



# Early Screening of Dyslexia Update

April 14, 2021

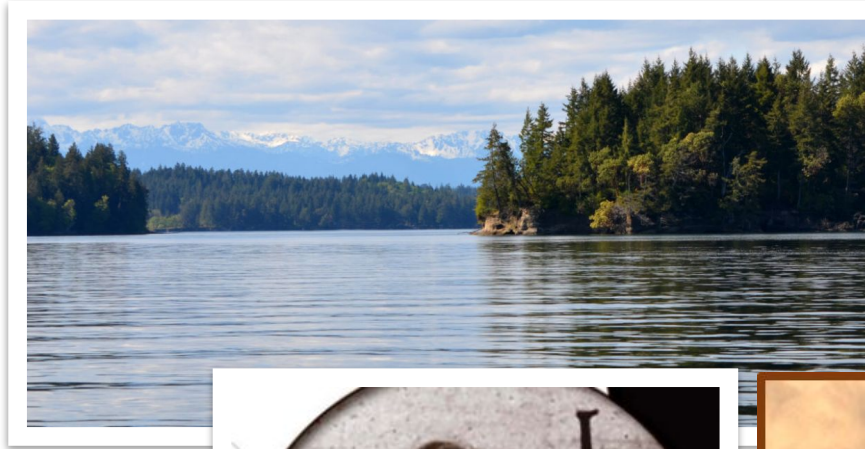


Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
Implementing Early Screening of  
Dyslexia



Capital Region  
**ESD 113**

# Land Acknowledgement



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Implementing Early Screening and  
Dyslexia



We acknowledge the pain and trauma resulting from 400 years of racism in the United States.



We stand with our communities of color. We are committed to leading with racial equity. We are committed to supporting the creation of culturally responsive and anti-racist learning communities.

We offer a moment of silence and honor the space for people from communities of color to respond to this acknowledgement first. Use the chat box, if preferred.

We invite accountability and partnership.



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# Guides for Today



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# Focus for Today



- Foundational Knowledge
- Updates from the Dyslexia Advisory Council
- Supporting Multilingual/English Learners
- The Rapid Automated Naming Assessment
- Next Steps



# Common Understandings



- Early Screening of Dyslexia starts Fall 2021
- Districts are expected to use the Dyslexia Advisory Council recommendations and/or best practices to implement the statute expectations
- Schools are screening for weaknesses often associated with Dyslexia
- Schools will use the Multi-Tiered Systems of Support in grades K-2 to ensure students are getting the right supports at the right time.

# Screening Expectations



- Students will be screened for the following:
  - Letter Sound Knowledge
  - Phonological Awareness
  - Phonemic Awareness
- Rapid Automated Naming
  - This assessment can not be remediated and measures the working memory recall ability of the brain.



# The Law



12        NEW SECTION.    **Sec. 3.**    A new section is added to chapter 28A.300  
13    RCW to read as follows:

14        (1)    By September 1, 2019, the superintendent of public  
15    instruction, after considering recommendations from the dyslexia  
16    advisory council convened under section 4 of this act, must identify  
17    screening tools and resources that, at a minimum, meet the following  
18    best practices to:

19        (a)    Satisfy developmental and academic criteria, including  
20    considerations of validity and reliability, that indicate typical  
21    literacy development or dyslexia, taking into account typical child  
22    neurological development; and

23        (b)    Identify indicators and areas of weakness that are highly  
24    predictive of future reading difficulty, including phonological  
25    awareness, phonemic awareness, rapid naming skills, letter sound  
26    knowledge, and family history of difficulty with reading and language  
27    acquisition.





# The Intent of the Law



## Why

- Focus on K-2 literacy development
- The earlier the better for intervention

## What

- Foundational literacy skills

## How

- Identify & meet students' needs



# Prevention Paradigm



“Adults are advised to undergo screening for high cholesterol levels, which can indicate an increased risk of developing heart disease. Patients diagnosed with high cholesterol do not automatically receive a diagnosis of heart disease. They are, however, provided with an evidence-based “response to screening,” generally a combination of prescribed exercise, dietary changes, and/or medication. This may prevent the development of the disease, or at least lessen its severity. The goal is to reduce the prevalence of heart disease, by encouraging individuals to take preventative action, and to improve the outcomes of those who will develop it by prompting them to implement lifestyle changes earlier, prior to a diagnosis.” (Gaab, 2019)





# Council Updates



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# Looking at Resources



- About Dyslexia Page
- Resources for Schools and Districts
- Resources for Families and Caregivers

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### About Dyslexia

Dyslexia is a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that are not consistent with the person's intelligence, motivation, and sensory capabilities.

*This definition of dyslexia is adopted by the 65th WA State Legislature, 2018 Regular Session.*

### Early Screening of Dyslexia Implementation Resources

Beginning in the 2021-22 school year, students in grades K-2 will be screened for



# Decision Tree Suggested Guidance

- This document was created to provide schools, districts, and their staff with **guidance, ideas, and support** as they implement the Early Screening of Dyslexia statute.
- This document is **not** a checklist of steps; it is **not** an absolute process or a comprehensive resource.
- The Early Screening of Dyslexia statute, resources, and guidance including this document do not supplant Child Find and IDEA.



# Familial and Caregiver Partnerships



- Family and Caregiver Discussion Guide
- Educator and School Discussion Guide

*The best way to elicit information about a student's family history is through a culturally responsive conversation that demonstrates the value of the caregiver/school partnership. Remember to communicate in ways that are accessible, understandable and respectful, with interpreters when necessary.*

*Please keep in mind that no one factor guarantees or even predicts the literacy-learning trajectory of a student. The information gathered is meant to contribute to a deeper understanding of a student's strengths and struggles and should be maintained with the data on the student's literacy skills in order to be accessible by relevant educators.*





# Supporting Multilingual English Learners



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# Understanding English Language Development



English Language Development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English.

Students upon entry to the K-12 school system will begin by developing their understanding of English through English language pre-literacy skills braided with their existing home language pre-literacy skills.

Examples of developing pre-literacy skill development in any language:

- talking with family members, listening to caregivers and responding to questions;
- story time through oral storytelling and reading;
- make believe; and
- opportunity for drawing and painting.





# Understanding English Language Arts and Literacy Instruction



Instruction begins with students who have had exposure to the English language in their home and community and had the opportunity to develop some pre-literacy skills in English from birth through entry into the K-12 school system.



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# Council Guidance



The Dyslexia Advisory Council on February 22, 2021 endorsed the recommendations of the Dual Language Steering and Bilingual Education Advisory Committees to use the WIDA English Language Development assessments & proficiency levels to determine when an English learner will be administered the literacy screener in English.

*A student who has received English Language Development instruction since kindergarten and has not meet the threshold recommendations of the Dual Language Advisory and Bilingual Steering Committees by late spring of 2nd grade -- the student may be administered the literacy screener associated with the Early Screening of Dyslexia statute before the conclusion of 2nd grade.*



# Rapid Automated Naming



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# What is the intent and research of Rapid Automated Naming (RAN)?



“RAN provides an index of how rapidly the visual system's identification of letters (numbers, colors etc.) is connected to the language system's specific words. The retrieval system is actually quite complex and differs by semantic categories with letters and numbers becoming AUTOMATIC over time, with colors less automatic, and objects still less so.”

# What Rapid Automatized Naming criteria is the Dyslexia Advisory Council recommending?



The Dyslexia Advisory Council (DAC) recommends as best practice for Washington School Districts to use the original four criteria as referenced below for the Washington standard:

- Letters
- Numbers
- Colors
- Familiar objects

# What assessments can be used to assess Rapid Automated Naming?



- The Dyslexia Advisory Council has recommended the [RAN/RAS published by Pro-Ed and distributed by Gander Publishing](#) as best practice for Washington School Districts.



# Are OSPI and the Dyslexia Advisory Council going to recommend more Rapid Automated Naming assessments?



OSPI on behalf of the Dyslexia Advisory Council are planning on releasing a Request for Proposal or a Request for Qualification and Quotation for a Rapid Automated Naming Assessment that encompasses all four criteria (see above) to purchase for and/or recommend to Washington School Districts for School Year 2022-23.

# Understanding and Recognizing Dyslexia Course



(An Asynchronous Course)

Topics Covered:

- Introduction to Understanding and Recognizing Dyslexia
- Dyslexia Simulation
- What Is Dyslexia
- What Isn't Dyslexia
- Dyslexia in the General Ed Classroom
- Washington Specific Laws and Statutes
- End of Course Survey
- Additional Resources

Open until 5/31



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# Question and Answer



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