds</td>
</tr>
<tr>
<td></td>
<td>- Whole Words Read</td>
</tr>
<tr>
<td>Advanced Phonics and Word Attack Skills</td>
<td>Oral Reading Fluency (ORF)</td>
</tr>
<tr>
<td></td>
<td>- Accuracy</td>
</tr>
<tr>
<td>Accurate and Fluent Reading of Connected Text</td>
<td>Oral Reading Fluency (ORF)</td>
</tr>
<tr>
<td></td>
<td>- Words Correct</td>
</tr>
<tr>
<td></td>
<td>- Accuracy</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Oral Reading Fluency (ORF)</td>
</tr>
<tr>
<td></td>
<td>- Words Correct</td>
</tr>
<tr>
<td></td>
<td>- Retell Maze</td>
</tr>
<tr>
<td></td>
<td>Reading Composite Score</td>
</tr>
</tbody>
</table>
(1) Difficulty with essential reading skills on measures of phonological processing including phonemic awareness, phonics and the alphabetic principle.

Otis and Evelyn are below the 20th percentile on PSF and NWF. Other students are at some risk.

(2) Serious lack of adequate progress on essential reading skills

Evidence of serious, stubborn, sustained lack of adequate progress in learning the essential reading skills or adequate progress only with intensive, resource heavy support.

Based on frequent progress monitoring in:
- Phonemic Awareness
- Phonics and Alphabetic Principle
- Word reading and decoding accuracy
- Fluent reading
- Reading comprehension
- With adjustments to instruction to meet the individual students’ learning needs
- Or adequate progress only with intensive support

(1) Difficulty with Essential Reading Skills: Evelyn

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Some difficulty</th>
<th>Substantial difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness:</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Acadience Reading Phoneme Segmentation Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics and Alphabetic Principle:</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Acadience Reading Nonsense Word Fluency - CLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word reading and decoding accuracy</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Fluent Reading</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

NA: At the beginning of first grade, many students are not yet reading for meaning, at an adequate rate, and with a high degree of accuracy.

(2) Serious lack of adequate progress on essential reading skills

<table>
<thead>
<tr>
<th>Lack of Adequate Progress</th>
<th>Severe Lack of Adequate Progress</th>
<th>Lack of adequate progress in essential skill area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Reading Comprehension</td>
<td></td>
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</tr>
</tbody>
</table>
(2) Serious lack of adequate progress on essential reading skills

**Lack of adequate progress**
- Progress below the 40th percentile of progress compared to other students with the same initial skills.
- Below Typical Progress using Acadience Reading Pathways of Progress.

<table>
<thead>
<tr>
<th>Rate of progress compared to students with similar initial skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Typical Progress 2 ★ ★</td>
</tr>
</tbody>
</table>

**Severe lack of adequate progress**
- Progress below the 20th percentile of progress compared to other students with the same initial skills.
- Well Below Typical Progress using Acadience Reading Pathways of Progress.

<table>
<thead>
<tr>
<th>Rate of progress compared to students with similar initial skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Below Typical Progress 1 ★</td>
</tr>
</tbody>
</table>

**Middle-of-Year Pathways of Progress Report**

- 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 and in fluency.

**Late-onset of progress:**
- Phonemic Awareness: AB
- Phonics and Alphabetic Principle: AB
- Word Reading and Decoding Accuracy: B
- Fluent Reading: AB
- Reading Comprehension: NA

*Based on out-of-level intervention and progress monitoring using Phoneme Segmentation Fluency as a measure of Phonemic Awareness*
(3) Evidence of generally effective instruction

The third defining indicator of risk for dyslexia and other reading difficulties is evidence that classroom instruction or intervention is generally effective. For example,

a) Evidence that the school is generally effective in getting more and more students on track for adequate reading outcomes.

b) Evidence that students in the classroom are generally making adequate reading progress.

c) Evidence that students who are likely to need strategic and **intensive support** are generally increasing their skills and reducing their risk.

d) Intervention group is generally effective for students with similar instructional needs.

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<table>
<thead>
<tr>
<th>Moderate Evidence</th>
<th>Strong Evidence</th>
<th>Generally Effective Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School is generally effective in improving outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom is generally effective in supporting adequate progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generally effective core support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generally effective strategic support</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Generally effective intensive support</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intervention group is generally effective for students with similar instructional needs</td>
</tr>
</tbody>
</table>

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(3) Evidence of generally effective instruction: **Evelyn’s School**

a) Evidence that the **school** is generally effective in getting more and more students on track for adequate reading outcomes.

   - Ex., School Overview Report: Growing the green, shrinking the red and yellow.

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(3) Evidence of generally effective instruction: **Evelyn’s classroom**

b) Evidence that students in the **classroom** are generally making adequate reading progress.

   - Ex., Summary Growth Report: Average would be moderate evidence, Above average strong evidence

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

- Core systems of support is generally effective: Goal is 95% stay green.
- Strategic and Intensive systems of support are moderately effective: Goal is 80% reduce risk.

Evidence of generally effective instruction: Evelyn

<table>
<thead>
<tr>
<th>Area/Benchmark</th>
<th>Skill Area/Benchmark Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate Evidence</td>
<td>✓ School is generally effective in improving outcomes</td>
</tr>
<tr>
<td>✓ Classroom is generally effective in supporting adequate progress</td>
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<tr>
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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
Other indicators of risk

<table>
<thead>
<tr>
<th>Some difficulty</th>
<th>Substantial difficulty</th>
<th>Risk Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Rapid Automatized Naming</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spelling Difficulty</td>
</tr>
</tbody>
</table>

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 processing
- no known way to directly improve RAN

Acadience RAN
RAN Objects
- RAN Letters
  - RAN Numbers (alternate to RAN Letters)
- Spanish Version

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 academic progress
The primary purpose of early screening for dyslexia is to do something about it with instruction and intervention.

- Prevention and early intervention are key.

We can make the biggest difference for children at risk for dyslexia and other reading difficulties before there is a problem. How?

- Explicit teaching.
- Targeted intensive intervention.
- Individual student learning goals, progress monitoring, modify instruction based on student progress.
- Professional Development on what and how to teach the essential skills

Explicit Instruction Improves Outcomes

“How well I teach = How well they learn”

How well they learn = How well we taught
Targeted Intensive Intervention Improves Outcomes

Essential Skills to Target:
- Phonemic Awareness
- Phonics and Alphabetic Principle
- Word reading and decoding accuracy
- Fluent reading
- Reading comprehension

For example, Rewards targeting Multisyllabic Word Reading

Professional Development: What and How to Teach Essential Skills to Improve Outcomes

Why are these Essential Skills and how can we teach them?
- Phonemic Awareness
- Phonics and Alphabetic Principle
- Word reading and decoding accuracy
- Fluent reading
- Reading comprehension

Key Steps in Prevention and Early Intervention

- Identify students who need support early.
- Focus instruction on essential reading skills.
- Focus assessment on indicators of important essential outcomes.
- Use assessment information to impact instruction to improve outcomes for students.
  - Benchmark goals
  - Individual student learning goals
  - Monitor progress
  - Formative evaluation

Individual Student Learning Goals Improve Outcomes

Desirable Goals are:
- Meaningful,
- Attainable,
- Ambitious

Feedback to teachers & students: Is what we are doing working?

Progress Monitoring and Formative evaluation is the 3rd largest effect on student achievement out of 138 possible influences.

(Hattie, 2009)
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.

Take-Away Big Ideas

1. Screening decisions for dyslexia should occur in the context of a decision-making model that emphasizes:
   - Prevention
   - Early Intervention
   - Remediation
2. Good decisions improve outcomes for students.
   1. Prioritize things we can do something about.
   2. Do something about them.
3. It’s not enough to evaluate the student, we must also evaluate the instruction the student is receiving.

Reading is the point!

Acadience Resources

- Find assessment resources on the Acadience website: acadiencelearning.org
- Want to get started? Contact Acadience customer service at info@acadiencelearning.org
- Free training on Pathways of Progress: https://www.acadiencetraining.org/