

## **Presenter Guide**

### **Dyslexia Awareness Module, Part 3: How is dyslexia diagnosed?**

**Purpose:** To assist participants in identifying dyslexia

**Goals:** Participants will:

- Identify the reading and reading-related skills key to identifying dyslexia profiles
- Use the definition of dyslexia to identify dyslexia profiles
- Identify possible assessment batteries for identifying dyslexia

**Time:** Approximately 90 minutes

**Format:** In-person (or adapted for synchronous online)

**Structure:** PowerPoint presentation and activities

NOTE: This module can be divided into two parts if time constraints necessitate. The PowerPoint is divided into Part 1 (60 min) and Part 2 (30 min) for this purpose.

This presentation references the definition of SLD under IDEA:

IDEA defined SLD as:
(i) A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, <b>read, write, spell</b> , or to do mathematical calculations, including conditions such as perceptual abilities, brain injury, minimal brain dysfunction, <b>dyslexia</b> , and developmental aphasia
(ii) The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage [CFR 300.7 (c)(10)]

### **Part 1:**

Slides 1-2: Introduction (5 minutes) whole group



- Introduce topic, purpose, goals
- Goals of Part 1: learning to identify dyslexia

Slides 3: Myths (1 min)

- Presenter reviews these slides
- Notes for the presenter are embedded in the “notes” section of the PPT slide.

Slide 4: Overview of necessary information to diagnose dyslexia (1 min)

Slide 5: Background information (3 min)

- Have participants discuss background information that would be needed in diagnosing dyslexia and why.
- Participants should discuss at least three areas: language learning, literacy learning/engagement, family history.
- Discuss which part of the school team is best positioned to gain this information.

Slide 6: Instruction (5 min)

- Engage participants in brainstorming what information is needed about current and prior instruction.
- Review the IDA definition of dyslexia “may be unexpected...the provision of effective classroom instruction.”
- What does “effective classroom instruction” look like? Participants should come to the conclusion that the child should have been provided with explicit and systematic instruction in phonics and phonemic awareness. If the child has NOT been provided that instruction, we cannot rule out an instructional disability.

Slide 7: Intelligence (10 min)

- Engage participants in comparing the IDEA SLD identification criteria before/after the 2004 revision:

<b>PREVIOUS IDEA IDENTIFICATION</b>	<b>2004 REVISION</b>
(a) A team may determine if a child has a SLD if <ul style="list-style-type: none"> <li>• (1) The child does not achieve commensurate with his or her age and ability levels in one or</li> </ul>	The group described in 34 CFR 300.306 may determine that a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10), if:



<p>more of the areas listed in paragraph (a)(2) of this section, if provided with learning experiences appropriate for the child’s age and ability levels;</p> <ul style="list-style-type: none"> <li>• (2) the team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematics calculation or mathematical reasoning</li> </ul> <p>(b) A team may not identify a child as having an SLD if the severe discrepancy between ability and achievement is primarily the result of—</p> <ul style="list-style-type: none"> <li>• (1) visual, hearing, or motor impairment</li> <li>• (2) mental retardation</li> <li>• (3) emotional disturbance</li> <li>• (4) environmental, cultural or economic disadvantage</li> </ul> <p>[CFR 300.541]</p>	<ul style="list-style-type: none"> <li>– The child does not achieve adequately for the child’s age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child’s age or State-approved grade-level standards: Oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving</li> </ul> <p>The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in 34 CFR 300.309(a)(1) when using a process based on the <u>child’s response to scientific, research-based intervention</u>; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 CFR 300.304 and 300.305; and the group determines that its findings under 34 CFR 300.309(a)(1) and (2) are not primarily the result of:</p> <ul style="list-style-type: none"> <li>– A visual, hearing, or motor disability</li> </ul>
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- Mental retardation
- Emotional disturbance
- Cultural factors
- Environmental or economic disadvantage
- Limited English proficiency

A State must adopt, consistent with 34 CFR 300.309, criteria for determining whether a child has a specific learning disability as defined in 34 CFR 300.8(c)(10). In addition, the criteria adopted by the State:

- **Must not require the use of a severe discrepancy between intellectual ability and achievement** for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10);
- **Must permit the use of a process based on the child’s response to scientific, research-based intervention; and**
- **May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability**, as defined in 34 CFR 300.8(c)(10).
- A public agency must use the State criteria adopted pursuant to 34 CFR 300.307(a) in determining whether a child has a specific learning disability.

[34 CFR 300.307] [20 U.S.C. 1221e-3; 1401(30); 1414(b)(6)]



- Why did IDEA delete “significant discrepancy” criteria?

Slide 8: Is there any information we CAN gain from intelligence testing? Discuss this with participants using this slide of the areas measured in the *Wechsler Intelligence Test for Children*, 5<sup>th</sup> Edition.

Slides 9-10: Introduce areas of reading needed to identify dyslexia (5 min)

Slides 11-14: Phonological awareness, word/letter ID, decoding, spelling (5 min)

- Overall goal is to get sense of what might be ‘out of the ordinary’ for children.
- 10: Discuss progression of skills noted in chart; have participants add ages/grades to chart
- 11: have participants ID irregular words
- 12: have participants discuss pros/cons of using nonword assessments
- 13: have participants discuss development of spelling, connect that to decoding and word reading development
- Wrap up: We are looking for issues OUTSIDE of expected development

Slide 15: Comprehension (3 min)

- How might traditional comp assessments (e.g., RICAS) be misleading for students with dyslexia?

Slide 16: Automaticity (3 min)

- Have participants define automaticity.
- How would they determine whether a student has automaticity?

Slide 17: Oral language (5 min)

- Have participants discuss what we understand about a child’s oral language simply from interacting with the child in the classroom (e.g., following directions, language use, vocabulary, processing information).
- When should a child be referred to a team member who has expertise in speech/language (i.e., the SLP)?

Slide 18: Use student profiles task (15 min)



## Part 2:

Have teachers work together to develop a possible assessment battery using the table below:

Area needed	Possible Assessment
Phonological awareness	
Letter/word ID	
Sound/symbol and decoding	
Spelling	
Comprehension	

### Presenter resources for dyslexia identification

RI Department of Education, SLD Guidelines:

<https://www.ride.ri.gov/StudentsFamilies/SpecialEducation/SpecificDisabilityInformation.aspx#1236628-learning-disabilities--response-to-intervention-rti>

International Dyslexia Association:

<https://dyslexiaida.org/testing-and-evaluation/>

Nessy.com

<https://www.nessy.com/us/educators/dyslexia-classroom-10-indicators/>

Understood.org

<https://www.understood.org/en/school-learning/evaluations/types-of-tests/tests-for-dyslexia>

<https://www.understood.org/en/school-learning/special-services/special-education-basics/the-difference-between-a-school-identification-and-a-clinical-diagnosis>

20-minute video of psychologist Dr. Matthew Kruger in NYC, assessing a child:

[https://www.understood.org/en/school-learning/evaluations/evaluation-basics/inside-a-dyslexia-evaluation?\\_ul=1\\*1y0ap3p\\*domain\\_userid\\*YW1wLVJQS1Zsc3pwSklTQWZjU19scmxLeUE.](https://www.understood.org/en/school-learning/evaluations/evaluation-basics/inside-a-dyslexia-evaluation?_ul=1*1y0ap3p*domain_userid*YW1wLVJQS1Zsc3pwSklTQWZjU19scmxLeUE.)



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Created in partnership with the Rhode Island Department of Education Literacy Ambassadors 2020

## Possible Tests for Dyslexia Screening

**Tests that provide specific index scores for dyslexia:** WIAT-3 and KTEA-3

### **Formal Assessments:**

Phonological Awareness:

- Comprehensive Test of Phonological Awareness, 2<sup>nd</sup> Ed. (CTOPP-2)
- Phonological Awareness Test, 2<sup>nd</sup> Ed. (PAT-2)
- Subtest of Woodcock Reading Mastery Test, 3<sup>rd</sup> Ed.

Word ID, Decoding, Spelling:

- WIAT-3 (word recognition, pseudoword reading, spelling subtests)
- Woodcock Johnson Tests of Achievement, 4<sup>th</sup> Ed. (letter/word ID, word attack, spelling subtests)
- Woodcock Reading Mastery Test, 3<sup>rd</sup> Ed. (word ID and word attack subtests)

Comprehension:

- WIAT-IV, WJ-TA-4, WRMT-3

Automaticity

- Rapid naming (CTOPP-2)
- Word reading and decoding (Test of Word Reading Efficiency, 2<sup>nd</sup> Ed.)

### **Informal Assessments:**

Phonological Awareness:

- Yopp-Singer Test of Phoneme Segmentation

Word ID, Decoding, Spelling:

- Sight word assessments (Dolch, Fry lists)
- CORE Phonics Survey
- Scholastic RED Phonics Survey
- Elementary Spelling Inventory (Words Their Way)
- Qualitative Reading Inventory, 6<sup>th</sup> Ed.

Comprehension

- Qualitative Reading Inventory, 6<sup>th</sup> Ed.

