HB 1886: EOY Dyslexia Screening for all K/1 Students

Special Education Director Meeting

ESC Region 20
March 2018
Handouts

• FAQs
• Resources
  • Documentation
  • Data Collection Tool
Less than 500 total students identified in Kinder-2nd grade  (Total Student Population: 440,046)
Resource Shared with Dyslexia Contacts

• Book: *Dyslexia Screening* by Richard Selznick
• ISBN 9781631925894
Purpose of Early Screening

“Focuses on a specific set of skills that help predict a child’s performance on a larger set of skills that ultimately make up adequate reading.”

Selznick, 2015
What instruments do we use? Is there a list?

For our purposes:

• Universal Reading Screeners used to comply with TEC 28.006 all show risk for dyslexia.
What instruments do we use? Is there a list?

• What areas do our universal reading screeners measure?
  • Depends on instrument selected
  • Examples: Phonemic Awareness, Word Recognition, Letter/Sound Knowledge, Decoding, Spelling, Listening Comprehension, Reading Comprehension, Text Fluency, etc.
What instruments do we use? Is there a list?

• What domains are required according to the Commissioner’s List of Reading Instruments?
  • Kindergarten
    • Phonemic Awareness
    • Word Recognition
    • Text Comprehension – Listening & Vocabulary RECOMMENDED but not required
  • 1st Grade
    • Phonemic Awareness
    • Word Recognition
    • Text Comprehension – Reading
    • Fluency & Vocabulary RECOMMENDED but not required
How do we know which students are “at risk?”

Preschool Risk-Factors for Dyslexia (page 9-10 of Dyslexia Handbook)

• Delay in learning to talk
• Difficulty with rhyming
• Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawnmower”)
• Poor auditory memory for nursery rhymes and chants
• Difficulty in adding new vocabulary words
• Inability to recall the right word (word retrieval)
• Trouble learning and naming letters and numbers and remembering the letters in his/her name
• Aversion to print (e.g., doesn’t enjoy following along if book is read aloud)
How do we know which students are “at risk?”

K-1 Risk-Factors for Dyslexia (page 10 of *Dyslexia Handbook*)

- Difficulty breaking words into smaller parts (syllables) (e.g., “baseball” can be pulled apart into “base” “ball” or “napkin” can be pulled apart into “nap” “kin”)
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ā/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)
What do we do once we have completed the screening?

• Again, local decision. However, some items you may wish to consider:
  • If we see risk, what are the next steps?
    • In light of the CAP, use discretion to ensure we’re not using RTI or other mechanisms to delay evaluation and identification.
    • Timeline: TEA guidance indicates this may depend on timing of screening completion
  • What if we worry there has not been educational opportunity?
  • What steps will you take to document completion of screening? (Refer to Sample Guidance Document)
    • Parent Letter?
    • Document in Cumulative File?
    • Other?
### Areas of Risk:
- Phonological Awareness
- Letter/Sound Knowledge
- Decoding
- Sight Word Recognition
- Spelling
### Level of Risk:

- Based on overall picture
**Level of Instruction and RTI Participation:**

- What instruction and supports has the student received?
### EOY 1st Grade Dyslexia Screening Tool

**Not Reliant on Print:**
- Does the student exhibit strengths in any of these areas?
- Note: On sample students, use +/- to indicate strength/weakness
  - +! = very strong
  - -! = very weak

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Dyslexia Risk Factors (TDH, p10)</th>
<th>PA</th>
<th>Letter/Sound</th>
<th>Decoding</th>
<th>Sight Words</th>
<th>Spelling</th>
<th>Overall</th>
<th>Level of Risk</th>
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<tbody>
<tr>
<td>Last Name</td>
<td>First Name</td>
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### Additional Considerations
- Level of Instruction: BOY MOY EOY ROP
- RTI Participation: BOY MOY EOY ROP
- Not Reliant on Print: BOY MOY EOY ROP
- History: BOY MOY EOY ROP
- Attendance: BOY MOY EOY ROP

Other/Next Steps:
- BOY MOY EOY ROP
- Family/Env.
- Cum. Data
- BOY MOY EOY Total
History:

- Is there a family history of learning differences?
- Are there socioeconomic and/or environmental factors which need to be considered?
- What does the student's academic history indicate?
  - Any previous history of reading difficulties?
**Attendance:**

- Has the student been present to receive effective classroom instruction (educational opportunity)?
Other/Next Steps:

- Are there other factors to consider?
  - English Learner?
  - Are weaknesses in L1?
  - Served by SPED?
  - Speech student?
  - Other....
- What are next steps for this student?
  - Locally determined
  - Continue with current instructional plan
  - Move forward with dyslexia referral
  - Monitor progress and meet back to review at a specific time
  - Others.....
Sammy Student

Discussion:

• Why is the level of risk HIGH?
• Do we have evidence of unexpectedness?
• What are our other considerations and/or next steps?
Ellie Example

Discussion:

• Why is the level of risk LOW?
• What are our other considerations and/or next steps?
Terry Thompson

Discussion:

- Why is the level of risk LOW-MOD?
- What are our other considerations and/or next steps?
Discussion:

- Why is the level of risk HIGH?
- Is there evidence of unexpectedness?
- What are our other considerations and/or next steps?

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Feedback

• What changes would you like to see made to this tool?
• Would it be helpful to offer another training similar to this, but geared towards K/1 teachers?
• Would it be helpful to have a “student page” which feeds this form and could possibly serve as a parent notification letter?
• What additional support could ESC Region 20 offer to help you comply with HB 1886?

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