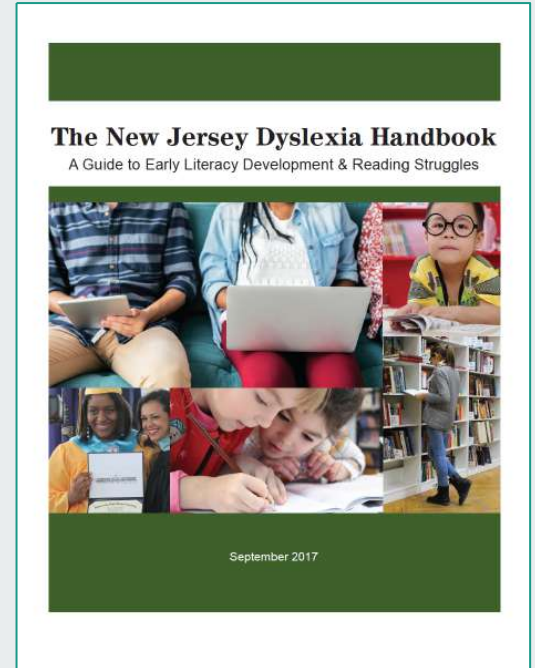


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# Exploring The New Jersey Dyslexia Handbook: A Guide to Early Literacy Development & Reading Struggles

Session 4



# Assessment Leads to Sound Instructional Decision-Making



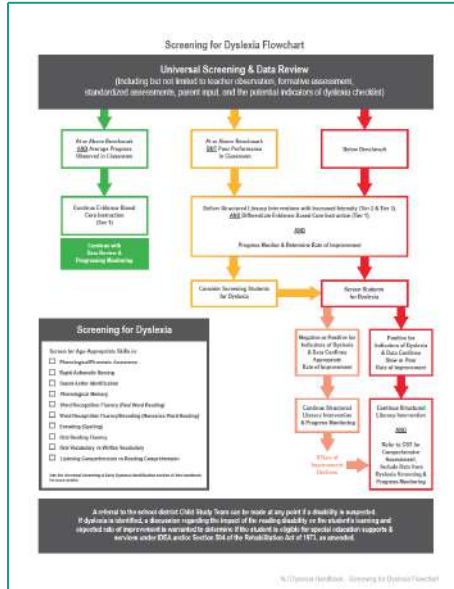
Screening/Benchmarking  
Decisions

Progress-Monitoring  
Decisions

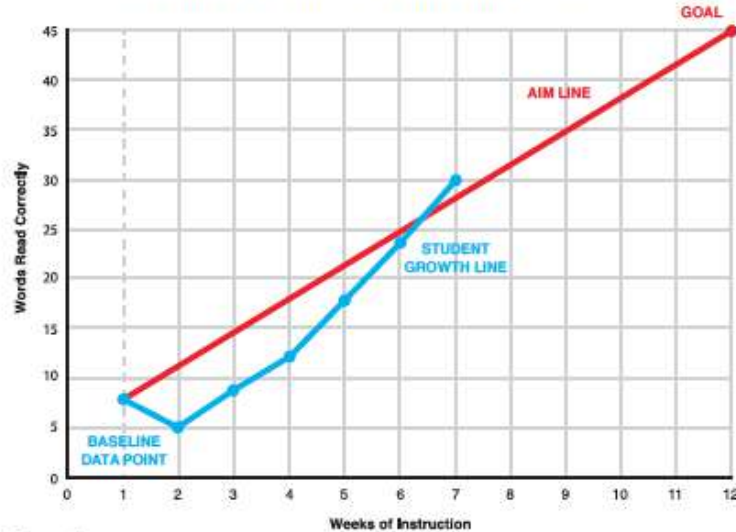
Diagnostic  
Decisions

Summative/Outcome  
Decisions

# Screening and Progress Monitoring Decisions



**Sample Progress Monitoring Graph**



# Diagnostic/Comprehensive Assessment to Drive Instruction



**Function:** To develop an instructional plan in response to a student's individual strengths and weaknesses

**Question:** What and how should we teach this student?

**Data Collection By:** Classroom teacher, Reading Specialist, I &RS Case Coordinator, Intervention Specialist, NJTSS team member

**Evaluation Procedure:** A personalized evaluation procedure that will allow the careful and systematic examination of a student's skills utilizing data from nationally-normed universal screening tools, progress monitoring tools, informal curriculum-based assessments, and formal standardized assessments

## Oral Language Skills



- Classroom Observations:
  - sentence length in oral communication
  - vocabulary words in verbal expression compared to written expression
- Picture Vocabulary Measure
- Oral Vocabulary Measure of Synonyms and Antonyms
- Listening Comprehension Skills

## Potential Indicators of Dyslexia

- Stronger higher-level language skills than low-level language skills, particularly phonological processing
- Oral language skills superior to written language skills
- Possible word retrieval deficits

## Phonological Awareness



- Screening: Phoneme Segmentation
- Informal Assessment:
  - Word Discrimination
  - Rhyme Recognition
  - Rhyme Production
  - Syllable Blending
  - Syllable Segmentation
  - Syllable Deletion
  - Phoneme Recognition
  - Phoneme Blending
  - Phoneme Segmentation
  - Phoneme Deletion
- Nonword Repetition Task

## Potential Indicators of Dyslexia

- Phonological Awareness Weaknesses
- Phonemic Awareness Weaknesses
- Phonological Memory Weaknesses

## Rapid Naming Skills



- Screening: RAN
- Informal Assessment:
  - Colors
  - Letters
  - Objects
  - Numbers

## Potential Indicators of Dyslexia

- Naming speed deficits
- Both naming speed and phonological processing deficits are considered a “double deficit”

## Word Recognition & Decoding



- Screening: Letter-Sound Fluency, Nonsense Word Fluency, Oral Reading Fluency (Accuracy Rates)
- Informal Phonics Surveys & Reading Inventories
  - Real Words
  - Nonsense Words
- Irregular Word Lists

## Potential Indicators of Dyslexia

- Difficulties with word attack skills and phoneme-grapheme (sound-letter) correspondences
- Accuracy and/or fluency difficulties



# Reading Fluency



- Screening: Oral Reading Fluency (Accuracy and Automaticity Rates)
- Informal Reading Inventories & Curriculum-Based Measurements
  - Automaticity
  - Accuracy
  - Measures of Prosody

## Reading Comprehension



- Informal Reading Inventories
  - Retellings
  - Questions
- Curriculum-Based Measurements
  - Cloze Tasks
  - Maze Tasks

## Potential Indicators of Dyslexia

Reading comprehension skills are lower than listening comprehension skills

## Written Expression & Encoding

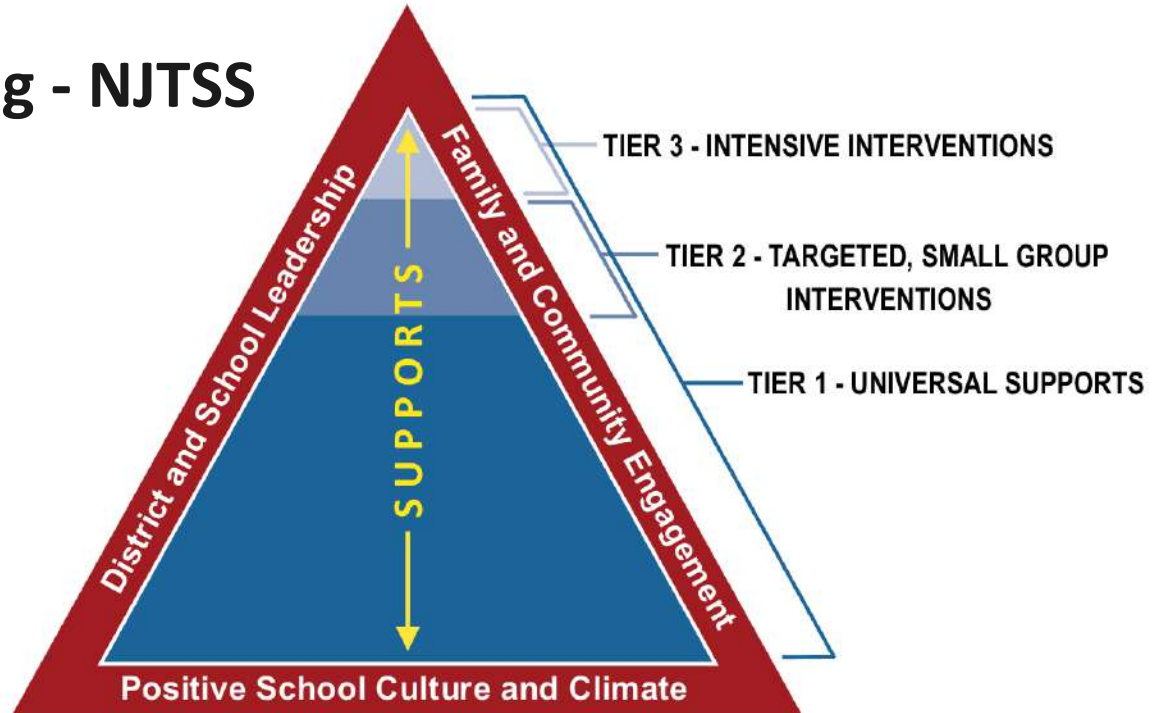
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- Writing Sample Analysis
  - Handwriting
  - Spelling
  - Mechanics
  - Syntax - Sentence Writing
  - Vocabulary
  - Paragraph Writing
- Informal Spelling Surveys/Inventories

## Potential Indicators of Dyslexia

- Difficulty recalling letters and orthographic patterns
- Spelling is usually the most severe weakness
- Writing difficulties, including:
  - Poor handwriting
  - Poor spelling in context
  - Poor sentence structure
- An OT referral may be warranted

# Universal Screening - NJTSS



# Child Study Team Referral to Determine Eligibility



- Review all data including universal screening, progress monitoring of the student's response to tiered interventions, and diagnostic assessments collected to date
- Gather information about birth and family history, medical history, speech and language development, and educational history
- Assess in all areas of suspected disability

# Child Study Team Members



**Learning Disabilities  
Teacher Consultant**

**School Psychologist**

**Social Worker**

**Speech-Language  
Pathologist**

ALL team members must have a strong base of knowledge about the neurobiology of dyslexia and all aspects of reading acquisition.

# Learning Disabilities Teacher Consultants



Have a thorough base of knowledge pertaining to the structure of language, how students learn to read, why some students struggle to learn to read, and what effective instructional practices should be implemented to remediate students' specific areas of weakness

- Include interpretation and analysis of test results
- Look for patterns in the results that identify the profile of dyslexia

# Social Workers



Play an important role in supporting families' needs and identifying key factors which impact a student's progress

- Identify genetic and family background
- Investigate emotional and environmental factors



# Speech-Language Pathologists



Play an important role during the evaluation process due to the connection between spoken and written language and the role both play in the development of literacy skills

- Investigate both receptive and expressive language skills in the areas of phonology, morphology, syntax, semantics and pragmatics

# School Psychologists



Understand the progression of literacy development and can identify the phase at which students are functioning

- Explain how cognitive testing results relate to reading achievement
- Provide sound recommendations for educational programming

# Cognitive Function



- Processing speed and working memory weaknesses may be present
- IQ is not the best predictor of how easily a student will develop written language skills
- A specific learning disability may also be determined by utilizing a response to scientifically-based interventions methodology
- A note about twice exceptional students: information on IQ and a discrepancy between ability and achievement could help in identifying these students

## Activity:

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# Understanding the Tools Needed to Assess for Dyslexia

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 the growth of vocabulary and background knowledge. (N.J.A.C. 6A: 14-1.3)



## Activity:



# Understanding the Tools Needed to Assess for Dyslexia

- Take an inventory of the evaluation tools you have access to in your district. Ask: What do we have? What do we need?
- Use the following chart to determine which evaluations target the areas needed for a thorough assessment for dyslexia.



<b>Focus of Assessment</b>	<b>Phonological Memory</b>	<b>Tool Needed</b>
Phonological/Phonemic Awareness		
Phonological Memory		
Rapid Automatic Naming		
Letter-Sound Identification		
Word Recognition Fluency (Real Word Reading)		
Word Recognition Fluency/Decoding (Nonsense Word Reading)		
Encoding (Spelling)		
Oral Reading Fluency		



## Special Education

- Special Education Home
- Data & Reports
- Legal Protections & Responsibilities
- Learning Opportunities
- Resources
- NJ Tiered System of Supports
- Special Education Due Process Hearing Decisions

### Learning Opportunities

#### Dyslexia and Other Reading Disabilities

The following webinars are provided by NJDOE as an option to meet the 2-hour professional development requirement as specified in PL 2013 c.105.

Please note: There will be no certificate of completion offered following any of the webinars on this site. It is the responsibility of the professional to maintain a record of professional development hours in accordance with the individual school district's professional development documentation policy.

#### Professional Development

#### Webinars

- [Multisensory Structured Literacy- Group Instruction Methodology](#)
- [Comprehension and Fluency](#)
- [Dyslexia and Other Reading Disabilities: An Overview of Screening, Assessment, Intervention, and Assistive Technology](#)

#### Offices of Special Education

P.O. Box 500  
Trenton, NJ 08625-0500  
Policy and Procedure: phone:  
(609) 376-9060  
Professional Development: phone:  
(609) 376-9084  
Both: fax: (609) 984-8422



  
**Thank You!**

## **The New Jersey Dyslexia Handbook**

A Guide to Early Literacy Development & Reading Struggles



September 2017