Dyslexia, the LSSP, and the FIE

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Today’s Objectives

• Analyze the definitions and characteristics of Dyslexia and Specific Learning Disability – How are they the same? How are they different?
• Examine academic areas and impaired cognitive processes associated with Dyslexia and Specific Learning Disability.
• Reflect on the special education pathway of dyslexia assessment and identification.
• Review appropriate accommodations and interventions for students with Learning Disabilities in Reading and/or Dyslexia.

Multidisciplinary Team

✓ Reading specialist/dyslexia specialist
✓ Educational LSSP/LSSP
✓ Special education teacher
✓ General education teacher
✓ Administrator
✓ Parents
✓ Speech-Language Pathologist
**Definition of Dyslexia**

(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

(2) "Related disorders" include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

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**Dyslexia Interpretation Model of a PSW**

There are six questions to consider for the determination of dyslexia:

1. Does the student exhibit difficulties in the areas of reading and spelling for the primary characteristics of dyslexia?
2. Does the student exhibit difficulties in areas of cognitive processes related to dyslexia OR is there evidence of previous difficulty?
3. Does the student exhibit academic and/or cognitive abilities for their age and educational level?
4. Is the student’s lack of progress due to sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction?
5. Are the reading difficulties primarily the results of visual, hearing, or motor difficulties; of intellectual disability; or emotional disturbance; or of environmental, cultural, or economic disadvantage?

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**Specific Learning Disability Interpretation Model of a PSW**

- Pattern of strengths and weaknesses in performance
- Average or better overall ability
- Cognitive weakness/deficit is specific
- Cognitive weakness/deficit is consistent with academic weakness
- Unexpected underachievement
- Insufficient response to effective research-based interventions
**Pattern of Strengths & Weaknesses Approach**

- Cognitive & Academic Strengths
- Academic Weakness/Deficit
- Cognitive Weakness/Deficit

**Consistent** Academic deficit(s) is unexpected because overall cognitive ability is at least average.

**Dyslexia**

**Difficulties in the Academic Areas**

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading: slow, inaccurate, or labored
- Difficulty spelling

**Dyslexia – Difficulties in Academics**

- Cognitive & Academic Strengths – Additional Areas
- Cognitive Weakness/Deficit

Academic deficit(s) is unexpected because overall cognitive ability is at least average.
Difficulties in the Academic Areas

- Basic Reading
- Reading Comprehension
- Reading Fluency
- Math Calculation
- Math Reasoning (Problem Solving)
- Written Expression
- Listening Comprehension
- Oral Expression

SLD

SLD – Difficulties in Academics

Cognitive Strengths (average or better overall ability)

Academic deficit(s) is unexpected because overall cognitive ability is at least average.

Cognitive deficit(s) is specific, not general or pervasive.

Specific Learning Disability

Where does Dyslexia fit in??
Difficulties in the Cognitive Processes

- Phonemic Awareness:
  - Segmenting, blending, manipulating sounds in words

- Rapid naming:
  - Speed of processing information

- Orthographic Processing:
  - Memory for letter patterns and strings

Dyslexia

Phonological Awareness

"Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling."

Phonology

Phonological Awareness

In the Dyslexia Handbook (2014), TEA stated “If the student exhibits reading and spelling difficulties and currently has appropriate phonological processing, it is important to examine the student’s history to determine if there is evidence of previous difficulty with phonological/phonemic awareness.”

Phonology
Rapid Naming

“Rapid naming skills may or may not be weak, but if deficient, they are often associated with difficulties in automatically naming letters, reading words fluently, and reading connected text at an appropriate rate.”

Orthographic Processing

“Memory for letter patterns, letter sequences, and the letters in whole words (orthographic processing) may be selectively impaired or may coexist with phonological processing weaknesses.”

Dyslexia – Difficulties in Cognitive Processes

Cognitive & Academic Strengths – Additional Areas

- Phonological Awareness
- History of remediation, Rapid Naming, Orthographic Processing

Consistent

Academic deficit(s) is unexpected because overall cognitive ability is at least average.
**Dysphonetic Dyslexia**

- Students have an inability to apply phonological processing skills to connect letters and sounds.
- They rely too much on visual and orthographic clues to identify words in print.
- Students frequently **GUESS** words based on their initial letters.
- They approach reading by simply memorizing whole words.

  Intervention should focus on development of phonemic awareness and phonological processing.

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**Surface Dyslexia**

- Students are able to sound out words, but lack the automaticity and ability to recognize words in print.
- Fluency tends to suffer the most.
- Students rely on phonological properties of the word and tend to be letter-by-letter and sound-by-sound readers.

  Intervention should focus on enhancing automaticity, pacing, and fluency skills without explicitly focusing on fluency skills.

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**Mixed Dyslexia**

- Most severe type
- Students possess a combination of poor phonological processing skills, slower rapid and automatic word recognition skills, and inconsistent comprehension skills.

  Intervention should focus on a balanced literacy approach, which targets multiple areas of the reading process.
Difficulties in Cognitive Processes

For the purpose of identifying a Learning Disability, there are 7 general abilities most associated with the consideration of a pattern of strengths and weaknesses:

- **Gc** – Comprehension Knowledge
- **Gf** – Fluid Reasoning
- **Gwm (Gsm)** – Short-Term Memory
- **Gl** – Long-Term Storage and Retrieval
- **Gv** – Visual Processing
- **Ga** – Auditory Processing
- **Gs** – Processing Speed

- + Executive Function
- + Cognitive Efficiency

SLD

SLD – Difficulties in Cognitive Processes

Cognitive deficit(s) is specific, not general or pervasive.

Academic deficit(s) is unexpected because overall cognitive ability is at least average.

Vocabulary
Listening Comprehension
Verbal Expression (Oral Expression)
Math (Calculation/Reasoning)
Written Expression

Additional Areas
Phonological Memory
• Coding information phonologically for temporary storage in working or short-term memory.
• Phonological short-term memory involves storing distinct phonological features for short periods of time to be “read off” in the process of applying the alphabetic principle to word identification.

Verbal Working Memory
• Ability to store verbal information, then use or manipulate the information to provide a response
• Includes efficiency of attention
• May also include memory span in which verbal information is held in immediate awareness and then repeated in the correct sequence.

Processing Speed
• Ability to quickly perform both simple clerical tasks when measured under pressure to sustain attention.
• Perceptual speed is a measure of orthographic discrimination (use symbols such as matching letters or numbers) under timed conditions.
Dyslexia Profile

Cognitive deficit(s) is specific, not general or pervasive

Academic deficit(s) is unexpected in the "sea of strengths".

Phonological Awareness
History of remediation, Rapid Naming, Orthographic Processing

Reading words in isolation, decoding unfamiliar words, fluency (rate/accuracy), spelling

SLD Profile

Cognitive Strengths (average or better overall ability)

Academic deficit(s) is unexpected because overall cognitive ability is at least average.

Basic Reading     Reading Comprehension
Reading Fluency     Written Expression
Math Calculation     Math Reasoning
Listening Comprehension     Oral Expression

Specific Learning Disability with the Condition of Dyslexia

Within each of the 7 broad abilities, there are numerous (over 80) narrow abilities associated with specific learning disabilities.

- When determining if the student has a learning disability co-occurring with Dyslexia, the evaluator (LSSP/Diagnostician) will investigate the specific markers of Dyslexia –
  - Phonetic coding (phonemic/phonological awareness)
  - Naming Facility (rapid naming), and
  - Orthographic Processing
Specific Learning Disability with the Condition of Dyslexia

- Basic Reading
  - Auditory Processing (Ga)
  - Phonemic Coding (PC)
  - Naming Facility (NA)
  - Orthographic Processing
  - Visual Processing (Ga)
  - Short-term Memory (Gsm)
  - Processing Speed (Gs)
  - Perceptual Speed (P)

- Reading Fluency
  - Long-term Retrieval & Storage (Glr)
  - Naming Facility (NA)
  - Associative Memory (MA)
  - Orthographic Processing
  - Visual Processing (Ga)
  - Working Memory (WM)
  - Processing Speed (Gs)
  - Perceptual Speed (P)

Special Education Referral

Students who may display additional factors complicating their dyslexia and will require more support than what is available through the general education dyslexia program

OR

Students with severe dyslexia or related disorders who may be unable to make a sufficient rate of academic progress within any of the programs described in the procedures related to dyslexia

SHOULD be referred to special education for evaluation and possible identification as a child with a disability within the meaning of IDEA 2004.
What if the student is currently receiving special education?

Students who are currently receiving special education (i.e., speech) services may indicate a need for dyslexia assessment. Special education procedures must be followed:

- The ARD committee and other qualified professionals, as appropriate, must review existing evaluation data and on the basis of that review will identify what additional data, if any, is needed to make an informed decision regarding the identification of dyslexia.
- If further assessment is recommended, the parent or guardian must receive notice of assessment and procedural safeguards, and give consent for the evaluation according to the requirements of the IDEA 2004.
- The determination of dyslexia is made by the multidisciplinary team composed of members who are knowledgeable of the student being assessed; the reading process, dyslexia and related disorders; dyslexia instruction; district, state, and federal guidelines for assessment; the assessments that were used; and the meaning of the collected data.
- Identification and placement decisions for dyslexia must be made by the ARD committee of knowledgeable persons (knowledgeable of the child, the meaning of the evaluation data, and the placement options).

Data Gathering

- Observations
- Teacher Information
- Parent Information
- Vision & Hearing Screening Results
- Grades/Report Cards
- District & State Assessment Results
- TIERed intervention data/progress monitoring related to reading/writing/spelling

Additional Data Gathering for ELLs

- Home Language Survey
- Assessment related to identification for limited English proficiency (oral language proficiency test and norm-referenced tests – all years available.
- Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- Instructional interventions provided to address language needs
- Type of language program model provided and language of instruction
Formal Assessment – Academic Achievement

✓ Letter Knowledge
✓ Word Reading
✓ Decoding
✓ Reading Fluency (rate & accuracy)
✓ Reading Comprehension*
✓ Spelling

Formal Assessment – Cognitive Processes

✓ Phonological and Phonemic Awareness
  • (History of Remediation)
✓ Rapid Naming Skills
  • (May or may not be weak)
✓ Orthographic Processing
  • (May be selectively impaired)

Assessment – Additional Areas

✓ Vocabulary
✓ Listening Comprehension
✓ Verbal Expression
✓ Written Expression/Writing *
✓ Handwriting
✓ Math (calculation/reasoning)

Seeking a level of unexpectedness

Formal or Informal

✓ Phonological Memory
✓ Verbal Working Memory
✓ Processing Speed
Multiple Measures of Assessment

- Informal
  - Performance level of taught curriculum
  - Teacher-made quiz
  - Benchmarks
  - Identify strengths/weaknesses without norms
  - Observations
  - Parent & teacher reports
  - Work samples

- Curriculum-based
  - STAAR
  - TPRI/Tejas LEE

- Norm-referenced
  - IQ tests
  - Achievement tests
  - Cognitive tests

- Criterion-referenced
  - Compared to others
  - Environment tasks
  - Adaptation tests

Dyslexia Summary Report Template

Determination of Characteristics of Dyslexia for Committee Consideration


Accommodations

**Setting**

- Provide a computer for written work
- Seat student close to teacher in order to monitor understanding
- Provide quiet during intense learning times
Accommodations

Instruction
- Provide audiotapes/recordings of textbooks
- Provide summaries of chapters
- Review vocabulary prior to reading
- Use videos related to the readings
- Provide review of important facts
- Do not require student to read aloud
- Talk through material
- Give directions in small steps & use as few words as possible
- Read written directions to student, then model/demonstrate
- Accompany oral directions with visual cues
- Provide books on same theme/topic that is on student’s independent reading level
- Color-code key facts

Task
- Shorten assignments to focus on mastery of key concepts
- Shorten spelling tests to focus on mastering most functional words
- Substitute alternatives for written assignments (i.e., posters, oral/taped or video presentations, projects, collages, etc.)
- Use worksheets with minimal writing
- Provide hard copy of notes
- Reduce copying tasks
- Provide outline for videos
- Word Banks
- Formula Charts

Accommodations

TEA State Assessment Accommodation Triangle

- Individualized/Structured Reminders
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids
- Extra Time
Instruction
• Instructional Components
• Phonemic Awareness
• Phonics
• Language Structure
• Morphology
• Semantics
• Syntax
• Pragmatics
• Linguistic
• Process Oriented Strategies

Instruction
• Delivery of Instruction
• Simultaneous, multisensory
• Systematic and cumulative
• Explicit instruction
• Diagnostic teaching to automaticity
• Synthetic instruction
• Analytic instruction

The Dyslexia Handbook, Revised 2014

Thank you!

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References