Dyslexia Identification Process

Ansonia Public Schools - October 14, 2016

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Kathie Gabrielson, Director of Special Services.

Background and history of our process

Dyslexia Forum December 2015

January 2016 Forming a "Dyslexia District Committee"

      Transdisciplinary Approach: School Psychologists, SLPs, OT, SPED

      Teachers, Director, and Language Arts Coordinator

Reviewing information from Ellington and Bridgeport

Discussion on how to make this a collaborative process between Disciplines, including General Education

Referral and/or Planning a Re-evaluation

- Dyslexia Identification Checklist
- Completed at PPT prior to recommending assessments
- Includes:
    - Attendance
    - Concerns
    - Data to support concerns
- To recommend an assessment for Dyslexia, concerns should include items such as:
    - Confusion of letters with similar sounds
    - Reversals and transpositions of letters
    - Comprehension above decoding level
    - Adequate comprehension of grade level material when read to student

Standardized Assessments

Speech/Language

1. Audiological Screening
2. Phonemic Awareness (CELF-5, C-TOPP)
3. Auditory Processing (CASL, CELF-5, TAPS-3)
4. Receptive/Expressive Language (CASL, CELF-5, LPT-3)
5. Articulation (Oral Motor, GFTA-3, KLPA-3)

Occupational therapy

1. Role of occupational therapy in school
2. Testing for visual skills
   a. Standardized test
      i. DTVP-3 / Adult
      ii. TVPS-3
      iii. VMI
   b. Functional assessment
      i. Motoric vision (tracking, range of motion,, convergence)
      ii. Visual motor skills
      iii. Fine motor skills

Standardized Assessments

Reading /Writing

- Woodcock Johnson IV Academic (WJ-IV) **or**
- Wechsler Individual Achievement Test (WIAT)
- Gray Oral Reading Test (GORT)
- Test of Written Language (TOWL)
- Test of Orthographic Competence (TOC)
- CORE- Consortium on Reading Excellence

Math

- Woodcock Johnson IV Academic (WJ-IV) **or**
- Wechsler Independent Achievement Test (WIAT)
- KeyMath

Standardized Assessments

Cognitive

- Woodcock Johnson IV Cognitive(WJ-IV) **or**
- Wechsler Intelligence Tests (WPPSI-IV, WISC-V, WAIS-IV) **or**
- Kaufmann Assessment Battery for Children (KABC-II) **or**
- Stanford Binet (SB-5)

Executive Functioning

- NEPSY-II (select subtests) **or**
- Delis Kaplan (D-KEFS)
- Rating Scales (BRIEF, BASC, Conners)

Memory

- NEPSY-II (select subtests) **or**
- Wide Range Assessment of Memory and Learning (WRAML-2)

Informal Assessments

- Social Work Assessment

- Curriculum Based Assessment

- Report Card Review

- District Testing Data

- Classroom Observation

- Teacher Academic Updates

Social Work Assessment

- Social Workers are present during the referral process starting in Pre-K
- The assessment was redesigned during the 2015-2016 school year to include information pertaining to Dyslexia
- The changes made include:

Transdisciplinary Evaluation Template

This template includes all of the pertinent areas of evaluation: Psychological, Executive Functioning, Achievement, Speech and Language, and Occupational Therapy.

Dyslexia Eligibility Worksheet

Execute the Multidisciplinary Evaluation Report first!!!!

- Reasons for Address Attendance

- Dyslexia Profile Checklist
    - Strengths
    - Weaknesses

PPT Agenda

1. Introduction of participants
2. Introduce purpose of meeting
3. Request review of demographic information by family and request email address – enter this into IEPDirect Demographics section under Contacts.
4. Medicaid consent
5. Review whether or not parents have received their Procedural Safeguards (including restraint and seclusion)
6. Request parental input
7. Review Present Level of Performance including evaluation results (when reviewing evaluation results for Dyslexia order of reporters is to follow the order of the evaluation report).
   a. Social Work Assessments
   b. Reading
   i.. Phonological Awareness, Phonics, Fluency, Vocabulary,Comprehension,
      ii. Orthographic Competence
      iii. Writing
   c. General Intellectual Knowledge
   i. Verbal
      ii. Nonverbal
      iii. Efficiency
   iv. Overall Estimates
   d. Language Tasks
      i. Overall Language
      ii. Auditory Processing
   e. Memory
   f. Nueropsychological measures
      i. Shifting
      ii. Switching
      iii. Inhibitions
      iv. Working Memory
      v. Speed Naming/Retrieval
   g. Executive Function
8. Eligibility Determination (if necessary)
9. Goals and Objectives
   a. review old and mastery status of old goals and objectives;
   b. propose new goals and objectives as well.
10. Transition Plan (if appropriate) – Review Transition Assessments
11.. Accommodations and/or Modifications (including BSP if appropriate)
12. Testing Accommodations
13 Service hours
14.. ESY
15. Review the recommendations prior to adjourning and that all required forms have been signed (i.e. consent to special education implementation, consent to release documents).
16. Plan next PPT -- date and time if appropriate.

Speed Bumps

Work in Progress

1. Confidentiality of Evaluation Report and Collaborative writing/editing process.
2. TIME!!!!
3. Learning new Assessments
4. Analyzing and tying it all together
5. Writing the IEP from a Transdisciplinary Approach to avoid Duplication of efforts but to insure that all pertinent parties are addressing needs in the same way

Celebrations

1. We developed a process in 6 months!
2. Technology Assistance to insure confidentiality: Building based SPED drives for evaluations
3. District and Administrative support for the committee to meet monthly for 1.5 hours each meeting.
4. Purchased many new assessments
5. Collaborative transdisciplinary work of the committee.
6. Board of Education support for this process.
7. Vertical alignment throughout the development and problem solving process.

Thanks!

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