

Bewitched, Bothered, and Bewildered: The Current State of Dyslexia

Gail M. Cheramie, Ph.D.

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Current State of Dyslexia

■ Relevant Documents in Texas:

- HB 3928 (2023)
- TEA: The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (2024 Update)*
- TEA: FAQs: Dyslexia Evaluation, Identification and Instruction (Update Nov. 15, 2023)*
- TEA: Guidance for the Comprehensive Evaluation of Specific Learning Disabilities (October, 2023)

*NOTE: The Handbook in its final current form has not been published yet. Information in this presentation is from the approved 2nd reading version. It is also noted on the TEA website that the associated FAQ document will be revised and updated.

Sources

- Some slides in this presentation are provided by and used with permission of Dr. Mertie Gomez.
- Two documents are cited in this presentation – the 2024 Handbook and the Guidance Document for SLD (Oct. 2023).
- The FAQ document (update Nov. 2023) is not cited in this presentation. It is under revision.

2023-24 PEIMS DATA

- Total School Enrollment: 5,531,236
- Total SPED: 774,488
- % SPED=14%

Primary Disability												
OI	OHI	DHH	VI	DB	ID	ED	LD	SI	AU	DD	TBI	NCEC
3,181	93,057	7,198	3,594	480	71,164	41,748	277,558	137,071	125,189	12	1,250	12,986

PEIMS Data 2017-18 to 2023-24

Primary Disability (selected disability categories) All Texas Public School Districts Including Charter Schools							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AU	13.00% 64,783	13.53% 71,951	13.7% 80,557	13.95% 84,431	14.63% 92,912	15.43% 108,464	16.16% 125,189
ED	5.82% 29,029	5.97% 31,789	6.16% 36,197	6.19% 37,461	6.0% 38,122	5.68% 39,925	5.39% 41,748
SLD	31.66% 157,752	30.78% 163,688	31.2% 183,452	31.57% 191,045	32.23% 204,684	33.66% 236,564	35.84% 277,558
ID	10.64% 53,037	10.7% 56,886	10.36% 60,896	10.18% 61,611	10.08% 64,028	9.77% 68,685	9.19% 71,164
OHI	14.12% 70,360	14.35% 76,291	14.33% 84,263	14.15% 85,644	13.82% 87,775	12.88% 90,543	12.0% 93,057
SI	20.15% 100,412	20.25% 107,668	19.94% 117,272	19.81% 119,876	19.32% 122,669	18.75% 131,774	17.7% 137,071
Total % of total pop.	498,320 9.23%	531,712 9.8%	587,987 10.7%	605,843 11.26%	635,097 11.70%	702,784 12.7%	774,488 14.0%

What is in a
title?

- **Bewitched:**
 - influenced, affected by
- **Bothered:**
 - concerned
- **Bewildered:**
 - perplexed and confused

THE DYSLEXIA HANDBOOK

2024[2021] Update

Procedures Concerning
Dyslexia and Related
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS
INSERT MONTH, 2024 [SEPTEMBER 2021]

The Dyslexia Handbook

- First Handbook approved in 1986
- Revisions and Updates: 1992, 1998, 2001, 2007, 2010, 2014, 2018, 2021-2022 (date is 2021, update published in 2022)
- Most current Handbook: 2024
- The Handbook effective February 10, 2022 clarified that evaluations for dyslexia and related disorders must go through the process required by the Individuals with Disabilities Education Act (IDEA).
- HB 3928 (additional changes to how dyslexia is evaluated and identified, as well as to dyslexia instruction requirements). 19 TAC 74.28 and the handbook are being revised as a result.

Current concerns

- Too many referrals
- Too many FIIEs
- Pressure to qualify
- Too little evaluation personnel
- Too many DNQs
- Too many Qs
- Need for additional teaching and intervention staff
- How do we conduct our evaluations? What methods and models do we use?
- How do we effectively manage these issues?

Referral Process

- P.30 of Handbook refers to a Data-Driven Meeting to review and analyze results (including screening results) and decide if a referral is indicated.
- P.31 If the team determines that dyslexia or another disability is not suspected, then instruction at Tier 1 continues, interventions continue, and/or additional supports can be provided.
- But the student is **not** referred.

Remember, we have TEA resources to assist in data review and referral determination. The Student Data Review Guide When Considering a Referral to Special Education is cited in the Oct., 2023 Guidance for SLD document.

Data: Academic History (Handbook)

Figure 3.2. Sources and Examples of Cumulative Data

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Gifted/talented assessments
- Samples of schoolwork
- Parent conference notes
- Results of kindergarten-grade 1 universal screening as required in TEC §38.003
- K-2 reading instrument results as required in TEC §28.006 (English and native language, if possible)
- 7th-grade reading instrument results as required in TEC §28.006
- State student assessment program results as described in TEC §39.022
- Observations of instruction provided to the student
- Previous evaluations
- Outside evaluations
- Speech and language assessment
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Screening data
- Parent survey

Other Data Sources (Handbook)

Environmental and Socioeconomic data must be reviewed. This will assist in determining the degree to which cultural factors, including lack of opportunity, may be contributing to learning difficulties. Language development is a major consideration.

Figure 3.3. Additional Data Sources for Emergent Bilingual [English-Learners] Students

- Home Language Survey
- Assessment related to identification for limited English proficiency (oral language proficiency test [~~and norm-referenced tests—all years available~~])
- Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- Instructional interventions provided to address language needs
- Information regarding previous schooling inside and/or outside the United States
- Type of language program model provided and language of instruction

Referral Process

- P.31 If the team determines, based on the data analyzed, that there is reason to **suspect** that the student has dyslexia, a related disorder, or another disability included within the IDEA and that there is a need for special education and related services, the team **must** refer the student for a full individual and initial evaluation (FIIE).

Considerations

- Who is involved in this data-driven meeting?
- Are you involved in this meeting?
- Do you know how to interpret mCLASS and/or other universal screeners (e.g., MAP)?
- Do you know if the student's intervention is scientific, research-based and if it was delivered with fidelity?
- Do you know how to interpret progress monitoring data and the predictive value of such data?
- At what point in data analysis do you suspect the presence of a disability condition and need for special education?

mCLASS – Assessment Purpose

mCLASS Texas Edition is an integrated, gold standard literacy system that offers teacher-administered assessment and holistic instruction for grades K–6. The mCLASS comprehensive system includes efficient one-minute measures, a built-in dyslexia screener, teacher-led and student-driven instruction, intervention, and robust reports for teachers and administrators.

Foundational skills that are assessed within mCLASS TX:

- Phonological Awareness
- Phonics
- Reading fluency
- Reading accuracy
- Reading comprehension


Texas Education Agency (TEA) (2024). *Data Tool Selection Guidance*. <https://tea.texas.gov/academics/early-childhood-education/early-learning-assessments/data-tool-selection-guidance>

mCLASS Classroom Skill Summary

Beginning of Year		Middle of Year	End of Year	Summary				Grade 1
		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF	
Class Summary	Well Below Benchmark	20% 3 Students	13% 2 Students	27% 4 Students	7% 1 Student	20% 3 Students	7% 1 Student	
15/15 Students Assessed	Below Benchmark	27% 4 Students	33% 5 Students	20% 3 Students	67% 10 Students	40% 6 Students	73% 11 Students	
0 Not Assessed	At Benchmark	33% 5 Students	40% 6 Students	13% 2 Students	27% 4 Students	20% 3 Students	13% 2 Students	
0 In Progress	Above Benchmark	20% 3 Students	13% 2 Students	40% 6 Students	0% 0 Students	20% 3 Students	7% 1 Student	

Both the percentage and number of students in each performance category are displayed for each skill assessed.

Suspect disability
& refer for FIIE:
The Form

Overview of Special Education for Parents 

WHAT IS SPECIAL EDUCATION?

When a child receives special education, it means that a public school provides custom services and instruction specific to the needs of that student. Special education is available because of a federal law called the Individuals with Disabilities Education Act (IDEA), which provides students with disabilities and their parents special legal rights to receive these individualized learning opportunities.

Special education is a service, not a place.

How can special education services help your child?

- ▶ If your child is eligible for special education services, your child will have access to services and supports that are specially designed to meet your child's unique needs.
- ▶ Special education services provide individualized programming at NO cost to you and may include special education teachers and service providers such as occupational therapists, physical therapists, speech-language pathologists, and providers of dyslexia instruction.

SPECIAL EDUCATION PROCESS:

Parents have a right to request a special education evaluation at any time. Schools are required to refer a student for an evaluation when a disability is suspected that might require special education services. It's important to understand the steps of the **special education process**.




Steps to Begin Special Education:

- 1 Referral
- 2 Consent to Evaluate
- 3 Evaluation
- 4 Determine Eligibility (ARD)
- 5 Develop the IEP

Receiving Special Education Services:

Implement the IEP

More information about your rights as a parent can be found below:

   Parents Guide to the ARD Process bit.ly/ParentsARD

Remember

- Parents have the right to request an evaluation
- Once the written request has been made, the school reviews data and has 15 days to respond.
- P.31 *Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of refusal to evaluate, including an explanation of why the school refuses to conduct an FIIE, the information that was used as the basis for the decision, a copy of the Overview of Special Education for Parents form ...and a copy of the Notice of Procedural Safeguards. Should the parent disagree with the school's refusal to conduct an evaluation, the parent has the right to initiate dispute resolution options including; mediation, state complaints, and due process hearings.*

Once we have
decided to refer
and conduct the
FIE

- Before beginning the evaluation, we have reviewed many sources of data.
- This review will provide the basis for planning the FIE.
 - e.g., mCLASS shows certain patterns that lead us to choosing robust measures of academic skills (nonsense words vs. words, regular vs. irregular words, fluency) and the correlates for BRS and RF (phono, RAN, ortho, phono memory)
- When evaluating, we follow IDEA procedures. Major issue here is expanding the scope of the FIE when indicated in data collection (e.g., now we suspect another category or need)
- We also ensure that we follow the procedures identified in the Dyslexia Handbook.

The 2 major
Changes for
Evaluation

- The composition of the MDT who performs the FIE when dyslexia is suspected.
- Dyslexia = SLD




MDT

■ Who is on the multidisciplinary evaluation team?

in addition to the parent and team of qualified professionals required under IDEA, the multidisciplinary team (MDT) must include at least one member with specific knowledge regarding: [and team of qualified professionals required under IDEA, it is recommended that the multi-disciplinary evaluation team include members who have specific knowledge regarding-].

- the reading process,
- dyslexia and related disorders, and
- dyslexia instruction.



Who is on the multidisciplinary evaluation team?

- TEC §29.0031(b) states this member must: (1) hold a **licensed dyslexia therapist** license under Chapter 403, Occupations Code; (2) hold the **most advanced dyslexia-related certification** issued by an association recognized by the SBOE, and identified in, or substantially similar to an association identified in, the program and rules adopted under Sections 7.102 and 38.003; or (3) if a person qualified under subdivision (1) or (2) is not available, **meet the applicable training requirements** adopted by the State Board of Education pursuant to Sections 7.102 and 38.003. This member must also sign a document describing the member's participation in the evaluation of the student.

Credentials in
(1) and (2) get
priority

- LEAs must **prioritize the individuals who meet the credentials of items (1) and (2)** above when designating an individual to fill this role, as those are the statutorily required professionals. To meet the credentials of the most advanced dyslexia-related certification, the individual must have received certification or training from the following programs or providers: Academic Language Therapy Association, the International Dyslexia Association, the Orton Gillingham Academy, Wilson Language Training, or have received training through an International Multisensory Structured Language Education Council-(IMSLEC)- accredited training center [course] at the teaching or therapy level. Individuals who are currently enrolled and participating in a credentialing program that will result in becoming an LDT or obtaining the most advanced dyslexia-related certification would be considered as meeting the credentials for items (1) and (2).

But, if there is no
one who meets
(1) and (2)

- Understanding the limitations of availability of the individuals who meet the credentials of items (1) and (2) above, an LEA **may identify another individual** to serve in this role who, within one calendar year from the date [the school year] of being designated as such member, must: • **register and complete the Texas Education Agency's (TEA's) Texas Dyslexia Academies (TDAs);** • **register and complete the TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability training;** and • **[must] document that the member has training in current research- and evidence-based assessments that are used to identify the most common characteristics of dyslexia.** When TEA updates the required trainings above, the member must complete those updated trainings within one calendar year from the date the revised training was made available.

Question

- Who is the third option?
- Can this person serve both as the dyslexia specialist and the educational diagnostician?
- Would that mean that a team = 1 person?
- What do you think the “spirit” or intent of the law is regarding this issue?

Dyslexia = SLD

- Dyslexia Handbook
- *In other words, the identification of dyslexia, using the process outlined in this chapter, meets the criterion for the condition of a specific learning disability [in basic reading and/or reading fluency]. Dyslexia is a specific learning disability and should be noted as the specific learning disability.*

What does this mean?

- SLD is the disability category under IDEA, Dyslexia is the type of SLD
- Our software programs have already added Dyslexia to the list of types of SLD
- Previously, recommended identifying Dyslexia as part of SLD this way:
 - SLD BRS/Dyslexia or SLD RF/Dyslexia
- NOW, you would conclude SLD-Dyslexia
- HOWEVER, strongly encourage you to identify why the student meets the criteria for Dyslexia – is it due to basic reading skills or reading fluency? Is it due to poor word recognition and/or poor decoding or can the student read and decode accurately but has a deficit in fluency?

Current suggestion

- SLD Dyslexia (BRS) or SLD Dyslexia (RF)
- Based on the analysis and synthesis of multiple data sources, it is concluded that Gregory meets the criteria for the educational disability condition of SLD – Dyslexia. Gregory has a significant deficit in Basic Reading Skills (word reading accuracy and decoding unfamiliar words). This impairment is due to a weakness in phonological processing, specifically as related to segmenting and manipulating phonemes and applying phonetic skills to form sound-symbol associations. Gregory's reading skills are unexpected based on his intellectual abilities and other academic skills.

How do you meet the criteria for SLD-Dyslexia?

- Your data indicate the following:
- Difficulty with **accurate** and/or **fluent** word reading
- Poor **spelling** skills (but an isolated deficit here is not sufficient)
- Poor **decoding** ability
- Do these difficulties (typically) result from a deficit in the **phonological component** of language? (phonological scores alone do not rule out dyslexia.)
- Are these difficulties **unexpected** for the student's age in relation to the student's other abilities and provision of effective classroom instruction?

Domains to Assess: Academic and Cognitive

This has not changed.

Figure 3.4. Areas for Evaluation

<u>Academic Skills</u>	<u>Cognitive Processes</u>	<u>Possible Additional Areas</u>
<ul style="list-style-type: none"> • Letter knowledge (name and associated sound) • Reading words in isolation • Decoding unfamiliar words accurately • Reading fluency (rate, accuracy, and prosody are assessed) • Reading comprehension • Spelling 	<ul style="list-style-type: none"> • Phonological/phonemic awareness • Rapid naming of symbols or objects 	<ul style="list-style-type: none"> • Vocabulary • Listening comprehension • Verbal expression • Written expression • Handwriting • Memory for letter or symbol sequences (orthographic processing) • Mathematical calculation/reasoning • Phonological memory • Verbal working memory • Processing speed

Domains to Assess Specific to Dyslexia

Academic Skills

The school administers measures that are related to the student's educational needs. Difficulties in the areas of letter knowledge, word decoding, and fluency (rate, accuracy, and prosody) may be evident depending upon the student's age and stage of reading development. In addition, many students with dyslexia may have difficulty with reading comprehension and written composition.

Cognitive Processes

Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters, learn the alphabetic principle, decode words, and spell accurately. Rapid naming skills may or may not be weak, but if deficient, they are often associated with difficulties in automatically naming letters, reading words fluently, and reading connected text at an appropriate rate. Memory for letter patterns, letter sequences, and the letters in whole words (orthographic processing) may be selectively impaired or may coexist with phonological processing weaknesses. Finally, various language processes, such as morpheme and syntax awareness, memory and retrieval of verbal labels, and the ability to formulate ideas into grammatical sentences, may also be factors affecting reading (Berninger & Wolf, 2009, pp. 134–135).

Texas Education Agency (2021). *The dyslexia handbook — revised 2021: Procedures concerning dyslexia and related disorders (The Dyslexia Handbook)*. Austin, TX: TEA. **NO CHANGE IN CURRENT 2024 UPDATE**

Current Handbook p. 39

Based on the above information and guidelines, should the MDT find [ARD committee determine] that the student exhibits weaknesses in reading and spelling (i.e., academic deficits in areas associated with dyslexia), the MDT [committee] will then examine all of the student's data to determine whether these difficulties are **unexpected** in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. For example, the student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning, or verbal ability yet still have difficulty with reading and spelling. The MDT reports the analysis of strengths and weaknesses within the FILE.

Therefore, it is not one single indicator but a preponderance of data (both informal and formal) that provide the team [committee] with evidence for whether these difficulties are unexpected.

PSW



A PSW method uses multiple sources of data comprised of both informal and formal assessment information. It is a way of organizing data across multiple areas, including academics, intellectual functioning, language/communication, and emotional/behavioral/social behaviors to complete a comprehensive evaluation.

Although Texas allows PSW as a method of SLD criteria and identification, it does not specify that a particular model for analyzing and interpreting data (i.e., pattern seeking) must be used. There are different ways that a PSW approach can be conceptualized. TEA does not endorse nor recommend a specific model of PSW.

If using a specific PSW model for data analysis, teams cannot rely on single scores or calculations to make determinations. Formula-based decisions are often unreliable and should not be used as the primary or sole basis for determination. Predetermined cut scores (boundaries of proficiency or categories) should not be used as the sole source for determining strengths and weaknesses. Regardless of the assessment tools, confidence intervals should be used and take into account the measurement error of the tests and permit the expression of a range of scores, not a set cut-point.

Texas Education Agency (October 2023). *Guidance for the Comprehensive Evaluation of Specific Learning Disabilities*.

Why not cut-scores?

- Academic and cognitive abilities are distributed along a continuum. There is no natural cut-point. Thresholds are arbitrary.
- Categorical vs. Dimensional – you are making a categorical decision (yes-no) for a dimensional disorder
- Measurement Error – SeM; “buffer zones” (Schneider)
- Observed vs. True Score – True score is hypothetical construct. How confident are you that the true score would fall within the range of a deficit? Which case below has more potential for error in decision?
 - Case 1: Overall=96, SpecCog W=76, SpecAcad W=74
 - Case 2: Overall=96, SpecCog W=84, SpecAcad W=86

All SLD identification methods have problems with reliability. If a formula or firm threshold is used, a student identified with one method may not be identified with SLD using another method or even another set of tests. The issue of low agreement is a universal concern when identifying learning disabilities using psychometric tests with fixed cut points. In addition, different measures are correlated, and the measures themselves are slightly unreliable, so it becomes difficult to assess exactly where an individual resides relative to a fixed cut point. This is true whether the cut point is the score on an achievement test, such as everyone who reads below the 15th percentile has SLD. It is also true if we use a 16-point IQ-achievement discrepancy or a threshold of 60 words read correctly on an oral reading probe in an RTI method. Our ability to assess precisely where the student's true score is relative to this firm threshold is not reliable. Even with the same student, different tests or the same tests on different measurement occasions will generate a range of scores around the 15th percentile, a 16-point discrepancy, or reading 60 words per minute. If we have multiple tests of the same type of achievement and they are consistently below these thresholds, we can be more confident that the student's true score is below the threshold. Even better, we could express the unreliability of the test as the standard error of measurement and specify a confidence interval, so that a range of scores could indicate the presence of SLD. We could also incorporate other data supports that might inform the judgment of the ARD team, such as previous academic and classroom performance, grades, observations of the child, and the parents' and teacher's perceptions of the student's performance.

Texas Education Agency (October 2023). *Guidance for the Comprehensive Evaluation of Specific Learning Disabilities*. pp.14-15

PSW

The MDT should examine the data for characteristics of a disability displayed repeatedly across data sets and over time. The MDT should consider the following:

- ◆ Does the data present a PSW in performance, achievement, or both that is atypical compared to age, grade-level standards, or intellectual development? Is that pattern relevant to the identification of SLD? Does the pattern appear to be attributable to disability?
- ◆ When assessing cognitive processes and academic skills, are there deficits in academic areas that correlate with processing deficits? For example, weaknesses in word reading may correspond to deficits in phonological processing. Note, however, that while these types of correlations may be present and can be helpful to consider in the overall analysis of data, it is not required that a student demonstrate a specific normative cognitive weakness on standardized assessments as demonstrated by achieving below a certain threshold to otherwise display a PSW relevant to the identification of an SLD. For example, some students with SLD in basic reading, including with the condition of dyslexia, may not demonstrate a normative deficit in cognitive processing testing but rather within their academic performance and achievement data.

Texas Education Agency (October 2023). *Guidance for the Comprehensive Evaluation of Specific Learning Disabilities*.

PSW

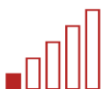
There are no requirements specifying that a student demonstrates a specific number of strengths and weaknesses within their data, however a pattern of strengths and weaknesses in performance, achievement, or both is necessary. The pattern is relative to age, grade-level standards, or intellectual development. Evaluators must select, administer, and interpret norm-referenced instruments in conjunction with other relevant data from the student's performance. Consider all data collectively and ensure that one score or calculation is not superseding the preponderance of data gathered when determining if there is a PSW relevant to the identification of an SLD.

Texas Education Agency (October 2023). *Guidance for the Comprehensive Evaluation of Specific Learning Disabilities*.




Strengths in skills and abilities in areas of performance and/or achievement, including academics, intellectual functioning, behavior/social/emotional, and language/communication.

AND



Deficits in reading words in isolation [basic reading], decoding unfamiliar words [basic reading], and/or reading fluency and spelling.

AND



May have deficits in phonemic/phonological awareness, rapid naming, and/or orthographic processing.

Texas Education Agency (October 2023). *Guidance for the Comprehensive Evaluation of Specific Learning Disabilities*.

So now
perplexed

- ✓ Can use PSW, but no specific method or model is recommended
- ✓ Cannot rely on a formula
- ✓ Should not have a set threshold or cut-score
- ✓ A pattern is necessary
- ✓ Are there deficits in academic areas that correlate to processing deficits?

BUT: these do not have to be normative or below a certain threshold

AND: you *may* have deficits in PA, RAN or ORTHO

AND: a pattern is necessary, need strengths and weaknesses but not sure how many or even which ones, or what the pattern should look like

What
happened?

- We know what the pattern should look like
- We know what cognitive correlates are present in the profiles of students with SLD and Dyslexia
- P. 29 of Handbook:

Science has moved forward at a rapid pace so that we now possess the data to reliably define dyslexia, to know its prevalence, its cognitive basis, its symptoms and remarkably, where it lives in the brain and evidence-based interventions which can turn a sad, struggling child into not only a good reader, but one who sees herself as a student with self-esteem and a fulfilling future.

—Shaywitz, S.E. Testimony Before the Committee on Science, Space, and Technology, U.S. House of Representatives, 2014

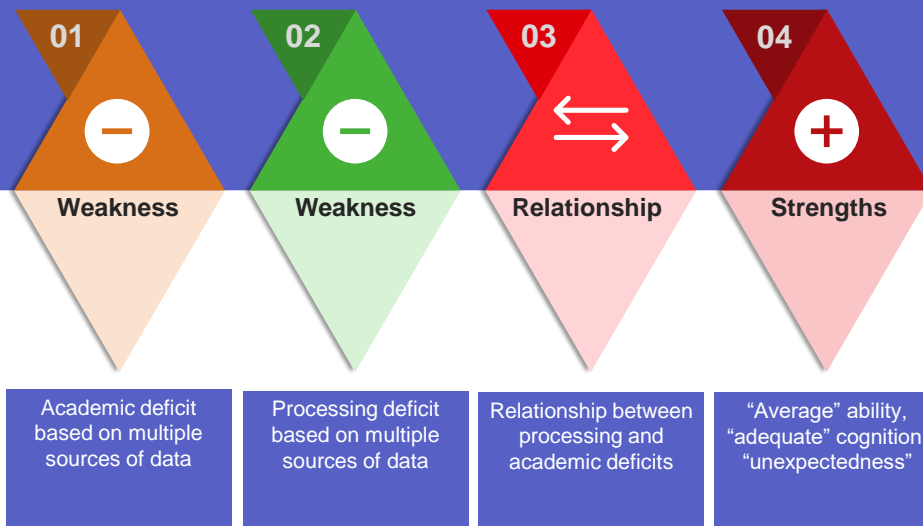
What happened?

- P.22 Guidance for the Comprehensive Evaluation of SLD
- *Although Texas allows PSW as a method of SLD criteria and identification, it does not specify that a particular model for analyzing and interpreting data (i.e., pattern seeking) must be used. There are different ways that a PSW approach can be conceptualized. TEA does not endorse nor recommend a specific model of PSW.*

Bottom Line

- The Guidance for SLD document states that it is a resource for LEAs and MDTs as they work to evaluate students
- The Guidance for SLD document has much important information to assist you
- The Document does expand the conceptualization of PSW, does provide some issues to consider in determining a PSW, but it does not change the current recognized methods of PSW (e.g., DD/C, C-SEP, PPA)
- Bottom line - your district (evaluation staff) decides what PSW approach to use. Use the information in the Guidance Document to ensure you are not applying overly rigid rules and that you are considering multiple sources of data in decision-making.

BACK TO BASICS: PSW RELEVANT TO SLD



Multiple Sources of Data – Is BRS a W?

Academic Area	Informal	Criterion-Referenced	Curriculum Based	Norm-Referenced
Basic Reading	Teacher: has not mastered all letter-sound correspondences, sounds out each word but may get whole word wrong, misreads visually similar words	Able to identify 12/50 HFW on BOY, MOY (21/50), and EOY (22/50) when grade expectations are EOY (50/50)	Scored 43% on Reading Benchmark Dec. test, when 80% was expected	WJIV ACH BR (67) with LWID (72) and WA (61)



Multiple Sources of Data – Is BRS a W?

Academic Area	Informal	Criterion-Referenced	Curriculum Based	Norm-Referenced
Basic Reading	Teacher: reads consistent with peers, able to learn at rate consistent with peers, grades average	Able to identify 35/50 HFW on BOY, MOY (42/50), and EOY (49/50) when grade expectations are EOY (50/50)	Scored 84% on Reading Benchmark Dec. test, when 80% was expected	WJIV ACH BR (83) with LWID (86) and WA (83)



Multiple Sources of Data – Is RF a W?

Academic Area	Informal	Criterion-Referenced	Curriculum Based	Norm-Referenced
Reading Fluency	Teacher input: reads slower than peers, sounds out letters in words as he reads, although he may know the word on a list	mCLASS ORF well below expectations	DRA=16 (ending first); should be 24 CBM RF MOY= 35wcpm (10 th percentile)	WIAT-4 ORF = 87



Multiple Sources of Data – Is RF a W?

Academic Area	Informal	Criterion-Referenced	Curriculum Based	Norm-Referenced
Reading Fluency	Teacher input: reads consistent with peers; self-corrects; moves lips when silent reading	mCLASS at benchmark on ORF	DRA=24 (at expectation) CBM RF MOY= 70 wcpm (between 25 th -50 th percentile)	WIAT-4 ORF = 87



Multiple Sources of Data – Is PA a W?

Processing Area	Informal	Criterion-Referenced	Curriculum Based	Norm-Referenced
Phonological Awareness	Current grades are passing; spelling poor; still below class in certain areas of PA (has received some intervention in PA)	PAST: 1 st grade for syllable areas; below 2 nd for deletion and substitution of phonemes	mCLASS: BOY 2nd “Below” in letter sounds; decoding fluency (score=12, goal=15); word reading fluency (score=23, goal=26) and “well below” in spelling (score=32, goal=42)	CTOPP=88 EL=7 BL=10 PI=7

This is about
how you weigh
data!

- Preponderance – could simply mean more
- But it is not only more – it is about the importance or superiority of the data
- Which data have more power for decision-making?
- This is a very hard decision.
- Multiple factors can affect the student's learning and performance on a test.

Points of
Agreement

- Low achievement based on multiple sources of data is the first criterion for SLD determination
- The student should have been provided:
 - with quality instruction and
 - with scientific research-based intervention (SRBI)
- Progress monitoring would have occurred and data indicate insufficient response
- Exclusionary factors ruled out
- No cut-scores
- BUT, what criterion are we using to judge lack of response? Fidelity and appropriateness of intervention? How are we determining a weakness?

And what about 19 TAC 89.1011

- Referral of students for a full individual and initial evaluation for possible special education services must be a part of the district's overall, general education referral or screening system. Students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to evidence-based intervention; and other academic or behavior support services. A student is not required to be provided with interventions for any specific length of time prior to a referral being made or a full individual and initial evaluation being conducted. If the student continues to experience difficulty in the general classroom with the provision of interventions, district personnel must refer the student for a full individual and initial evaluation. A referral for a full individual and initial evaluation may be initiated at any time by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

Considerations

- BUT, then what?
- Low Ach- Failure to Respond – not due to other factors = SLD??? This is where we have concerns.
- According to LDA and NASP positions and PSW methods in general, should be related cognitive processing and academic deficits in accordance with the definition of SLD.
- There are numerous research studies documenting cog-ach relationships.
- So students with SLD-Dyslexia should have deficits/difficulties/weaknesses in those processing areas that underly basic reading and reading fluency

Confused Yet?

- Texas Education Code (TEC) §38.003: “Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
- Shaywitz, S. & Shaywitz, J. (2020). *Overcoming Dyslexia* (2nd Edition). Vintage Books, New York. P.158: “The construct of unexpected underachievement refers to a child whose reading is unexpectedly low in relation to his or her intelligence.”
- But no measure of intelligence?
- We know that a FSIQ is not required as part of the identification, but indication of adequate/intact cognitive ability (Strengths) is a major factor in determining not only dyslexia, but SLD, in PSW methods

Unexpected?

- Based on what?
- How do you know what to expect regarding basic reading and/or reading fluency skills?
- What are the predictive relationships between various achievement domains?
- Does being average in listening comprehension make you have adequate intelligence?

And then there
is prong 2

- P.37 of the Handbook indicates that the MDT determines the presence of the condition – Dyslexia – and the ARD determines eligibility.
- Prong 1 – Dyslexia
 - *Dyslexia is an SLD*
- Prong 2 – SDI - if the student displays the need for evidence-based dyslexia instruction, then prong 2 is met.
- What is evidence-based dyslexia instruction?
- Is the dyslexia intervention program automatically SDI?
- p. 41 – Dyslexia instruction is SDI.

Confusion

- Does not come from the Handbook
- Comes from the Guidance Document of SLD
- BUT, we can address these issues by selecting and systematically following a method to collect and analyze data.

A red speech bubble graphic with a white outline, pointing downwards. The text "Take Aways" is written in white inside the bubble.

Take Aways

- Referral process needs to improve
- Plan the FIIE based on the review of data that are currently available
- Select a PSW research-based method and apply the method using clinical judgment, not rigid rules or cut-off scores
- Conduct a comprehensive evaluation that addresses all IDEA components and components in the Handbook
- Form conclusions based on multiple data sources, not just for the presence of an academic deficit, but also for the presence of a cognitive processing deficit
- Consider all factors that can be contributing to the student's difficulties
- Be confident in what criterion you are basing "unexpectedness"