

SCREENING AND DATA GATHERING

Responsibility of School Districts

NH RSA 200:59 requires school districts to screen all students upon enrollment in kindergarten or first grade by November 30 of each school year beginning in 2017.

Data from the baseline screening is one indicator of whether a child is at-risk for dyslexia. The cut score determined by the screening tool or the local school district triggers the initiation of an intervention. Progress monitoring for these students should occur at regular intervals in order to determine the effectiveness of the intervention. The frequency of progress monitoring needs to be such that it provides timely information without detracting from the educational process.

The frequency of progress monitoring is to be determined by each school district, informed by the recommendations of the tool being used. Typically, all students are administered benchmark screenings three times per year (fall, winter, and spring). Students who are at-risk for dyslexia or related disorders need to receive additional progress monitoring. The assumption is that students at-risk are receiving evidence-based interventions responsive to the child's needs. Results of progress monitoring are an indicator of the effectiveness of the intervention.

Parents of children identified as having risk factors for dyslexia or related disorders need to be notified and provided with the results and findings of initial and ongoing screenings.

The recommended steps are as follows:

1. Student identified as at-risk based on screening results and any additional factors determined by the school based team
2. Parent notified and provided with a summary of screening results
3. Individual written intervention support plans developed with parent/legal guardian
4. Periodic results from progress monitoring provided to parent/legal guardian

Purpose of Screening

For the purpose of meeting the requirements of this law, the screening tool must measure the potential risk factors of dyslexia. Ideally those areas are, at minimum, the following:

Descriptions of Risk Factors	
Risk Factors and Indicators	Description
Phonological and Phonemic Awareness	The ability to attend to, discriminate, remember, and manipulate oral language units at the word, syllable, and phoneme (sound) level
Sound Symbol Recognition	Knowledge of how the sounds in the language correspond to the letters
Alphabet Knowledge	The ability to name, distinguish shapes, write, and identify the sounds of the alphabet
Decoding Skills	The ability to read unfamiliar words by using letter-sound knowledge, spelling patterns and chunking the word into smaller parts, such as syllables or morphemes
Rapid Naming Skills	The ability to quickly name aloud a series of familiar items or objects
Comprehension	The ability to understand the meaning of language

Choosing a Screening Tool

The school district has the discretion to choose their own valid and reliable screening tools. If a tool is valid, it measures traits that are pertinent to the purpose and are likely to predict reading difficulties. Refer to characteristics and risk factors of dyslexia for guidance. Reliable tools provide dependable results and are not greatly affected by different forms of the assessment or administration by different testers.

When we use tools to screen for risk factors of dyslexia, it is helpful to consider how each measure in the screening tool relates to each risk factor or component of reading. Four popular screening tools used in New Hampshire schools (based on survey data) were reviewed for their ability to measure the risk factors noted above. Risk factors are listed in the left-hand column.

Subtests related to the risk factors and indicators are in the right-hand column. Commonly used screeners in NH are: DIBELS Next®, AIMSWeb®, STAR (Renaissance Star Reading®), and PALS® (The Phonological Awareness Literacy Screening).

DIBELS Next	
Risk Factors and Indicators	Subtests
Phonological and Phonemic Awareness	Initial Sound Fluency (Optional Beg.-Mid K) First Sound Fluency (Beg.-Mid K) Phoneme Segmentation Fluency (Mid-End K)
Alphabet Knowledge	Letter Naming Fluency (K-1)
Decoding Skills	Nonsense Word Fluency (Mid K-Beg. 2) Oral Reading Fluency (Mid 1-6)
Rapid Naming Skills	X
Comprehension	Retell Fluency (Mid 1-6) Daze (DIBELS Maze) (3-6)
University of Oregon Center on Teaching and Learning (2017). <i>Dynamic Indicators of Basic Literacy Skills</i> . Retrieved from https://dibels.uoregon.edu/assessment/dibels	

AIMSWeb PLUS	
Risk Factors and Indicators	Subtests
Phonological and Phonemic Awareness	Phoneme Segmentation (Mid K-Mid 1)

Sound Symbol Recognition	Letter-Word Sound Fluency (Mid K-Beg. 1)
Alphabet Knowledge	Letter Naming (K)
Decoding Skills	Word Reading Fluency (End K-End 1) Oral Reading Fluency (1)
Rapid Naming Skills	X
Comprehension	Auditory Vocabulary (Beg. K - End 1) Vocabulary (2-8) Passage Comprehension (2-8)
Source: http://www.aimswebplus.com/	

STAR: A Computer Adaptive Assessment

Risk Factors and Indicators	Reported Results
Phonological and Phonemic Awareness	Rhyming; blending; segmenting; initial, final, and medial phonemes; adding/substituting phonemes
Sound Symbol Recognition	Sound/Symbol correspondence
Alphabet Knowledge	Letters, alphabetic sequence
Decoding Skills	Regular and irregular spellings
Rapid Naming Skills	X
Comprehension	Purpose of reading, reading with comprehension
http://www.renaissance.com/products/assessment/star-360-before-update/star-early-literacy-skills/	

PALS-K and PALS 1-3

Risk Factors and Indicators	Subtests
Phonological and Phonemic Awareness	PALS-K: Rhyme, beginning sound awareness PALS 1-3: Blending, sound to letter
Sound Symbol Recognition	PALS-K and PALS 1-3: Letter sounds, spelling
Alphabet Knowledge	PALS-K and PALS 1-3: Alphabet knowledge
Decoding Skills	PALS-K and PALS 1-3: Concept of word PALS 1-3: Word recognition in isolation, passage reading
Rapid Naming Skills	X
Comprehension	PALS 1-3 only: Comprehension

<https://pals.virginia.edu/tools-k.html>; <https://pals.virginia.edu/tools-1-3.html>

Gathering Historical Data

If a child exhibits at-risk characteristics associated with potential indicators for dyslexia, gathering familial information can be helpful. Through a parent or guardian interview information can be obtained about family history of reading or spelling difficulties, acquisition of normal language development, and the ability to follow directions systematically.

Data Gathering Based on Screening Results

The purpose of data gathering is to guide instruction. Gathering data helps identify whether the child is making inadequate progress in reading.

Inadequate progress should lead to one or more of the following responses:

- Increase frequency of instruction;
- Increase duration of instruction;
- Reduce the size of the instructional group;
- Adjust the type of instruction based on student needs, e.g. greater emphasis on phonological processing, vocabulary development, language comprehension; and
- Referral for additional evaluation.

Additional Academic Data Gathering for a Child At-risk

After an appropriate time interval, a student may not be at grade level, but the student's rate of progress needs to be considered. The team should consider whether the trajectory of improvement is sufficient to reach reading developmental milestones. If not, the student's educational team needs to gather additional educational information, including:

- Screening and progress monitoring;
- Work samples;
- Report cards;
- Interventions provided;
- Teacher reports of skills achievement in reading, writing, and math; and
- Receptive and expressive language as compared to peers.

Other Possible Data Sources

Consultation with speech-language pathologist

- Mispronunciation of common words
- Unexpected difficulty using or understanding grammatical structures

Data to Rule-In or Rule-Out Other Causes

- Vision screening
- Hearing screening
- School attendance

If a parent whose child is found to have risk factors of dyslexia and/or related disorders, NH RSA 200:59-IV states,

A parent or legal guardian of any student who is identified as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders has the right to submit the results of an independent evaluation from a licensed reading or intervention specialist highly trained in dyslexia and related disorders for consideration by the student's school district. A parent or legal guardian who submits an independent evaluation shall assume all fiscal responsibility for that independent evaluation.

References:

AimswEBPLUS (2017). *Measures*. Pearson Education. Retrieved from <http://www.aimswEBplus.com/measures>

National Center on Response to Intervention (June 2012). RTI Implementer Series: Module 1: Screening—Training Manual. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention. Retrieved from http://www.rti4success.org/sites/default/files/Webinar%20Manual_Screening.pdf

PALS (2017). University of Virginia. Retrieved from <https://pals.virginia.edu/tools-k-html>; <https://pals.virginia.edu/tools-1-3.html>

STAR (2017). Renaissance Learning. Retrieved from <http://www.renaissance.com/products/assessment/star-360-before-update/star-early-literacy-skills>

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