



Presented in partnership between
Glean Education + Washington State OSPI



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Questions on Dyslexia: From the Field for Teachers & School Leaders

March 5, 2025

Land Acknowledgement & Equity Statement

We acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Coast Salish, Cowlitz, and Nisqually Tribes.

We invite you to place in the chat the native lands you are from, if you aren't familiar, you can visit the Native Land website, <https://native-land.ca> .





Washington State OSPI



All students prepared for post-secondary pathways, careers, and civic engagement.

Transform K-12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington State OSPI



Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to **examine the ways current policies and practices result in disparate outcomes** for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and **actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed** in our schools.



Washington State OSPI

Strategic Goals



OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports.

Our shared focus is supporting all of our state's learners by providing coordinated, data-driven resources and supports to school districts. At the center of our work are our commitments to eliminating opportunity gaps and to supporting students furthest from educational justice.

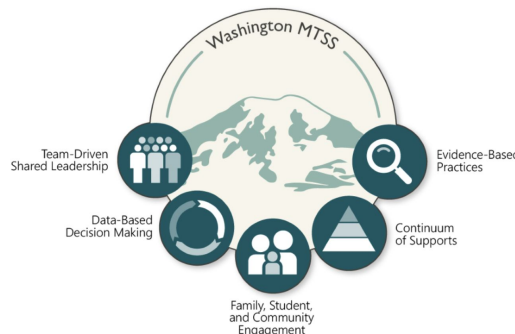
We are committed to undoing deficit narratives, policies, and practices; and building our knowledge and leadership for anti-racist policy and implementation. To make progress on these commitments, OSPI must conduct agency business differently

Washington State OSPI Initiative: Understanding & Recognizing Dyslexia for WA Educators

The goal of the training initiative is to build knowledge and empathy around supporting students with dyslexia. OPSI is funding the open access to one of Glean's online courses tailored specifically to Washington State educators.



OSPI



glean
EDUCATION

Glean Education

Learn. Teach. Repeat.

We partner with schools, districts, and states to deliver online training and web-based coaching.

We help teachers understand current research and implement evidence-based literacy instruction to improve student literacy outcomes.



 Glean Education



Understanding & Recognizing Dyslexia


2 hrs

Understanding & Recognizing Dyslexia

 Course

Reviewed by national dyslexia expert Emerson Dickman, JD, this course will introduce you to what dyslexia...


\$35

 Glean Education Sign In

Understanding & Recognizing Dyslexia for Washington State Educators

[Enroll for free](#) ←

Online, Self-Guided, & State Approved!

 Washington Office of Superintendent of **PUBLIC INSTRUCTION**

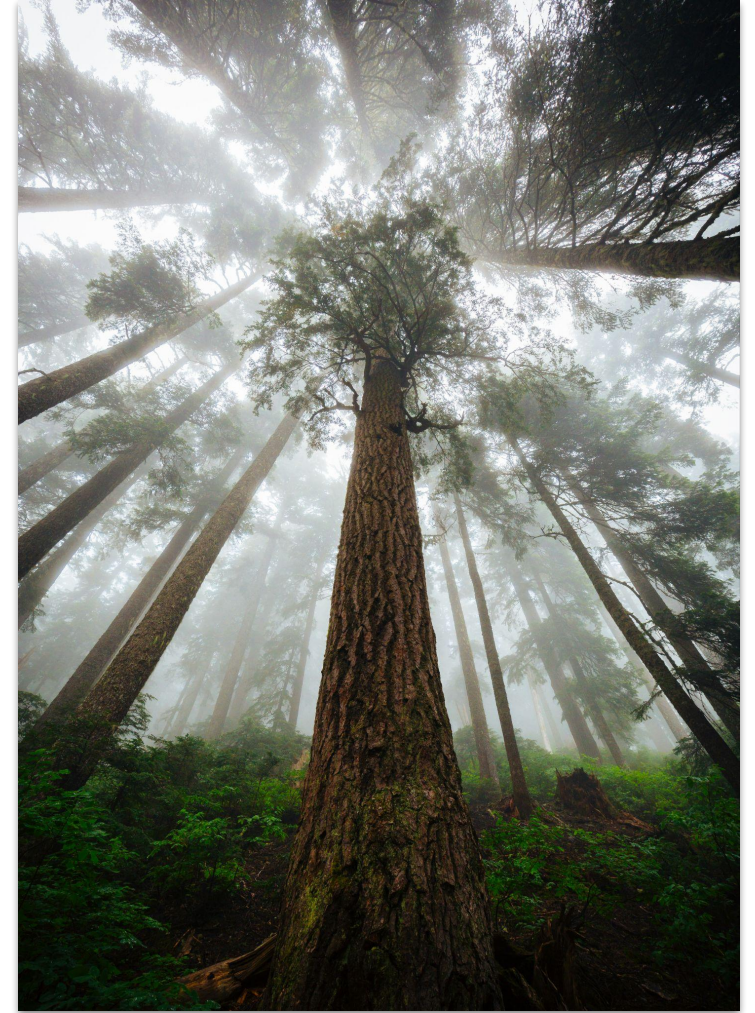
Earn Clock Hours, learn about dyslexia, and begin to understand how to implement the Early Screening of Dyslexia Statute (E2SSB 6162)



Welcome!

Take a moment to consider what compels you in this work.

Please share your name, your role, and three questions on your mind as you head into this webinar.



Leadership and learning
are indispensable
to each other.

-John F. Kennedy

Principal Knowledge Correlates to Effective Intervention

Received: 27 February 2020 | Revised: 30 March 2021 | Accepted: 21 June 2021
DOI: 10.1002/dys.1690

Check for updates

RESEARCH ARTICLE WILEY

K-2 principal knowledge (not leadership) matters for dyslexia intervention

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Kindergarten through second-grade elementary schools that best serve students with dyslexia have principals who are knowledgeable about dyslexia and understand the best practices for providing intervention for students with dyslexia. In this study, three styles of leadership were examined to understand the implication that leadership has on intervention for dyslexia: transformational, instructional, and integrated leadership. However, many students in elementary schools have difficulty learning to read despite good leadership by the principal, with 5–20% of students being diagnosed with dyslexia. While these students need phonetic, multisensory intervention to build necessary reading skills, this study found that many principals lack knowledge of this specialized instruction. The purpose of this research

Results: “In this study, **the principal's knowledge and beliefs about dyslexia and appropriate intervention positively predicted the school-based level of appropriate intervention for students with dyslexia.** More specifically, principals who have higher levels of knowledge and correct beliefs provided higher levels of appropriate intervention. **This appropriate intervention is based on the recommendations of the National Reading Panel (NICHD, 2000),** including explicit instruction in phonology and phonemic awareness, systematic phonics, vocabulary instruction, instruction in reading fluency, and comprehension strategies, and is known as the science of reading (Hurford et al., 2016; Moats, 1999; Walsh et al., 2006). In addition, IMSLEC (1995) and IDA (2010) **specified intensive, phonetic, multisensory instruction as essential for teaching students with dyslexia. IDA (2014) identified this type of instruction as Structured Literacy.**

Schraeder, Missy & Fox, James & Mohn, Richard. (2021). K-2 principal knowledge (not leadership) matters for dyslexia intervention. *Dyslexia*. 27. 10.1002/dys.1690.

https://drive.google.com/file/d/1_cfVIPbDwSU3oXQy4kqURERNRNPgGAfi/view?usp=sharing



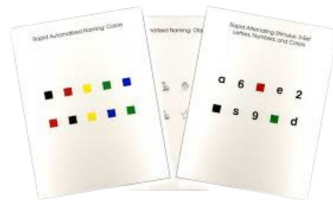
What are the core deficits that contribute to dyslexia?

Reading Difficulties & Dyslexia

Core skill(s)



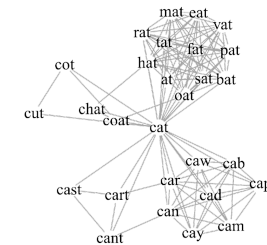
Rapid Automated Naming
(RAN)



Phonological
Processing



Working Memory
(Orthographic)



Glean Education

Wolf, M., & Bowers, P. G. (1999). The double-deficit hypothesis for the developmental dyslexias. *Journal of Educational Psychology, 91*(3), 415–438. <https://doi.org/10.1037/0022-0663.91.3.415>

Navas, Ana Luiza Gomes Pinto, Ferraz, Érica de Cássia, & Borges, Juliana Postigo Amorina. (2014). Phonological processing deficits as a universal model for dyslexia: evidence from different orthographies. *CoDAS, 26*(6), 509-519. Epub December 00,

2014. <https://dx.doi.org/10.1590/2317-1782/20142014135>

Writing Difficulties & Dysgraphia

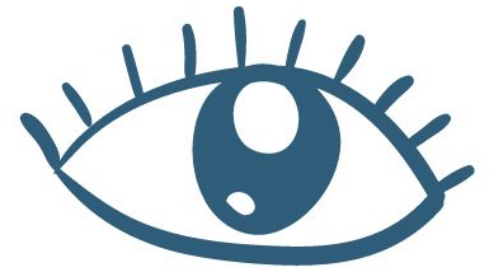
Core Skill(s)



Auditory Processing



Phonological
Processing



Visual Processing



What does dyslexia look like in the classroom?



"Your brilliant first step with a raging success!
Come on, let's get busy and on to the next!"
She handed a notebook to Besie Geyers,
who smiled at her just as it all became clear...
Life might have its failures, but this was not it.
The only true failure can come if you quit.

Dysgraphia - What it looks like

1

A A O O I N G T O
 C O P R A C H R I G T
 A S X A E E I O

1,2,3

- 1 Where do you go this summer. - Calistoga, SF
- 2 Did you have fun this summer? - yes
- 3 Did you part any in sports? - yes
- 4 What was your favorite thing this summer? Git
- 5 Favorite animal? - Sticks ray
- 6 Favorite thing to do in free time - VoliBall
- 7 Favorite ice cream - Cake Batter
- 8 Favorite treat - Twix
- 9 Favorite color - medium green
- 10 Favorite
- 11 Favorite if you can't Ball

favorite sport VoliBall
 School subject French
 Big home pet Lin Butter fly
 pet
 other sports 1 Friends
 siblings Yes
 TV show or movie Star Wars
 Sister or Brother 21 pilots
 actor or actress Emma Watson
 hobby on food sushi
 One is lane water park program
 favorite weather cloudy and cool
 favorite brand hole foods
 pets iguana horse

friends
 1/15

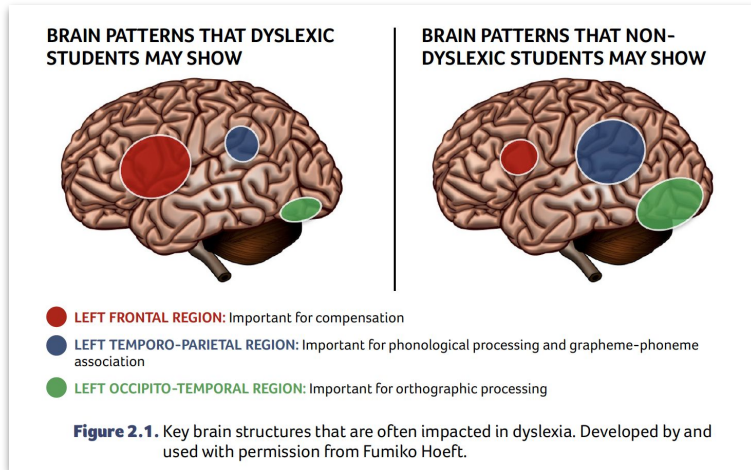
8

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favorite sport VoliBall
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Characteristics of Dyslexia



- **Language-based learning difficulty**
 - Phonological Awareness, Working Memory, & Rapid Naming
- **Highly Hereditary**
 - w/ parent 40 - 60% likely; w/parent & sibling 3x - 10x more likely

Learning Disabilities

What Does it Look Like?

“Students with learning disabilities would rather be seen as **unwilling** than **unable**.”

- G. Emerson Dickman III

+ **Task Avoidance**



+ **Non-participation**

+ **School refusal**

+ **Frustration**

+ **Anxiety**

+ **Depression**

Dyslexia

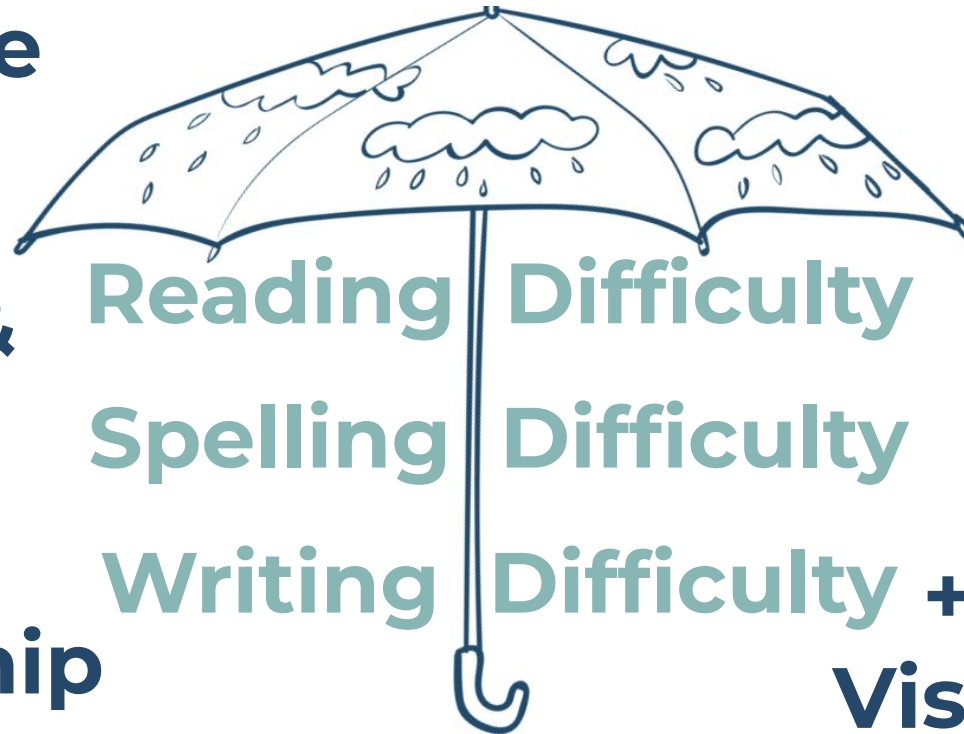
+ Spatial Relations

Difficulty with Text

+ Public Speaking

+ Math & Science

+ Storytelling



Reading Difficulty

+ Creative Arts

**+ Engineering &
Architecture**


Spelling Difficulty

+ Sports

+ Entrepreneurship

Writing Difficulty

**+ Leadership &
Visionary Thinking**



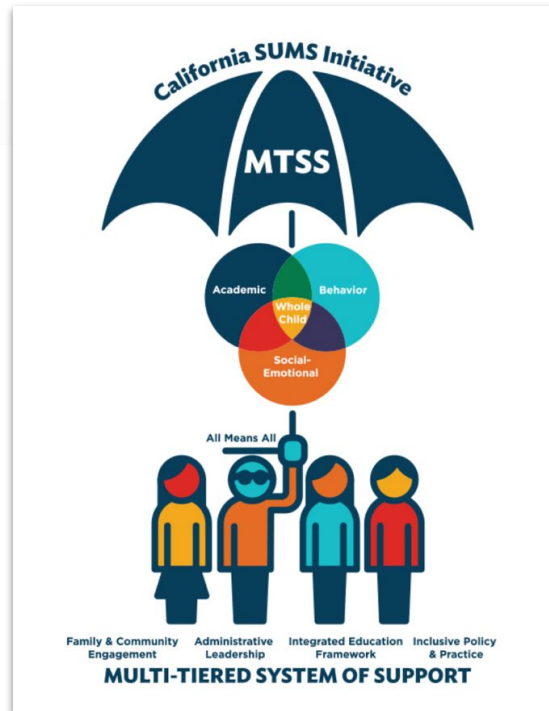
How can we support students who have been
identified as ‘at risk’
through an early literacy screener?

“When solving problems,
dig at the roots instead of
hacking at the leaves”

-Anthony D'Angelo
Professor, Syracuse University

Multi Tiered Systems of Support

California MTSS Frameworks




<https://ocde.us/MTSS/Pages/CA-MTSS.aspx>

Multi Tiered Systems of Support California MTSS Frameworks

California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



link.ocde.us/camtss



Whole Child Domain

- Inclusive Academic Instruction Features**
- Inclusive Behavior Instruction Features**
- Inclusive Transformative Social-Emotional Instruction and Mental Health Support Features**

Essential Domains and Features to Support the Whole Child


- Administrative Leadership Domain**
 - Strong & Engaged Site Leadership Features
 - Strong Educator Support System Features
- Integrated Supports Domain**
 - Organizational Structure Features
 - Strong & Positive School Culture Features
- Family and Community Engagement Domain**
 - Trusting Family Partnerships Features
 - Trusting Community Partnerships Features
- Inclusive Policy Structure and Practice Domain**
 - Strong LEA / School Relationship Features
 - LEA Policy Framework Features

Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org



California Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. -CDE, 2017



California County Superintendents Educational Services Association

Implementation Science

The study of factors that influence the full and effective use of innovations in practice. The factors are identified or developed and demonstrated in practice, to "influence the full and effective use of innovations." Each factor and the factors in combination are subject to continued study along a continuum of improvement. -NIRN, 2015

Improvement Science

Explicitly designed to accelerate learning-by-doing. As the improvement process advances, previously invisible problems often emerge and improvement activities may need to tack in new directions. The overall goal is to develop the necessary know-how for a reform idea ultimately to spread faster and more effectively. It is an iterative process often extending over considerable periods of time. -Carnegie Foundation, 2017

Continuous Improvement

High Quality Tier 1 Instruction

Research-based, standards-aligned instruction should be delivered according to the following **principles**:

Explicit

Teacher explains each concept directly and clearly, providing guided practice using established routines.

Systematic & Cumulative

Instruction follows a scope and sequence, moving from simple to complex.

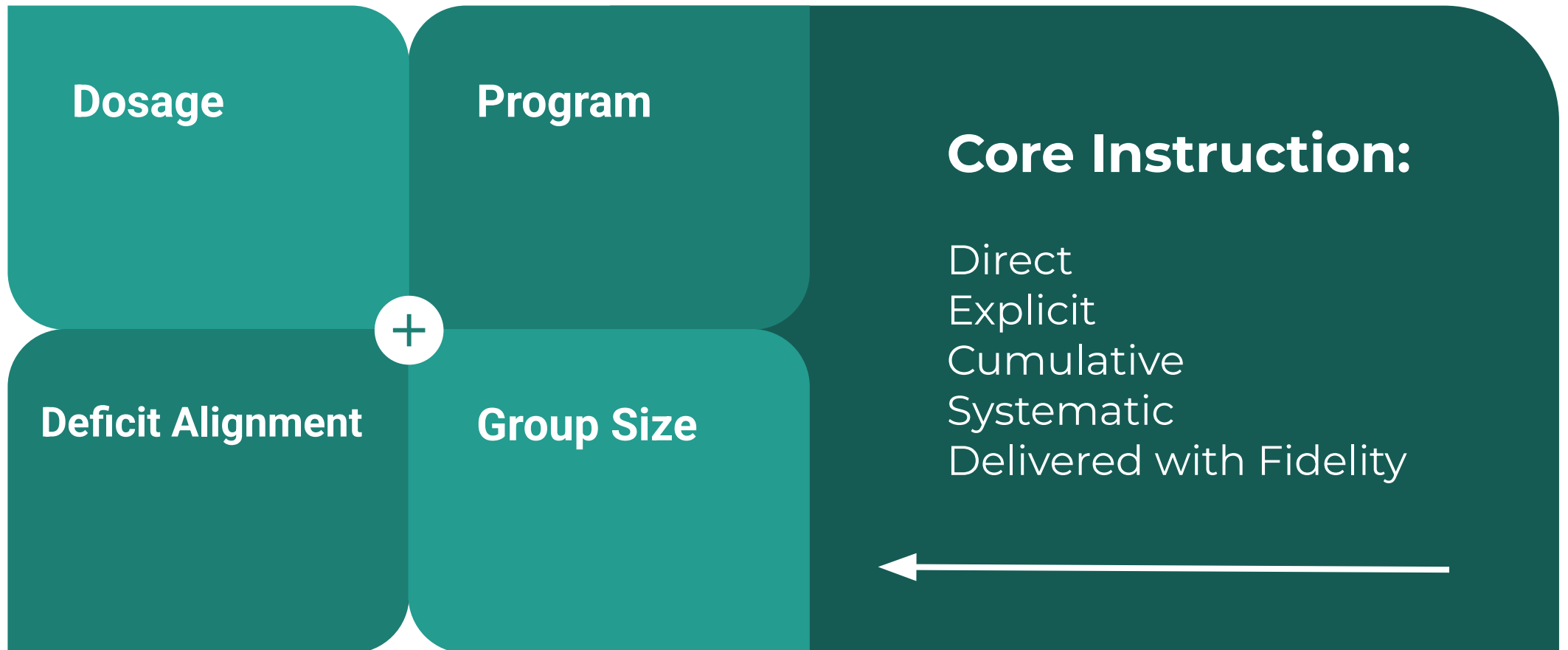
Differentiated

Instruction should be adjusted to meet the differing needs of students in the classroom within reason.

Diagnostic & Responsive


Teacher provides a high volume of opportunities for student response and practice, as well as frequent checks for understanding which inform instruction.

How Do We Intensify?



Multi Tiered Systems of Support - Overview

Review, Consider, & Share:


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Overview of Instruction, Assessment, and Services Across the Tiers

	Tier 1 Core Curriculum	Tier 2 Supplemental Instruction	Tier 3 Intensive Intervention
Essential Components	Standards-aligned, research-based instruction with differentiation to meet individual student needs. Core instruction is adjusted based on student data.	Core instruction is supplemented with standard research-based interventions that target specific skills. Students are identified based on universal screening scores. Students not making sufficient progress are recommended for Tier 3.	Students at Tier 3 receive intensive and individualized interventions in addition to the core curriculum and possibly Tier 2 interventions. Based on student data, interventions are planned by the IEP Team.
Group Size	Whole class grouping	Small group instruction (3-6 students)	Individualized or small group instruction (1-3 students)
Assessment Frequency	Universal screening three times per year usually fall, winter, and spring.	Progress monitoring occurs at least every two weeks.	Progress monitoring occurs weekly.
Instruction Frequency	Differentiated instruction based on individual school schedules.	Research recommended 3-5 times per week at 35-45 minutes.	Research recommended 4-5 times per week at 60 minutes.
Data Points Needed	1 data point	12-14 data points	12-14 data points
Examples of Interventions	Academics: Differentiated Structured Literacy and Math instruction Behavior: Classroom teams earn incentives for following school rules	Academics: Intensive Structured Literacy and/or Math Intervention Behavior: Check-in Check-Out System for receiving frequent feedback in meeting behavior goals	Academics: Individualized Structured Literacy and Math instruction Behavior: Functional Behavior Assessment and Individualized Behavior Intervention Plan

Notes:

Walker, Tonya Scism, "The Impact of the MTSS Framework on Special Education Referral Rates and Eligibility for Specific Learning Disabilities" (2020). Doctor of Education Dissertations. 64.
<https://digitalcommons.gardner-webb.edu/education-dissertations/64>

<https://bit.ly/MTSSSystemOverview>



Who can diagnose?

Identification vs. Diagnosis

- **Diagnosis**
 - The process of determining the nature and cause of a disease, injury, or disorder
- **Identification**
 - The act of recognizing and naming someone or something



Special Education Eligibility Procedural Timelines

Referral

- **May** be made for any child 0 - 22.
- **May** be made by a parent, teacher, principal
- **Must** be in writing
- **Must** include concerns
- **Must** include what has been done thus far to address concerns
- **Must** furnish parents with procedural safeguards

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Referral Meeting

- **Must** include: referring source, parent, school principal (or other LEA), at least one teacher, and at least
- **Must** be held within 10 business days
- **Must** consider alternatives prior to evaluation
- **Must** decide whether to evaluate within 25 days and tell Special Education Admin within 3 days

Evaluation

- **Must** assess for all suspected areas of disability
 - **Must** be completed within 35 days and an evaluation meeting must be held within 65 business days from the decision to evaluate.
- OR
- **Must** provide prior written notice if eval is denied.

Determine Eligibility

- **Must** determine that a student is eligible under a one of 13 specific disability categories
- **Must** also show that the disability interferes with the student's ability to learn.
- If eligible: Annual review must be conducted within 12 months and triennial evaluation must be conducted every three years.

Formal Evaluation

- **What:** Identify cognitive **deficits** that underlie persistent difficulty
- **Who:** Students who have not made sufficient progress with intervention
- **When:** After special education referral and decision to evaluate has been made by the Student Success Team

Language

Literacy

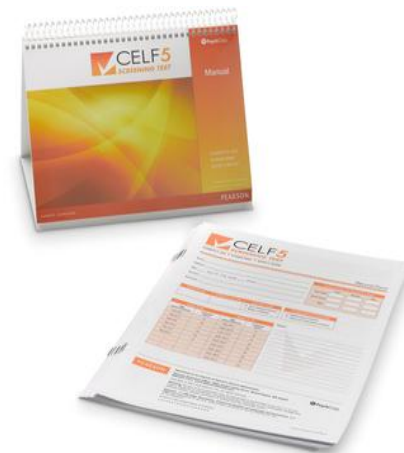
Cognitive Processes

		Language Comprehension	
		Strong	Weak
Word Reading	Strong	Typical Reader	Hyperlexic
	Weak	Dyslexic or Compensator	Mixed Reading Difficulty

Formal Evaluation

Language

- **Receptive Language Skills**
 - Clinical Evaluation of Language Essentials (CELF-5)
- **Expressive Language Skills**
 - Comprehensive Assessment of Spoken Language (CASL-2)



Formal Evaluation

Literacy

- **Phonological Awareness**
 - Comprehensive Test of Phonological Processing (CTOPP-2)
- **Phonological Awareness, Alphabetic Principle, Decoding, Fluency, Orthographic Processing**
 - Woodcock-Johnson WJ-IV
 - Wechsler Individual Achievement Test (WIAT-4) Wechsler, 2020
 - Kaufman Test of Educational Achievement (KTEA-III)
 - Test of Orthographic Competence (Second Edition)
 - Test of Dyslexia (TOD)
- **Oral Reading Fluency & Comprehension**
 - Gray Oral Reading Test (GORT-5)
- **Written Expression**
 - Test of Written Language (TOWL-4)


Formal Evaluation

Cognitive Processes


- **Rapid Automated Naming**
 - Comprehensive Test of Phonological Processing (CTOPP-2)
 - RAN/RAS
 - Wechsler Intelligence Scale for Children (WISC-V)
- **Working Memory**
 - Wechsler Intelligence Scale for Children (WISC-V)
- **Phonological/Auditory/Language Processing**
 - Language Processing Skills Assessment (TAPS-4)
 - Test of Dyslexia (TOD)
- **Intelligence**
 - Wechsler Intelligence Scale for Children (WISC-V)
 - Test of Dyslexia (TOD)


Formal Evaluation - Subtests for SLD in Reading/Writing

Resource Share



Glean Education
Assessing Learning Disabilities in Reading & Writing





Language Skill	Test Battery
Receptive Language	<ol style="list-style-type: none"> Clinical Evaluation of Language Fundamentals (CELF) Test of Pragmatic Language (TOPL)
Expressive Language	<ol style="list-style-type: none"> Comprehensive Assessment of Spoken Language (CASL) Expressive One-Word Picture Vocabulary Test (EOWPVT)

Cognitive Skill	Test Battery
Phonological Processing	<ol style="list-style-type: none"> Comprehensive Test of Phonological Processing (CTOPP) Test of Auditory Processing (TAPS) The Phonological Awareness Test (TOPA) PAT-2: NU: Phonological Awareness Test-Second Edition (PAT-2: NU) Feifer Assessment of Reading (FAR) Woodcock-Johnson Achievement (WJ COG) Differential Abilities Scale (DAS) Wechsler Individual Achievement Test (WIAT) Kaufman Test of Educational Achievement (KTEA)

Phonological Memory	<ol style="list-style-type: none"> Comprehensive Test of Phonological Processing -Second Edition (CTOPP-2) Test of Auditory Processing (TAPS) Woodcock-Johnson (COG)-nonword repetition Developmental Neuropsychological Assessment (NEPSY-2) Digit span tasks from cognitive assessments
Rapid Automatized Naming	<ol style="list-style-type: none"> Rapid Automatized Naming Rapid Automatized Stimuli (RAN-RAS) Comprehensive Test of Phonological Processing (CTOPP) Feifer Assessment of Reading (FAR) Differential Abilities Scale (DAS) Delis Kaplan Executive Functioning System (DKEFS) Kaufman Test of Educational Achievement (KTEA) Wechsler Intelligence Scale for Children (WISC)
Orthographic Processing	<ol style="list-style-type: none"> Feifer Assessment of Reading (FAR) Test of Orthographic Competence (TOC) Wechsler Individual Achievement Test (WIAT) Kaufman Test of Educational Achievement (KTEA) Woodcock-Johnson COG (WJ)- Letter Pattern Matching Cognitive Assessment System (CAS2) Process Assessment for Learner (PAL) Illinois Test of Psycholinguistic Abilities (ITPA) Early Reading Assessment (ERA) Test of Dyslexia
Auditory Processing	<ol style="list-style-type: none"> Test of Auditory Processing Skills (TAPS)

Intelligence	<ol style="list-style-type: none"> WISC-5
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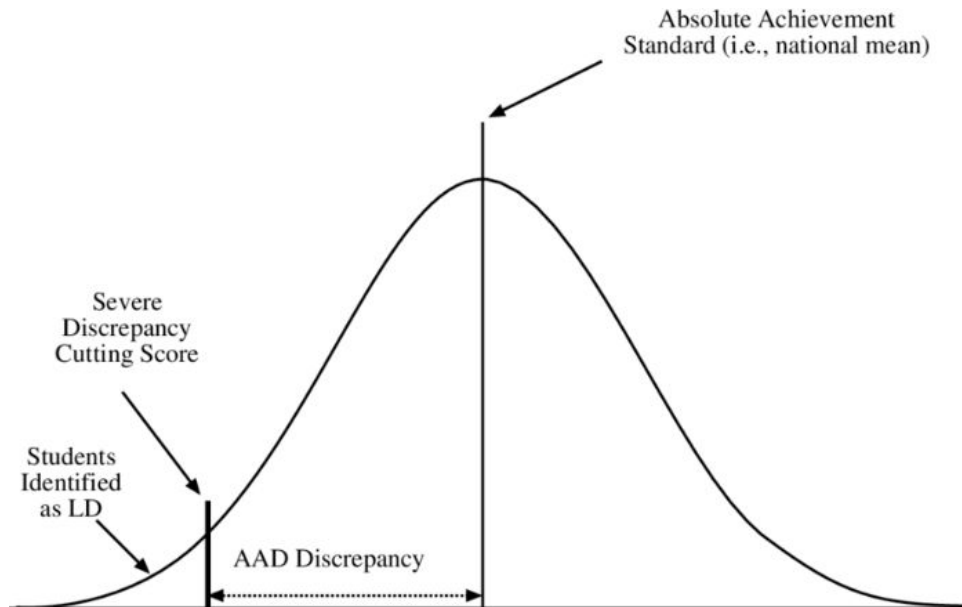
Cognitive Skill	Test Battery
Phonological Awareness	<ol style="list-style-type: none"> Comprehensive Test of Phonological Processing-2 (CTOPP-2) Phonological Awareness Test-2 (PAST-2; Robertson & Salter, 2007) Woodcock-Johnson Tests of Achievement (WJ ACH IV) Woodcock-Johnson Mastery Test (WRMT) Wechsler Individual Achievement Test (WIAT-4; Wechsler, 2005) Kaufman Test of Educational Achievement-Third Edition (KTEA-III; Kaufman & Kaufman, 2014) Individual Growth and Development Indicators (IGDIs, Greenwood, Carta, & McConnell, 2011)
Alphabetic principle	<ol style="list-style-type: none"> Woodcock-Johnson ACH (WJ) Wechsler Individual Achievement Test (WIAT) Kaufman Test of Educational Achievement (KTEA) Test of Early Reading Abilities (TERA) Diagnostic Achievement Battery (DAB)
Whole word reading	<ol style="list-style-type: none"> Woodcock-Johnson ACH (WJ) Wechsler Individual Achievement Test (WIAT) Kaufman Test of Educational Achievement (KTEA) Wide Range Achievement Test (WRAT) Test of Word Reading Efficiency (TOWRE) Feifer Assessment of Reading (FAR)

Eligibility Determination

- Assessment
- Review
- Determination according to:
 - Discrepancy + RTI
 - OR**
 - Patterns of Strengths & Weaknesses (PSW)

*Evaluators are working to determine a gap between cognitive abilities and academic achievement, but may not make eligibility determinations on the discrepancy model alone. Instead, **Patterns of Strengths and Weaknesses (PSW)** is encouraged.

IQ Discrepancy + RTI



+



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The Case Against Aptitude Discrepancy

1971

Larry P VS. Riles

Students placed in “Educable Mentally Retarded” (EMR) class based on IQ sued SF Unified over racially biased and discriminatory IQ tests. Sustained in ‘84 & upheld in ‘94.

The approach of using IQ tests to establish Special Education eligibility for African American students is banned.



Black youth takes stand in IQ trial

Wed., Oct. 26, 1977 By S.F. EXAMINER—Page 5

By Tom Hall
When Darryl Lester, 18, once a member of an “educable mentally retarded” class here, took the witness stand in federal court one of the first questions asked of him was, “Why are you here?”
“Because I was put in a class I should never have been,” he softly but quickly responded.
The question was asked of the black youth by William Harris, one of the attorneys representing parents of black children who are challenging the use of IQ tests to determine placement of students in educable mentally retarded classes.
Lester’s answer, given with a nervous smile, summed up what the nonjury trial before Chief U.S. Dist. Judge Peckham is about.
Lester’s mother, now a Tacoma, Wash., hospital nurse’s aide, and parents of five other black children placed in special classes here in elementary grades claim their children were not mentally retarded when placed in the classes by the San Francisco School District.
They thought IQ tests given their children discriminated against blacks. In 1971 they filed a

civil rights suit asking the court to enjoin their use. The suit is against State School Supt. Wilson Riles, the state Board of Education and the San Francisco School Board.
A preliminary injunction has been issued by Judge Peckham, pending the outcome of this trial. The injunction halted statewide use of tests “which do not properly account for the cultural background or experience” of children.
Darryl, placed in an EMR class here from 1966 to 1971, took the witness stand yesterday as an admittedly nervous witness.
When taking the oath he first raised his left hand instead of his right.
But under the questioning of Harris, a black attorney with whom Lester has been residing, he quickly settled into giving answers without hesitation.
The questions were aimed at showing that Lester is not mentally retarded and is capable of functioning as well as most persons of his age and background. He displayed a good ability to comprehend and remember.
“Have you been enjoying yourself?” Harris said.
“Yes, until today,” Lester re-

plied with a nervous smile.
He said he flew here alone from Tacoma and that every summer he flies back to Georgia by himself to visit his divorced father.
He cooks for himself, cleans the house, plays football, ran track and was a member of the ski club. He plays drums and bass guitar.
He also said he was good at making furniture — an antique coffee table he designed and made was displayed at the school — and jewelry.
The only time he hesitated in answering was when questioned by Joanne Condas, deputy state attorney general.
After having explained that he played defensive cornerback on the football team where his job “was to pick up the offensive end coming out,” Condas asked:
“I don’t know much about football. Where does the end come from?”
After a pause and a disbelieving shake of his head, Lester said, “He’s coming from the line.” Asked how long a football game lasts, the youth answered, “It starts about 7 and runs until 10.”
“What did you do on the

wrestling team?”
“I wrestled.”
There were 10 children in Lester’s EMR class — four boys and six girls, all black.
“We did art mostly and spent about 10 minutes reading and 10 minutes on math,” he recalled.
“We also went on field trips to the zoo, fished and took boat trips.” He added that when he started the class he thought he needed help in reading.
To show the effect of being placed in an EMR class, Harris asked Lester what he’d do if anyone called him a “retard,” something that hasn’t yet happened.
“I’d probably get mad,” Lester replied.
“How would you feel if you went to get a job and you learned the boss had been told you were retarded?” Harris asked.
“Not too happy,” Lester replied.
Lester plans to enroll in a Tacoma public vocational school where he can learn welding, a craft in which he said he has some experience.
The plaintiff’s next witness is a U/Riverside sociology professor, Jane Mercer, the first person to thoroughly study the possible mislabeling of students as retarded.



DARRYL TESTIFIED HE WAS WRONGLY CLASSIFIED RETARDED 'I was put in a class I should never have been'

Credit San Francisco Examiner

This 1977 news clipping, which included a courtroom artist's sketch of the young Larry P., revealed that his true name was Darryl Lester and he had moved to Tacoma.



Pattern of Strengths and Weaknesses

*Evaluators work to determine a gap between cognitive abilities and academic achievement, are encouraged to make eligibility determinations based on the **Patterns of Strengths and Weaknesses (PSW)**.

Intellectual and Processing Abilities:

Wechsler Intelligence Scale for Children-5th Edition (WISC-V)

The WISC-V is an individually administered comprehensive clinical instrument for assessing the intelligence of children ages 6 years through 16 years-11 months.

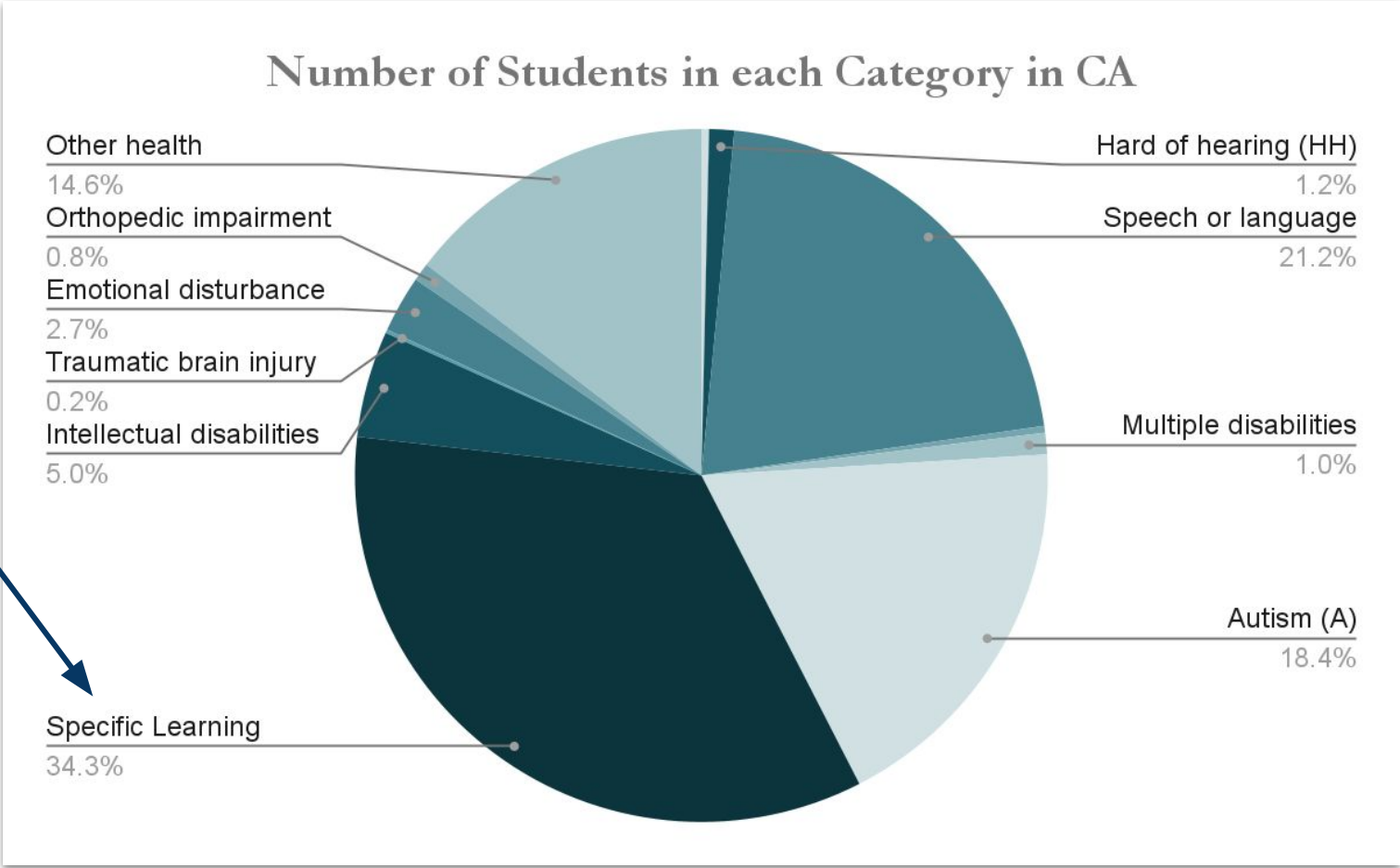
Primary Index	Composite Score	Percentile	90 % Confidence Interval	Qualitative Description
Verbal Comprehension Index (VCI)	124	95	116-129	Superior
Visual Spatial Index (VSI)	114	82	106-119	High Average
Fluid Reasoning Index (FRI)	126	96	118-130	Superior
Working Memory Index (WMI)	117	87	109-122	Above Average
Processing Speed Index (PSI)	105	63	97-112	Average
Full Scale IQ (FSIQ)	124	95	118-128	Superior
Ancillary Indexes				
Auditory Working Memory (AWMI)	111	77	104-116	High Average
Complementary Indexes				
Naming Speed (NSI)	88	21	82-96	Low Average
Symbol Translation (STI)	103	58	97-109	Average
Storage & Retrieval (SRI)	94	34	89-100	Average

Woodcock Johnson Tests of Achievement, Fourth Edition (WJ-4)

Subtests and Composites	Standard Score	Percentile Rank	Descriptor
Letter-Word Identification	91	27th	Average
Word Attack	102	56th	Average
Word Reading Fluency	75	5th	Well Below Average
Sentence Reading Fluency	82	12th	Below Average
Oral Reading	88	22nd	Low Average
Passage Comprehension	96	38th	Average
Reading Fluency	82	12th	Below Average
Broad Reading	87	19th	Low Average



Special Education Eligibility Categories







Can we say dyslexia on the IEP?



What is the most relevant intervention for a student struggling with reading difficulties?

National Reading Panel:

Explicit Instruction in the five components of reading builds literacy progress in all learners including struggling readers.



Florida Center for Reading Research

Research up to 2000 and beyond...

<https://bit.ly/NRPReport>

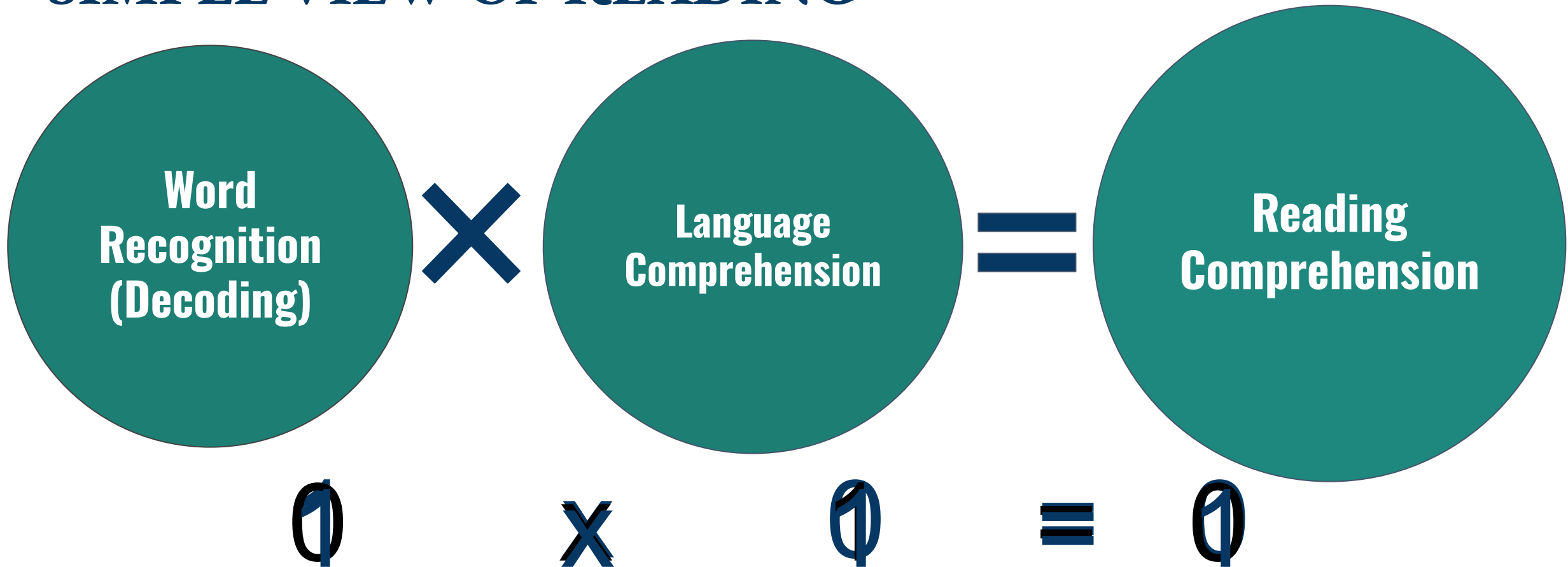
Three Questions Guiding Reading Research



1. How do students learn to read?
2. Why do some students fail to learn easily?
3. What is the best way to teach children to read?

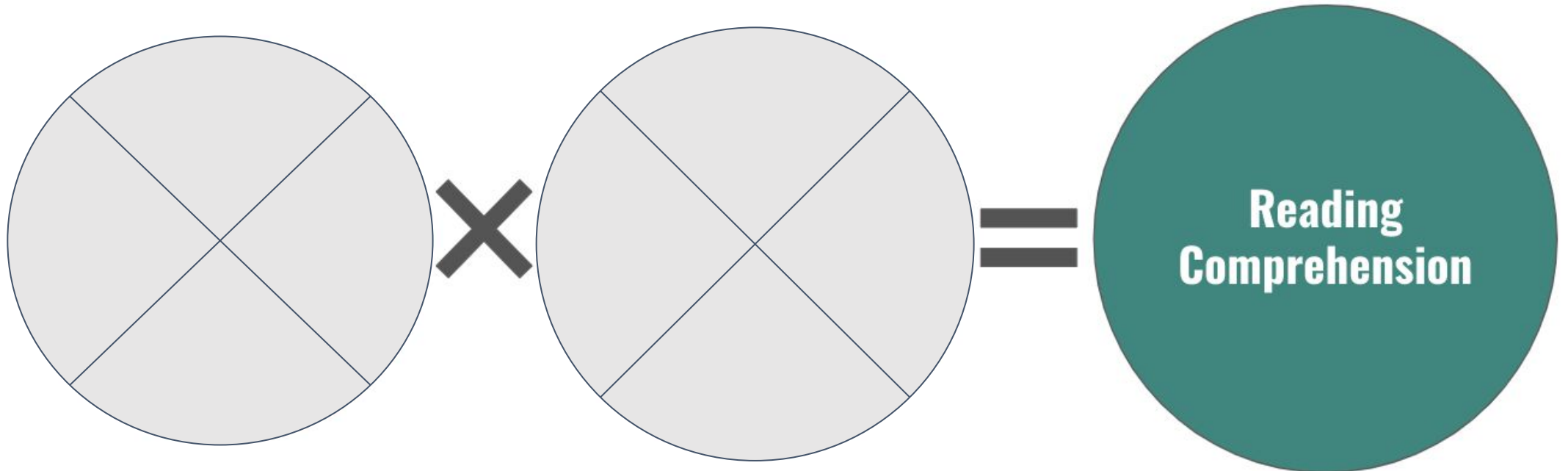
<https://www.nichd.nih.gov/health/topics/factsheets/reading>

SIMPLE VIEW OF READING



Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. Remedial and Special Education, 7, 6-10.

DOBRY' DEN
Интернет
Summer



Skilled Reading Acquisition

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading
Fluent execution and
coordination of word
recognition and text
comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

The Language Literacy Network

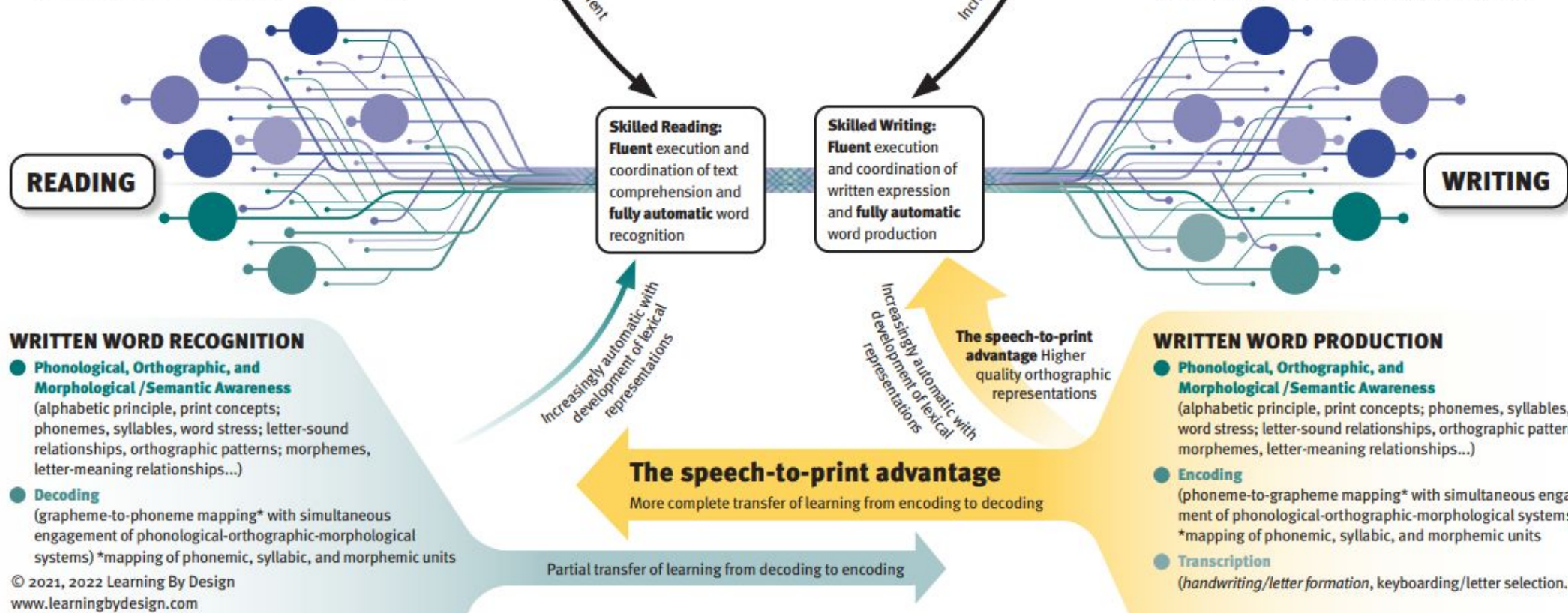
LANGUAGE COMPREHENSION

- **Background Knowledge**
(facts, concepts, schemas...)
- **Vocabulary**
(breadth & depth; definition, polysemy, related words...)
- **Language Structures**
(phonology, morphology, word class, syntax, prosody...)
- **Verbal Reasoning**
(connection of ideas; inference, prediction, metaphor...)
- **Pragmatics**
(intended audience, purpose...)
- **Literacy Knowledge**
(print concepts & conventions; text genre & structure...)

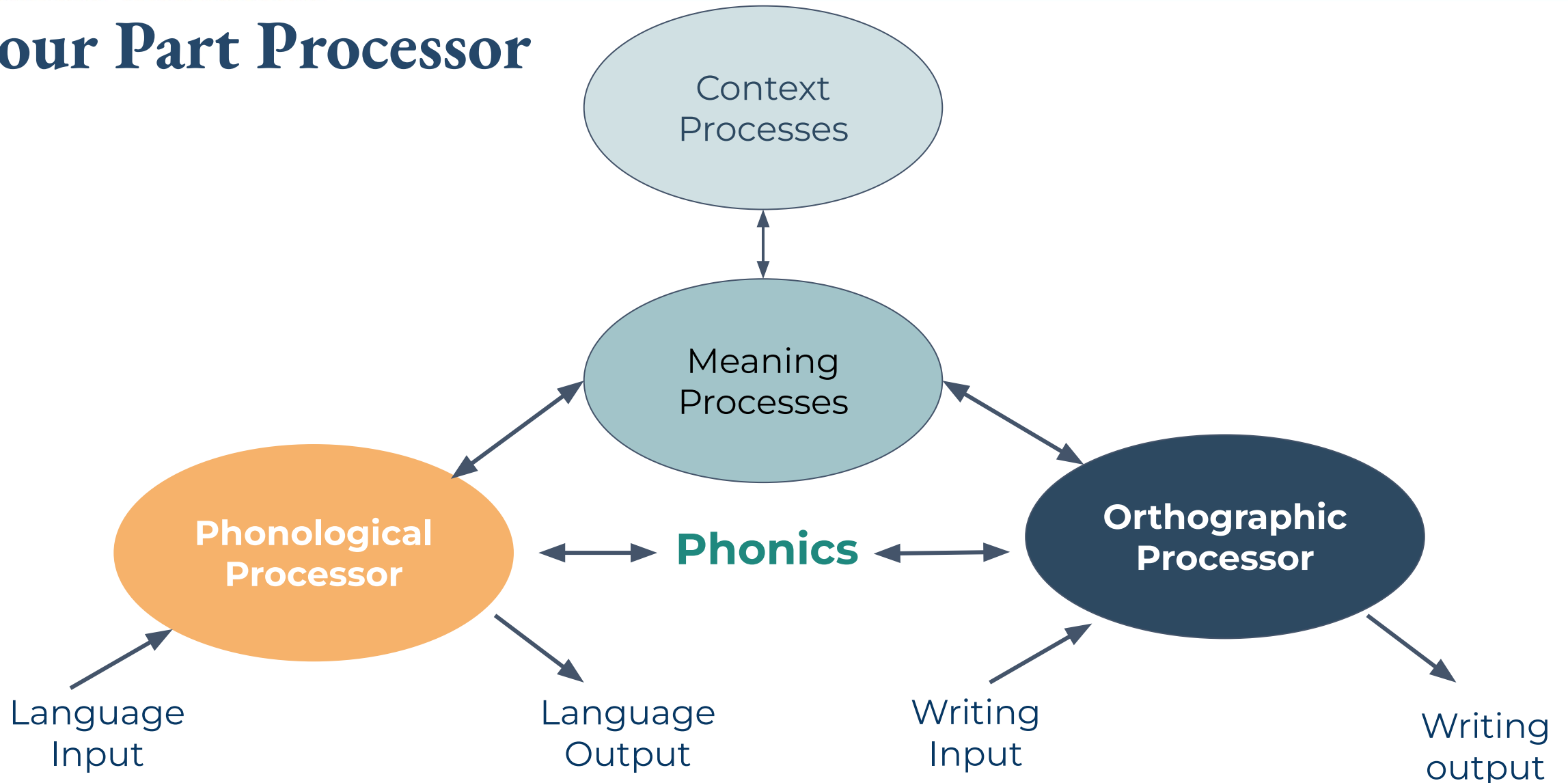
The many language components that unify
into skilled reading and writing
(Wasowicz, 2021)

LANGUAGE EXPRESSION

- **Background Knowledge**
(facts, concepts, schemas...)
- **Vocabulary**
(breadth & depth; definition, polysemy, related words...)
- **Language Structures**
(phonology, morphology, word class, syntax, prosody...)
- **Verbal Reasoning**
(connection of ideas; inference, prediction, metaphor...)
- **Pragmatics**
(intended audience, purpose...)
- **Literacy Knowledge**
(print concepts & conventions; text genre & structure...)




Four Part Processor



Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, 2(2), 31–74. <https://doi.org/10.1111/1529-1006.00004>

International Dyslexia Association's Knowledge & Practice Standards

- Reading Acquisition
- Diverse Profiles
- Assessment
- **Literacy Instruction** 
 - ◆ Phonological Awareness
 - ◆ Phonics
 - ◆ Fluency
 - ◆ Vocabulary
 - ◆ Comprehension
 - ◆ Written Expression

9

Knowledge and Practice Standards for Teachers of Reading	
Summary Table	
Does Not Include Knowledge and Practice Examples	
Standard 1: Foundations of Literacy Acquisition	
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia	
2.1	Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
2.3	Identify the distinguishing characteristics of dyslexia.
2.4	Understand how reading disabilities vary in presentation and degree.
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
Standard 3: Assessment	
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).
3.3	Interpret basic statistics commonly utilized in formal and informal assessment.
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
3.8	Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

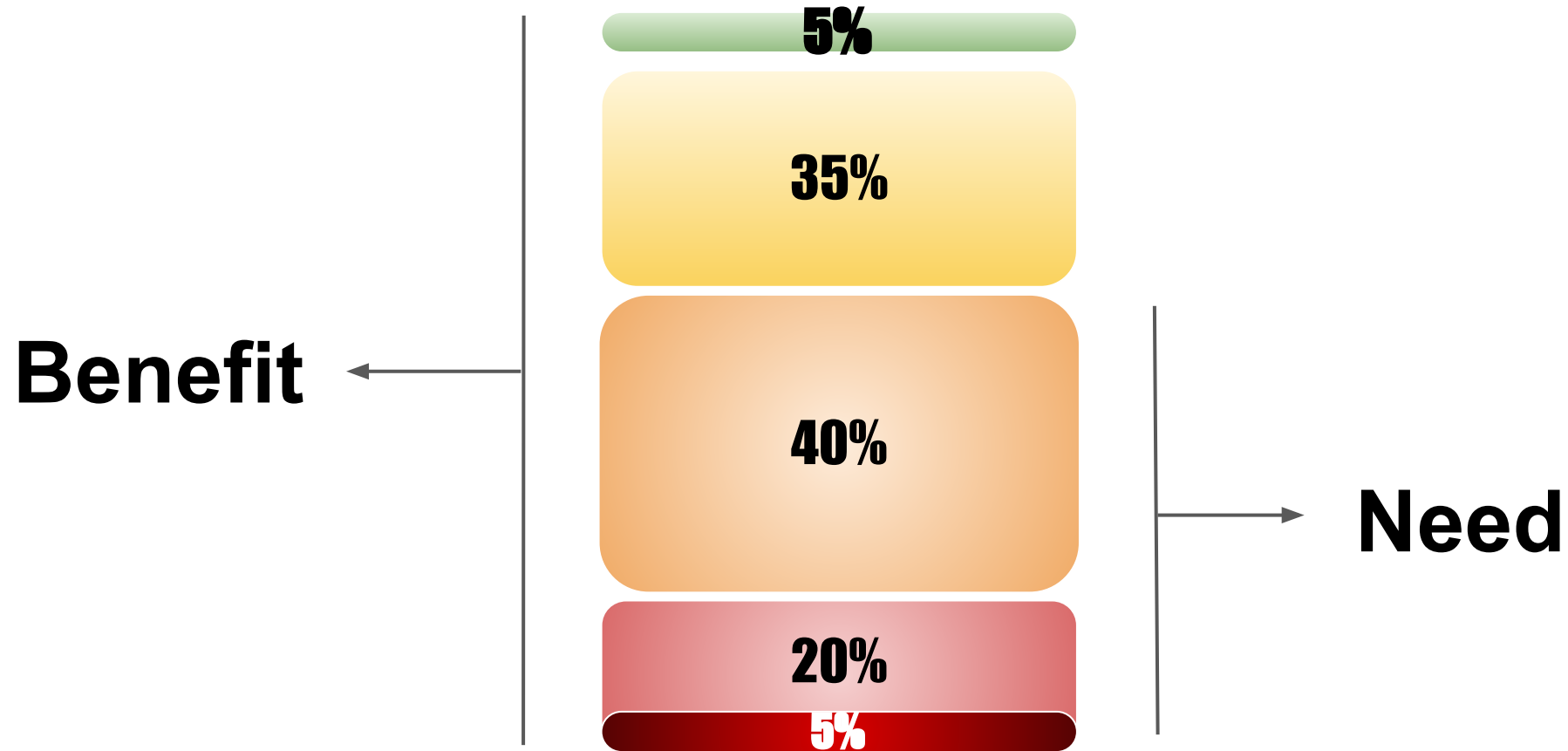
Knowledge and Practice Standards for Teachers of Reading • ©2018, The International Dyslexia Association

Glean Education

<https://bit.ly/IDAKnowledgeandPracticeStandards>

Core Instruction/Intervention

Teach Structured Literacy





Questions?



Presented in partnership between
Glean Education + Washington State OSPI



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Thank you!