From Complaint to Compliance

Upper Arlington Kids Identified with Dyslexia: The Journey

Brett Tingley, Parent

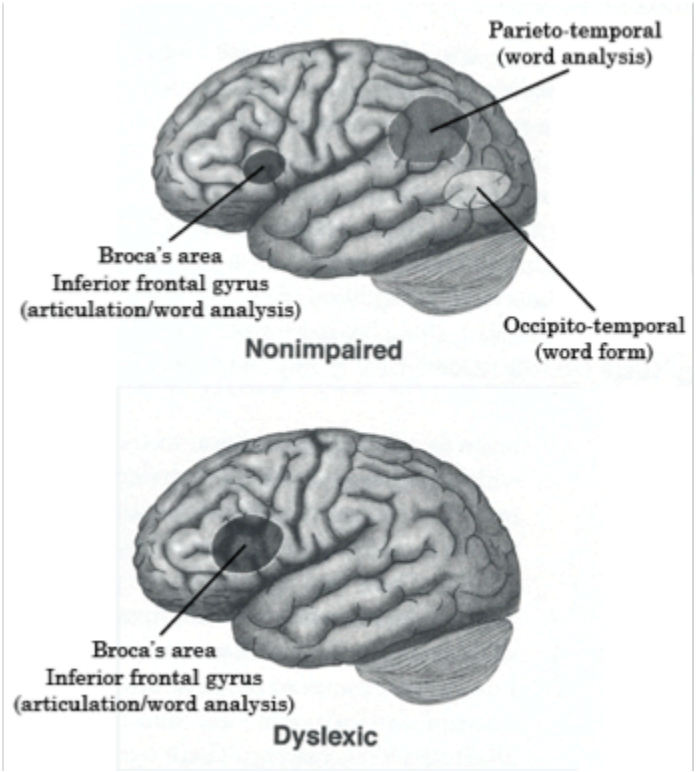
- ★ Frustrated parents with dyslexic children
- ★ District broken at the top provides no help
- ★ Parents move to action
- ★ Hard work pays off with new leadership, new paradigm
- ★ Continuing improvement through collaboration

Reading: How the Brain Works

Andrea Rowson, Reading Specialist

- ★ National Reading Panel
- ★ Reading scores were too low & was determined to be a public health crisis
- ★ 1997- Congress asked The National Institute of Child Health & Human Development to conduct a meta-analysis of all reading research
- ★ 100,000 studies were evaluated; Findings were made public in the year 2000
- ★ This is how the 5 components of evidence-based reading instruction were developed

Brain Research and Reading



5 Components of Evidence-Based Reading Instruction

Phonemic Awareness:

-aids children in learning to read and developing spelling skills

- specific tests of the ability to detect and manipulate syllables and sounds in words are among the most powerful predictors of reading available (Ball, 1993)

-phonological ability is modifiable through experience and instruction (Ball & Blachman, 1991; Bradley & Bryant 1983; Byrne & Fielding-Barnsley, 1993, Cunningham, 1990; Lundberg, Frost & Peterson, 1988)

-children may not benefit from instruction in phonics until they are phonemically aware

- about 20 minutes per day, 3-4 times a week will result in dramatic improvement for students who need further development in phonemic awareness

Alphabetic Principle (phonics)

-systematic & explicit phonics instruction is more effective than non-systematic or no phonics instruction

-significantly improves kindergarten and 1st grade word recognition and spelling

5 Components of Evidence-Based Reading Instruction

Phonics Continued

__- significantly improves reading comprehension
- effective for children from various social and economic levels
-particularly beneficial for children who are struggling learning to read and are at risk for future reading problems
-most effective when introduced early
-not an entire reading program for beginning readers

Fluency

__-repeated and monitored oral reading improves reading fluency and overall reading achievement
-no research evidence is currently available to confirm that instruction time spent on silent, independent reading with minimal guidance and feedback improves reading fluency and overall reading achievement

5 Components of Evidence-Based Reading Instruction

Vocabulary

-children learn the meaning of most words indirectly, through everyday experiences with oral and written language

-although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly

Comprehension

-text comprehension can be improved by instruction that helps readers use specific comprehension strategies

-students can be taught to use comprehension strategies

Current Study

Stanford Study: Bruce McCandliss (Stanford), Yuliya Yoncheva (NYU), and Jessica Wise (graduate student) - Brain and Language Journal, 2015.

- ★ Different reading methods affect reading development: study used a created written language and EEG data
- ★ Letter-sound instruction activated brain activity in the left hemisphere while whole-word showed activity in the right hemisphere
- ★ Participants in the letter-sound instruction were able to read new words (never before seen) with the same letter-sound pattern

Comprehensive Test of Phonological Processing -2

Dr. Joe Keith, School Psychologist

In 2000, the National Reading Panel (NRP) summarized their findings on reading instruction. The NRP reported the following:

- ★ Teaching students to manipulate phonemes in words is highly effective across all the literacy domains.
- ★ Phonemic awareness measured at the beginning of K is one of the two best predictors of how well children will learn to read.
- ★ Assessing a student's phonemic awareness before beginning instruction is the best approach.
- ★ Phonemic awareness instruction helps all children improve their reading, including normally developing readers and children at risk for reading problems.

What Does the CTOPP2 Measure?

Three areas of phonological processing

1. Phonological Awareness refers to an individual's awareness of and access to sound structure of oral language (Mattingly, 1972).

★ The spoken words of a language represent strings of phonemes that signal differences in meaning. The spoken word "cat" has 3 phonemes. Children who have some awareness of this structure seem to have an advantage learning to read.

Phonological Memory

2. Phonological Memory refers to coding information phonologically for temporary storage in working or short-term memory. When you try to remember a phone number to write it down, you are most likely storing a phonological representation of the sounds of the digit names. PM deficits can impair the ability to learn new written and spoken vocabulary (Gathercole & Baddeley, 1990; Gathercole, Willis, & Baddeley, 1991).

Rapid Naming (RAN, RSN, RNSN)

★ **3. Rapid Naming** - Rapid Naming of digits, letters, objects or colors requires efficient retrieval of phonological information from long-term or permanent, memory. Unlike PA and PM (which are entirely auditory), RN has visual components. RN is best thought of as being a hybrid ability, in that successful performances depend on how fast an examinee can scan the array of visual symbols and encode a phonological response. The mixed modality nature of this ability is the same type that underlies decoding when reading aloud.

Comprehensive Test of Phonological Processing–Second Edition

CTOPP-2

Examiner Record Booklet Ages 4–6

Richard K. Wagner Joseph K. Torgesen Carol A. Rashotte Nils A. Pearson

Section 1. Identifying Information

Name _____ Female ☐ Male ☐ Grade _____

Parent/Guardian _____ School _____

	Year	Month	Day		
Date Tested				Teacher's Name	
Date of Birth				Examiner's Name	
Age*				Examiner's Title	

*When accessing the normative tables, use years and months. Do not round up.

Section 2. Subtest Performance

Subtest	Raw Score	Age Equiv.	Grade Equiv.	%ile Rank	Scaled Score	SEM	Descriptive Term
Core							
1. Elision (EL)						1	
2. Blending Words (BW)						1	
3. Sound Matching (SM)						1	
4. Memory for Digits (MD)						1	
5. Nonword Repetition (NR)						1	
6. Rapid Digit Naming (RD)						1	
7. Rapid Letter Naming (RL)						1	
8. Rapid Color Naming (RC)						1	
9. Rapid Object Naming (RO)						1	
Supplemental							
10. Blending Nonwords (BN)						1	

Section 3. Composite Performance

Composite	Subtest Scaled Score: EL	BW	SM	MD	NR	RD	RL	RC	RO	Sum of Scaled Scores	%ile Rank	SEM	Composite Score	Descriptive Term
Phonological Awareness												4		
Phonological Memory												6		
Rapid Symbolic Naming												4		
Rapid Non-Symbolic Naming												5		

Section 4. Descriptive Terms

Scaled Score	1–3	4–5	6–7	8–12	13–14	15–16	17–20
Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Composite Score	<70	70–79	80–89	90–110	111–120	121–130	>130

Additional copies of this form (#13083) may be purchased from PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78757-6897 800/897-3202, Fax 800/397-7633, www.proedinc.com

Comprehensive Test of Phonological Processing–Second Edition

CTOPP-2

Examiner Record Booklet Ages 7–24

Richard K. Wagner Joseph K. Torgesen Carol A. Rashotte Nils A. Pearson

Section 1. Identifying Information

Name _____ Female ☐ Male ☐ Grade _____

Parent/Guardian _____ School _____

	Year	Month	Day		
Date Tested				Teacher's Name	
Date of Birth				Examiner's Name	
Age*				Examiner's Title	

*When accessing the normative tables, use years and months. Do not round up.

Section 2. Subtest Performance

Subtest	Raw Score	Age Equiv.	Grade Equiv.	%ile Rank	Scaled Score	SEM	Descriptive Term
Core							
1. Elision (EL)						1	
2. Blending Words (BW)						1	
3. Phoneme Isolation (PI)						1	
4. Memory for Digits (MD)						1	
5. Nonword Repetition (NR)						1	
6. Rapid Digit Naming (RD)						1	
7. Rapid Letter Naming (RL)						1	
Supplemental							
8. Blending Nonwords (BN)						1	
9. Segmenting Nonwords (SN)						1	

Section 3. Composite Performance

Composite	Subtest Scaled Score: EL	BW	PI	MD	NR	RD	RL	BN	SN	Sum of Scaled Scores	%ile Rank	SEM	Composite Score	Descriptive Term
Phonological Awareness												4		
Phonological Memory												6		
Rapid Symbolic Naming												4		
Alt. Phonological Awareness												4		

Section 4. Descriptive Terms

Scaled Score	1–3	4–5	6–7	8–12	13–14	15–16	17–20
Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Composite Score	<70	70–79	80–89	90–110	111–120	121–130	>130

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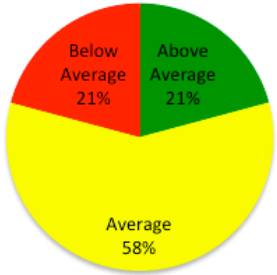
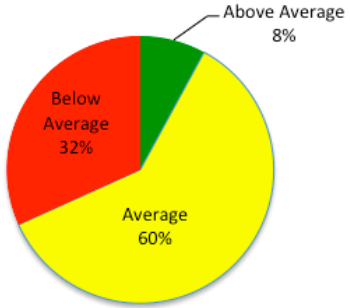
2015 K CTOPP2 PA's

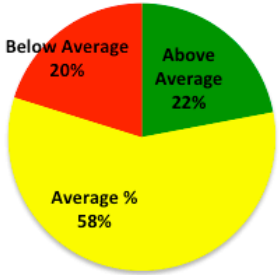
Wickliffe PA



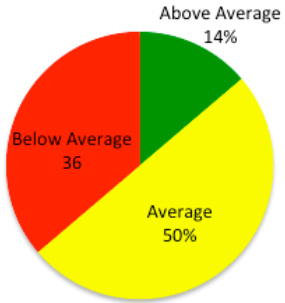
Windermere PA



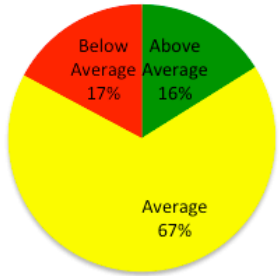
Barrington PA



Greeensview PA



Tremont PA



2015 K CTOPP Double/Triple Deficits

	PA	PM	RSN	RNSN
Total N	30	30	25	30
Mean	82.667	104.200	76.040	81.000
Min	62	92	45	52
Max	88	140	101	107
SD	6.031	9.775	14.409	14.690
SD Upper	88.697	113.975	90.449	95.690
SD Lower	76.636	94.425	61.631	66.310
N 100+	0	7	0	0
Above Average	0.0%	23.3%	0.0%	0.0%
N 90-109	0	23	5	7
Average %	0.0%	76.7%	20.0%	23.3%
N Below 90	30	0	20	23
Below Average	100.0%	0.0%	80.0%	76.7%

School	Student Count
Barrington	8
Greensview	7
Tremont	2
Wickliffe	4
Windermere	9

	PA	PM	RSN	RNSN
Total N	14	14	10	14
Mean	81.500	77.857	84.900	76.500
Min	67	45	45	45
Max	88	88	107	104
SD	6.779	11.896	17.071	16.529
SD Upper	88.279	89.753	101.971	93.029
SD Lower	74.721	65.961	67.829	59.971
N 100+	0	0	0	0
Above Average	0.0%	0.0%	0.0%	0.0%
N 90-109	0	0	3	2
Average %	0.0%	0.0%	30.0%	14.3%
N Below 90	14	14	7	12
Below Average	100.0%	100.0%	70.0%	85.7%

School	Student Count
Barrington	4
Greensview	4
Tremont	2
Wickliffe	3
Windermere	1

CTOPP2 DECISION MAKING GUIDELINES

Deficits on the CTOPP2 are determined by standardized Composite Scores for Phonological Awareness (PA), Phonological Memory (PM) and Rapid Naming (RSN and/or RNSN).

An example of a triple deficit would be scores below 90 for PA, PM and RSN/RNSN. A double deficit would be scores below 90 on two of the Composites such as PA and PM or PA and RSN.

RSN and RNSN measure the same construct so if one is above 90, the skill is assumed intact. If both are below 90, that is a single deficit area.

KINDERGARTEN STUDENTS

1. **Triple Deficits** – Are they in LIFT or already on an IEP? Were they on an IEP in preschool and transitioned off? At a minimum, considered for Lexia, additional small group work in addition to regular K Fundations. Monitor for 6-8 weeks, determine need for possible Tier 2/3 pull-out. If after 2-3 attempts of RTI and progress is not being seen, refer for ETR.
2. **Double Deficits –** Similar to Triple Deficits, progress monitor and after 6-8 weeks determine student needs. Provide Tier 2/3 intervention and evaluate prior to a late winter, spring referral if student does not respond.

Kindergarten Students Cont'd

3. **Single PA Deficit below 85 –** Classroom Fundations, Lexia and progress monitoring. A lack of response after 6-8 week attempt, possible LIFT referral?

4. **Single PA 85-89 range –** Fundations first level. Progress monitoring 6-8 weeks and evaluate progress.

At-Risk First Grade Students

1. **First grade students** who are NOT new to UA and have a triple or double-deficit on the CTOPP2 (after a year of intervention) should be considered for a referral for ETR.
2. **First grade students** who are new to UA and have a triple or double-deficit should be provided regular education Fundations and Lexia with progress monitoring to further assess need after 6-8 weeks.
3. **First grade students** with a PA below 90 should receive regular education Fundations, Lexia and be considered for Tier 2/3 reading support.

Why the CTOPP2?

The CTOPP2 is effective because it aligns with the NRP study highlighting the Big Five for being a successful reader. Phonological Awareness, Phonics, Fluency, Vocabulary and Comprehension in that order. The CTOPP2 identifies children with difficulties with phonology, retrieval and fluency.

The CTOPP2 was normed on 1,900 individuals in six states. The representative sample provides standard scores and percentiles to allow for interpretation and comparison with other commonly used instruments.

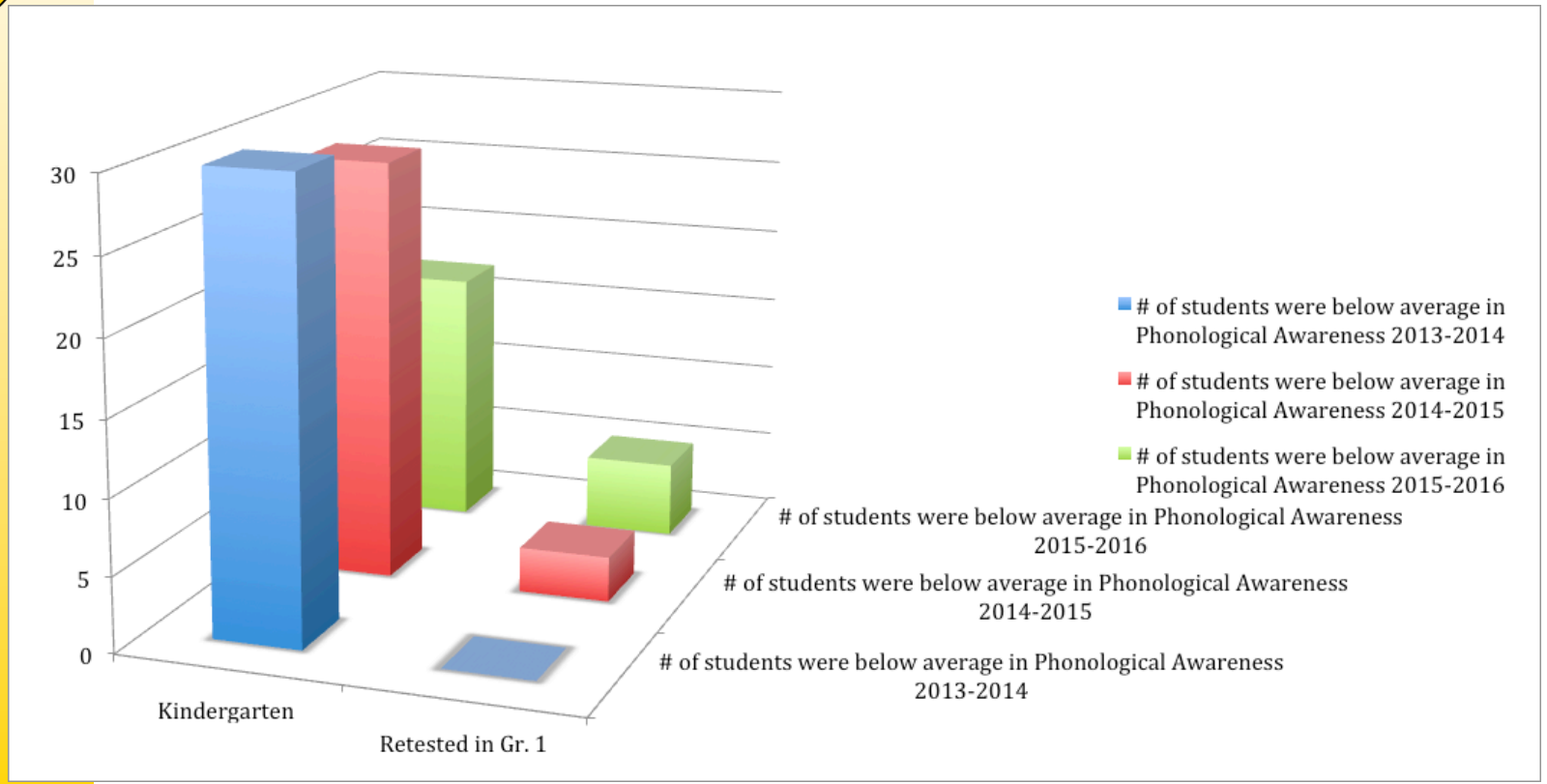
- In general, reading approaches that feature systematic, explicit instruction in PA and phonemic decoding skills produce stronger reading growth in children who are weak in PA compared with reading approaches that do not teach these skills explicitly (Foorman, Francis, Flectcher, Schatschneider, & Mehta, 1998; Hatcher, Hulme & Ellis, 1994; Lovett, Borden, Lacerenza, Benson, & Brackstone, 1994; Scammacca, Vaughn, Roberts, Wanzek, & Torgesen, 2007; Torgesen, Wagner, & Rashotte, 1997; Torgeson, Wagner, et. al., 1999).

Impact

Jessica Root, Elementary Instructional Specialist

- ★ Fundations
- ★ Lexia
- ★ Differentiation and Identification
- ★ Special Ed. Qualification and results at the Building Level

Building CTOPP Re-Test Data



Classroom Perspective

Katie Say, Kindergarten Teacher

- ★ Connecting between General Education and Intervention Groups
- ★ What does it look like
- ★ Benefits of using Fundations in the classroom

Putting It Together:
Response to Intervention Process

Carla Wilson - Principal, Barrington Elementary

- Building-Wide Grade Level Data Teams meet regularly
- Review Benchmark Assessment Data
  - One example - STAR Early Literacy, Reading, and Math
- Identify areas of concern Tier 1 and determine grade level or classroom interventions
- Identify students who need additional diagnostic assessments, interventions, and regular progress monitoring
- Inform families and work together as a team!

Putting It Together:

How parents and staff can work together as a team

Jason Fine - Principal, Jones Middle School

- ★ Change status quo
- ★ Critical Feedback
- ★ The right people on the “bus”
- ★ “The Art of Hosting” meetings
- ★ Full circle - Continue to Work Together

Summary

Dr. Kevin Gorman, Student Services Director

- ★ UA KID pushed the district forward with adopting a universal, statistically reliable and valid dyslexia/ reading screener for all kindergarten children and at risk first graders.
- ★ Trained staff with fidelity, and with attention to frequency, intensity, and the duration of the intervention.
- ★ Trained Reading Recovery teachers in OG.

- ★ Most important began building relationships