

Byram Hills Literacy Academy

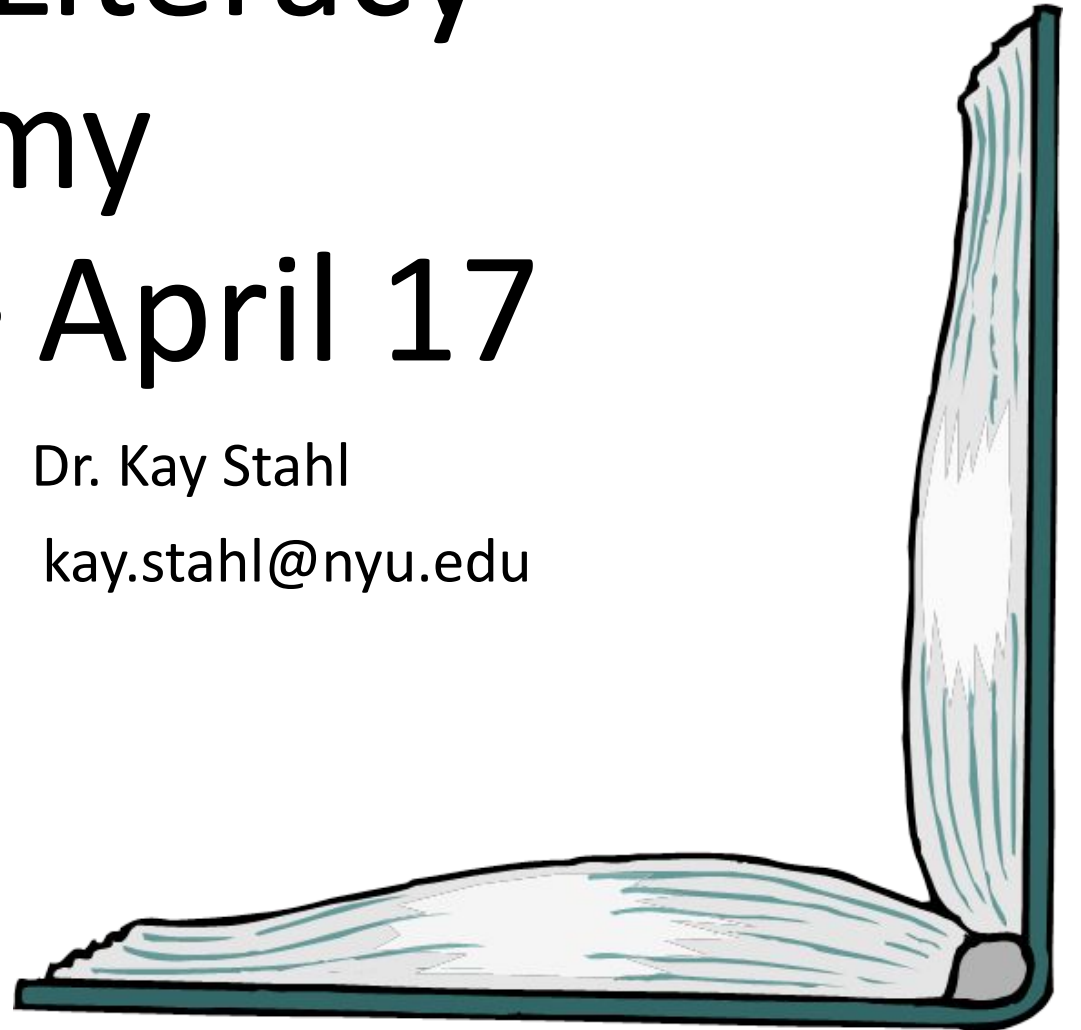
Session # 5 – April 17

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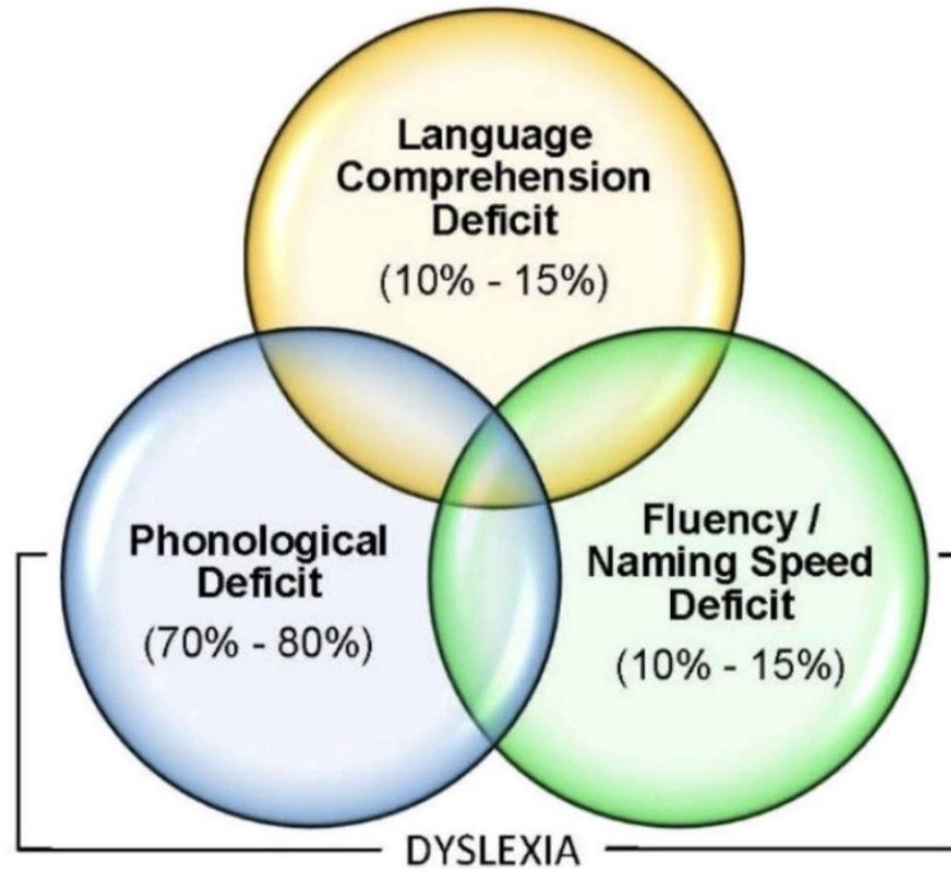


Our Time Tonight

- Dyslexia (MN)
- MTSS (KS)



Subtypes of Reading Disability*



*Adapted from Moats & Tolman, 2009

Common Misconceptions about Dyslexia

- Reversing letters; inversions, backwards
- More common in boys than girls
- Linked to intelligence
- Is outgrown
- Linked to vision

Pun #2

A dyslexic
walks into a
bra. He gets
slapped in
the cafe.

100xhahaha.com/wordplay



DYSLEXIA IS...

characterized by difficulties with:

Accurate/ fluent
word recognition



Poor Spelling



Poor decoding abilities



These difficulties usually are a result of **deficiency** in the **phonological** component of language.

International Dyslexia Association, 2002

“Dyslexia is a specific learning disability that is neurobiological 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 growth of vocabulary and background knowledge.”



Frequency of Dyslexia


14% of total public school enrollment of children ages 3 to 21 receive services for SLD

Dyslexia comprises 80% of all learning disabilities

Therefore 2 million children (4% of total school population) receive special ed services for dyslexia

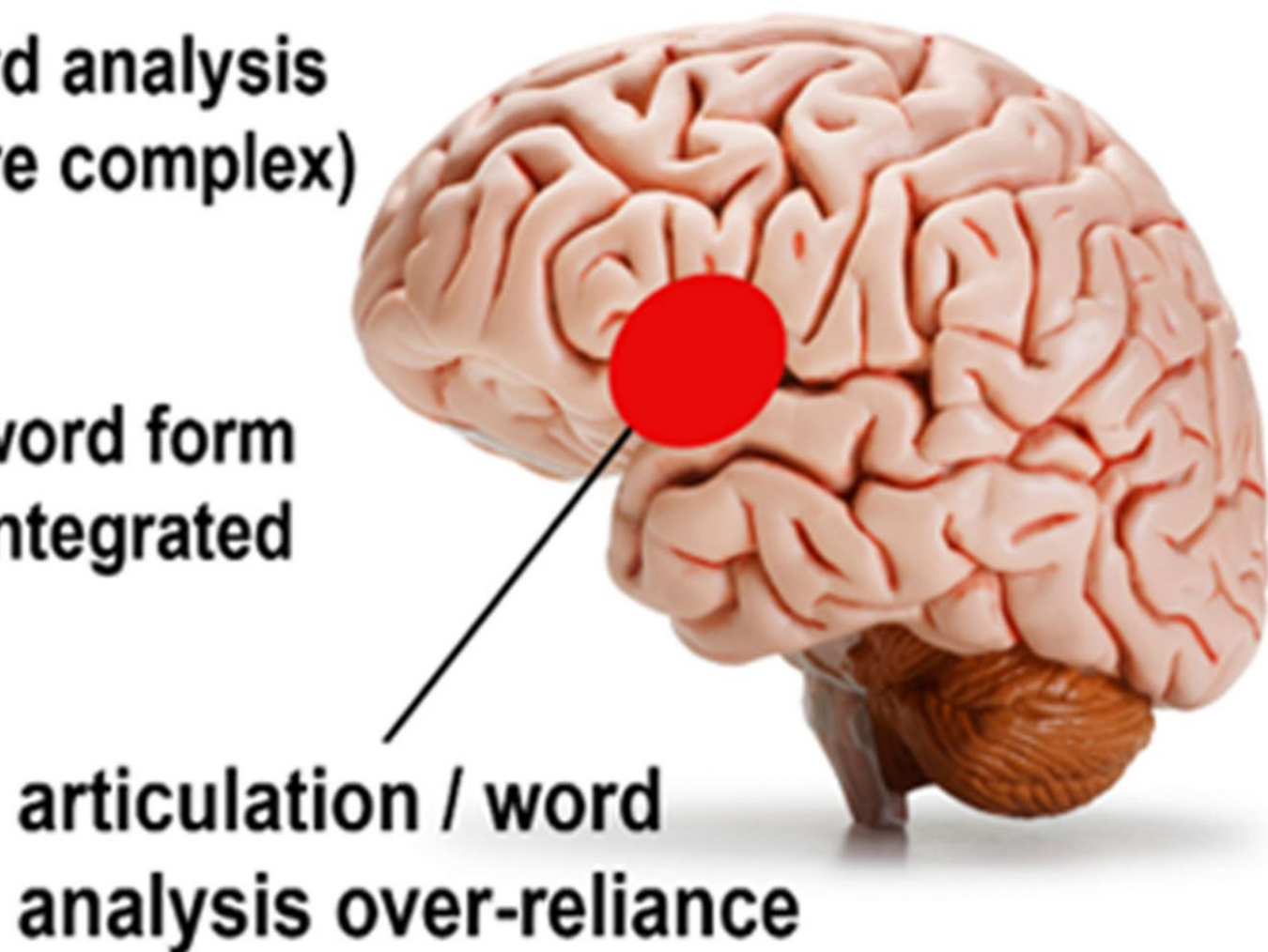
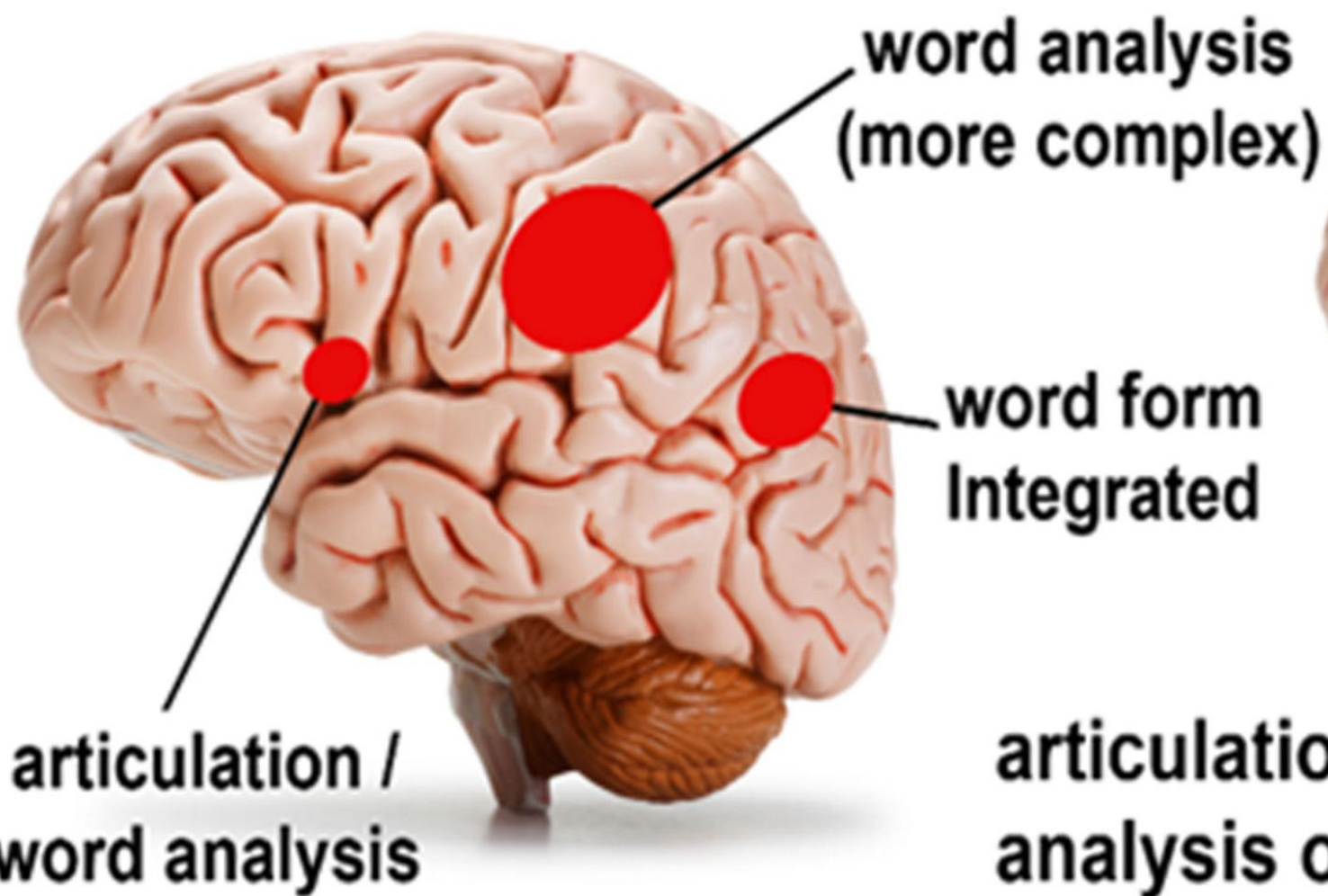


Did you
know....

- Strongly heritable (Up to 50% of individuals with first degree relative with dyslexia)
 - More likely to suffer from generalized anxiety; higher rates of depression
 - Significant comorbidities
 - Speech and language problems; ½ of children with dyslexia have language disorders & 1/2 of children with language disorders have dyslexia
 - 20-40% of children with ADHD have dyslexia
 - Children show stronger emotional responses
- 

Non - Impaired Reader

Reader with Dyslexia



Why Early Screening Matters



Dyslexia red flags in preschool + kindergarten

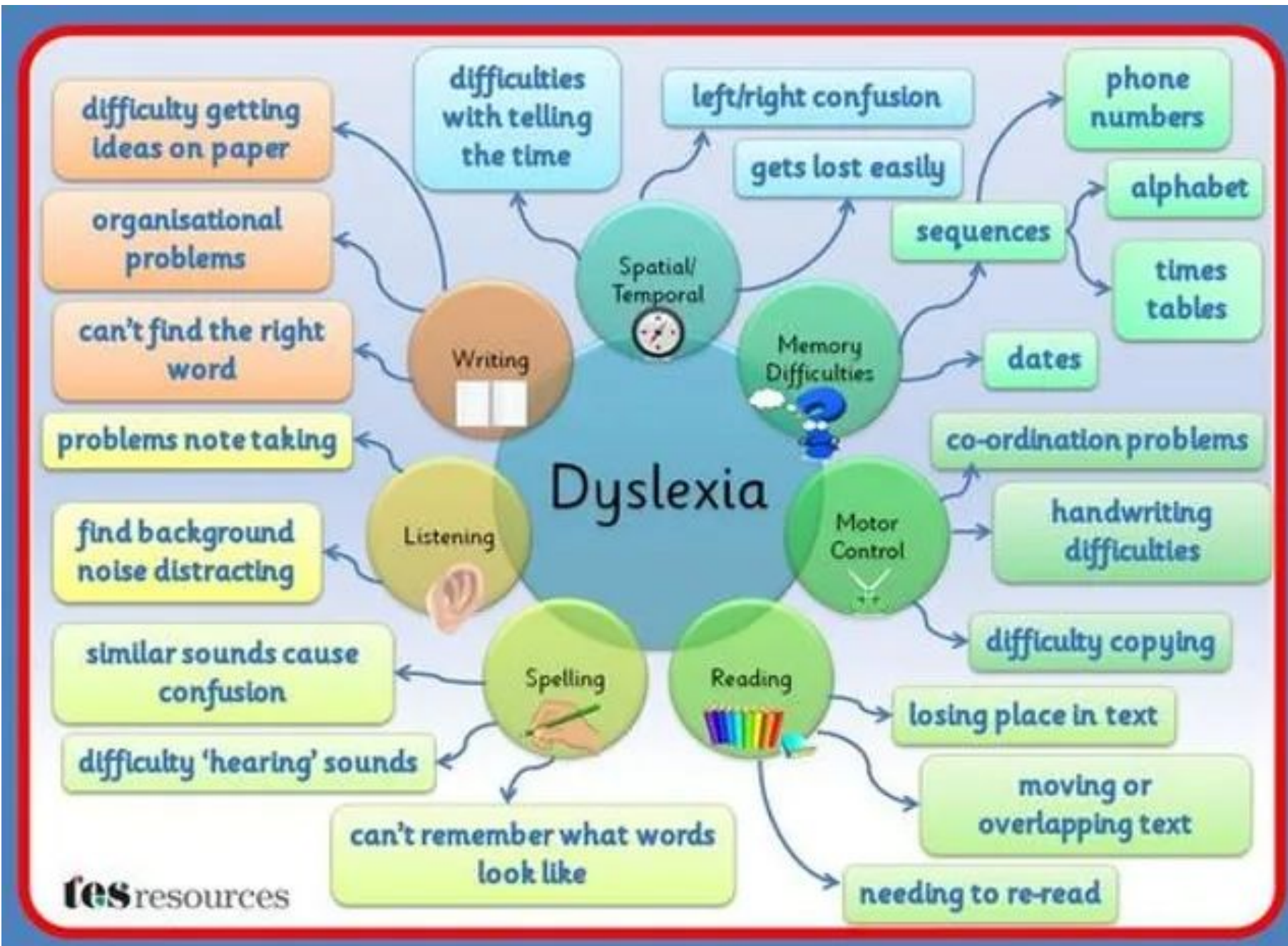
- ▶ difficulty learning and remembering the letter names in alphabet
- ▶ delayed speech or persistent "baby talk"
- ▶ difficulty learning nursery rhymes; recognizing rhyming patterns
- ▶ difficulty recognizing own name and reading simple words
- ▶ not yet associating letter sound to letter
- ▶ family history of dyslexia
- ▶ student may have strengths in vocabulary, comprehension, creativity, oral storytelling, and problem-solving skills, which makes their struggles seem unexpected
- ▶ reading avoidance behaviors



Dyslexia red flags in elementary age children

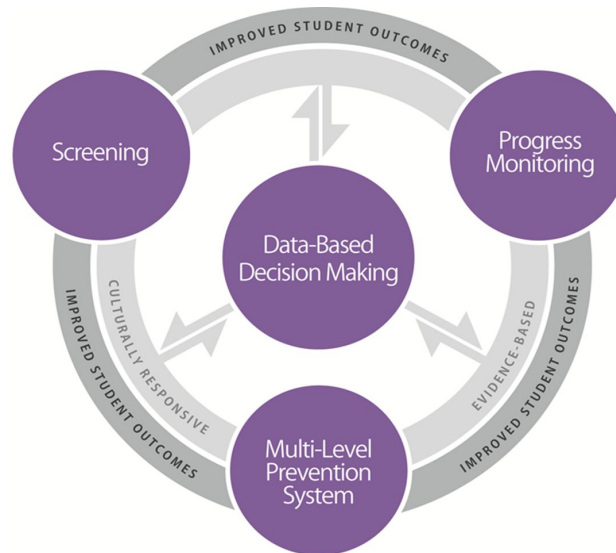
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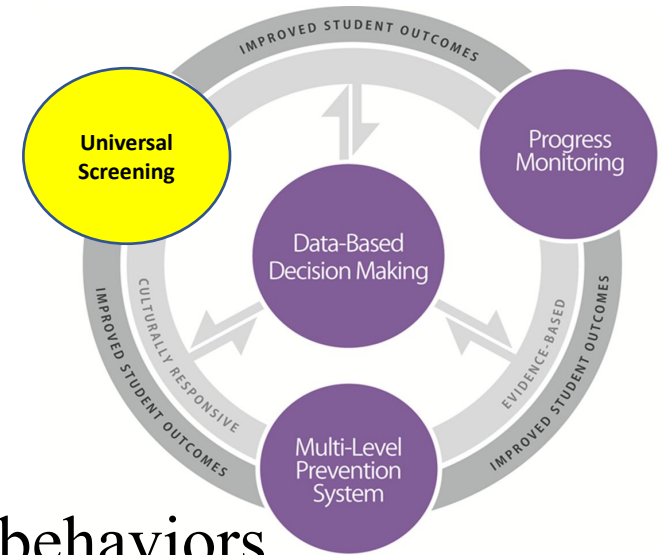
RTI - MTSS

A culturally and linguistically responsive multi-tiered system of supports (MTSS) is a comprehensive prevention framework designed to improve developmental, social, emotional, academic, and behavioral outcomes using a continuum of evidence-based strategies and supports. (USDOE, 2022)



Universal Screening

- Assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills or behaviors.
- High quality assessments that are predictive of future reading outcomes
- Conducted with all students
 - ✓ a minimum of 2 - 3x per year
 - ✓ (fall, winter, spring)



PROGRESS MONITORING: Purposes

- Determine whether a student is responding to Tier 2 or Tier 3 intervention
- Estimate a student's rate of growth
- Compare a student's level of performance with same age peers
- Adjust/modify interventions if needed
- Common Tools:
 - ✓ AIMSWeb
 - ✓ FASTBRIDGE
 - ✓ Easy CBM



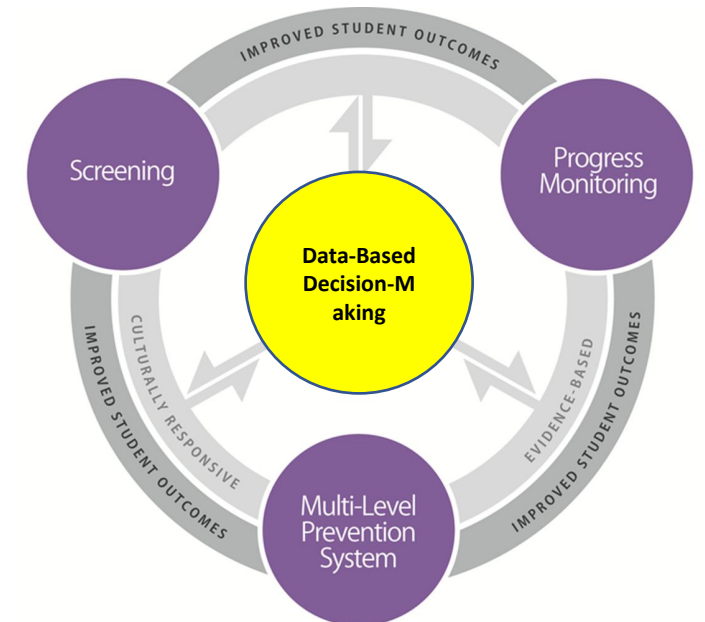
Utilizing a Lean, Clean Assessment **System**

(Stahl & McKenna, 2013; Stahl et al., 2022)

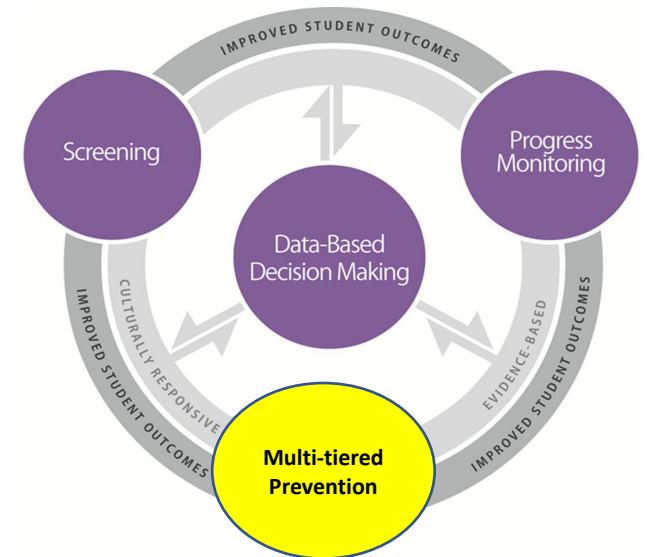
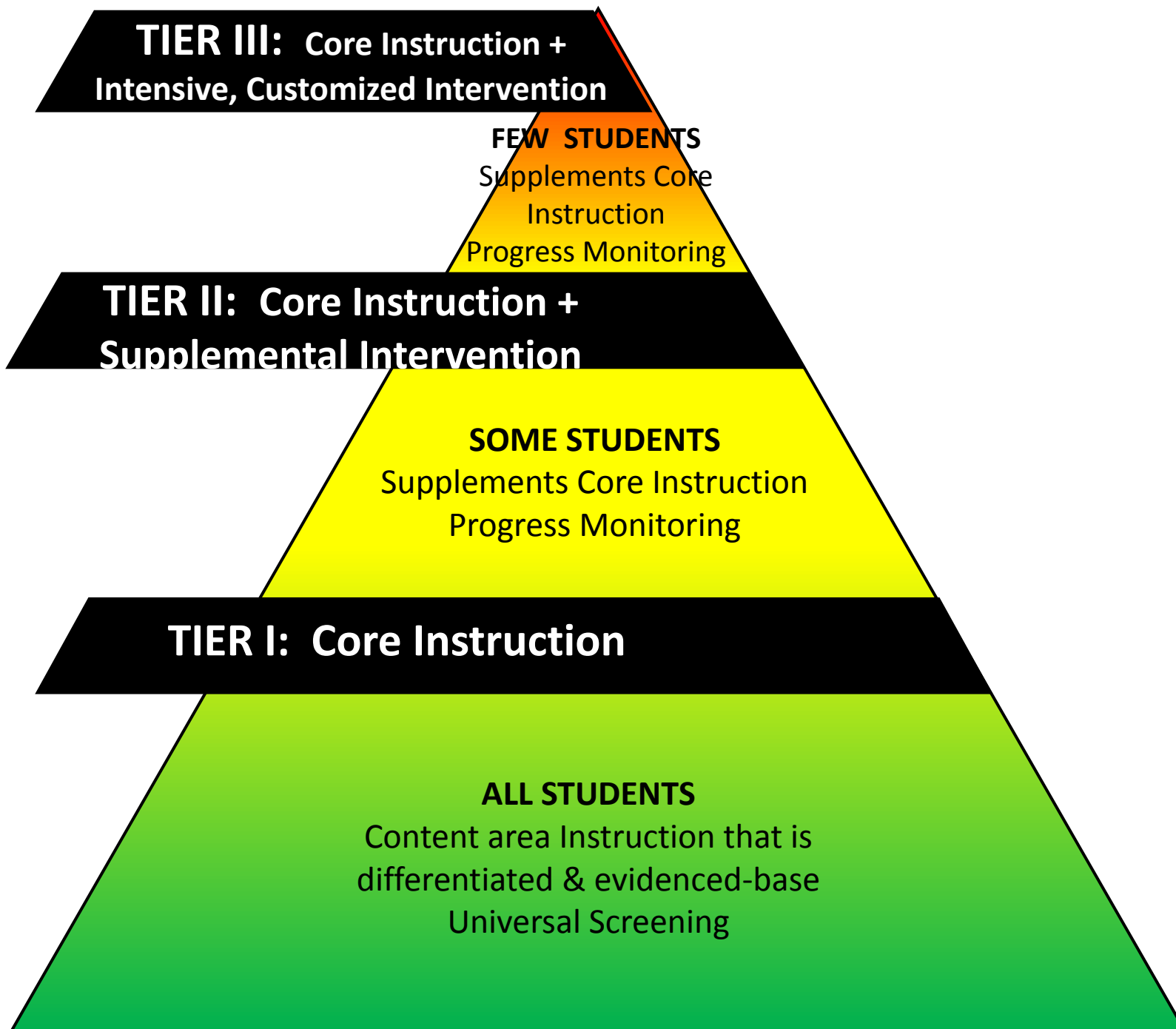
- Conduct a district-wide assessment audit
- Revisit current utilization of assessment practices, how they are used, by whom and why
- Determine voids, redundancies, and efficiency
- Revise as needed
- Set criteria/cut scores in screening tools for supplementary support
- Match criteria with tiered instructional supports in explicit ways
- Hold grade level data meetings

Data-Based Decision Making

- Data –Meetings- Efficient, Grade-level teams
 - Benchmark-low inference, data-driven
 - Progress-monitoring: change needed based on data
 - Less time on individual meetings (Social-emotional and Referral)
- Two key decisions
 - Who's at-risk? (screening data)
 - Is student responding to the intervention? (PM data)
- Other key data-based decisions:
 - Adequacy of Tier I instruction
 - LD Determination

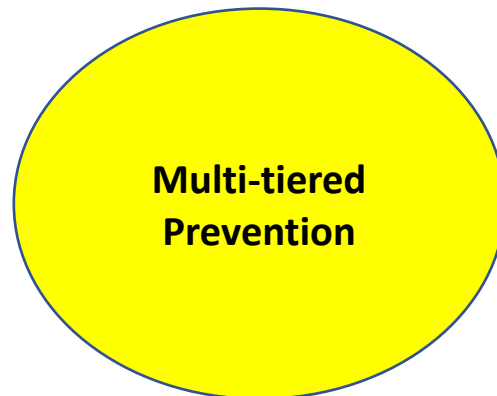


MTSS as a multi-leveled prevention model



Use an Evidence-Based Approach to Support and Respond to Student Needs (USDOE, 2022; American Institute for Research: Center on MTSS)

- Universal and supplementary academic and behavioral supports
- Targeted supports
- Invest in school and educator capacity
- Use federal funding and resources to address disparities in, and to reduce the use of, exclusionary disciplinary practices



System for Annual Review

- Annual Status Check of MTSS Components (Table 8.1, Stahl & McKenna, 2013)
- Are high risk levels reducing each year?
- Are ceilings increasing each year?

	Fall 2022	Fall 2023	Fall 2024
<10 th %ile	12%	8%	
11 th -35 th %ile	20%	32%	
36 th -85 th %ile	45%	48%	
>86 th %ile	13%	12%	