Dyslexia Screener and Supports

Summer Webinar

July 27, 2020

Laurie Weathersby, Jayda Brantley
lweathersby@mdek12.org
jbrantley@mdek12.org

Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
MISSISSIPPI STATE BOARD OF EDUCATION

STRATEGIC PLAN GOALS

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Today’s Schedule

- Dyslexia Defined
- Key Legislation
- Scholarship for Students with Dyslexia
- Public School Requirements
- Notifying Parents of Dyslexia Screener Results
- State Accommodations
- Child Find
Dyslexia Defined

Definition of Dyslexia

- Dyslexia is defined as a specific learning disability that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities, which 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, and secondary consequences which may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.
Taking a Closer Look

• Impairment of learning that may affect one or more academic area, but not others
• Structural and functional difference in the brain
• Difficulties with reading print accurately with a rate that supports comprehension
• Difficulty using phonics and structural analysis to spell and read unknown words automatically

Taking a Closer Look

• Core deficit in phonological processing skills, speech sounds are poorly processed
• Unexpected difficulties in relation to intelligence, opportunities, and instruction
• Exists in individuals with talents and abilities that enable them to be successful in many domains
• Coexists with other developmental difficulties and disabilities, including problems with attention, memory, and executive function
Key Legislation

Improving State Supports

- $6,000 salary supplement for acquiring CALT certification
- Tuition reimbursement for Masters in Dyslexia Therapy
- Tuition assistance to attend special-purpose non-public schools
- Extends grant opportunities to public schools

Dyslexia Grants to Public Schools 1996
Scholarships for Students with Dyslexia 2012
Critical Needs Scholarship 2013
Certified Academic Language Supplements 2013

$6,000 salary supplement for acquiring CALT certification
### Legislative Priorities

**Dyslexia Grants (est. 1996)**

- 3 year grant to public school districts
- Supports students with dyslexia and/or related reading disorders in general education
- Funds the purchase of a dyslexia screener, dyslexia interventions, instructional resources and pre- and post-assessments
- Pays up to 80% of the dyslexia therapist salary
- Funds professional development related to dyslexia for teachers, administrators, and parents

### 2018-2021 Grant Awards

<table>
<thead>
<tr>
<th>District</th>
<th>Program</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones County</td>
<td>Dyslexia Therapist, Alphabetic Phonics, Barton</td>
<td>45,000. x 3 = 135,000.</td>
</tr>
<tr>
<td>Lauderdale</td>
<td>Dyslexia Therapist, Alphabetic Phonics, Barton</td>
<td>45,000. x 3 = 135,000.</td>
</tr>
<tr>
<td>George County</td>
<td>Dyslexia Therapist, Neuhaus: Basic Language Skills</td>
<td>45,000. x 3 = 135,000.</td>
</tr>
<tr>
<td>Neshoba County</td>
<td>Dyslexia Therapist, Alphabetic Phonics, Take Flight</td>
<td>45,000. x 3 = 135,000.</td>
</tr>
<tr>
<td>Lamar County</td>
<td>Dyslexia Therapist, Neuhaus: Basic Language Skills</td>
<td>40,550. x 3 = 121,650.</td>
</tr>
</tbody>
</table>
Scholarship for Students with Dyslexia

<table>
<thead>
<tr>
<th>Scholarship for Students with Dyslexia (est. 2012)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides the option to attend a public school other than the one to which assigned</td>
<td></td>
</tr>
<tr>
<td>• Funds students to attend qualified special purpose non-public school that offers Orton-Gillingham based instruction provided by a licensed dyslexia therapist 5 days a week</td>
<td></td>
</tr>
<tr>
<td>• Re-distributes public school funds from the public school to the special purpose non-public school selected</td>
<td></td>
</tr>
<tr>
<td>• Total funds awarded to date: $6,096,358.70</td>
<td></td>
</tr>
</tbody>
</table>
### Approved Special Purpose Non-Public Schools

- Magnolia Speech School: Jackson
- New Summit School: Jackson
- North New Summit: Greenwood
- South New Summit: Hattiesburg
- Oxford University School: Oxford
- Petal 3D School: Petal

### Scholarship for Students with Dyslexia

<table>
<thead>
<tr>
<th>Dyslexia Therapy Scholarship for Students With Dyslexia (est. 2012)</th>
<th>Requires the administration of a SBE approved Dyslexia Screener in the Spring of Kindergarten and the Fall of First grade that addresses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• phonological awareness and phonemic awareness,</td>
</tr>
<tr>
<td></td>
<td>• sound symbol recognition,</td>
</tr>
<tr>
<td></td>
<td>• alphabet knowledge,</td>
</tr>
<tr>
<td></td>
<td>• decoding skills,</td>
</tr>
<tr>
<td></td>
<td>• encoding skills, and</td>
</tr>
<tr>
<td></td>
<td>• rapid naming</td>
</tr>
</tbody>
</table>
Public School Dyslexia Screener Requirements

1. Adopt a local board policy about screening students for dyslexia.
2. Screen all students during the 2nd semester of Kindergarten and during the 1st semester of First Grade using a State Board of Education approved Dyslexia Screener.
3. Ensure that the screener addresses the following components:
   • Phonological awareness and phonemic awareness
   • Sound symbol recognition
   • Alphabet knowledge
   • Decoding skills
   • Encoding skills
   • Rapid naming
4. Notify parents if a student fails the dyslexia screener.

5. Accept dyslexia evaluations administered by a licensed psychologist, psychometrist, or speech language pathologist.

6. Determine whether a student diagnosed with dyslexia qualifies under IDEA before proceeding to the development of a 504 Plan. If a student's diagnosis of dyslexia does not result in a disability determination, then in developing the written 504 Plan, there shall be a presumption that proficiency in spelling, reading and writing are essential for the student to achieve appropriate educational progress.

7. Develop interventions and strategies to provide accommodations to enable the student to achieve appropriate educational progress. The interventions and strategies developed shall include, but not be limited to, the use of the 3-Tier Instructional Model and the utilization of provisions of the IDEA and Section 504 to address those needs.
Public School Requirements

8. Screen first grade students by October 23, 2020
9. Screen kindergarten students by April 9, 2021
10. Complete the MS Dyslexia Screener Data Information Form and submit to the Office of Student Intervention Services at dyslexiadata@mdek12.org by April 23, 2021.

* Screener Information and Forms can be accessed at http://www.mde.k12.ms.us/ESE/dyslexia

State Approved

Dyslexia Screeners
State Approved Dyslexia Screeners

- We released a Request for Qualifications in April.
- The list of dyslexia screeners was approved at the June Board Meeting.

<table>
<thead>
<tr>
<th>Dyslexia Screener</th>
<th>Grade Level</th>
<th>Cost</th>
<th>Admin Time</th>
<th>Test Type</th>
<th>Provides Pass/Fail Criteria</th>
<th>Provides Demo for Test Admin</th>
<th>Special Qualifications to Administer</th>
<th>Ordering Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amplify Screener</strong> (New Customers)</td>
<td>K – 1</td>
<td>$14.90 per student</td>
<td>8-13 minutes</td>
<td>Teacher Directed and Recorded</td>
<td>Yes</td>
<td>Yes</td>
<td>None</td>
<td>Wayne Hebert</td>
</tr>
<tr>
<td><em>mCLASS with DIBELS 8th Edition, RAN, and Spelling</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Amplify, Senior Account Executive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:whebert@amplify.com">whebert@amplify.com</a></td>
</tr>
<tr>
<td><strong>Amplify Screener</strong> (Returning Customers)</td>
<td>K – 1</td>
<td>$14.90 per student</td>
<td>8-13 minutes</td>
<td>Teacher Directed and Recorded</td>
<td>Yes</td>
<td>Yes</td>
<td>None</td>
<td>Wayne Hebert</td>
</tr>
<tr>
<td><em>mCLASS with Acadience (formerly DIBELS Next) and the Early Literacy Measures (ELM)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Amplify, Senior Account Executive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:whebert@amplify.com">whebert@amplify.com</a></td>
</tr>
</tbody>
</table>
## State Approved Dyslexia Screeners

<table>
<thead>
<tr>
<th>State Approved Dyslexia Screeners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIBELS 8th Edition</strong></td>
</tr>
<tr>
<td>University of Oregon Center on Teaching and Learning</td>
</tr>
<tr>
<td><a href="https://dibels.uoregon.edu/">https://dibels.uoregon.edu/</a></td>
</tr>
<tr>
<td>K – 8</td>
</tr>
<tr>
<td>$1.00 per student per year</td>
</tr>
<tr>
<td>3-7 minutes per student</td>
</tr>
<tr>
<td>Teacher-directed</td>
</tr>
<tr>
<td>One-on-one assessment</td>
</tr>
<tr>
<td>Comprehension measure is</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td><a href="mailto:support@dibels.uoregon.edu">support@dibels.uoregon.edu</a></td>
</tr>
<tr>
<td>888-497-4290</td>
</tr>
</tbody>
</table>

---

## State Approved Dyslexia Screeners

<table>
<thead>
<tr>
<th>State Approved Dyslexia Screeners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FastBridge Learning</strong></td>
</tr>
<tr>
<td><strong>illuminate Education</strong></td>
</tr>
<tr>
<td>K – 2</td>
</tr>
<tr>
<td>$7.50 per student</td>
</tr>
<tr>
<td>Annual subscription</td>
</tr>
<tr>
<td>5 minutes for each measure</td>
</tr>
<tr>
<td>Teacher-directed with an on-line scoring tool</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Geb Bull</td>
</tr>
<tr>
<td><a href="mailto:gbull@illuminateed.net">gbull@illuminateed.net</a></td>
</tr>
<tr>
<td>337-280-0816</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State Approved Dyslexia Screeners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lexercise</strong></td>
</tr>
<tr>
<td>Mississippi Dyslexia Screener</td>
</tr>
<tr>
<td><a href="https://www.lexercise.com/clinicas/mississippi-dyslexia-screener">https://www.lexercise.com/clinica ns/mississippi-dyslexia-screener</a></td>
</tr>
<tr>
<td>K – 1</td>
</tr>
<tr>
<td>Free</td>
</tr>
<tr>
<td>15 minutes</td>
</tr>
<tr>
<td>Online Assessment</td>
</tr>
<tr>
<td>Teacher Directed and Recorded</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Free online access</td>
</tr>
</tbody>
</table>
## State Approved Dyslexia Screeners

<table>
<thead>
<tr>
<th>Dyslexia Screener</th>
<th>K – 1</th>
<th>$35.00 per school</th>
<th>25 minutes (estimated)</th>
<th>Teacher Directed and Recorded</th>
<th>Yes</th>
<th>No, directions are explicit enough that no training will be needed</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mississippi College</td>
<td>2 – 3</td>
<td>Can be reproduced as needed</td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td>Shirley Tipton, School of Education</td>
</tr>
<tr>
<td>William Carey University/Mississippi Dyslexia Therapy Association</td>
<td>K – 1</td>
<td>$35.00 per school</td>
<td>15 minutes</td>
<td>Teacher Directed and Recorded</td>
<td>Yes</td>
<td>Yes</td>
<td>Cena Holfield, School of Education</td>
</tr>
</tbody>
</table>

Dyslexia Screener for Kindergarten and First Grade, 2017 Edition (now available in digital format)

http://msdata.org

## Dyslexia Data

**MISSISSIPPI DYSLEXIA SCREENER**

**Dyslexia Screener Data 2020-2021**

(Mississippi Senate Bill 365 mandates that each school district screen students for dyslexia in the spring of Kindergarten and the fall of Grade 1 using a State Board of Education (SBE) approved screener. Please complete the information below and submit completed forms to the Office of Student Assistance Services at dyslexiascreening.org by April 25, 2021. Contact Laura Whetsell at jwettsell@msteacher.org for assistance completing the completion form.)

### DISTRICT INFORMATION

- **School Name:**
- **Date:**
- **Contact Person:**
- **Contact Phone:**

- Check the SBE approved screener that was used for this assessment:
  - A. Mississippi College Dyslexia Screener
  - B. Mississippi State University Dyslexia Screener
  - C. William Carey University/Dyslexia Therapy Association Screener

### FALL OF FIRST GRADe

- **Deadline for Administration:** October 23, 2020

- **Screener was given:**
- **Data points were met:**

<table>
<thead>
<tr>
<th>School/Teacher Name</th>
<th>Number of students referred for assessment</th>
<th>Number of students referred for intervention</th>
<th>Percentage of students referred for intervention</th>
</tr>
</thead>
</table>

- **District Name:**
- **Number of students referred for intervention:**
- **Percentage of students referred for intervention:**
Amplify

- Returning Customers: mCLASS with Acadience (formerly DIBELS Next) and the Early Literacy Measures
- New Customers: mCLASS with DIBELS 8th Edition, RAN, and Spelling
Amplify

- K-1 Screener
- $14.90 per student
- 8-13 minutes to administer
- Teacher Directed and Recorded

Wayne Hebert
Amplify, Senior Account Executive
whebert@amplify.com
337-298-7833
DIBELS 8th Edition

DIBELS

• Kindergarten to 8th grade
• Several subtests that measure the Big Ideas in Reading (as key indicators)
• Standardized and efficient assessments
DIBELS

- Fluency based (one-minute assessments)
- Benchmark screening 3 times per year
- Progress monitoring- 20 alternate probes per measure
- Predictive of future reading performance

DIBELS 8th Edition

- Advanced form design with easier items at beginning
- New item creation and selection to ensure equivalent forms
- Equated scores for next year

<table>
<thead>
<tr>
<th>von</th>
<th>surp</th>
<th>lep</th>
</tr>
</thead>
<tbody>
<tr>
<td>/v//o//n/</td>
<td>/s//er//p/</td>
<td>/l//e//p/</td>
</tr>
<tr>
<td>mide</td>
<td>lib</td>
<td>teb</td>
</tr>
<tr>
<td>/m//l//d/</td>
<td>/l//l//b/</td>
<td>/l//e//b/</td>
</tr>
<tr>
<td>carm</td>
<td>vot</td>
<td>snan</td>
</tr>
<tr>
<td>/k//ar//m/</td>
<td>/v//o//l/</td>
<td>/s//n//a//n/</td>
</tr>
<tr>
<td>vlig</td>
<td>chon</td>
<td>pag</td>
</tr>
<tr>
<td>/v//l//g/</td>
<td>/ch//o//u/</td>
<td>/p//a//g/</td>
</tr>
</tbody>
</table>
What’s new in DIBELS 8th?

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Grades</th>
<th>Content changes</th>
<th>Other changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LNF</td>
<td>K-1</td>
<td>Dropped W, w, and lower-case L</td>
<td>Progressive difficulty</td>
</tr>
<tr>
<td>PSF</td>
<td>K-1</td>
<td>Words restricted by frequency and age of acquisition</td>
<td>Progressive difficulty</td>
</tr>
<tr>
<td>NWF</td>
<td>K-3</td>
<td>Expanded coverage of grade-appropriate spelling patterns; only legal spelling patterns</td>
<td>Progressive difficulty</td>
</tr>
<tr>
<td>WRF</td>
<td>K-3</td>
<td>All new! Words restricted by frequency and age of acquisition</td>
<td>Progressive difficulty</td>
</tr>
<tr>
<td>ORF</td>
<td>1-8</td>
<td>Only ONE passage per benchmark period</td>
<td>Written by published and aspiring authors; reviewed by parents and former teachers</td>
</tr>
<tr>
<td>Maze</td>
<td>2-8</td>
<td>Research-based creation of distractors</td>
<td>Research-based formatting; extended to Grade 2</td>
</tr>
</tbody>
</table>

DIBELS- How is it administered?

- One on one (advantageous for younger students)
- Paper/pencil
- 5-8 minutes per student
Phonemic Segmentation Fluency (PSF)

- PSF measures phonological awareness
- Students are asked to segment words into phonemes
- For example, if the assessor says “sat,” the student says /s/ /a/ /t/
- In Kindergarten, the first 20% of items have two phonemes
- Credit for each correct phoneme or word segment

Letter Naming Fluency (LNF)

- LNF measures rapid naming skills and letter name knowledge
- Students are presented with an 8.5 x 11 sheet of paper with upper- and lower-case letter
- Each form begins with the 20 most frequently seen letters
- Targeted exclusions to improve LNF for RAN screening
  - Upper- and lower-case W and lower-case L are not included.
  - W is the only 3-syllable letter and take longer to say.
  - Lower-case L can be confused with upper-case I or the number 1
- Font is similar to that used by eye doctors
- Credit is given for each correct letter name
Nonsense Word Fluency (NWF)

• NWF measures correspondence between sounds and letters/Sound-symbol recognition
• Pseudo-words are presented on an 8.5 x 11 sheet of paper (e.g., tib, sorm)
• Easier items at the beginning of forms
• More complex spelling patterns used beyond Kindergarten
• Credit is given for correct letter sounds and words read correctly for a better picture of student skills

NWF patterns

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Grade introduced</th>
<th>Example non-word</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVce</td>
<td>1</td>
<td>bace</td>
</tr>
<tr>
<td>CVw(C)C</td>
<td>1</td>
<td>zart</td>
</tr>
<tr>
<td>CVCC</td>
<td>1</td>
<td>melb</td>
</tr>
<tr>
<td>CCVC</td>
<td>1</td>
<td>scap</td>
</tr>
<tr>
<td>CCVCC</td>
<td>1</td>
<td>broid</td>
</tr>
<tr>
<td>(C)VVC(c)C</td>
<td>2</td>
<td>geap</td>
</tr>
<tr>
<td>CVCCy</td>
<td>2</td>
<td>fuddy</td>
</tr>
<tr>
<td>(C)V(CVC)(C)C</td>
<td>3</td>
<td>copalp</td>
</tr>
<tr>
<td>(C)V(CVC)(C)C</td>
<td>3</td>
<td>fludpalm</td>
</tr>
</tbody>
</table>
Word Reading Fluency (WRF)

- WRF measures correspondence between sounds and letters/sound-symbol recognition, and sight word reading skills
- Combination of WRF and NWF creates a better safety net
- Words are presented on an 8.5 x 11 sheet of paper
- Easier words are at the beginning of forms
- Targets words based on age of acquisition and frequency in text
- Credit is given for each word read correctly

Oral Reading Fluency (ORF)

- ORF measures oral reading fluency with connected text and phonics skills
- A grade-level passage is presented on an 8.5 x 11 sheet of paper
- One passage is used for benchmark screening at the beginning, middle and end of year
- Passages are written by published authors and elementary and middle school teachers
- Blend of narrative and informational passages
Maze

- Maze measures reading comprehension
- A grade-level passage is presented on an 8.5 x 11 sheets of paper and students are asked to read silently for 3 minutes
- Every 7th word of the passage is removed and there is a maze of options (3 words choices); only 1 word is correct
- Students select the word that is correct for the passage
- Passages are written by published authors and elementary and middle school teachers
- Blend of narrative and informational texts

Spelling

- Three letter words based on letter pattern frequency
- Administrator completes a practice item
- Then speaks 10 words aloud to the student
- Credit is given for each correct letter in the correct position
Technical Reports

https://dibels.uoregon.edu/research/techreports/#dibels

Contact

support@dibels.uoregon.edu

888-497-4290

Online DIBELS training

- Online module with 8 hours of instruction and practice
Dyslexia Screening with FastBridge
For Mississippi Department of Education
July 23, 2020
## FastBridge Dyslexia Screeners

<table>
<thead>
<tr>
<th>Grade</th>
<th>FAST Measure</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>earlyReading Composite</td>
<td>5 minutes</td>
</tr>
<tr>
<td>1</td>
<td>earlyReading Composite</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2-6</td>
<td>CBMreading</td>
<td>4 minutes</td>
</tr>
</tbody>
</table>

## FastBridge earlyReading Composite Subtests

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sight Words-150 Word Segmenting Nonsense Words Sentence Reading</td>
<td>Word Segmenting Nonsense Words Sight Words-150 CBMreading</td>
<td>Word Segmenting Nonsense Words Sight Words-150 CBMreading</td>
</tr>
</tbody>
</table>
Assessments are Teacher-Administered

Composite
  4 subtests
  Individual administration with each student
  Teacher uses system to administer and score
  Student uses printed materials
  Some assessments timed for 1 minute while others are untimed

Dyslexia Reports

✓ Group Screening
✓ Detailed Group
✓ Individual Skills
### Individual Skills Report

**Shows Individual Student Skill Deficits**

#### Shows which students are at risk:

- `!` = Some risk of Dyslexia
- `!!` = High risk of Dyslexia

#### Composite Scores Show the Risk of Dyslexia

- **Composite Scores**
- **Fall (FALL)**
  - Composites: 39, 35
- **Winter (WINTER)**
  - Composites: 35, 30

#### Individual Skills Report

- **Morgan, Heather**
  - **Cvowel Sounds Report**
    - Score: 15
    - 34% accuracy
    - Some Risk
  - **Consonant Sounds Report**
    - Score: 16
    - 60% accuracy
    - High Risk
  - **Letter Sounds Report**
    - Score: 1
    - 60% accuracy
    - 9 correct per min
    - High Risk
  - **Nonsense Words Report**
    - Score: 21
    - 60% accuracy
    - 21 correct per min
    - High Risk

---

Copyright © 2018-2019 FastBridge Learning® LLC. All rights reserved.
For information about how to purchase the FastBridge Dyslexia screener, contact Geb Bull at gbull@illuminateed.net or email sales@fastbridge.org.
Opportunities for Participation:
Lexercise Dynamic Dyslexia Screening

Lexercise is Developing a New Dyslexia Screener

Lexercise developed the *Mississippi Dyslexia Screener*, which is widely used in Mississippi and across the U.S.

The COVID-19 pandemic has emphasized the need for a different type of dyslexia screener, with all three of these characteristics:

1. Has strong reliability and validity
2. Can be administered efficiently, either on-site or online
3. Identifies students who are on the dyslexia spectrum per se versus those who lack instruction/experience.

To address this need, Lexercise is developing a new type of dyslexia screener, using a specific type of procedure called *dynamic screening*.

School districts will have the opportunity during the 2020-2021 school year to be involved in the development of the *Lexercise Dynamic Dyslexia Screener* for Kindergarten, 1st & 2nd grades.
Lexercise

How is Dynamic Screening Different from Traditional Screening?

**Traditional/Static Screening**
- Assesses student’s prior knowledge/experience of reading.
- Difficult to discriminate poor performance in students who will have difficulty in developing reading skills from those who are disadvantaged due to inadequate or poor prior exposure to reading.
- Often results in inflated false positive rates, and can lead to misallocation of resources.

**Dynamic Screening**
- Assesses student’s ability to acquire specific knowledge and skills, a.k.a learning potential*.
- Is potentially a more sensitive measure of students at risk for dyslexia, and more capable of discriminating between poor performance due to learning difficulty versus lack of exposure.
- Has the potential to reduce false positive rates, and save schools money from misallocated resources.

*Fuchs et al., 2007

Lexercise

How is Dynamic Screening Done?

Dynamic screening procedures generally involve:

1. a pre-test phase, where a student is tested on what is assumed to be novel information,
2. a teaching phase, where a student is explicitly taught the novel information,
3. a post-test phase, where the student is again tested on the novel information they were taught (e.g., Fuchs et al., 2007; Petersen, et al., 2018).

The core element of dynamic screening is integrating teaching into the assessment to see how a student responds to the teaching (Grigorenko, 2009).

It is similar to response to intervention (R-t-I), however, performance does not hinge on semester-long instructions, thereby allowing at-risk students to be identified earlier.
Lexercise

What's Next?

We are currently in the piloting phase of the dyslexia dynamic screener before we begin testing in schools. We are working with data scientists from the UNC-Greensboro Department of Educational Research Methodology to develop the research protocol and analyze the data.

Things to know about the Dynamic screener. It will:
1. Test kindergarten, 1st and 2nd graders,
2. Be completed fully online, with instructions and scoring completed by the computer,
3. Be administered class-wide (not individually),
4. Take approximately 15 minutes,
5. Follow, the pre-test, teach, post-test format.

If your district is interested in participating in this exciting study, please email us at support@lexercise.com, and we will provide you with more information and details about participation.

In exchange for participation, districts will get a large discount on a Lexercise for Schools subscription.

References


Mississippi College

- Dyslexia Screener for Kindergarten, First, Second, and Third Grades all in one packet
- K-1
- 2-3
- Directions are explicit enough that no training is needed
### Mississippi College

<table>
<thead>
<tr>
<th>Cost</th>
<th>Administer Time</th>
<th>Components Measured</th>
<th>Test Type</th>
<th>Provides Pass/ Fail Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>$35.00</td>
<td>25 minutes</td>
<td>Phonological Awareness</td>
<td>Teacher Directed and Recorded</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>(estimated)</td>
<td>Phonemic Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sound Symbol Recognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alphabet Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decoding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encoding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rapid Naming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All proceeds from the sale of the MC screener go to the MC Dyslexia Education and Evaluation Center for those children whose parents cannot afford an evaluation.

In memory of Maxwell and Dr. Melissa McMahan.

Dr. McMahan received her M.Ed. in Dyslexia Therapy from MC.

Her son Max was dyslexic and Melissa did research in the field before passing away earlier this year.
Mississippi College

https://www.mc.edu/academics/education/dyslexia-therapy-program

Contact Shirley Tipton at 601-925-7667 or email at tipton@mc.edu

William Carey
Cost | Administer Time | Components Measured | Test Type | Provides Pass/Fail Criteria
--- | --- | --- | --- | ---
$35.00 | 15 minutes | Phonological Awareness, Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding, Encoding, Rapid Naming | Teacher Directed and Recorded | Yes
William Carey University/ MSDTA

• Requires a face to face teacher/student evaluation
• Students are given a copy of the printed materials
• Screener comes with a CD modeling administration of the screener
• Teachers record the assessment information on the summary sheet

Available in digital format beginning September 1, 2020.
MS Dyslexia Therapy Association

Julie Lee
jlee@wmcarey.edu
601-318-6000

Notifying Parents
Sample Letter
Sample Parent Letter

Dear Parent/Guardian,

According to Mississippi Code § 41-31-30, all students in grades kindergarten and first grade are required to be screened for literacy using a Mississippi literacy-based education approved screen. Kindergarten students must be screened during the spring semester and first grade students must be screened during the fall semester.

The screening is designed to identify the areas of weakness and to develop a plan for remediation that may assist the student in improving literacy skills. The screening will identify areas of strength and weakness and may be used to design specialized instruction (i.e., individual support using handwriting, phonics, reading, math, and social skills). Intervention (strategies) are supported that are individualized, small group, and classroom supports for your child which may include the three tiers of support.

This is not a comprehensive dyslexia assessment designed to diagnose your child with dyslexia.

Your child/child’s guided oral language screening was administered in the summer prior to your child/child’s dyslexia screening and did not pass the following components of the assessment:

- Phonological awareness and phonemic awareness (Phoneme, spelling, articulation, pronunciation)
- Initial sound identification (Letter sounds)
- Reading skills (reading)
- Writing skills (spelling)
- Rapid naming (letter, color, object naming)

Your child/child’s performance indicates that additional instructional support may be needed. The following supports will be provided for your child:

- Extra classroom instruction in the identified areas that have been identified on the assessment
- Resources and supports that can be used at home to support your child’s needs

An Individualized Education Plan (IEP) may be developed to plan extra supports. If you would like more information concerning this assessment, feel free to contact your child’s teacher at his/her school.

Please Name:
Email address:

Sincerely,

Determining Intervention Supports

While the law specifically states that interventions, strategies, and accommodations must be provided to enable the student to achieve appropriate educational progress, the interventions and strategies are determined locally.
Dyslexia Accommodations

State Assessments

Allowable Accommodations

Dyslexic Student Accommodations

• This information pertains to students with a documented diagnosis of dyslexia on file that were evaluated by a licensed psychologist, psychometrist, or speech language pathologist (Miss. Code 37-173-1 et seq.)

• There may be other accommodations that are needed as related to a students’ disability.

• See the Mississippi Testing Accommodations Manual (2017) for additional information.
Assessments

- **Mississippi Academic Assessment Program (MAAP)**
  - MAAP ELA and Math - Grades 3-8, English II, Algebra I, Algebra II
  - MAAP Science - Grades 5 and 8, Biology I
  - MAAP U.S. History

- **Mississippi K-3 Assessment Support System (MKAS2)**

- **American College Testing (ACT)**

- **English Language Proficiency Test (ELPT)**

<table>
<thead>
<tr>
<th>#</th>
<th>Accommodation</th>
<th>MAAP*</th>
<th>MKAS2</th>
<th>ACT</th>
<th>ELPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/23</td>
<td>Extended time until the end of the school day.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>24</td>
<td>Administer the test over several sessions, specifying the duration of each session.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>25</td>
<td>Administer the test over several days, specifying the duration of each day’s sessions.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Dyslexia Accommodation Documentation

Mississippi Testing Accommodations for Students with Dyslexia

Student Name: ________________________  MSIS #: ________________________
Test Date: ________________________

<table>
<thead>
<tr>
<th>#</th>
<th>Accommodation</th>
<th>MAAP</th>
<th>ENGIL</th>
<th>MKAS²</th>
<th>ACT (Prior Approval Required from ACT)</th>
<th>ELFT</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/23</td>
<td>Extended time until the end of the school day. *Not applicable to the K-Readiness Assessment</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes - The test is untimed</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Administer the test over several sessions, specifying the duration of each session.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes (Excludes the Speaking Domain)</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Administer the test over several days, specifying the duration of each day’s sessions.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes (Excludes the Speaking Domain)</td>
<td></td>
</tr>
</tbody>
</table>

For the above listed assessments, students with disabilities (SWDs), English learners (ELs), and students with a diagnosis of dyslexia that were evaluated by a licensed psychologist, psychometrist, or speech language pathologist (HB 1031, July 2012) may be afforded these extended time accommodations. These accommodations must be listed in the student’s IEP or Section 504 Plan and specified for these assessment areas or students must have a documented diagnosis of dyslexia on file in accordance with Miss. Code 37-173-1 et seq.

Documentation for Accommodations

- Retain the student’s dyslexia diagnosis in the **classroom** and in the **cumulative record**
- Complete the **MS Testing Accommodation for Students with Dyslexia**
- Maintain the **MS Testing Accommodation for Students with Dyslexia** documentation form in the **classroom** and in the **cumulative record**
Providing Supports

Phonological Awareness and Phonemic Awareness

- Phonological Awareness
  - Refers to a student’s awareness of speech and speech segments that are larger than a phoneme
  - Students are able to manipulate units of oral language (syllables, onset and rime, phonemes)
Phonological Awareness and Phonemic Awareness

- Phonological awareness encompasses a wide range of skills that lead to and include phoneme awareness.

- **Phonemic Awareness**
  - A conscious awareness of the identity of speech sounds in words and the ability to manipulate those sounds.
  - It does not require the use of printed words or letters.
  - Increases a student’s awareness of the features of speech.
  - Being sensitive to rhyme.
Phonological Awareness and Phonemic Awareness

- **Onset and rime**-recognition and production of rhyming words depend on the ability to break any syllable into two parts

<table>
<thead>
<tr>
<th>cat</th>
<th>dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>fog</td>
</tr>
<tr>
<td>hat</td>
<td>log</td>
</tr>
<tr>
<td>rat</td>
<td>hog</td>
</tr>
</tbody>
</table>

Phonological Awareness and Phonemic Awareness

- **Phonemes**-the individual speech sounds that distinguish words
  - /s/ /m/ /ar/ /t/
  - /ē/ /t/
Phonological Awareness and Phonemic Awareness

- Phonemic awareness tasks
  - Compare or match sounds in words
    - Which word does not begin with /h/?
      - hat, hair, wind, house
  - Isolate and pronounce separate speech sounds
    - Say the last sound in rich.
  - Put words together from their separate sounds (blending)
    - /sh/ /ou/ /t/ - Say it fast (shout)

- Phonemic awareness tasks
  - Break words apart into their component phonemes (segmentation)
    - Say the sounds in crash.
      - (/k/, /r/, /a/, /sh/)
  - Add, change, or delete phonemes from words (phoneme manipulation)
    - Say heart. Change /t/ to /d/. What the new word? (hard)

fish - /f/ = “ish”
rake - /r/ + /l/ = lake
Sound Symbol Recognition

- Sound Symbol Recognition - students link the look of the letter (visual) with its sound (auditory)
- Producing the accurate sound of each letter

Alphabet Knowledge

- Alphabet Knowledge - Recognizing the 26 letters of the alphabet
- Letter Recognition - Identifying the accurate name of each letter according to its shape and structure
Decoding

• Process of translating print into speech by rapidly matching a letter to its sound

• Recognizing sound-symbol correspondence in order to pronounce a word correctly

• Accurate word reading depends on the ability to decode unknown words by recognizing the sounds the letters represent

Decoding

• Decoding real words or nonsense words
  • pon
  • bat
  • fib
  • sap
  • lut
  • bin
  • teg
Encoding Skills

- The foundation of reading and the greatest component of writing
- Involves translating auditory sounds into visual symbols
- Speech to print

Encoding Skills

- Spelling
- Constructing of words
- Reverse of Decoding
- cat
- lip
- met
- pot
- bug
Rapid Naming

• The reading of names and pictures or random letters presented in rows quickly
• This can be assessed through colors, printed objects, letters, or numerals
• The process of moving from letters and symbols to word reading
• It can be used to predict future reading skills

Rapid Naming

• The ability to retrieve easily and rapidly verbal (phonetic) information that is held in the long-term memory
• To get the best information the evaluator should only test items the child knows well

Form A

Rapid Color Naming
District Considerations

- How many students that failed the screener were referred to MTSS?
- How many students who failed the Dyslexia Screener were referred to MET?
- How many of those students were found eligible for Special Education Services?
- How many students failed the screener in Kindergarten and First Grade?
- Are you considering multiple sources of data?
- Has the parent been notified and expressed concern?
Next Steps

- We are in the process of updating the dyslexia handbook
- Dyslexia Conference Planning:
  - Sending out a link for you to share topics that you would like to have covered in upcoming dyslexia webinars

Dyslexia Webinar Topics
Any Questions

Resources

- [www.dyslexiasw.com](http://www.dyslexiasw.com)
- [www.dyslexia.com](http://www.dyslexia.com)
- [http://dyslexiahelp.umich.edu](http://dyslexiahelp.umich.edu)
- [http://dyslexia.yale.edu](http://dyslexia.yale.edu)
- [www.dyslexicadvantage.org](http://www.dyslexicadvantage.org)
Dyslexia Website

https://mdek12.org/OAE/OEER/Dyslexia

Student Intervention Supports

Bureau Director
Laurie Weathersby
lweathersby@mdek12.org

Academic Intervention Specialist
Jayda Brantley
jbrantley@mdek12.org

Academic Intervention Specialist
Mathis Sheriff
msheriff@mdek12.org

Behavior Specialist
Ginger Koestler
gkoestler@mdek12.org

English Learner Specialist
Sandra Elliott (PreK – 12)
selliott@mdek12.org

Gifted Specialist
Jen Cornett
jcornett@mdek12.org

Technology Specialist
Melissa Banks
mbanks@mdek12.org
Laurie Weathersby, Bureau Director of Student Intervention Services
lweathersby@mdek12.org
Jayda Brantley, Academic Intervention Specialist
jbrantley@mdek12.org