Conquering Dyslexia Ch 3
Jan Hasbrouck, Ph.D.

A challenging topic…

SPELLtalk listserve

Steve Dykstra, Ph.D.
April 5, 2019

“Early in learning there is no reason to separate dyslexic children from kids who struggle to read for other reasons. They all need the same thing…we should intervene effectively, robustly with all of them and not worry about who is or is not dyslexic”.

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“...there is an understandable, urgent wish to diagnose [dyslexia] quickly and definitively. Unfortunately, such a measure does not exist.”

To accurately discuss ASSESSING reading ability, we need to understand “reading”.

“Reading is a highly complex task that involves many interconnected and codependent linguistic processes that draw upon a variety of separate skills.”

Hasbrouck & Glaser (2019)

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Hasbrouck & Glaser (2019)

“The Simple View of Reading”

$$RC = LC \times D$$

Gough & Tunmer (1986)

Page 57-58
Simple View of Reading
Gough & Tunmer (1986)

RC = LC \times D

- **Reading Comprehension** = Language Comprehension \times Decoding
- Ability to understand spoken language
- Ability to decode and recognize words

Gough & Tunmer (1986)

https://www.readingrockets.org/article/simple-view-reading


“High-achieving schools use data to guide the instructional decisions of administrators, teacher, and specialists. (Bambrick-Santoyo, 2019).”

ASSESSMENTS

Assess to
- screen
- diagnose
- continuously evaluate
- measure the outcomes of students’ skills and performance

ASSESSMENTS

FORMATIVE
- Benchmark/Screening
- Diagnostic
- Progress Monitoring

SUMMATIVE
- Outcome

BIG IDEA of ALL ASSESSMENTS:
All assessments are conducted to answer a QUESTION!
The Snow Report
pamelasnow.blogspot.com

Pamela Snow, Ph.D.

“Effective early intervention is like building better fences at the top of the cliff, rather than parking ambulances at the bottom.

The best early intervention is effective instruction.”

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ASSESSMENTS

Benchmark/Screening  p. 61-63; 69-79
WHO might need extra help?

Diagnostic  p. 64-67; 80-96
WHAT kind of help do they need?

Progress Monitoring p. 68 (then in Ch. 4 p.113-114)
Is the work WORKING?

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“Early screening is so important for our students with dyslexia…”

Benchmark Screener

3x Year: Fall, Winter, Spring

Significantly Below Benchmark  Slightly Below Benchmark  At or Above Benchmark

May Need Extra Assistance  Likely On Track

Additional assessments or other information should also be considered…
Oral Reading Fluency (ORF) as a BENCHMARK/SCREENING assessment:
Number of words read correctly per minute
(or letter names or sounds)
- DIBELS 8th Ed. U of Oregon K-8
- Acadience Dynamic Measurement Group K-6
- AIMSweb Pearson K-8
- easyCBM Riverside K-8
- FAST FastBridge K-8

**ALL** are CBM measures

**PROGRESS MONITORING**

**Tier 1:**
- Daily performance in small group instruction;
  - written work; in-program assessments

**Tier 2 & Tier 3:**
- Consider CBM ORF assessments
- Monthly? Every 2 weeks?
- Graph progress: Wait for 5 consecutive scores
ASSESSMENTS

More information about Curriculum-Based Measurement (CBM)?

The ABCs of CBM 2nd Ed.
Michele Hosp
John Hosp
Ken Howell

Diagnostic Assessments

Benchmark Screener

- Significantly Below Benchmark
- Slightly Below Benchmark
- At or Above Benchmark

Consider diagnostic assessments

- Core + Intervention or Core Replacement Tier 3
- Core + Supplementary Support Tier 2

Collect additional information as necessary

- Begin or Continue Core Instruction Tier 1
Phonological/Phonemic Awareness

Word Identification: Phonics/Decoding

Automatic Word Recognition (Sight Words)

Reading Fluency (accuracy, rate, expression)

Listening Comprehension

Spelling

Handwriting

Language Proficiency

Rapid Automatized Naming (RAN)?

“…the relation of rapid naming deficits and reading in individuals with dyslexia remains controversial.”

Fletcher, Lyon, Fuchs, & Barnes (2019, p. 118)

“The existing evidence does not support a persistent core deficit in naming speed for readers with dyslexia.”

Vukovic & Siegel (2006, p. 25)

Dyslexia Diagnostic Checklist

Phonological/Phonemic Awareness

YES

X

Phonics/Decoding

YES

X

Automatic Word Recognition (Sight Words)

YES

X

Reading Fluency

YES

X

Listening Comprehension

NO

Spelling

YES

X

Handwriting

NO

Language Proficiency

NO

Family History

YES

X

X

Appropriate Instruction/Intervention

Has been provided

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Share Diagnostic Results

Children diagnosed with dyslexia benefit by receiving:

- a clear and understandable explanation of their diagnosis
- on-going family support
- appropriate intervention provided as early as possible

Livingston, Siegel, & Ribary (2018)

Next Steps

“Depending on the policies and regulations of each school district, agency, or state, receiving services for dyslexia may require an additional round of assessments...”

- Dyslexia programs outside of special education.
- Formal designation as having a learning disability and eligible for special services through IDEA.