

"If I Could Turn Back Time . . .": Early Identification and Intervention in K-2



Vicki King M.Ed., CALT-QI
Dyslexia Specialist/Program Advisor
DESE-ADE
vicki.king@ade.arkansas.gov

Rebecca Allen, NBCT, CALT, QInT
K-12 Literacy Specialist and Dyslexia
Therapist
ralen@ormail.k12.ar.us

Arkansas Dyslexia Legislation

A.C.A. §§ 6-41-601 passed in 2013 and went into effect for the 2015-16 school year when schools were required to screen and provide interventions utilizing trained dyslexia interventionists to address the needs of students at-risk for dyslexia.

School Requirements

1. **Employ trained interventionists (2015-16)**
Interventionists must be trained in the program and must have a designated schedule for providing dyslexia intervention.
2. **Implement Dyslexia program(s) (2015-16)**
 - a. Dyslexia program(s) defined
 - b. Approved programs
 - c. Program guidance
3. **Screen for characteristics of dyslexia (2015-16)**
 - a. What are the characteristics of dyslexia?
 - b. Who is screened?
 - c. Initial Screening, Level I Screening, Level II Screening
4. **Parent notification (2015-16)**
 - a. Notify of the results
 - b. Provide resources
 - c. Notify them of their right to seek an independent evaluation
5. **Provide services (2015-16)**
 - a. Fidelity
 - b. Use RTI to meet the needs of the student
6. **Reporting**
 - a. School reporting (June 15) (2015-16)
 - b. Website reporting (July 15) (2017)

Arkansas Code Ann. § 6-41-603 Required Screening

(a)(1) A school district shall screen each student in Kindergarten through grade two (K-2) and others required by the Department of Education rule using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent screener.

(2) The screening of students shall be performed with fidelity and include without limitation:

- Phonological and phonemic awareness;
- Sound symbol recognition;
- Alphabet knowledge;
- Decoding skills;
- Rapid naming skills; and
- Encoding.



Initial Screening

Underlying Causes:

- Phonological/phonemic awareness
- Rapid naming skills
- Alphabet knowledge

Characteristics:

- Sound-symbol recognition
- Decoding
- Encoding

6-41-603(3)(A) If the screener under subdivision (a)(1) of this section shows that a student is at risk, or at some risk, then a level I dyslexia screener shall be administered.

Level II Dyslexia Screener

Arkansas Code Ann. § 6-41-603

(c) (1) If the initial, level I, or level II dyslexia screening indicates that a student has characteristics of dyslexia, the **Response to Intervention (RTI) process shall be used to address the needs of the student.**



Purpose of Screening

Screening	Purpose	Action
Initial Screening	<ul style="list-style-type: none"> Brief, quick administration Measures a key component that is predictive of risk Benchmarks for progress monitoring 	If at-risk or some-risk, administer Level I.
Level I Dyslexia Screening (Informal Diagnostic)	<ul style="list-style-type: none"> Criterion referenced Identifies gaps Determines the urgency 	If exhibits characteristics of dyslexia, provide dyslexia intervention
Level II Dyslexia Screening (Formal Diagnostic)	<ul style="list-style-type: none"> Normed for comparison to grade level grade peers Identifies gaps Determines the urgency 	If exhibits characteristics of dyslexia, provide dyslexia intervention

May 11, 2022

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LEARNS



Dyslexia: Learning Difference or Disability

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Impact of LEARNS on Dyslexia Requirements

- K-2 screening extended to K-3
 - Use High-Quality Evidence-Based Literacy Screener (initial and diagnostic)
 - Added Language Comprehension to K-3
 - Screen any students 3-12 experiencing difficulty as noted by teacher, parent or guardian
 - Initial 3-12 screening: Encoding and Oral Reading Fluency
 - Students showing deficits are screened with division approved screener
- RULES WILL BE WRITTEN**
 - Consistent interpretation of screening data
 - Student progress is monitored and reported to parents at least 2X year.
 - Individual Reading Plans (K-3)

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High-Quality, Evidence-Based Literacy Screener (K-3)

Timeline for new K-3 Literacy screener



OpenStax Learning Differences in Quality

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For now...

Stay the course!

Current
Dyslexia Rules 2018



OpenStax Learning Differences in Quality

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What does LEARNS say about Individual Reading Plans?

Beginning with the 2023-2024 school year, will [redacted] no later than the 2024-2025 school year, public school districts and open-enrollment public charter schools shall:

Develop an individual reading plan for each student in kindergarten through grade three (K-3) who does not meet the reading standard as:

- > Determined by the state board; [redacted]
- > Measured by a high-quality literacy screener or the state annual accountability measure assessment

> The reading plan shall include:

The student's specific diagnosed reading skill needs, including [redacted]

- ◆Phonemic awareness;
- ◆Phonics decoding;
- ◆Text reading fluency;
- ◆Vocabulary building strategies;
- ◆Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data.

09-10-2023

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Also included in Individualized Reading Plans:

- The goals and benchmarks for the students growth
- How the student's progress will be monitored and evaluated
- The type of **additional instructional services and interventions the student may receive**
- The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension
- The strategies the student's parents, legal guardians or parents are encouraged to use to assist the student
- **Any additional services the student's teacher determines are available and appropriate to accelerate the students reading skill development**



Arkansas Code Ann. § 6-41-603

(c) (1) If the initial, level I, or level II dyslexia screening indicates that a student has characteristics of dyslexia...

...the Response to Intervention (RTI) process shall be used to address the needs of the student.

What does it mean to use RTI to meet the needs of the student?

- ★ RTI is not a place, but a process.
 - ★ Every student is in RTI.
 - ★ RTI is a system of support.
 - ★ **Assessment** is used to determine risk, identify the deficit skills, and to establish goals.
 - ★ **Risk level, deficits, and urgency** determine what combination of supports a student receives.
 - ★ **Progress monitoring** is used to determine effectiveness of the instruction and to make adjustments in delivery (frequency, duration, instruction...).
 - ★ **There should be no surprises.**
- A student should not get to the "end of a program" and show no progress.

STATE DYSLEXIA DATA

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Totals	% of enrollment
2015-16	233	883	1210	1137	844	632	415	284	180	124	99	60	33	6134	1.2%
2016-17	469	1663	2416	2375	2165	1439	1142	706	537	327	241	171	105	13,685	2.9%
2017-18	609	2085	2910	3099	2716	2272	1559	1264	819	621	403	266	167	19,232	4%
2018-19	617	2279	3278	3620	3432	2939	2385	1486	1220	744	596	390	243	23,149	4.8%
2019-20	647	1842	3440	3816	3728	3377	2793	2116	1437	1088	639	499	324	26,548	6.3%
2020-21	382	1576	3139	3936	3929	3687	3223	2909	1905	1336	971	662	402	27,653	6.8%
2021-22	377	1419	3081	4031	4110	3861	3434	2838	2245	1696	1090	763	439	29,384	6.4%
2022-23	596	1750	3222	4277	4541	4251	3655	3057	2375	1910	1381	813	552	32,280	7%

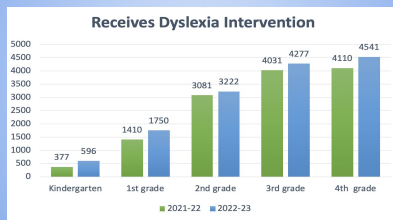
Source: Learning Difference in Quality

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Early Identification and Intervention Is Critical!

- The **most effective window** for intervention is during a period of heightened brain plasticity in **kindergarten and first grade**.
- When **at-risk** beginning readers receive intensive early reading intervention, 56% to 92% of these children achieve average reading ability.
- If a child is a **poor reader at the end of first grade**, the probability that he/she will be **below grade level at the end of fourth grade is 88%**.
- It takes four times as long to intervene in fourth grade as it does in late kindergarten (NICHD).

Current Reality



Source: Learning Difference in Quality

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Current Reality



In 2022-23:

- 62 schools provided dyslexia intervention to 3 or more kindergarteners.
- 70 schools identified only 1 or 2 students in kindergarten.

132

In 2021-22:

- 15 schools provided dyslexia intervention to 3 or more kindergarteners.
- 100 schools identified only 1 or 2 students in kindergarten.

115

***In 2022-23, 17 more schools identified kindergarteners.**

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Current Reality



In 2022-23:

- 174 schools provided dyslexia intervention to 3 or more 1st graders.
- 106 schools identified only 1 or 2 students in 1st graders.

280

In 2021-22:

- 147 schools provided dyslexia intervention to 3 or more 1st graders.
- 115 schools identified only 1 or 2 students in 1st graders.

262

***In 2022-23, 18 more schools identified 1st graders.**

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Why aren't we identifying early?

What does it mean when we say a student exhibits characteristics of dyslexia?

- > Individuals can struggle with reading for many different reasons.
- > In order to confirm or rule out dyslexia, the student must be provided explicit, systematic instruction to see how he or she responds.
- > Some individuals will receive instruction and master the skills showing no additional long-lasting deficits in any of the components of reading and spelling indicating the difficulty was likely not dyslexia.
- > Others may make progress in some areas, but have persistent difficulties in areas like fluency or spelling. Dyslexia exists when an individual exhibits persistent difficulties in spite of intensive instruction from an informed interventionist.

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eSchool Reporting

Dyslexia

ID: 10118 Building: Your Town Elementary Grade: 04

Save Search List

Receives Dyslexia Intervention:

Do Not Use (Evaluation Date):

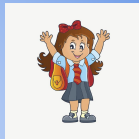
Do Not Use (Exit Date):

Save Search List

Cycle 7 Data pull:
June 15

Early intervention can...

- **prevent** reading problems for most
- significantly **reduce** reading disabilities
- **prevent** self-concept issues
- **impact** how children think, learn, and who they are, and their life choices.



Questions?