

The Dyslexia Handbook for Teachers and Parents in South Dakota



Available online at <http://doe.sd.gov/secretary/Dyslexia.aspx>

South Dakota Department of Education, Pierre SD, March 2009
Revised November 2010 and March 2017

Background

The purpose of this guide is to provide parents and educators a resource where they can learn more about dyslexia. This guide is a starting point and has additional resources listed for teachers to access when they suspect a student may have dyslexia.

The State of South Dakota recognizes dyslexia as a type of specific learning disability that affects students throughout the state. Some students may struggle during early reading acquisition, while others do not struggle until the later grades when they face more complex language demands. For some struggling readers the difficulty may be the result of the learning disability, dyslexia.

In 2016, the South Dakota Department of Education assembled a taskforce in response to a bill brought forth during the 2016 legislative session. This group was composed of parents, educators, legislators, and DOE staff. The group developed a five-year plan for ensuring school districts meet the needs of all students with learning disabilities. This Dyslexia Handbook was revised as part of the five year plan.

In order to assure a broad representation for input into this guide, a diverse group of individuals with expertise in learning disabilities was brought together to develop this guide. We would like to acknowledge the following members of this dyslexia taskforce:

Acknowledgement

List of members for the 2017 revision

Steve Bayer- Parent and school board member

Tara Boechler- HB1198 and HB1133 dyslexia parent, advocate and tutor. elementary literacy specialist

Angie Brown- MA CCC SLP Outreach Coordinator/Instructor

Rebecca Cain- Department of Education

Sue Hegland- Board of Directors International Dyslexia Association-Upper Midwest Branch

Valerie Johnson- Nationally Certified School Psychologist

Kristi Kafka – Nationally Certified School Psychologist

Karin Merkle- Certified teacher, dyslexia specialist

Deb Muilenburg-Wilson- Sioux Falls, South Dakota Special Services Director

Katharine Thomas- Rapid City Area school board member & parent of 4 dyslexic children

Marsha Weiland-Decoding Dyslexia-SD Leader, parent, certified teacher

List of initial members (2010)

Sandy Arseneault,-President, South Dakota Education Association

Joyce Anderson- School Psychologist

Rebecca Cain-State Special Education Programs Representative

Sandra Ellenbolt-Training Coordinator South Dakota Parent Connection

James A. Huff, Director of Outreach, Learning Disabilities Association of South Dakota

Robert Kean- South Dakota Advocacy Services

Ann Larsen-South Dakota State Director of Special Education

David J. Larson-Attorney

Penny McCormick-Gilles-Special Education Director, Mid-Central Educational Cooperative

Diane Olson- Education Specialist, ESA 3

Chrissy Peterson-Special Services Director, Meade School District

Rita Pettigrew-Director, North Central Special Education Cooperative

Michelle Powers- Special Services Director, Brookings School District

Lisa Sanderson-Family to Family Coordinator, South Dakota Parent Connection

Stephanie Spaan- Director of Excel Achievement Center

Table of Contents

Definition of dyslexia	Page 4
Common misunderstandings about dyslexia	Page 5
Characteristics of students with dyslexia by age	Page 6
Other possible related concerns	Page 9
How do we help students succeed?	Page 9
Areas to consider for evaluation	Page 10
Accommodations	Page 13
Suggestions for early interventions	Page 14
For students	Page 15
Resources	Page 16
References	Page 17
Appendix A	Page 19

DEFINITION OF DYSLEXIA

Dyslexia is a [learning] disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.
(The International Dyslexia Association)

HOW WIDESPREAD IS DYSLEXIA?

It is estimated that up to 1 in 5 students may have symptoms of dyslexia

(The International Dyslexia Association)

<https://dyslexiaida.org/how-widespread-is-dyslexia>



COMMON MISUNDERSTANDINGS ABOUT DYSLEXIA

Myth 1: If you just give them enough time, children will outgrow dyslexia.

Fact: There is no evidence that dyslexia is a problem that can be outgrown. There is, however, strong evidence that children with reading problems show a continuing persistent deficit in their reading rather than just developing later than average children (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996). More strong evidence shows that children with dyslexia continue to experience reading problems into adolescence and adulthood (Shaywitz et al., 1999, 2003).

Myth 2: Writing letters and words backwards is the only symptoms of dyslexia.

Fact: Writing letters and words backwards is common in the early stages [before age eight or nine] of learning to read and write among children with and without dyslexia. It is a sign that orthographic representations (i.e., letter forms and spellings of words) have not been firmly established, not that a child necessarily has a reading disability (Adams, 1990).

Myth 3: More boys than girls have dyslexia.

Fact: Longitudinal research shows that as many girls as boys are affected by dyslexia (Shaywitz, Shaywitz, Fletcher, & Escobar, 1990). There are many possible reasons more boys than girls tend to be identified by schools, including greater behavioral acting out and less of an ability to compensate among boys. More research is needed to determine why.

Myth 4: Dyslexia only affects people who speak English.

Fact: Dyslexia appears in all cultures and languages in the world with written language, including those that do not use an alphabetic script such as Korean and Hebrew. In English, the primary difficulty is accurate decoding of unknown words. In consistent orthographies such as German or Italian, dyslexia appears more often as a problem with fluent reading – readers may be accurate, but very slow (Ziegler & Goswami, 2005).

Myth 5: A person with dyslexia can never learn to read.

Fact: This is simply not true. The earlier children who struggle are identified and provided systematic, intense instruction, the less severe their problems are likely to be (National Institute of Child Health and Human Development, 2000; Torgesen, 2002). With adequately intense instruction, however, even older children with dyslexia can become accurate, albeit sometimes slow, readers (Torgesen et al., 2001).

Myth 6: Myth: Dyslexia is a visual problem and vision therapy or colored overlays will help.

Fact: People with dyslexia do not see things backwards because dyslexia is not a problem with the eyes. Many children reverse their letters when learning to write regardless of whether or not they have dyslexia. For more information, visit <http://www.ldonline.org/article/35053/>

CHARACTERISTICS OF STUDENTS WITH DYSLEXIA

The impact of dyslexia can range from mild to severe and is different for each person. The core difficulty is with word recognition and reading fluency, spelling, and writing. Some students with dyslexia manage to learn early reading and spelling tasks, especially with excellent instruction, but later experience their most debilitating problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays.

Strengths of students with dyslexia



Creativity



People Skills



Problem Solving



Building & Design



3D Visual Skills

Children and adults with dyslexia often find alternative ways of gathering knowledge and develop innovative strategies to learn, work, and achieve in life. Children and adults with dyslexia often have strong critical thinking skills and are known to be creative and have a strong sense of empathy.

Early signs of dyslexia

Everyone can probably check one or two of these characteristics. That does not mean that everyone has dyslexia. A person with dyslexia usually has many of these characteristics, which persist over time and interfere with his or her learning. If your child is having difficulties learning to read, spell, and write, and you have noted several of these characteristics, he or she may need to be referred for an evaluation for a specific learning disability/dyslexia and/or a related disorder.

Below is a checklist with signs your child or student may have dyslexia.

Parents, if you identify three or more of these signs in your child, please discuss them with your child's teacher or school administrator.

Teachers, if you identify three or more of these signs in a student, please discuss them with the student's parents or guardians and your student/teacher assistance teams (SAT/TAT).

Preschool



Left/Right Confusion

At this stage, students are developing the underlying oral language base necessary for learning to read. Signs that indicate possible difficulties with reading acquisition include:

- Delayed speech
- Mixing up the sounds and syllables in long words
- Difficulty pronouncing words (e.g., "pusgetti" for "spaghetti", "mawn lower" for "lawn mower")
- Difficulty in adding new vocabulary words
- Inability to recall a particular word (word retrieval)
- Constant confusion with left vs right
- Can't create or recognize words that rhyme
- Poor auditory memory for nursery rhymes and chants
- A close relative with dyslexia
- Difficulty learning and remembering the names of letters in the alphabet

Kindergarten and First Grade (K-1)



Memorization

At this stage, children are developing basic word recognition skills both through the use of word attack strategies and contextual cues. Students with dyslexia will show some of the following characteristics:

- Difficulty remembering names or forms of letters
- Difficulty breaking words into smaller parts (syllables) (e.g. “baseball” can be pulled apart into “base” “ball”)
- Inability to learn to associate letters with sounds; such as being unable to connect the letter “b” with the “b” sound
- Right/left confusion
- Confusion of visually similar letters (b/d/p, w/m, h/n, f/t)
- Confusion of auditorily similar letters (d/t, b/p, f/v)
- Difficulties remembering basic sight words
- Problems with segmenting words into individual sounds and blending sounds to form words
- Reading and spelling errors that involve difficulties with sequencing
- Leaving off grammatical endings (suffixes) in reading and/or writing (-s, -ed, -ing)
- Difficulty remembering spelling words over time and applying spelling rules
- Inability to read common one-syllable words or to sound out even the simplest of words, such as mat, cat, hop, nap
- Monitoring sounds/symbol correspondence such as reversal of letters (past/pats), omissions (tip/trip), additions (slip/sip), substitutions (rip/rib) and transpositions (stop/pots)

Second and Third Grade (2-3)



Reading and Rhyming

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g. to, said, been)
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g. “after” spelled “efer”)
- Difficulty reading fluently (e.g. slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression
- Difficulty with spelling
- When speaking, difficulty finding the correct words (e.g. uses “whatyamacallits” and “thingies”)

Fourth through Sixth Grade (4-6)



Following Directions

At this stage, children who have mastered basic reading skills are now expected to learn new information from reading. Many students with dyslexia continue to have significant difficulties with developing word recognition skills and therefore have trouble coping with more advanced reading activities necessary to succeed in the upper elementary grades and beyond. Many of the previously described behaviors remain problematic, along with the following:

- Difficulty following multi-step directions
- Difficulty reading aloud (e.g. fear of reading aloud in front of classmates)
- Avoidance of reading (e.g. particularly for pleasure)
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (“big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

Middle School and High School



Writing and Note Taking

Students at this stage are expected to analyze and synthesize information in written form as well as acquire factual information. Although many individuals with dyslexia may have compensated for some of their difficulties with reading, others may continue to have problems with automatic word identification. Many of the previously described behaviors remain problematic, along with the following:

- Continued difficulties with word recognition, which significantly affect acquisition of knowledge and ability to analyze written material
- Frustration with the amount of time required and energy expended for reading
- Difficulty with written assignments
- Difficulty learning a foreign language
- Limited vocabulary
- Poor written expression
- Continued difficulties with spelling and written composition
- Difficulty with note taking in class

Postsecondary and Adulthood

Education history similar to those listed above and:



Organization and Time Management

- Difficulty with note taking
- Difficulty remembering sequences (e.g. mathematical and/or scientific formulas)
- Slow reader
- Difficulty putting thoughts to paper
- Often gets lost even in familiar city
- Difficulty pronouncing names of people and places, or parts of words
- Difficulty remembering names of people and places

OTHER POSSIBLE RELATED CONCERNS:

Specific learning disabilities, including dyslexia, may occur in conjunction with other disorders or conditions. Within one individual there may be multiple conditions that should be considered in the referral and evaluation process. Some examples for a student with a specific learning disability and dyslexia may include, but are not limited to:

- Difficulty with handwriting (Dysgraphia)
- Difficulty with math (Dyscalculia)
- Difficulty with motor skills (Dyspraxia)
- Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
- Social/emotional issues (<https://dyslexiaida.org/fact-sheets/>)

HOW DO WE HELP STUDENTS SUCCEED?

General Education Instruction

The general education teacher will provide interventions or accommodations in the classroom for the student. If the student is successful and begins to make adequate progress, no further action is needed. If the general education teacher provides interventions or accommodations in the classroom, however, and the student is not successful, further action should be taken. Every school district is different, but almost always, the first step is to notify the principal and then make a referral to the Teacher Assistance Team (sometimes called the Problem Solving Team).

The general education teacher must be diligent in documenting the student's levels of performance, the duration and frequency of the interventions, and the student's response to the individual interventions. Decisions regarding the student's future interventions will be based on what was tried in the past and what did and did not work. If the student does not respond to general education interventions, it is likely that the Teacher Assistance Team will determine that more intensive interventions are needed or additional evaluation information is necessary based on the student's presenting needs.

Students come to school with a wide variety of skills, abilities, interests, and experiences with literacy. The National Reading Panel (2000) conducted a rigorous and comprehensive review of reading instruction research which outlined five essential components of a reading instruction program including phonemic awareness, phonics and word recognition, reading fluency, vocabulary development, and reading comprehension. Each of these components should be taught and integrated with one another during instruction. When teaching the five areas, instruction should be:

- Explicit – directly teaches each language and print concept clearly
- Systematic – has a definite, logical sequence of concept introduction
- Cumulative – continual review of skills as they build on one another
- Sequential and incremental – step-by-step procedures for introducing, reviewing, and practicing concepts. Immediate, corrective feedback is necessary to develop automatic word recognition skills
- Multisensory – engages the visual, auditory, and kinesthetic channels simultaneously or in rapid succession
- Data-driven – progress data reflects what has been taught and the students' performance with the skills taught to inform instruction.

AREAS TO CONSIDER FOR EVALUATION

➤ **Background information**

Information from parents and teachers tells us a lot about a student's overall development and pattern of strengths and weaknesses. Because dyslexia is genetically linked, a family history of dyslexia indicates that a student is more likely to have dyslexia. A history of delayed speech or language also puts a child at risk for reading difficulties. It is important to know the types and length of time of any interventions the student has received at school, home, or through tutoring, as well as the student's response to the intervention. Missed instruction should be taken into account when considering the possibility of any learning disability. This includes days of school missed as well time spent out of the classroom for behavior issues.

➤ **Intellectual/cognitive assessment**

Cognitive/intellectual abilities are not the best predictors of dyslexia since most children with dyslexia have average to above average intelligence. However, during initial assessments, intelligence testing can ensure problem solving skills are intact and determine whether reading skills are unexpected compared to the child's abilities. Intelligence assessments offer valuable insights into a child's problem solving strengths, weaknesses, and approach to novel tasks. Testing provides a better understanding of the child's verbal, visual, hands-on, working memory, and paper-and-pencil processing speed skills. Lastly, many children with dyslexia feel they are "dumb" and sometimes benefit from tangible evidence to the contrary - formal intelligence testing can provide this.

➤ **Oral language skills**

Oral language, simply stated, refers to our ability to listen to and understand speech as well as to express our thoughts through speech. Oral language is made up of low-level skills, such as recognizing and making the sounds within our speech, and higher-level skills, such as gaining meaning by listening to someone speak or creating sentences to express thoughts. Students with dyslexia typically have adequate higher-level language skills. Indicators of higher-level oral language skills include being able to understand an age-appropriate story and spoken directions, to carry on a conversation, and to understand and use words that are age appropriate. If a student has average higher-level oral language skills but much difficulty developing written language (reading and spelling) skills, evaluation for dyslexia is recommended.

Although students with dyslexia usually have strong higher-level language skills, they typically have problems (a deficit) in low-level language skills (see following section "Phonological processing"). This deficit limits the ability to learn to read and spell using the sounds of the language. Young children with dyslexia often have delays in language development, but their higher-level language skills are usually age-appropriate by the time they enter school. Difficulties with higher-level language skills suggest a need for a language evaluation by a speech-language pathologist to rule out language impairment.

➤ **Word recognition**

Word recognition is the ability to read single printed words. It is also called word reading or word identification. Tests of word recognition require that students read individual words printed in a list. The student is not able to use cues, such as the meaning of a sentence, to help them figure out the word. Tests of word recognition that score both accuracy and the time it takes for the student to read the words (fluency) are particularly useful. Students with dyslexia often become accurate but are still very slow when reading words. Both accuracy and the speed of word reading can affect understanding what is read.

➤ **Decoding**

Decoding is the ability to read unfamiliar words by using letter/sound knowledge, spelling patterns and chunking the word into smaller parts, such as syllables. Decoding is also called “word attack”. Decoding tests should use nonsense words (words that look like real words but have no meaning, such as *frut* or *crin*) to force the student to rely on these decoding skills rather than on memory for a word already learned.

➤ **Spelling**

Assess the student’s ability to spell individual words using their knowledge of morphology and etymology along with grapheme-phoneme relationships. Students should be able to:

- Spell words using an understanding of morphological structure, for example: <ever + y → every, say + s → says, in + tent + ion → intention>. Spell words using etymological relationships, for example: <two, twice, twin> and <there, where, here>.
- Demonstrate understanding of spelling conventions, including the 3 suffixing conventions (E rule, Y rule and doubling rule), conventions for doubled consonants, and multiple purposes for “silent <e>.”
- Demonstrate understanding of the grammatical force and consistent spelling of suffixes regardless of pronunciation — for example: <ed> to form past tense in <played, planted, walked>, <ist> to form a noun indicating someone who does something <artist, florist, dentist> and <est> for the superlative <slowest, greatest, kindest>. Demonstrate understanding of multiple forms of suffixes, including <s, es> for plural and third person verb forms.
- Use understanding of stress and the schwa to spell related words such as <history/historic, cave/excavate, declare/declaration>.

Spelling stresses a child’s short and long-term memory and is complicated by the ease or difficulty the child has in writing the letters, legibly and in the proper order. Spelling is usually the most severe weakness among students with dyslexia and can be effectively remedied by teaching morphology and etymology along with phoneme-grapheme relationships.

➤ **Phonological processing**

Phonology is one small part of overall language ability. Phonology is the “sound system” of our language. Our spoken language is made up of units of meaning within words (morphemes), and individual speech segments that are distinctive for meaning (phonemes). There are also models for analyzing words that include syllable division. Most methods for teaching reading require students to think about, remember, and correctly sequence the sounds in words in order to learn to link letters to sounds for reading and spelling. Good readers do this automatically without conscious effort. However, students with dyslexia can have difficulty with identifying, pronouncing, or recalling sounds. Tests of phonological processing focus on these skills.

➤ **Automaticity/fluency skills**

Students with dyslexia often have a slow speed of processing information (visual or auditory). Tasks measure Naming Speed (also called Rapid Automatic Naming). Sets of objects, colors, letters, and numbers are often used. These items are presented in rows on a card, and the student is asked to name each as quickly as possible. Naming speed, particularly letter naming, is one of the best early predictors of reading difficulties. Therefore, it is often used as part of screening measures for young children. Slow naming speed results in problems with developing reading fluency. It also makes it difficult for students to do well on timed tests. Students with both the naming speed deficit and the phonological processing deficit are considered to have a “double deficit.” Students with the double deficit have more severe difficulties than those with only one of the two.

➤ **Reading comprehension**

Typically, students with dyslexia score lower on tests of reading comprehension than on listening comprehension because they have difficulty with decoding and accurately or fluently reading words. It is important, however, to be aware that students with dyslexia often have strong higher-level oral language

skills and are able to get the main idea of a passage despite difficulty with the words. Further, reading comprehension tasks usually require the student to read only a short passage to which they may refer when finding the answers to questions. For these reasons, students with dyslexia may earn an average score on reading comprehension tests but still have much difficulty reading and understanding long reading assignments in their grade-level textbooks.

(See Appendix A for a list of evaluation tools)

ACCOMMODATIONS



Each student with a specific learning disability/dyslexia is unique and will therefore have unique needs. Based on the detailed information learned through the evaluation a discussion including the teachers, evaluators, and parents should occur to decide what accommodations are best for each individual student. Below is a list of some of the available accommodations that may benefit a student with dyslexia. This is not an exhaustive list, nor is every accommodation listed effective for every student.

Reading

- Provide access to audio books
- Provide access to text-to-speech
- Only ask student to read aloud if he/she volunteers
- Provide extra time for reading assignments
- Provide a quiet environment for reading
- Allow students to preview reading materials

Spelling

- Reduce the number of words on spelling lists
- Design spelling tests to focus on one skill at a time
- Do not take off points for spelling errors on written work
- Allow access to a spellcheck
- Provide access to word prediction software

Writing

- Provide a scribe
- Provide access to speech-to-text software
- Offer alternative projects instead of written reports
- Provide written copies of notes
- Minimize the amount of copying from the board
- Allow students to use a keyboard to take notes
- Allow students to tape record lectures
- Reduce written work
- Provide a letter formation strip
- Provide graphic organizers
- Grade assignments on content rather than form in subjects other than ELA

Homework

- Reduce homework
- Allow students to dictate answers
- Allow typewritten homework
- Email list of assignments to student or parents

Testing

- Clarify or simplify written directions
- Allow students to take tests orally
- Provide for extra time
- Read directions aloud
- Read test questions aloud
- Provide alternatives to testing (oral projects or videos)
- Provide a quiet testing area with minimal distractions

Directions/Instructions

- Repeat directions
- Use step-by-step instructions
- Use verbal and visual information
- Check for understanding
- Clarify or simplify written directions

SUGGESTIONS FOR EARLY INTERVENTIONS

FCRR lessons targeting skill deficits - <http://www.fcrr.org/curriculum/SCAindex.shtm>

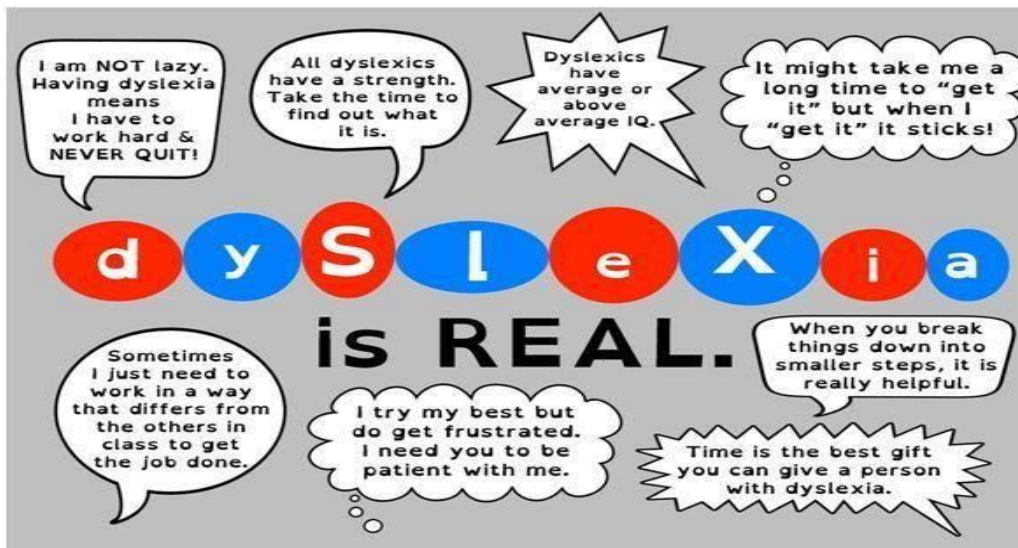
TPRI lessons targeting skill deficits - <http://www.tpri.org/resources/blackline-masters.html>

Teacher Guide for Teachers - <https://dyslexiaida.org/wp-content/uploads/2015/01/DITC-Handbook.pdf>

Effective Reading Instruction (Structured Literacy) - <https://dyslexiaida.org/effective-reading-instruction/>

For more on South Dakota Learning Disability Eligibility go to <http://doe.sd.gov/oess/sped-IEP.aspx>

FOR STUDENTS



Design by Cheri Grimmet
Alabama Branch of the International Dyslexia Association

“Everyone is a genius, but if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” Albert Einstein

*“I didn’t succeed despite my **dyslexia**, but because of it. It wasn’t my deficit, but my advantage. Although there are neurological trade-offs that require that I work creatively [and] smarter in reading, writing and speaking, I would never wish to be any other way than my awesome self. I love being me, regardless of the early challenges I had faced.”* Scott Sonnon, martial arts world champion and author

“I have learned to live with it and make the best of it. I read all the time. When I was diagnosed with dyslexia, I was told to read everything from street signs to cereal boxes, and that my mom shouldn’t read the menu for me. I should read it to her! It has helped a great deal. I am reading well, but it is something I work on every day.” Bella Thorne, actress

“The real fear that I have for dyslexic people is not that they have to struggle with jumbled input or that they can’t spell, but that they will quit on themselves before they get out of school. Parents have to create victories whenever they can, whether it’s music, sports, or art. You want your dyslexic child to be able to say: ‘Yeah, reading’s hard. But I have these other things that I can do.’” Stephen J. Cannell, Emmy-winning TV producer

STUDENT RIGHTS

State and federal law and regulations help define the rights of students to assist them in overcoming and accommodate their learning problems. In South Dakota, in dealing with specific learning disabilities, the following are relevant: South Dakota Codified Laws, Title 13 Education; Administrative Rules of South Dakota, Rule 24:03 - 24:43; The Individuals with Disabilities Education Act 2004 (IDEA); Section 504 of the Rehabilitation Act of 1973; and, the Americans with Disabilities Act (ADA).

Resources

Office of Special Education and Rehabilitative Services letter addressing dyslexia

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>

South Dakota Association of School Psychologists dyslexia brochure

<http://www.sdasponline.org/resources/>

International Dyslexia Association

<https://dyslexiaida.org>

What Works Clearinghouse

<https://ies.ed.gov/ncee/wwc/>

Reading Rockets

<http://www.readingrockets.org/>

Learning Ally

<http://www.edweb.net/.5a57b0b2>

LD Online

<http://www.ldonline.org/>

University of Michigan

www.dyslexiahelp.umich.edu

Upper Midwest Branch of International Dyslexia Association

<http://umw.dyslexiaida.org/>

National Institute for Literacy

<https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

International Literacy Association

<https://www.literacyworldwide.org/>

Learning Disabilities Association of America

<https://ldaamerica.org/>

The Yale Center for Dyslexia and Creativity

<http://dyslexia.yale.edu/parentstalkC.html>

National Center for Learning Disabilities

www.nclld.org

South Dakota Parent Connection

www.sdparent.org

Center for Disabilities

cd@usd.edu

Funding provided through the South Dakota State Department of Education, Division of Special Education/Early Intervention Services from IDEA Part B Grant #H027A080091, the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The views expressed herein do not necessarily reflect the views of the U.S. Department of Education or any other Federal agency and should not be regarded as such. The Division of Special Education/Early Intervention Services receives funding from the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education. This information is copyright free. Readers are encouraged to copy and share it, but please credit the Division of Special Education/Early Intervention Services, South Dakota State Department of Education.

The South Dakota State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs.. In accordance with the Americans with Disabilities Act (ADA) this document is available in alternative formats, upon request. Contact the Division of Special Education/Early Intervention Services, South Dakota State Department of Education at (605) 773-3678 or fax (605) 773-3782.

References

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2005). *Words their way: Word study phonics, vocabulary, and spelling instruction*. (3rd ed.). Upper Saddle River, NJ: Merrill Publishing.

Berninger, V. W., Vaughn, K., Abbot, R. D., Brooks, A., Begay, K., Curtin, G., Byrd, K., & Graham, S. (2000). Language-based spelling instruction: Teaching children to make multiple connections between spoken and written words. *Learning Disability Quarterly*, 23, 117–135.

Henry, M. K. (2003). *Unlocking literacy: Effective decoding and spelling instruction*. Baltimore: Paul H. Brookes Publishing Co.

Henry, M. K. (2005). A short history of the English language. In J.R. Birsh (Ed.). *Multisensory teaching of basic language skills* (2nd ed.) (pp. 119–139). Baltimore: Paul H. Brookes Publishing Co.

Moats, L. C. (2005). How spelling supports reading: And why it is more regular and predictable than you think. *American Educator*, Winter 2005/06, 12–22, 42–43.

Treiman R., & Bourassa, D. (2000). The development of spelling skill. *Topics in language disorders*, 20, 1–18.

“promoting literacy through research, education and advocacy”™ The International Dyslexia Association · 40
York Road · Fourth Floor · Baltimore · MD · 21204

Ehri, L. C. (2000). Learning to read and learning to spell: Two sides of a coin. *Topics in Learning Disorders*, 20, 19–49.

Appendix

Appendix A

Dyslexia Evaluation Sample Overview

Skill Areas	Assessments	Skill Profile
Intelligence	SB5, WISC5, WPPSI3	Average
Oral language/Auditory	KTEA3, LAC3, OWLS2, TAPS3, WIAT3, WJ4, WRMT3	Average listening comprehension (sometimes weak)
Word identification	CORE, ERSI, KTEA2, TERA3, TOWRE, WJ4, WRMT3, WIAT2	Word attack < word identification
Decoding (word attack)	CORE, DIBELS, ERSI, PAL2:RW, WIAT3, WJ4, WRMT3	Well below average
Spelling	CORE, TWS4, WIAT3, WJ4 Spelling, <u>Words Their Way</u>	Well below average □ spelling ≤ word attack
Phonological awareness	CORE, DIBELS PSF, PAL2:RW, PAT2, TOPAS, TOPEL, WJ4, WRMT3	Well below average for age
Phonological processing	CORE, CTOPP2, ERSI, PAT2, RAN/RAS, TOPEL	Below average
Phonological & orthographic	KTEA3, WIAT3, WJ4 Spelling of Sounds	Below average (Phoneme/Grapheme Quotient likely low)
Automaticity/Reading fluency	CORE, CTOPP2, DIBELS, ERSI, GORT4, PAL, WJ4, WRMT3	Well below average oral reading
Reading comprehension	CORE, GORT4, KTEA2, PAL2:RW, TORC3, WJ4 RC, WRMT3	RC > word identification □ RC < LC
Vocabulary	CORE, TOPEL, PAL2:RW, PPVT4, WISC5 subtest	Average listening vocabulary (sometimes weak)

Descriptions and Comments

Intelligence – Not the best predictor of dyslexia and might not be necessary; however, they provide rich information about problem solving skills.

Oral language/Auditory (listening to and understanding speech, and speaking) – best predictors of how easily a student will develop reading and spelling.

Word identification – Read single printed words, also called word reading or word identification. Difficulty reading single words, labored oral reading.

Decoding (word attack) – Read unfamiliar words by using letter-sound knowledge, spelling patterns and chunking words into smaller parts.

Spelling – Taxes a child's short and long-term memory, is complicated, usually the most severe weakness, and most difficult to remedy.

Phonological awareness – Awareness of individual words in sentences, syllables, sound identification, manipulation, rhyming, alliteration, segmenting...

Phonological processing – Think about, remember, and correctly sequence sounds in words; problems with identifying, pronouncing, or recalling sounds.

Automaticity/Fluency – Naming speed, especially letter naming, is one of the best early predictors of reading difficulties. Slow/inaccurate readers.

Reading comprehension – Tend to do better on short reading assignments and brief assessments of RC; difficulty reading/understanding long passages, tend to do better when context clues are available.

Vocabulary knowledge – Administer both listening (ex: PPVT4) and reading (ex: CORE) vocabulary tasks to get true measure of vocabulary knowledge. Expressive vocabulary might be low due to word-finding/information retrieval difficulties.

*This list is not exhaustive and as tests are updated it will become outdated.

**Selecting appropriate assessments is the responsibility of a trained clinician and based on an individual child's presenting concerns. By no means should this information be considered a required list of assessments.

Alphabetical Listing of Possible Dyslexia Assessments (not exhaustive)

- CORE – Informal reading assessments – 2008. Assessing Reading Multiple Measures, Second Edition
- CTOPP2 – Comprehensive Test of Phonological Processing, Second Edition, age 5-24.11
- DIBELS – Diagnostic Indicators of Basic Early Literacy Skills, <https://dibels.uoregon.edu/>
- ERSI – Early Reading Success Indicator, age 5-10
- GORT4 – Gray Oral Reading Tests, Fourth Edition – only test that measures accuracy, rate, and comprehension (Shaywitz), age 6-18.11
- KTEA3 – Kaufman Test of Early Achievement, Third Edition, age 4.6-25
- LAC3 – Lindamood Auditory Conceptualization Test, Third Edition, age 5-18.11
- OWLS2 – Oral and Written Language Scales, Second Edition (LC & OE), age 5-21.11
- PAL2:RW – Process Assessment of the Learner, Second Edition: Diagnostics for Reading and Writing, grades K-6
- PAT2 – Phonological Awareness Test, Second Edition, age 5-9
- PPVT4 – Peabody Picture Vocabulary Test, Fourth Edition, age 2.6-90
- SB5 – Stanford-Binet test of Intelligence, Fifth Edition, age 2-85
- TAPS3 – Test of Auditory Perceptual Skills, Third Edition, age 4-18
- TERA3 – Test of Early Reading Ability, Third Edition, age 3.6-8.6
- TEWL2 – Test of Early Written Language, Second Edition, age 4-10.11
- TOPA2+ – Test of Phonological Awareness, Second Edition: PLUS, age 5-8
- TOPEL – Test of Preschool Early Literacy, age 3-5
- TORC3 – Test of Reading Comprehension, Third Edition, age 7-17.11
- TOWL3 – Test of Written Language, Third Edition, age 7.6-17
- TOWRE – Test of Word Reading Efficiency – does not measure true fluency (Shaywitz), age 6-24.11
- TWS4 – Test of Written Spelling, Fourth Edition, listed in Shaywitz's book, grades 1-12
- WIAT2 – Wechsler Individual Achievement Test, Second Edition, age 4-85
- WISC5 – Wechsler Intelligence Scale for Children, Fifth Edition; PSI – Processing Speed Index; WMI Working Memory Index, age 6-16.11
- WJ4 – Woodcock Johnson Tests of Achievement, Fourth Edition – administer individual subtests as needed
- WRMT3 – Woodcock Reading Mastery Test, Third Edition, age 5-75
- Words Their Way – Spelling assessment helps determine phonics skill deficits. 2007 by Bear, Invernizzi, Templeton, Johnston
- WPPSI3 – Wechsler Preschool and Primary Scale of Intelligence, Third Edition, age 2.6-3.11 and 4-7.3

Resources: International Dyslexia Association article, Testing and Evaluation, 2008; Shaywitz, S. (2003) Overcoming Dyslexia; NASP Helping Children at Home and School Handouts, 1998