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
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.
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.
Section 1. Identifying Information

Name
Parent/Guardian
Date of Birth
Age

Teacher's Name
Examiner's Name
Examiner's Title

Section 2. Subtest Performance

Subtest
Core
1. Elision (El.)
2. Blending Words (BW)
3. Sound Matching (SM)
4. Memory for Digits (MD)
5. nonsense rhymes (NR)
6. Rapid Digit Naming (RD)
7. Rapid Letter Naming (RL)
8. Rapid Color Naming (RC)
9. Rapid Object Naming (RO)
Supplemental
10. Blending Nonwords (BN)

Raw Score

Age Equiv.

Grade Equiv.

%ile Rank

Scaled Score

SEM

Descriptive Term

Section 3. Composite Performance

Composite

Phonological Awareness

Phonological History

Rapid Symbolic Naming

Rapid Non-Symbolic Naming

Section 4. Descriptive Terms

Scaled Score

Descriptive Term

Very Poor

Poor

Below Average

Average

Above Average

Superior

Very Superior

Composite Score

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Comprehensive Test of Phonological Processing-Second Edition

CTOPP-2

Examiner Record Booklet

Ages 4–6

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

Section 1. Identifying Information

Name
Parent/Guardian
Date of Birth
Age

Teacher's Name
Examiner's Name
Examiner's Title

Section 2. Subtest Performance

Subtest
Core
1. Elision (El.)
2. Blending Words (BW)
3. Sound Matching (SM)
4. Memory for Digits (MD)
5. nonsense rhymes (NR)
6. Rapid Digit Naming (RD)
7. Rapid Letter Naming (RL)
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9. Rapid Object Naming (RO)
Supplemental
10. Blending Nonwords (BN)

Raw Score

Age Equiv.

Grade Equiv.

%ile Rank

Scaled Score

SEM

Descriptive Term

Section 3. Composite Performance

Composite

Phonological Awareness

Phonological History

Rapid Symbolic Naming

Rapid Non-Symbolic Naming

Section 4. Descriptive Terms

Scaled Score

Descriptive Term

Very Poor

Poor

Below Average

Average

Above Average

Superior

Very Superior

Composite Score

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Comprehensive Test of Phonological Processing-Second Edition

CTOPP-2

Examiner Record Booklet

Ages 7–24

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

Section 1. Identifying Information

Name
Parent/Guardian
Date of Birth
Age

Teacher's Name
Examiner's Name
Examiner's Title

Section 2. Subtest Performance

Subtest
Core
1. Elision (El.)
2. Blending Words (BW)
3. Phoneme Isolation (PI)
4. Memory for Digits (MD)
5. nonsense rhymes (NR)
6. Rapid Digit Naming (RD)
7. Rapid Letter Naming (RL)
8. Rapid Color Naming (RC)
9. Rapid Object Naming (RO)
Supplemental
10. Blending Nonwords (BN)
11. Segmenting Nonwords (SN)

Raw Score

Age Equiv.

Grade Equiv.

%ile Rank

Scaled Score

SEM

Descriptive Term

Section 3. Composite Performance

Composite

Phonological Awareness

Phonological History

Rapid Symbolic Naming

Rapid Non-Symbolic Naming

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800-997-6052, Fax 512-928-7123, www.proedinc.com
## 2015 K CTOPP Double/Triple Deficits

### Total N

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### School Student Count

- Barrington: 8
- Greensview: 7
- Tremont: 2
- Wickliffe: 4
- Windermere: 9

### Total N

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<tr>
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<th>RSN</th>
<th>RNSN</th>
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<td>70.0%</td>
<td>85.7%</td>
</tr>
</tbody>
</table>

### School Student Count

- Barrington: 4
- Greensview: 4
- Tremont: 2
- Wickliffe: 3
- Windermere: 1
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.
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.
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

- # of students were below average in Phonological Awareness 2013-2014
- # of students were below average in Phonological Awareness 2014-2015
- # of students were below average in Phonological Awareness 2015-2016

- # of students were below average in Phonological Awareness 2015-2016
- # of students were below average in Phonological Awareness 2014-2015
- # of students were below average in Phonological Awareness 2013-2014
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