

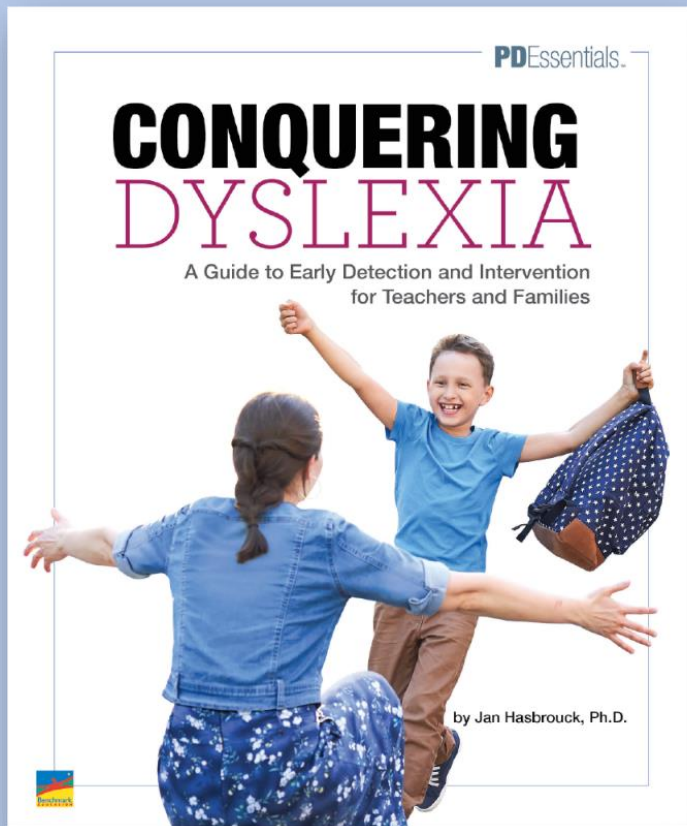
# Conquering Dyslexia

## Book Study

### Chapter 3

Jan Hasbrouck, Ph.D.

@janhasbrouck



# BIG THANKS

to all the sponsors and volunteers!



Ch 1 & 2:

Read Washington

Ch 3:

The Reading League PA; PA Branch of IDA; Decoding Dyslexia PA

Ch 4 & 5:

The Reading League WI; Decoding Dyslexia WI

# Important Information

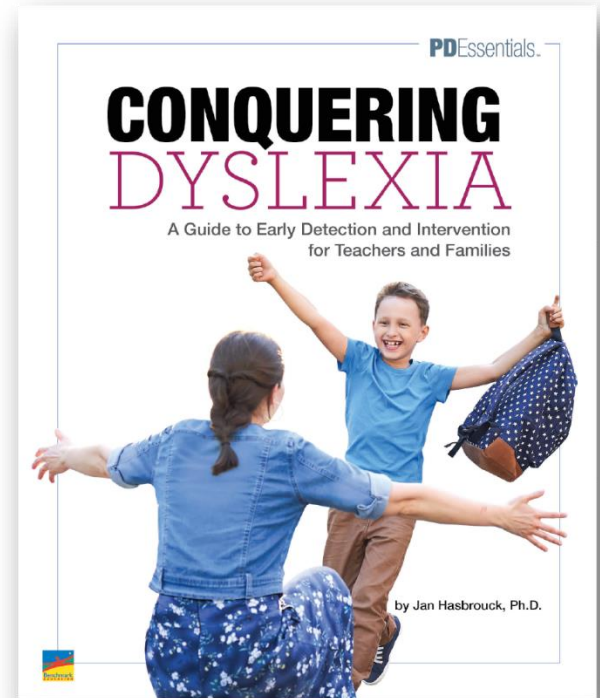
- Use the Google doc to find the Zoom link for each night.
- Please fill out the Google form!
- ALTA, IMSLEC, CERI continuing hours information is on the form.
- Use the Q&A for any questions you have for Jan during the presentations.

# CONQUERING Dyslexia

A Guide to Early Detection and Intervention for Teachers and Families

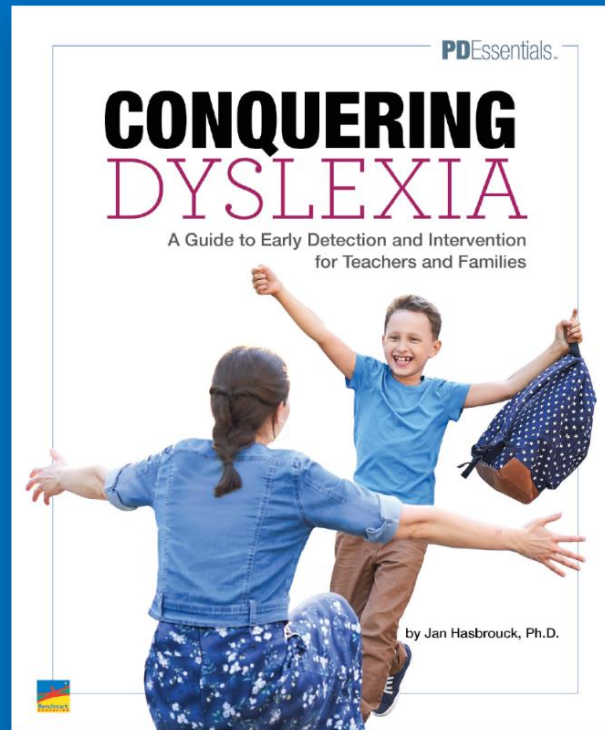
**Jan Hasbrouck, Ph.D.**

- Ch. 1 What is Dyslexia?
- Ch. 2 What are the Signs to Look For?
- Ch. 3 How is Dyslexia Diagnosed?
- Ch. 4 Teach Students to Read: How
- Ch. 5 Teach Students to Read: What
- Resources for Dyslexia
- Glossary & References



**Benchmark Education**  
**PD Essentials**

[www.benchmarkeducation.com](http://www.benchmarkeducation.com)



## Chapter 3

# How is Dyslexia Diagnosed?

**A challenging topic...**

# Spelltalk listserve

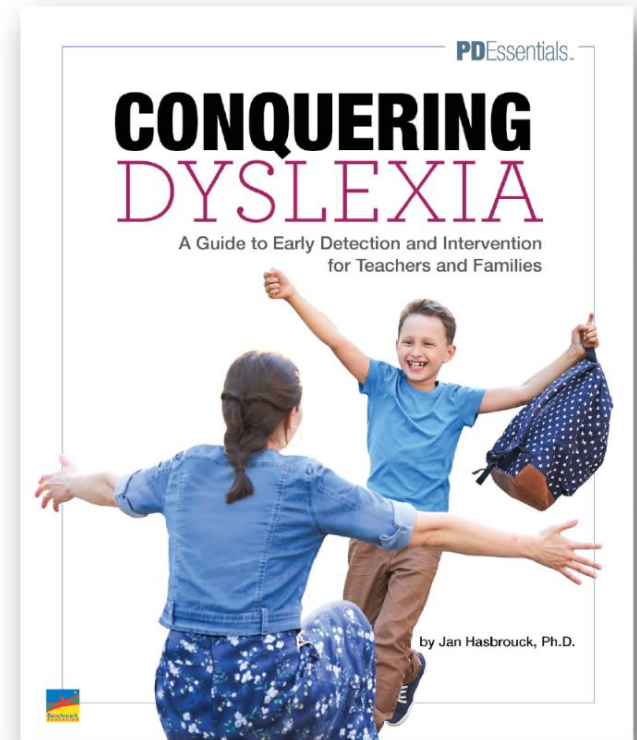
Steve Dykstra, Ph.D.

“Early in learning there is no reason to separate dyslexic children from kids who struggle to read for other reasons. They all need the same thing...we should intervene effectively, robustly with all of them and not worry about who is or is not dyslexic”.

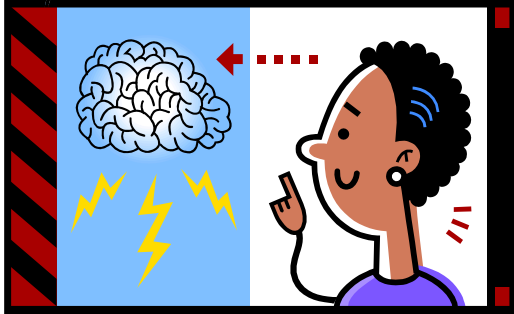
April 5, 2019

Page 53

“...there is an understandable, urgent wish to diagnose [dyslexia] quickly and definitively. Unfortunately, such a measure does not exist.”

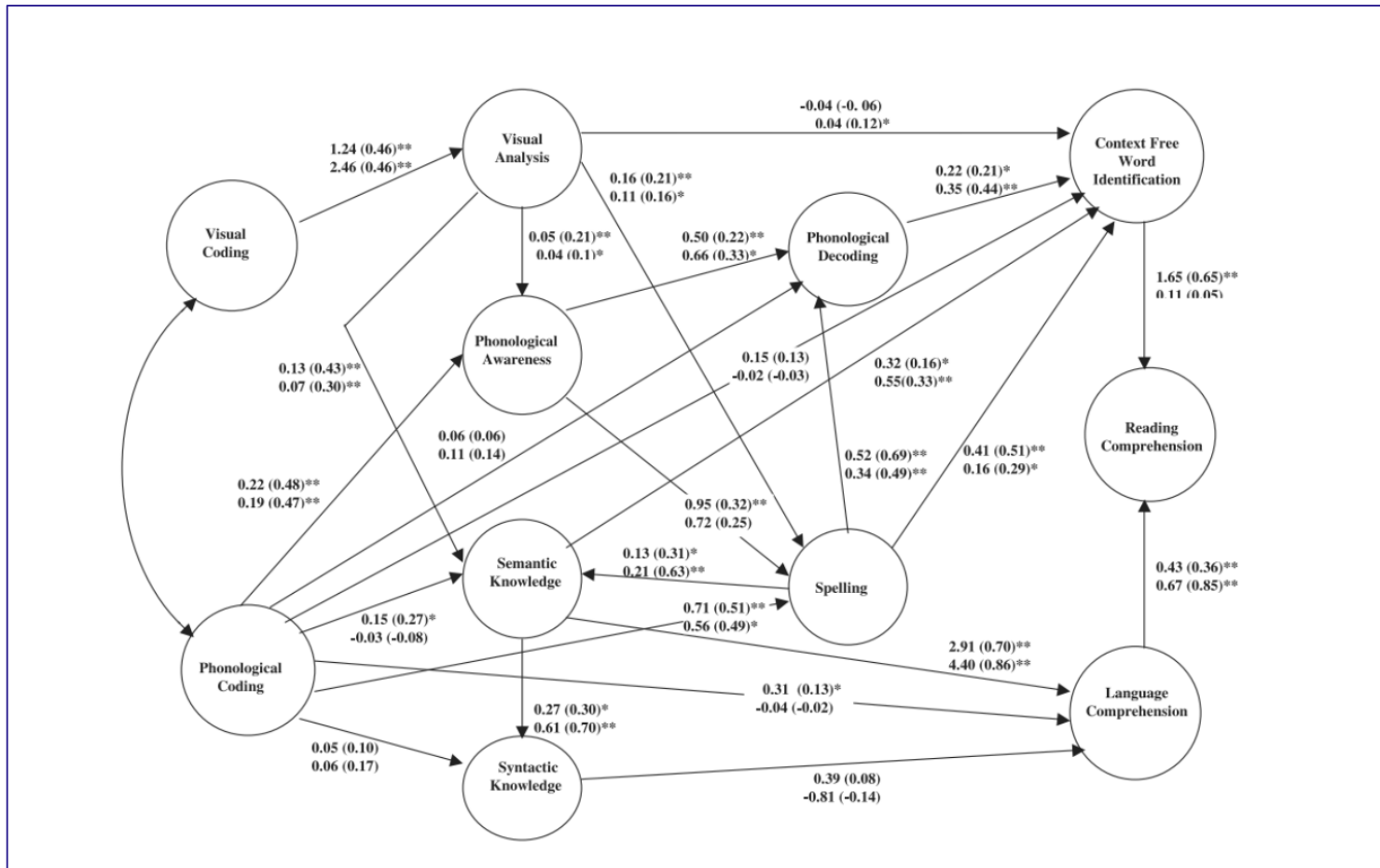




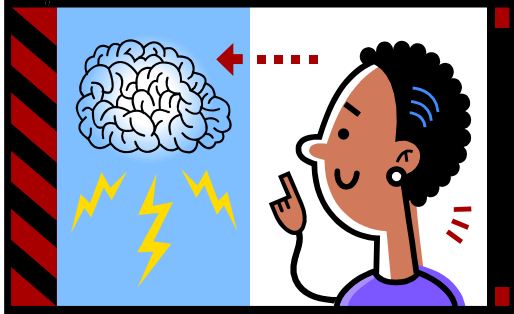


“Reading is a highly complex task that involves many interconnected and codependent linguistic processes that draw upon a variety of separate skills.”

Hasbrouck & Glaser (2019)



Vellutino, F. R., Tunmer, W. E., Jaccard, J. J., & Chen, R. (2007). Components of Reading Ability: Multivariate Evidence for a Convergent Skills Model of Reading Development, *Scientific Studies of Reading*, 11:1, 3-32.



“Reading is a highly complex task that involves many interconnected and codependent linguistic processes that draw upon a variety of separate skills.”

Hasbrouck & Glaser (2019)

“The Simple View of Reading”

$$RC = LC \times D$$

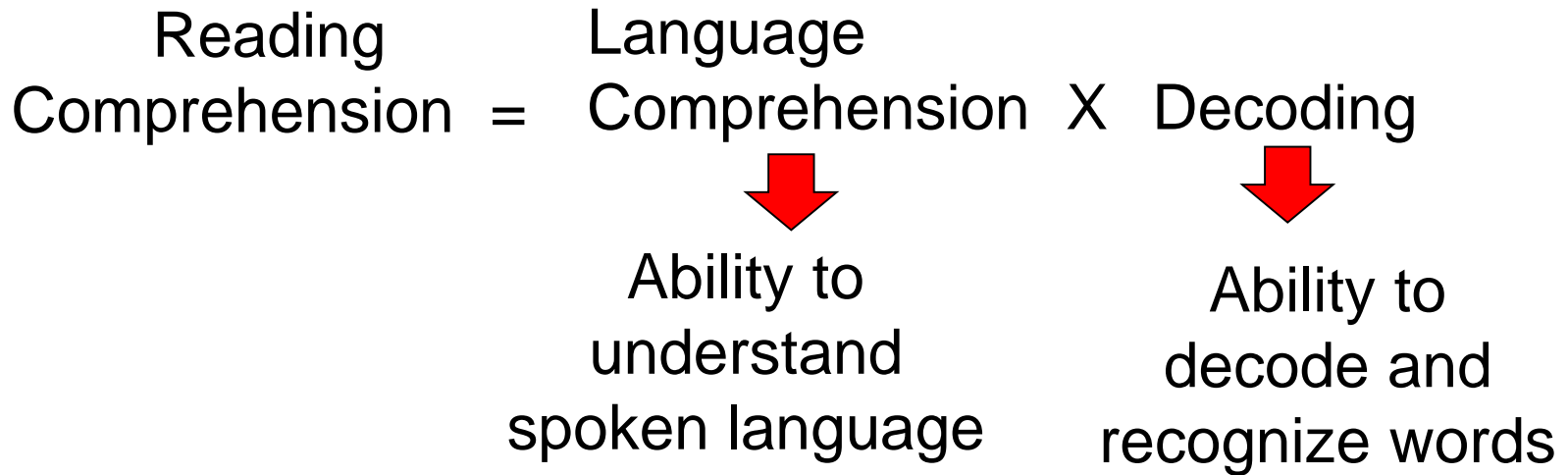
Gough & Tunmer (1986)

Page 57-58

# Simple View of Reading

Gough & Tunmer (1986)

$$RC = LC \times D$$



# Simple View of Reading

Gough & Tunmer (1986)

$$RC = LC \times D$$

Reading  
Comprehension = Language  
Comprehension X Decoding

**LC Skill**  
Low = 0  
Adequate = 1

**X**

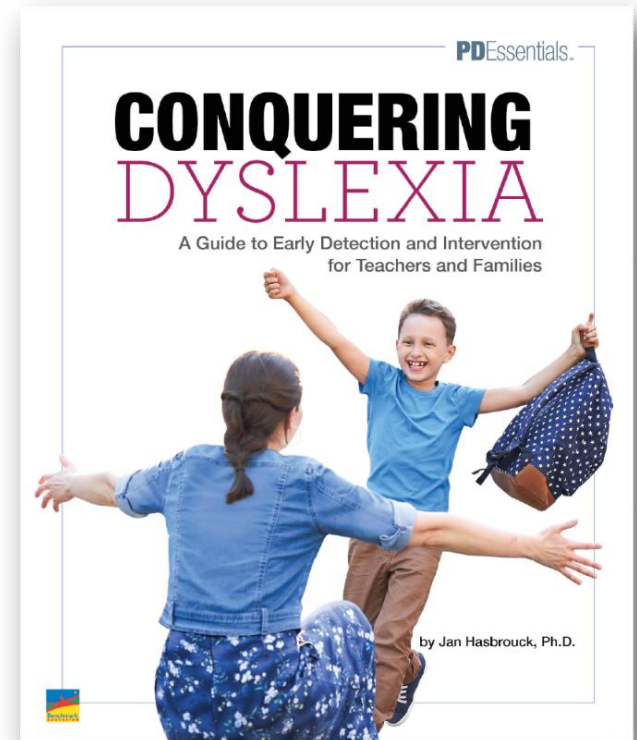
**D Skill**  
Low = 0  
Adequate = 1

<https://www.readingrockets.org/article/simple-view-reading>

Page 60

“High-achieving schools use **data** to guide the instructional decisions of administrators, teacher, and specialists.

(Bambrick-Santoyo, 2019).”



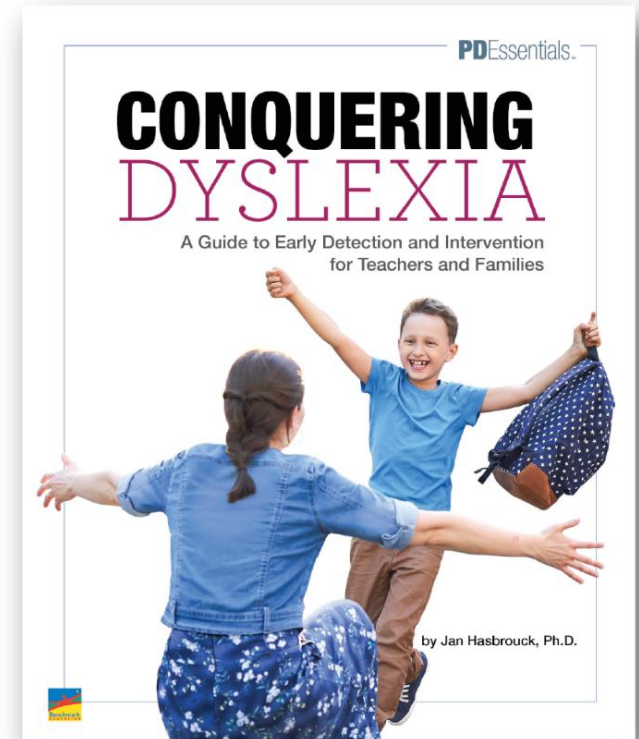
# ASSESSMENTS

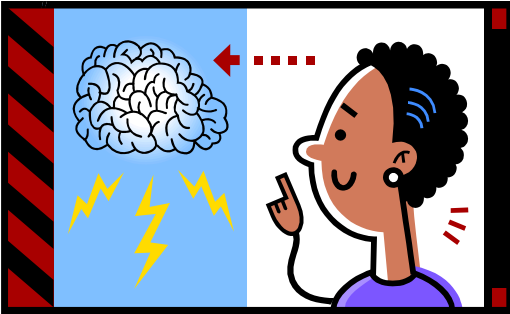
Pages 60-68

Assess to

- screen
- diagnose
- continuously evaluate
- measure the outcomes

of students' skills and performance





# ASSESSMENTS

## FORMATIVE

Benchmark/Screening

Diagnostic

Progress Monitoring

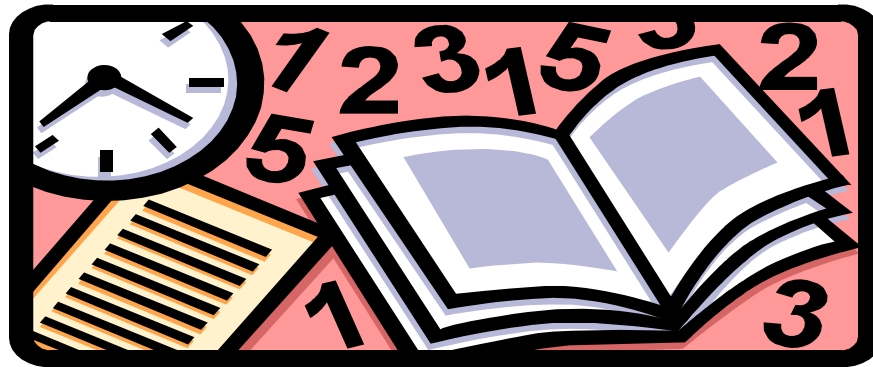
## SUMMATIVE

Outcome



# BIG IDEA of **ALL** ASSESSMENTS

All assessments are  
conducted to answer a  
**QUESTION!**



# ASSESSMENTS

Benchmark/Screening p. 61-63; 69-79

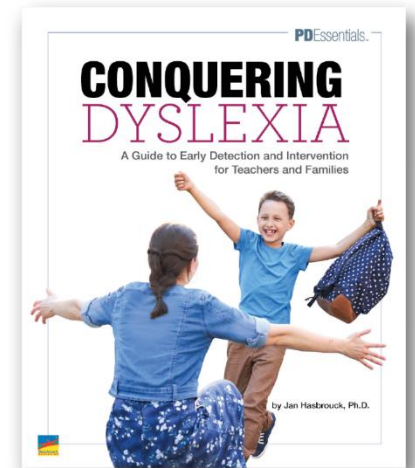
WHO might need extra help?

Diagnostic p. 64-67; 80-96

WHAT kind of help do they need?

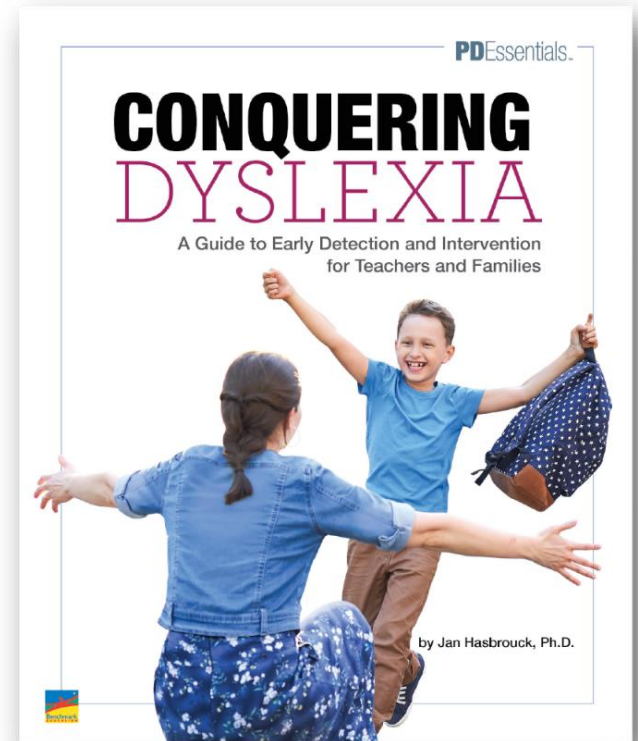
Progress Monitoring p. 68 (then in Ch. 4 p.113-114)

Is the work WORKING?



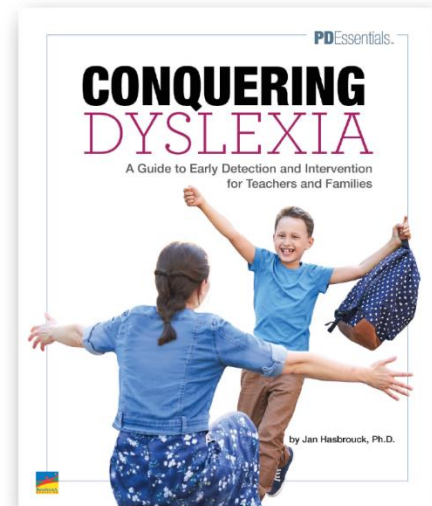
Page 78

“Early screening is so important for our students with dyslexia...”



The Snow Report  
pamelasnow.blogspot.com

Pamela Snow, Ph.D.



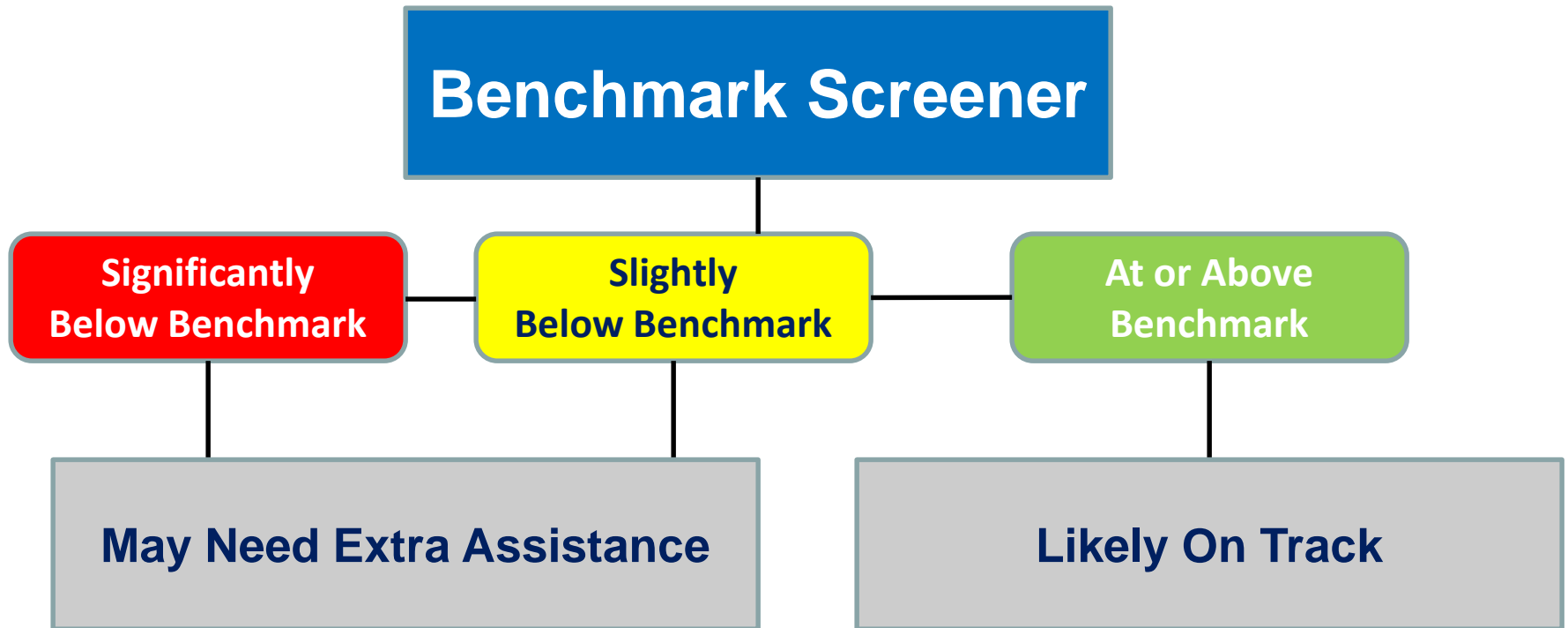
“Effective early intervention is like building better fences at the top of the cliff, rather than parking ambulances at the bottom.

The best early intervention is effective instruction.”

**Page 102**

# Benchmark Screening

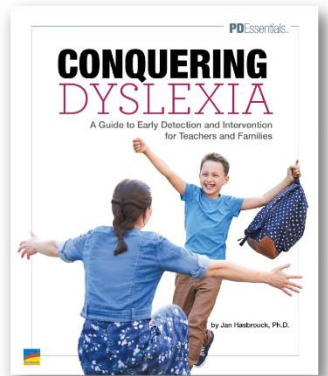
3x Year: Fall, Winter, Spring



**Additional assessments or other information should also be considered...**

P. 73-74

Oral Reading Fluency (ORF) as a **BENCHMARK/SCREENING** assessment:



Number of words read correctly per minute  
(or letter names or sounds)

DIBELS 8<sup>th</sup> Ed. U of Oregon K-8

Acadience Dynamic Measurement Group K-6

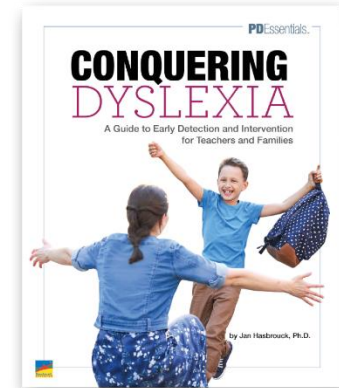
AIMSweb Pearson K-8

easyCBM Riverside K-8

FAST FastBridge K-8

**ALL**  
are CBM  
measures

# PROGRESS MONITORING



## Tier 1:

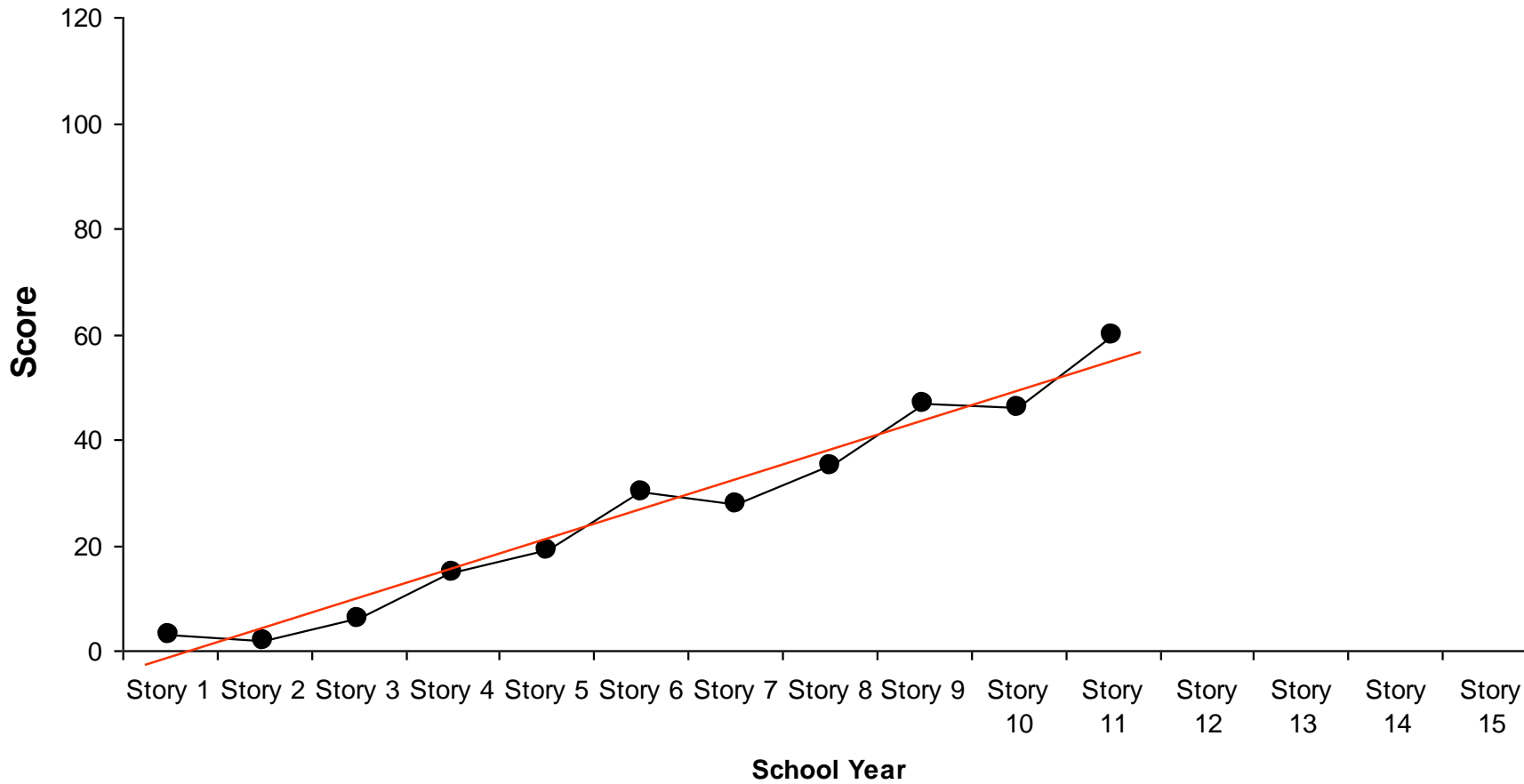
Daily performance in small group instruction;  
written work; in-program assessments

## Tier 2 & Tier 3:

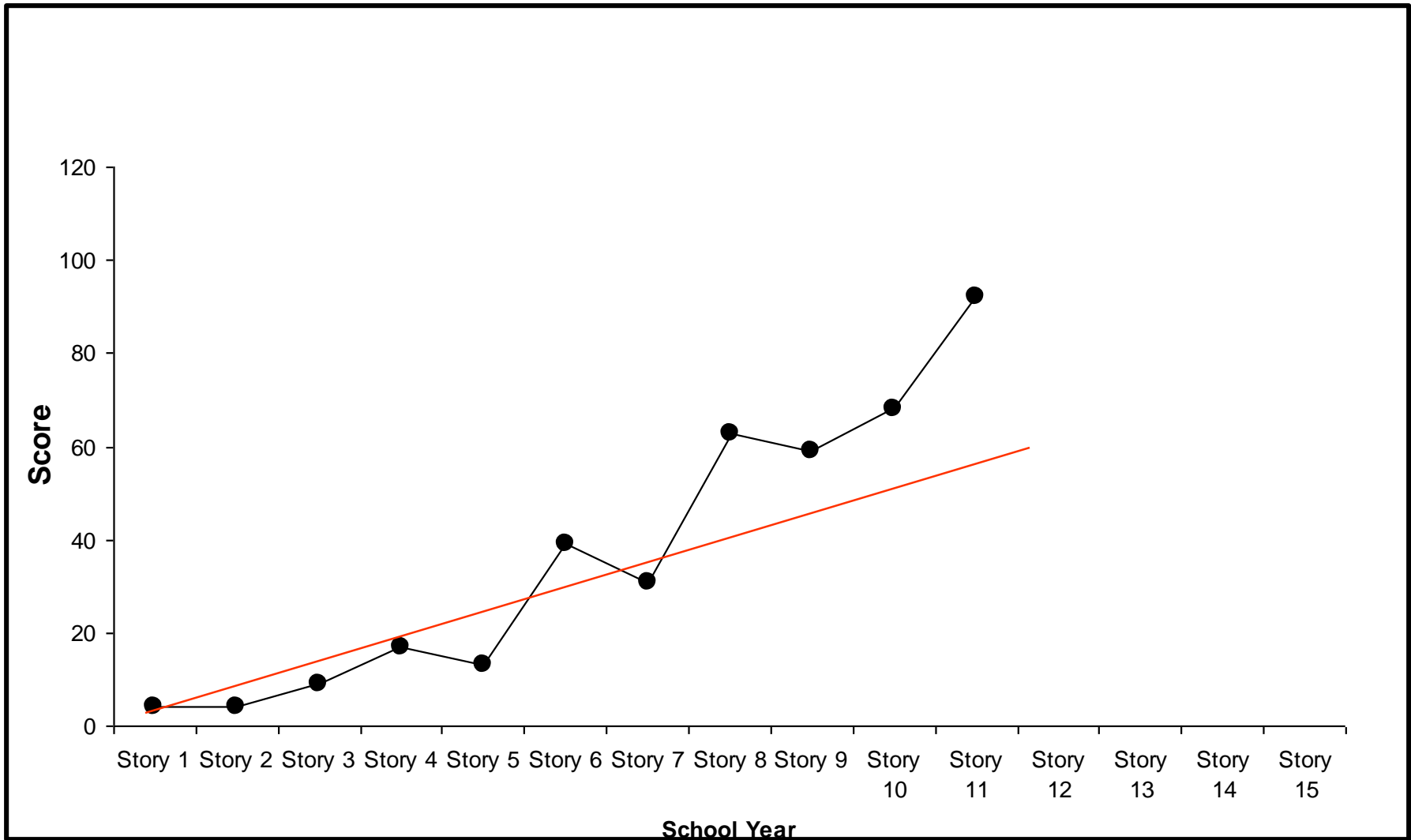
Consider CBM ORF assessments

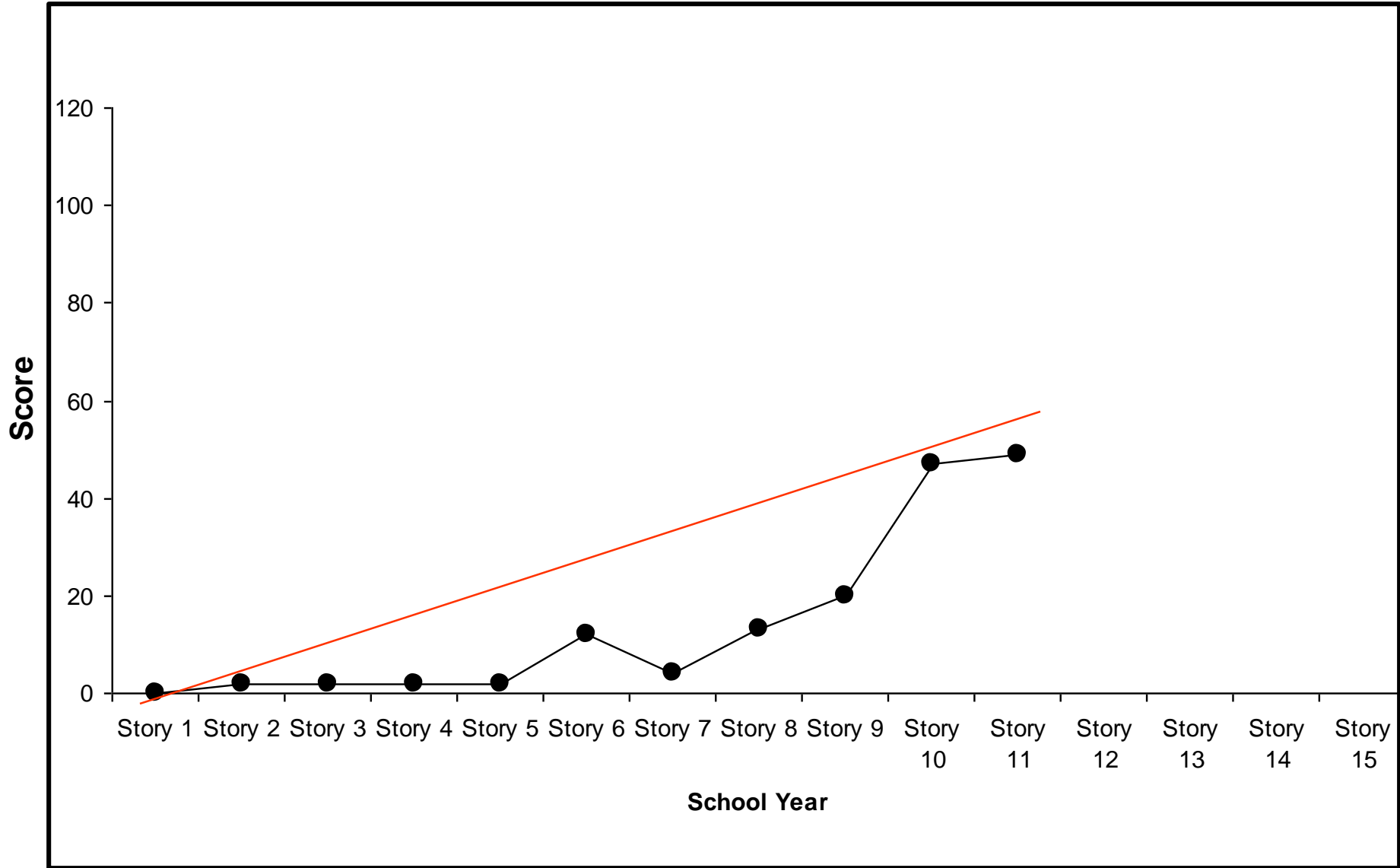
Monthly? Every 2 weeks?

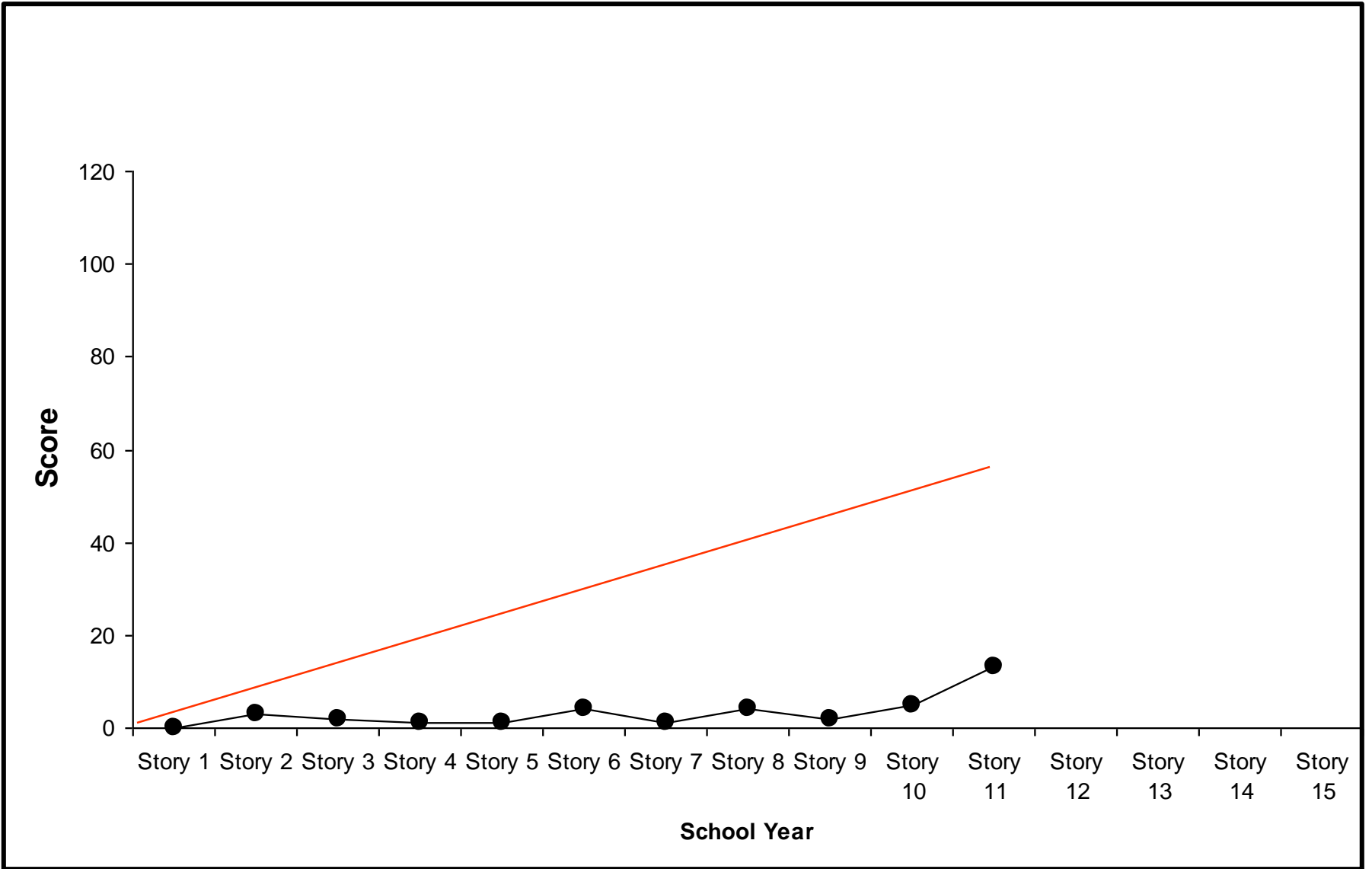
Graph progress: Wait for 5 consecutive scores





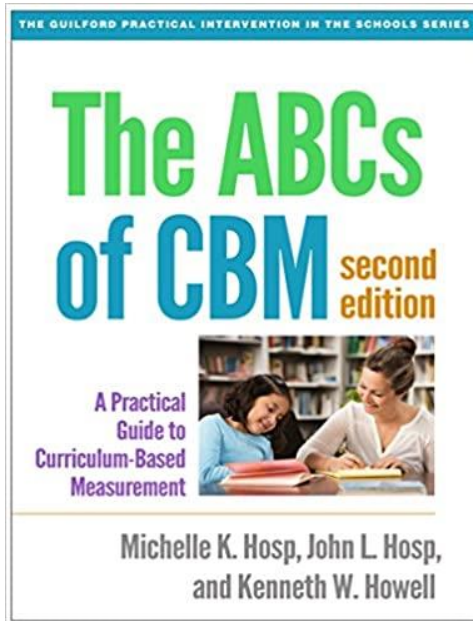






# ASSESSMENTS

More information about  
Curriculum-Based Measurement (CBM)?



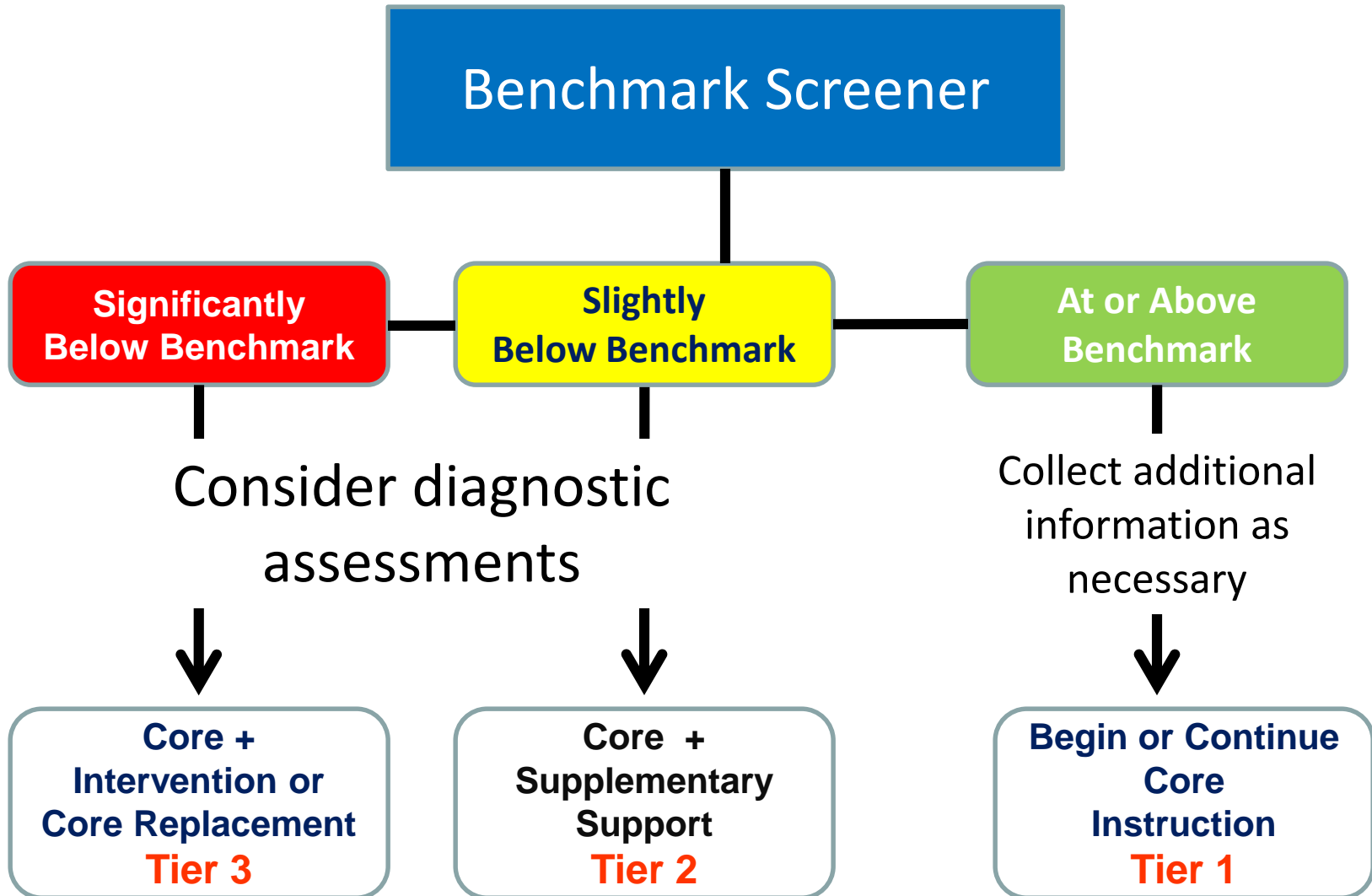
**The ABCs of CBM 2<sup>nd</sup> Ed.**

Michele Hosp

John Hosp

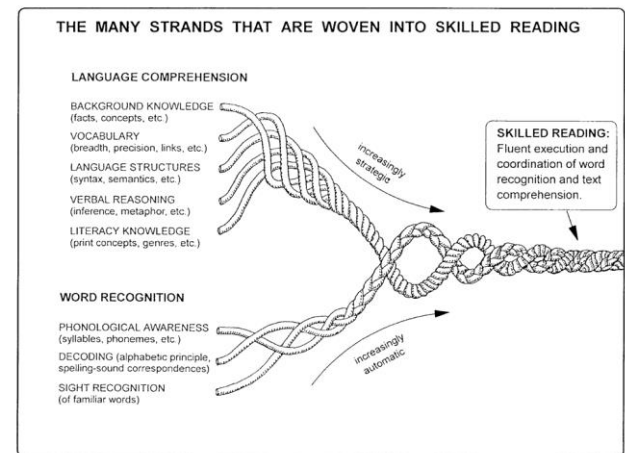
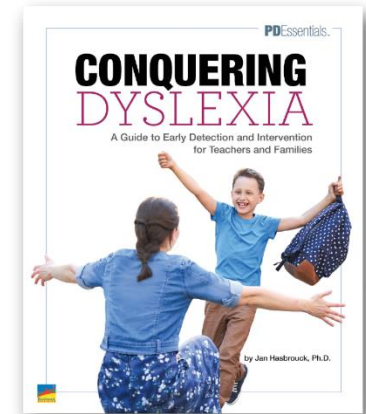
Ken Howell

# Diagnostic Assessments

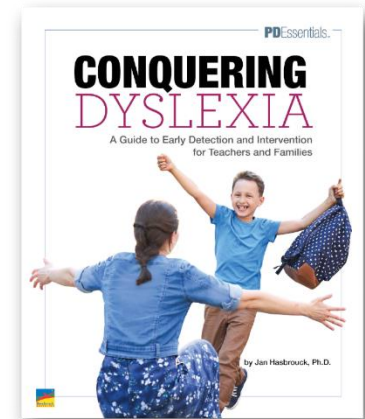


# Diagnostic Assessments

- Phonological/Phonemic Awareness
- Word Identification: Phonics/Decoding
- Automatic Word Recognition (Sight Words)
- Reading Fluency (accuracy, rate, expression)
- Listening Comprehension
- Spelling
- Handwriting
- Language Proficiency



## Rapid Automated Naming (RAN)?



“...the relation of rapid naming deficits and reading in individuals with dyslexia remains controversial.”

Fletcher, Lyon, Fuchs, & Barnes (2019, p. 118)

“The existing evidence does not support a persistent core deficit in naming speed for readers with dyslexia.”

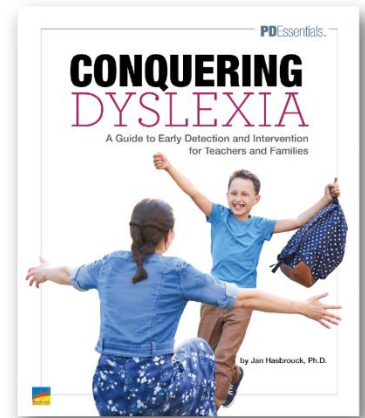
Vukovic & Siegel (2006, p. 25)

# Dyslexia Diagnostic Checklist

<b>Emily Grade 2 Fall</b>	<b>Concern? Y/N</b>	<b>Mild</b>	<b>Moderate</b>	<b>Severe</b>
Phonological/Phonemic Awareness	YES			X
Phonics/Decoding	YES		X	
Automatic Word Recognition (Sight Words)	YES		X	
Reading Fluency	YES			X
Listening Comprehension	NO			
Spelling	YES	X		
Handwriting	NO			
Language Proficiency	NO			
Family History	YES		X	X
Appropriate Instruction/Intervention	Has been provided			



# Share Diagnostic Results

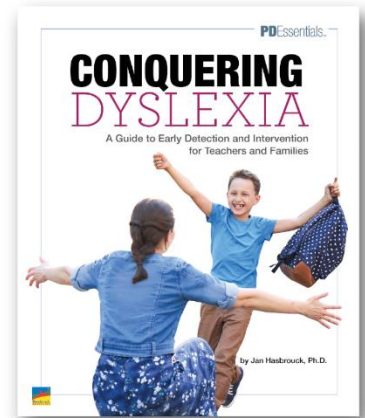


Children diagnosed with dyslexia benefit by receiving:

- a clear and understandable explanation of their diagnosis
- on-going family support
- appropriate intervention provided as early as possible

Livingston, Siegel, & Ribary (2018)

## Next Steps



“Depending on the policies and regulations of each school district, agency, or state, receiving services for dyslexia may require an additional round of assessments...”

- Dyslexia programs outside of special education.
- Formal designation as having a learning disability and eligible for special services through IDEA.

# JOIN US!

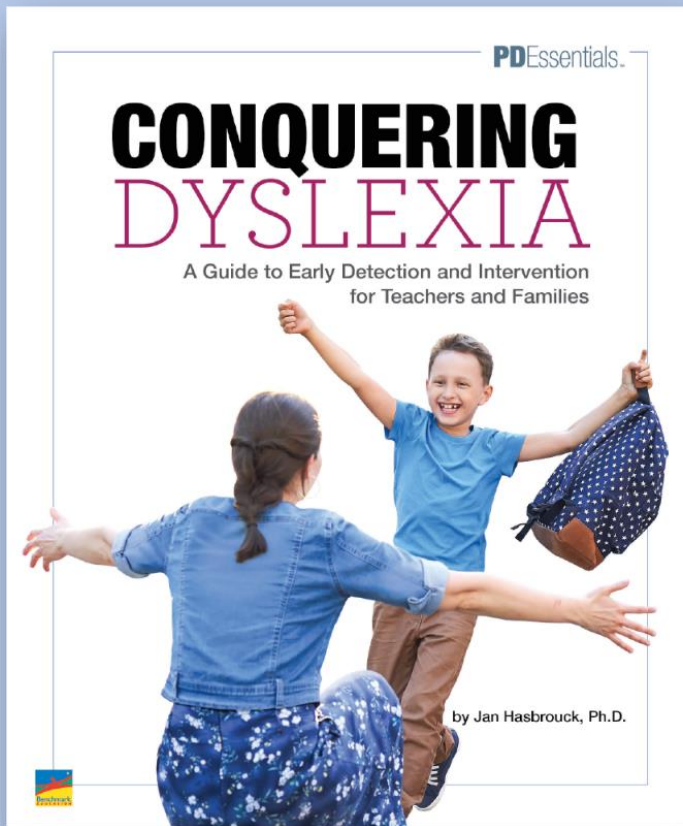
## Facilitated Discussion Groups

### Chapter 3:

## Pennsylvania TRL, IDA, Decoding Dyslexia

Tuesday 2/2 @ 8 PM EST/5 PM PST  
Parent Discussion

Thursday 2/4 @ 8 PM EST/5 PM PST  
Educator Discussion



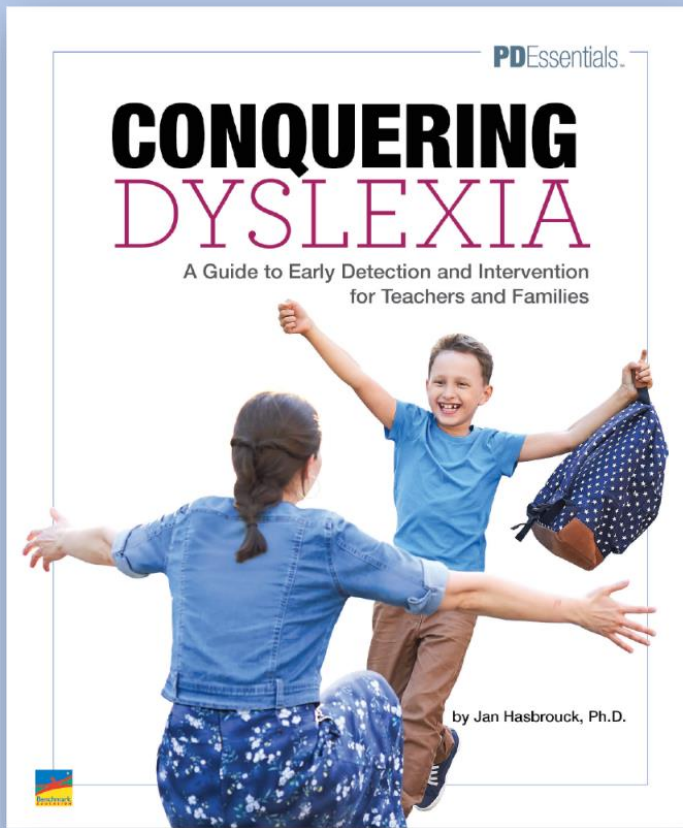
# JOIN US!

## Chapters 4 & 5

### Reading: HOW to Teach? WHAT to Teach?

Tuesday February 9

8:00 PM EST/5:00 PM PST



# THANK YOU!!

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**Jan Hasbrouck, Ph.D.**



@janhasbrouck