Dyslexia Screener and Supports

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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

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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
- State Approved Screeners
- Accommodations
- Supports

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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.

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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
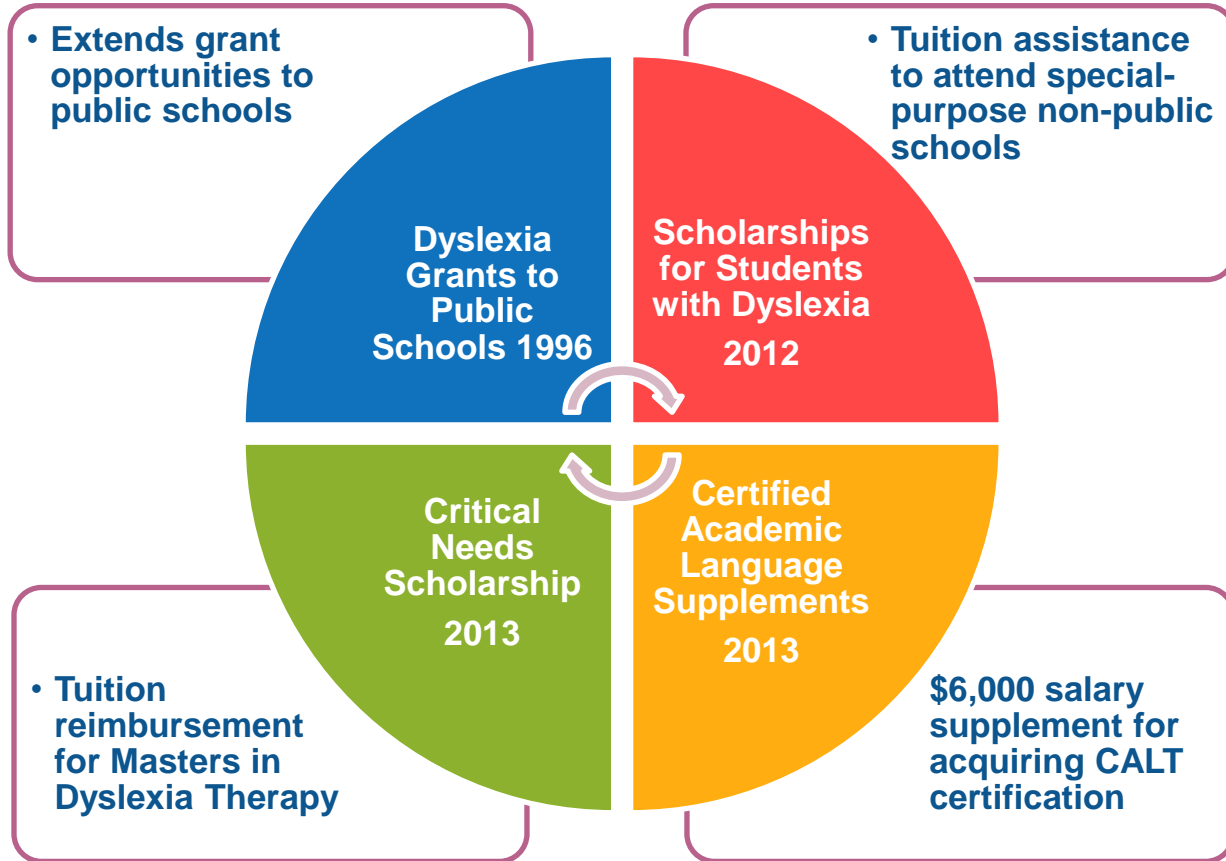
Taking a Closer Look

- 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

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Key Legislation

Improving State Supports

Key Legislation

- **Extends grant opportunities to public schools**

Dyslexia Grants to Public Schools 1996

- **Tuition assistance to attend special-purpose non-public schools**

Scholarships for Students with Dyslexia 2012

Critical Needs Scholarship 2013

- **Tuition reimbursement for Masters in Dyslexia Therapy**

Certified Academic Language Supplements 2013

- **$6,000 salary supplement for acquiring CALT certification**

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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

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2018-2021 Grant Awards

District	Program	Award
Jones County	Dyslexia Therapist, Alphabetic Phonics, Barton	45,000. x 3 = 135,000.
Lauderdale	Dyslexia Therapist, Alphabetic Phonics, Barton	45,000. x 3 = 135,000.
George County	Dyslexia Therapist, Neuhaus: Basic Language Skills	45,000. x 3 = 135,000.
Neshoba County	Dyslexia Therapist, Alphabetic Phonics, Take Flight	45,000. x 3 = 135,000.
Lamar County	Dyslexia Therapist, Neuhaus: Basic Language Skills	40,550. x 3 = 121,650.

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Scholarship for Students with Dyslexia

Scholarship for Students with Dyslexia

Scholarship for Students With Dyslexia (est. 2012)	• Provides the option to attend a public school other than the one to which assigned • 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 • Re-distributes public school funds from the public school to the special purpose non-public school selected • Total funds awarded to date: $6,096,358.70

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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

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Scholarship for Students with Dyslexia

Dyslexia Therapy Scholarship for Students With Dyslexia (est. 2012)	Requires the administration of a SBE approved Dyslexia Screener in the Spring of Kindergarten and the Fall of First grade that addresses: • phonological awareness and phonemic awareness, • sound symbol recognition, • alphabet knowledge, • decoding skills, • encoding skills, and • rapid naming

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Public School Dyslexia Screener Requirements

Public School Requirements

1. Adopt a local board policy about screening students for dyslexia.

2. Screen <u>all</u> students during the 2nd semester of Kindergarten <u>and</u> 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

Public School Requirements

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.

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Public School Requirements

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.

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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

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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.

State Approved Dyslexia Screeners

Dyslexia Screener	Grade Level	Cost	Admin Time	Test Type	Provides Pass/Fail Criteria	Provides Demo for Test Admin	Special Qualifications to Administer	Ordering Information
Amplify Screener (New Customers) mCLASS with DIBELS 8th Edition, RAN, and Spelling **Amplify Screener** (Returning Customers) mCLASS with Acadience (formerly DIBELS Next) and the Early Literacy Measures (ELM)	K – 1	$14.90 per student	8-13 minutes	Teacher Directed and Recorded	Yes	Yes	None	Wayne Hebert Amplify, Senior Account Executive whebert@amplify.com 337-298-7833

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State Approved Dyslexia Screeners

DIBELS 8th Edition University of Oregon Center on Teaching and Learning https://dibels.uoregon.edu/	K – 8	$1.00 per student per year	3-7 minutes per student	Teacher-directed One-on-one assessment Comprehension measure is group administered	Yes	Yes	None	support@dibels.uoregon.edu 888-497-4290

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State Approved Dyslexia Screeners

FastBridge Learning Illuminate Education	K – 2	$7.50 per student Annual subscription	5 minutes for each measure	Teacher-directed with an on-line scoring tool	Yes	Yes	None	Geb Bull gbull@illuminateed.net 337-280-0816
Lexercise Mississippi Dyslexia Screener https://www.lexercise.com/clinicians/mississippi-dyslexia-screener	K – 1	Free	15 minutes	Online Assessment Teacher Directed and Recorded	Yes	Yes	None	Free online access

State Approved Dyslexia Screeners

Mississippi College Dyslexia Screener for Kindergarten, First, Second and Third Grades https://www.mc.edu/academics/education/dyslexia-therapy-program	K – 1 2 – 3	$35.00 per school Can be reproduced as needed	25 minutes (estimated)	Teacher Directed and Recorded	Yes	No, directions are explicit enough that no training will be needed	None	Shirley Tipton Mississippi College, School of Education 601-925-7667 or tipton@mc.edu
William Carey University/Mississippi Dyslexia Therapy Association Dyslexia Screener for Kindergarten and First Grade, 2017 Edition (now available in digital format) http://msdta.org	K – 1	$35.00 per school Can be reproduced as needed	15 minutes	Teacher Directed and Recorded	Yes	Yes	None	Cena Holifield William Carey, School of Education 601-318-6000 or cholifield@wmcarey.edu

Dyslexia Data

MISSISSIPPI DYSLEXIA SCREENER

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Dyslexia Screener Data
2020-2021

Effective July 1, 2017, Section 37-173-15 of House Bill 1046 mandates that each local 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 Intervention Services at dyslexiadata@mdek12.org by April 23, 2021. Contact Laurie Weathersby at Lweathersby@mdek12.org for questions concerning the completion of the form.

DISTRICT INFORMATION

School District _____   Date _____

Contact Person _____   Contact Position _____

Contact E-mail _____   Contact Phone _____

Check the SBE approved screener that was used for this assessment:

☐ Amplify Screener mCLASS DIEBLS NEXT and Early Literacy Measures

☐ Lexercise

☐ Mississippi College: Dyslexia Screener for Kindergarten, First, Second, and Third Grade

☐ Mississippi Dyslexia Therapy Association Screener

FALL OF FIRST GRADE
Deadline for Administration: October 23, 2020

Date screener was given _____   Date parents were notified _____

District/School Name	Number of students who were given the screener	Number of students who failed the screener	Percentage of students who failed the screener
District Name			
Enter each school name on a separate row. Add or delete rows as necessary.			

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Amplify

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

Amplify

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

von	surp	lep
/v//o//n/	/s//er//p/	/l//e//p/
mide	lib	teb
/m//I//d/	/l//i//b/	/t//e//b/
carm	vot	snan
/k//ar//m/	/v//o//t/	/s//n//a//n/
vig	chon	pag
/v//i//g/	/ch//o//n/	/p//a//g/

What's new in DIBELS 8th?

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

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 40

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

Pattern	Grade introduced	Example non-word
CVCe	1	bace
CVr(C)C	1	zart
CVCC	1	melb
CCVC	1	scap
CCVCC	1	brold
(C)CVVC(C)C	2	geap
CVCCy	2	foddy
(C)V|CVC(C)C	3	copalp
(C)VC|CVC(C)C	3	fudpelm

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

FastBridge

FastBridge Dyslexia Screeners

Grade	FAST Measure	Time required
K	earlyReading Composite	5 minutes
1	earlyReading Composite	5 minutes
2-6	CBMreading	4 minutes

FastBridge earlyReading Composite Subtests

Grade	Fall	Winter	Spring
K	Concepts of Print Onset Sounds Letter Names Letter Sounds	Onset Sounds Letter Sounds Word Segmenting Nonsense Words	Letter Sounds Word Segmenting Nonsense Words Sight Words-50
1	Sight Words-150 Word Segmenting Nonsense Words Sentence Reading	Word Segmenting Nonsense Words Sight Words-150 CBMreading	Word Segmenting Nonsense Words Sight Words-150 CBMreading

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

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Student Name ▲	Fall (FALL) » Composite	Winter (WINTER) » Composite	LS	OS	WS	NW	CP	LN
Almendarez, Fred	39	46 !	17 !!	14 !	27	2 !!		
Anderson, L	31 !	35 !!	5 !!	14 !	7 !!	6 !	8 !!	24 !!
Bradley, JAY	38	66	78	7 !!	32	7 !		
Cox, Myrna	27 !!	63	56	16	32	17		
Driscoll, Phi	37	44 !!	29	16	14 !!	4 !		
Emch, Ruby	41	54	9 !!	15 !	29	10		
Giovannini,	38	48 !	17 !!	16	10 !!	6 !		
Huffman, De	35	40 !!	42	16	17 !	4 !		
JACOB, Sto	31 !	58	39	16	34	8		
Kestyn, Blak	35	40 !!	16 !!	0 !!	9 !!	4 !		
Kleinschmid	31 !	46 !	28 !	16	17 !	3 !		
Lane, Sophi	31 !	47 !	32	16	11 !!	23		
Lloyd, Skyle	38	56	38	16	29	11		
Lozano, Ge	37	46 !	41	16	7 !!	8		
Morgan, Ha	29 !!	30 !!	2 !!	6 !!	24 !	9	9 !	3 !!
Mortell, Seth	31 !	38 !!	13 !!	16	10 !!	6 !	9 !	35 !

Composite Scores Show the Risk of Dyslexia

Shows which students are at risk:

! = Some risk of Dyslexia

!! = High risk of Dyslexia

MH Morgan, Haali

Onset Sounds Report

15 items correct out of 16   **94%** accuracy   ▢ Some Risk

The subtest assesses a student's phonemic awareness, which is generally defined as the ability to identify and manipulate the smallest units of sound in spoken language. During the Onset Sound subtest, examiners ask the student to identify the first sound in a pictured word.

Word Segmenting Report

22 items correct out of 34   **65%** accuracy   ▢ High Risk

The subtest assesses student's ability to separate a spoken word into individual sounds.

2.33 Average correct sounds for 3-sound words   Students are asked to separate six 3-sounds words (consonant-vowel-consonant, e.g. "cat") into individual sounds.   **2.0** Avg. correct sounds for 4-sound words   Students are asked to separate four 4-sound words (e.g. "clock") into individual sounds

Letter Sounds Report

9 items correct out of 15   **60%** accuracy   **9** correct per min.   ▢ High Risk

The subtest assesses student's ability and automaticity saying the sounds of lower case letters in isolation.

Correct Items: e c r d k x f y a

Incorrect Items: n l p h j qu

Not Attempted: v w i t z s g o m u b ĕ ā ī č ğ ū ŏ ē ā ī c g ū ŏ

▢ Items After Mark Last Letter

Nonsense Words Report

21 sounds correct out of 35   **60%** accuracy   **21** correct per min.   **4** words correct   **4** words correct per min.   ▢ High Risk

The subtest assesses student's ability to read phonetically regular words that students (e.g., 'vit'), and whether or not students can decode strings of letters and read them fluently.

Attempted: kiv hoz ~~ruc~~ af ~~bix~~ guc vit zuf tep jin mof ~~cac~~

Not Attempted: wud yof lod pev nez faz sed dat kov yef zof rup kuk kef hiv fum nep bov tov lus hux buv jex baz guf mub juv tef
goq jus vam kez mef woc fex rux huv wot

Individual Skills Report

Shows Individual Student Skill Deficits

illuminate education

https://www.illuminateed.com/

For information about how to purchase the FastBridge Dyslexia screener, contact Geb Bull at gbull@illuminateed.net or email sales@fastbridge.org

Lexercise

Opportunities for Participation:
Lexercise Dynamic Dyslexia Screening

Lexercise

How is Dynamic Screening Different from Traditional 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

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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 (Grigerenko, 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.

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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.

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References

Cho, E., Compton, D. L., Fuchs, D., Fuchs, L. S., & Bouton, B. (2014). Examining the predictive validity of a dynamic assessment of decoding to forecast response to tier 2 intervention. Journal of Learning Disabilities, 47(5), 409-423.

Fuchs, D., Fuchs, L. S., Compton, D. L., Bouton, B., Caffrey, E., & Hill, L. (2007). Dynamic assessment as responsiveness to intervention; a scripted protocol to identify young at-risk readers. Teaching Exceptional Children, 39(5), 58-63.

Grigorenko, E. L. (2009). Dynamic assessment and response to intervention: Two sides of one coin. Journal of learning disabilities, 42(2), 111-132.

Petersen, D. B., Gragg, S. L., & Spencer, T. D. (2018). Predicting reading problems 6 years into the future: Dynamic assessment reduces bias and increases classification accuracy. Language, Speech, and Hearing Services in Schools, 49(4), 875-888.

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Mississippi College

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

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

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Mississippi College

- 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.

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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

William Carey University/ MSDTA
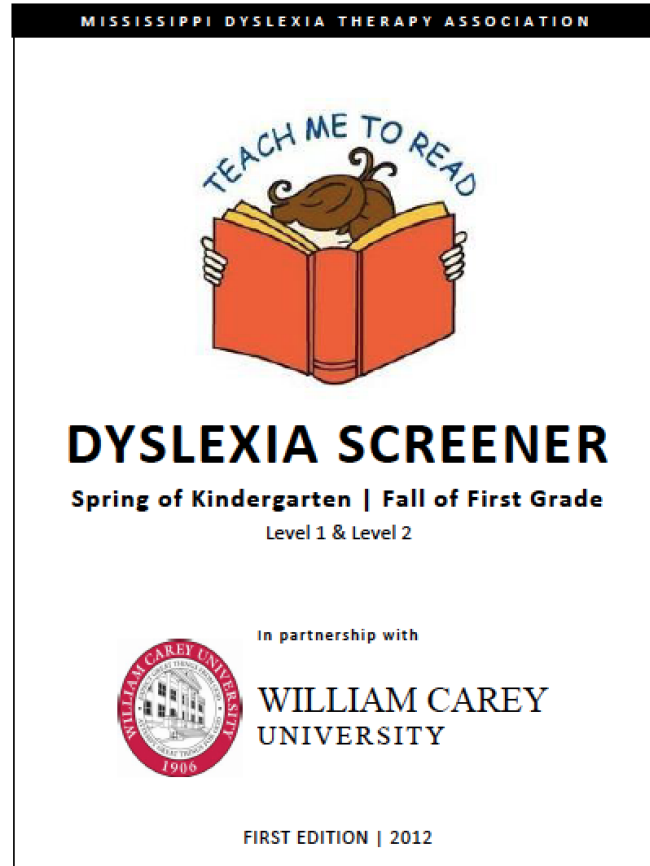
William Carey University/ MSDTA

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

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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

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Available in digital format beginning September 1, 2020.

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MS Dyslexia Therapy Association

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Notifying Parents

Sample Letter

Sample Parent Letter

Dyslexia Screener SAMPLE
Parent Notification Letter

Dear Parent/Guardian:

According to Mississippi Code 37-173-1, all students in grades kindergarten and first grade are required to be screened for dyslexia using a Mississippi State Board of Education approved screener. Kindergarten students must be screened during the spring semester and first grade students must be screened during the fall semester.

The screener is designed to identify the areas of concern and components of reading that may suggest characteristics of dyslexia. The screener will be used to identify your child's strengths and weaknesses and may be used to design specialized instruction (i.e., individual support using learning styles, student interests, and visuals), interventions (intentional instruction that is aimed at a specific identified area), 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.

On (enter date), (enter child's name) was administered the (enter screener name) dyslexia screener and did not pass the following components of the screener:

- ☐ Phonological awareness and phonemic awareness (rhyming, syllabication, manipulation)
- ☐ Sound symbol recognition (letter sounds)
- ☐ Alphabet knowledge (letter identification)
- ☐ Decoding skills (reading)
- ☐ Encoding skills (spelling)
- ☐ Rapid naming (letter, color, or object naming)

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

- Extra classroom reading supports that target the identified areas that have been identified on the screener
- Resources and supports that can be used at home to support your child

Also, an Individualized Reading Plan (IRP) may be developed to plan extra supports. If you would like more information concerning this notification feel free to contact your child's teacher at his/her school.

Phone Number:
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.

- State Accommodations
- Student Supports
- IDEA
- Child Find

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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)

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Assessments

#	Accommodation	MAAP*	MKAS2	ACT	ELPT
20/23	Extended time until the end of the school day.	Yes	Yes	Yes	Yes
24	Administer the test over several sessions, specifying the duration of each session.	Yes	Yes	Yes	Yes
25	Administer the test over several days, specifying the duration of each day's sessions.	Yes	Yes	Yes	Yes

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Dyslexia Accommodation Documentation

Mississippi Testing Accommodations for Students with Dyslexia

Student Name:_____   **MSIS #:** _____

Test Date: _____

#	Accommodation	MAAP ___ELA ___ENGII ___Math ___ALG I ___5/8 Science ___BIO I ___USH		MKAS²		ACT (Prior Approval Required from ACT)		ELPT	
		Allowable	**Used**	**Allowable**	**Used**	**Allowable**	**Used**	**Allowable**	**Used**
20/23	Extended time until the end of the school day. *Not applicable to the K-Readiness Assessment.	Yes		Yes		Yes		Yes – The test is untimed	
24	Administer the test over several sessions, specifying the duration of each session.	Yes		Yes		Yes		Yes (Excludes the Speaking Domain)	
25	Administer the test over several days, specifying the duration of each day's sessions.	Yes		Yes		Yes		Yes (Excludes the Speaking Domain	

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.

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# 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

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

Phonological Awareness and Phonemic Awareness
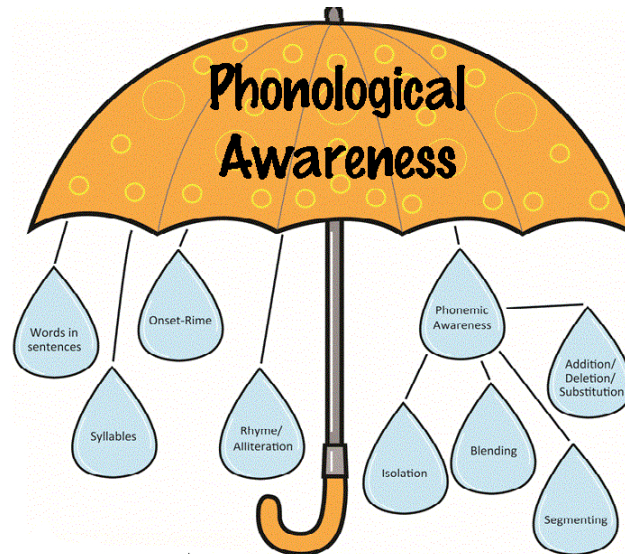
- Phonemic Awareness

  - 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

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

cat	dog
bat	fog
hat	log
rat	hog

- <u>Phonemes</u>-the individual speech sounds that distinguish words

    - /s/ /m/ /ar/ /t/

    - /ē/ /t/

- 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)

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Phonological Awareness and Phonemic Awareness

- 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 manipula

    - Say   d? (**hard**)

fish - /f/ = "ish"   rake - /r/ + /l/ = lake

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

- Producing the accurate sound

   of each letter

- Alphabet Knowledge-Recognizing the 26 letters of the alphabet

- Letter Recognition-Identifying

  the accurate name of each

  letter according

  to its shape and structure

Uppercase Letter Identification Assessment
Child Form

W	L	U	A
S	C	H	Y
J	Q	D	M
V	O	F	Z
K	B	T	G
R	P	X	N
I	E		

- 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

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- Decoding real words or nonsense words

- pon

- bat

- fib

- sap

- lut

- bin

- The foundation of reading and the greatest component of writing

- Involves translating auditory sounds into visual symbols

- Speech to print

- Spelling

- Constructing of words

- Reverse of Decoding

• cat

• lip

• met

• pot

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

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

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

- www.dyslexia.com

- http://dyslexiahelp.umich.edu

- http://dyslexia.yale.edu

- www.dyslexicadvantage.org

Dyslexia Website

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

Student Intervention Supports

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