

# “Dyslexia? Structured Literacy? What Does it Look Like in Public Schools?”



# Presented by:

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# Objectives

- ✓ Understand national and state legislation around dyslexia
- ✓ Outline Research to Practice Strategies for early intervention
- ✓ Examine results from one local Arizona preschool-based case study

# 39 States with Dyslexia Legislation

**Professional Learning**

**Dyslexia Handbook**

**Screening**

**Intervention**

**Instruction**

**Assessment**



# Reading Legislation in Arizona

Navigation bar for the Arizona Department of Education (ADE) website. It includes a search bar, navigation links for PARENTS & STUDENTS, SCHOOLS & TEACHERS, ADE CALENDAR, COMMON LOGIN, and ADECONNECT. The Arizona Department of Education logo is on the left, and social media links for Twitter, Facebook, and Instagram are on the right. The main navigation menu includes HOME, K-3 LITERACY PLANS/DATA, PROFESSIONAL DEV., EDUCATORS/ADMINS, FAMILY/COMMUNITY, FAQ, BLOG, and CONTACT US.

## Move on When Reading

### MOWR



#### Overview

Arizona's Move on When Reading policy is designed to provide students with evidence-based, effective reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and career. The legislation in A.R.S §15-701, A.R.S §15-704, and A.R.S §15-211 explains the requirements for pupil promotion, early literacy instruction, and accountability for student achievement in reading.

Addition: For an overview of the 2017 legislative changes to Move on When Reading, which have changed some requirements for both the Literacy Plan and data submissions, please view the following presentation (14 minutes): [Overview of changes \(2017-2018\)](#): [Windows Movie Version](#) | [MP4 Movie Version](#) | [Watch it on YouTube](#)

[Move On When Reading Annual Report 2018](#)

[Move On When Reading Annual Report 2017](#)

[Move On When Reading Update Letter 2018-2019](#)

[ARS §15-701](#)

[ARS §15-704](#)

[ARS §15-211](#)

[K-3 Literacy Plans](#)

[Educators/Administrators](#)

[Families/Communities](#)

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[Early Literacy Grant Page](#)

#### ANNOUNCEMENTS

- [Parents Are Key Partners in Supporting Reading Success November 26, 2018](#)
- [Welcome to a New School Year! The MOWR Portal Is Officially Open! August 15, 2018](#)

[ADEConnect](#)

[Assessment](#)

[English Language Learners](#)

[K-12 Standards Section](#)

[AZ K-12 Engagement](#)

[Read On When Arizona Reads, Arizona Thrives](#)

[Seal of Biliteracy](#)

[Dyslexia](#)



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The Arizona Ombudsman - Citizens' Aide helps citizens to resolve ongoing issues with state agencies.

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Engage with ADE



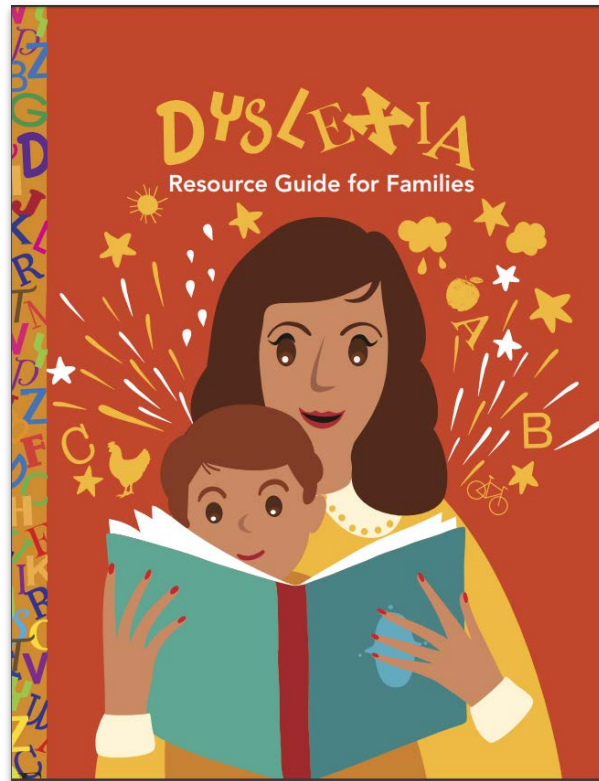
Arizona Department of Education  
Diane M. Douglas, Superintendent of Public Instruction

Arizona Technical Assistance System (AZ-TAS)

## **Dyslexia Handbook**

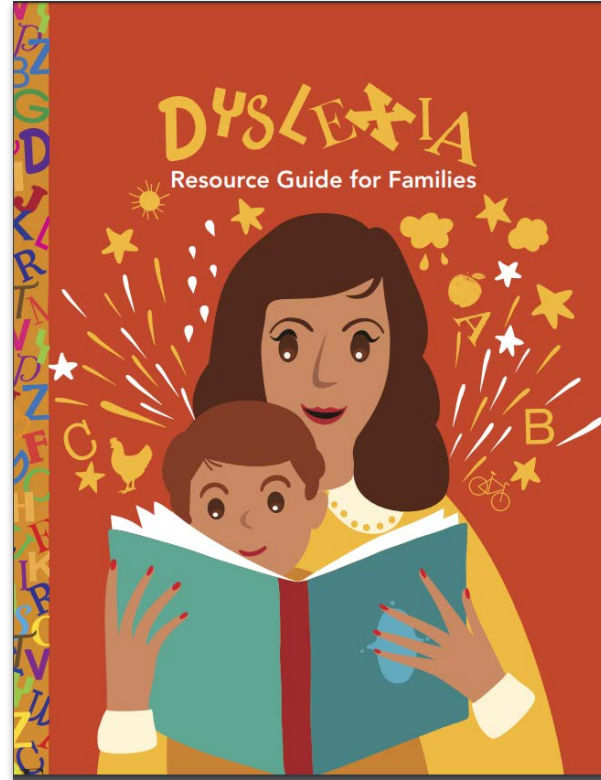
**A Technical Assistance Document  
to Support Families and Teachers**

03/26/2018



**Which characteristics  
have you seen in your  
classroom setting?**

**What did you do?**

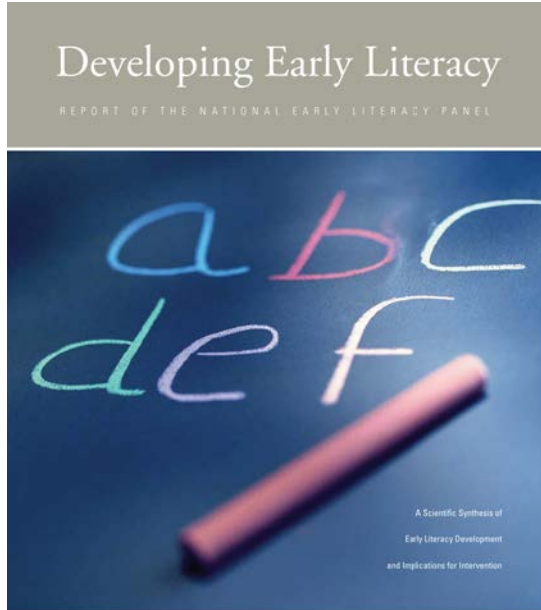




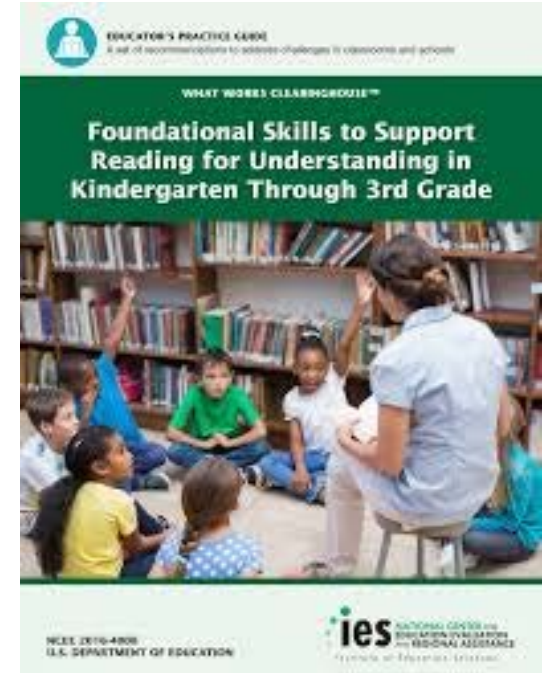
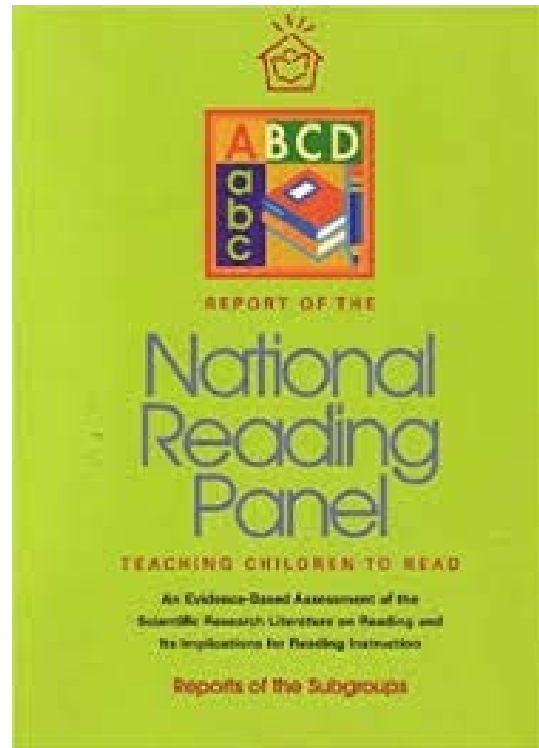
## Predictors of Reading Success



# Research to Practice



 National Institute for Literacy



... “Early childhood education is a matter of both/and NOT either/or

Children need:

- Explicit Instruction and dramatic play
- Understanding of letter sound correspondence and rich vocabulary
- Teacher directed and child-initiated activities
- Early literacy instruction and enrichment across content

<http://nieer.org/wp-content/uploads/2016/08/NELPreportcommentary.pdf>

# Language and Literacy Continuum



# Emergent Literacy



Phonological  
Processing

Print Awareness

Oral Language

# Early Literacy Components

## Strong

- Alphabetic Knowledge
- Phonological Awareness
- Rapid Naming (objects/color & letter/digits)
- Writing/Name Writing
- Phonological Memory

## Moderate

- Concept of Print
- Print Knowledge
- Oral Language



# Simple View of Reading



Gough and Tunmer, 1986



# THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

## LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

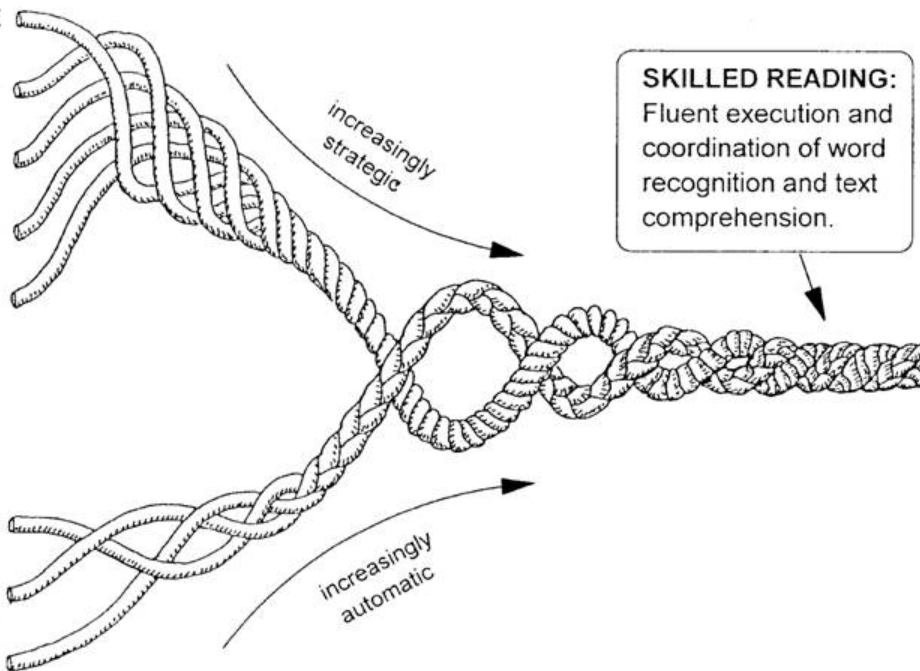
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

## WORD RECOGNITION

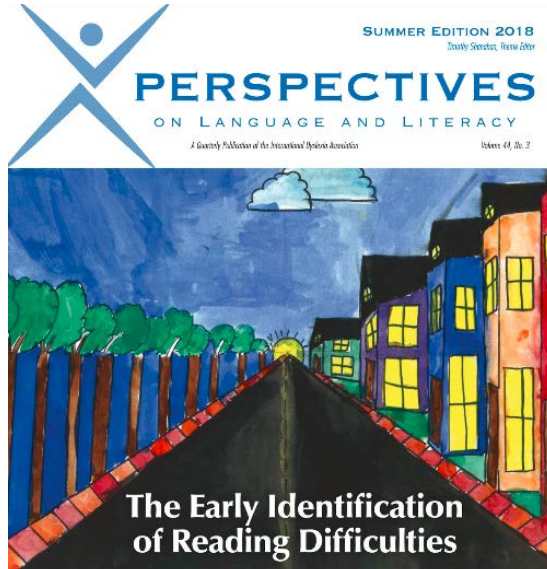
PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



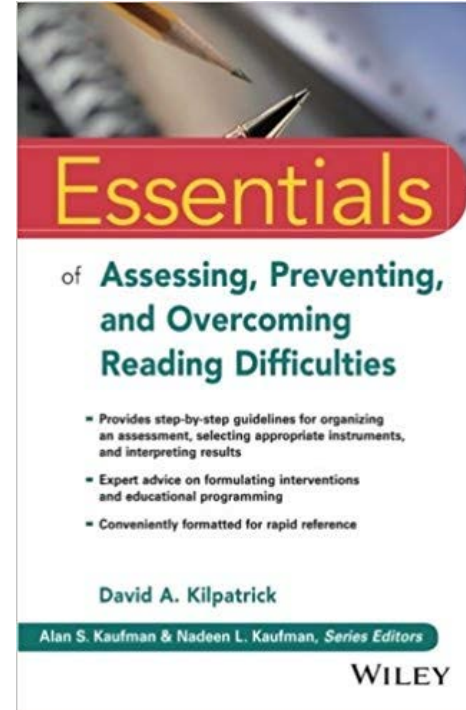
# Research to Practice



- 11 The Challenge of Early Identification of Later Reading Difficulties  
Mark Paulsen
- 15 Neuroimaging, Early Identification, and Personalized Intervention for Developmental Dyslexia  
Ola Christens-Petersen and John D.K. Galabell
- 25 Genetics, the Environment, and Poor Instruction as Contributors to Word-Level Reading Difficulties  
David A. Reardon

- 29 A Case Study of Successful Early Screening and Intervention  
David S. Siegel
- 33 Early Identification of Dyslexia: Current Achievements and Future Directions  
Hugh W. Katz and Janice Pennington
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International  
**DYSLEXIA**  
Association®





# Essential Components of Early Literacy Development

- ✓ Oral Language
- ✓ Phonological Awareness
- ✓ Print Knowledge

**STRONG ORAL LANGUAGE!**

(supported by strong phonemic representations)

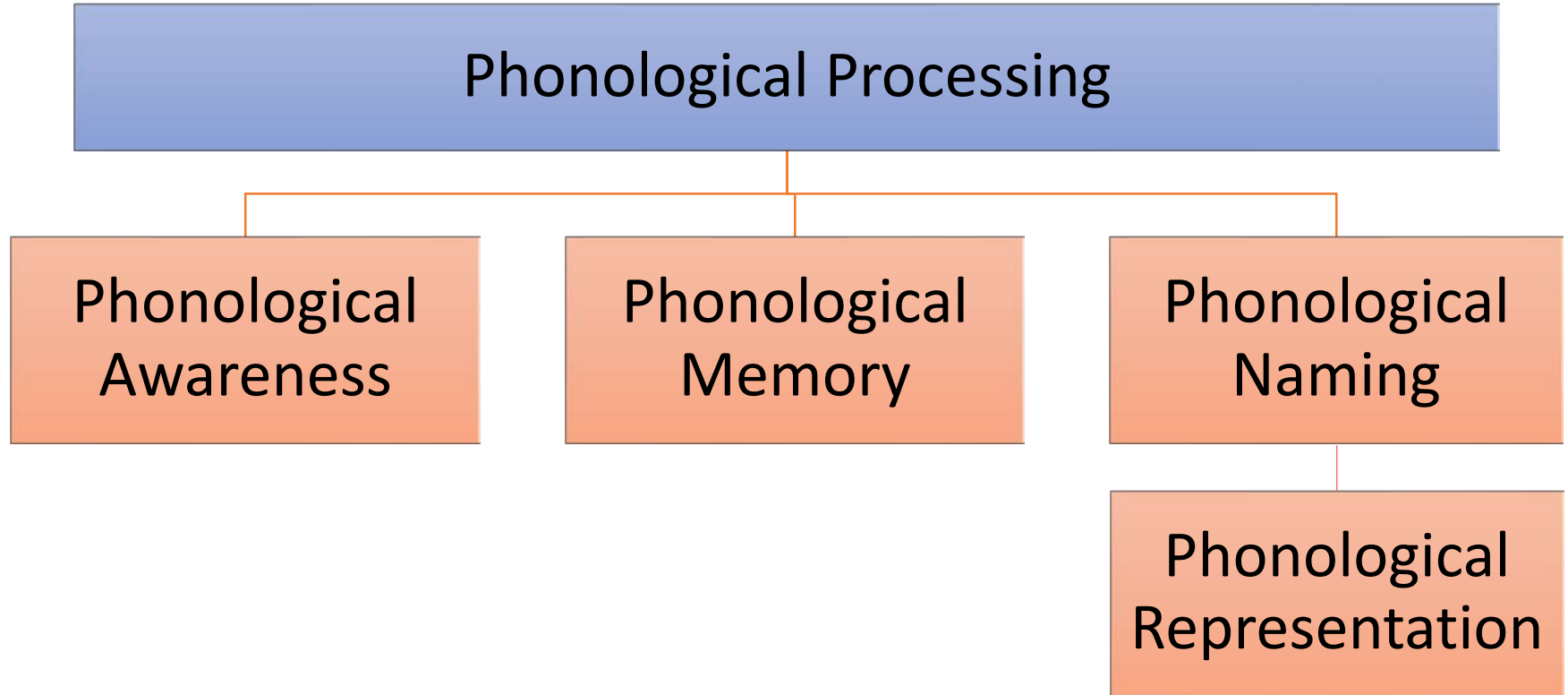
Blackman, 1991; Snow et al, 1998; van Kleeck, 1998; Whitehurst & Lonigan, 1998)

# Oral Language



- Phonology
- Semantics
- Morphology
- Syntax
- Prosody

# Phonological Awareness



# Print Knowledge

- Concept of print
- Alphabet knowledge
- Being a writer



# Integrating Concepts Across the Curriculum

**Spoken language activities** provide opportunities to strengthen phonemic representations!



### Outside Play

"That is a big bouncy ball! What is the first sound you FEEL when you say 'ball'?"



### Music

Marching or clapping each syllable of the song will help reinforce syllable awareness.



### Book Time

"Wow – look at the word 'Tyrannosaurus Rex' that is a LONG word! How many beats do you hear in that word? Is it longer or shorter than the word 'dog'?"



### Snack Time

"You have popcorn for lunch today. I think popcorn is a fun word to say. I like to feel the way my lips come together and pop open when I say /p/!"



### Art

"I love how chose the color green for the grass. Let's say green and grass together to see if they start with the same sound or two different sounds."



### Daily Routines

"You wash your hands with water. Ooo wash & water start with the same sound. What sound do you FEEL at the beginning of the words wash & water?"



Let's Give it A Try!





# ALEXANDER INTEGRATED METHOD

## An Overview





# Predictors of reading readiness:

- Phonological Awareness
  - Blending words (e.g. what word do the sounds /k - u - p/ make?)
- Phonological Memory
  - Nonword Repetition
- Rapid Naming

# Preschool Prevention Project Overview

## Assessment Process

Students who performed poorly on the screening measures using a comprehensive battery.

- Receptive vocabulary
- Receptive and Expressive Language
  - Word Structure
  - Sentence Structure
  - Expressive Vocabulary
- More comprehensive measures of phonological processing

# Preschool Prevention Project Overview

## Dosing

- Children identified as “at risk” receive small group instruction (2:1)
- Four days a week for a total of 40 hours of small group intervention
- All children in each classroom receive an additional 15 minutes of whole group instruction.



# Preschool Prevention Project Overview

## Methodology

- oral awareness
  - Visual, auditory and tactile/kinesthetic features of sounds
  - Modified Lindamood-Bell
- phonological awareness
  - Word, syllable, individual sounds
- phonemic production
  - Blending, segmenting of individual sounds

# Core Deficit Remediation

## Creating Strong Phonemic Representations

### Multisensory Features of the phoneme /p/

- **Visual** – see lips come together and then burst open quickly
- **Tactile/Kinesthetic** – feel lips close and then “pop” open quickly
- **Auditory** – bilabial plosive sound



This discovery process is repeated for ALL English phonemes.

# Blending sounds to create a word



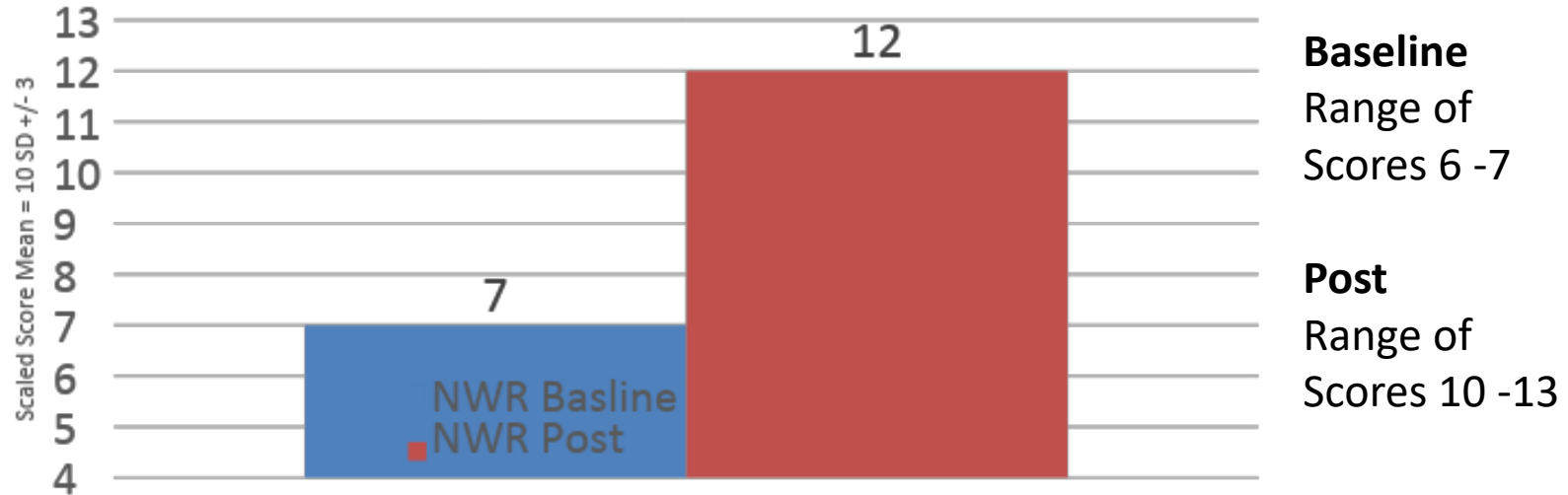


RESULTS

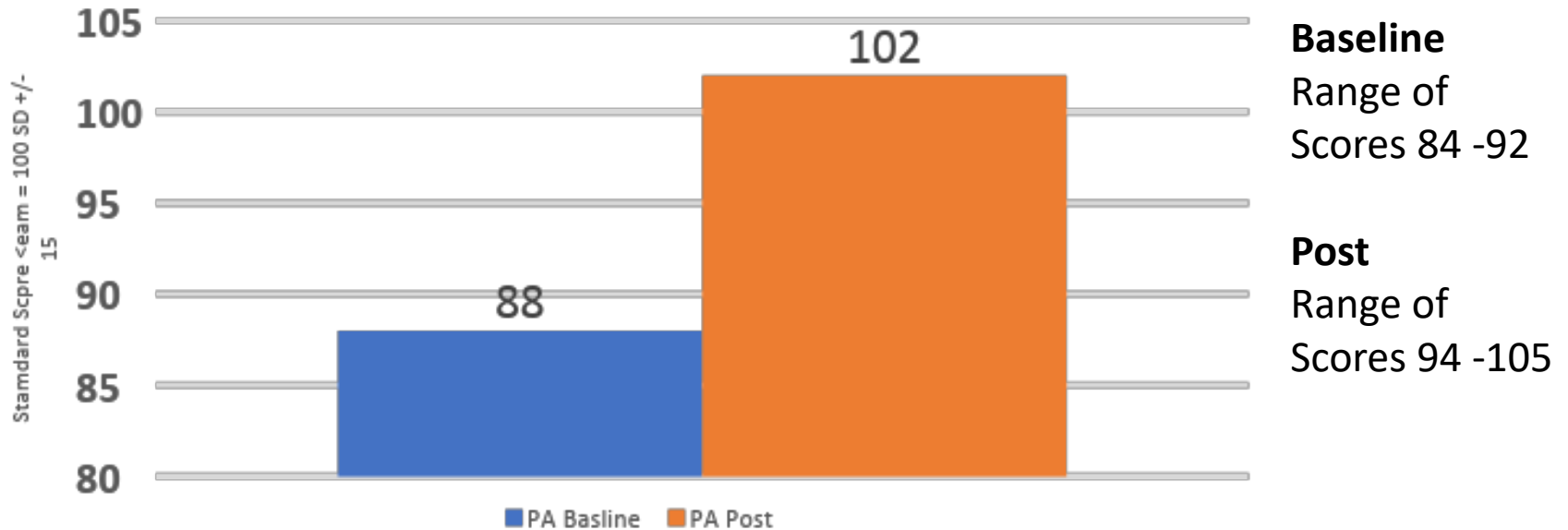


# Kyrene De La Mariposa School

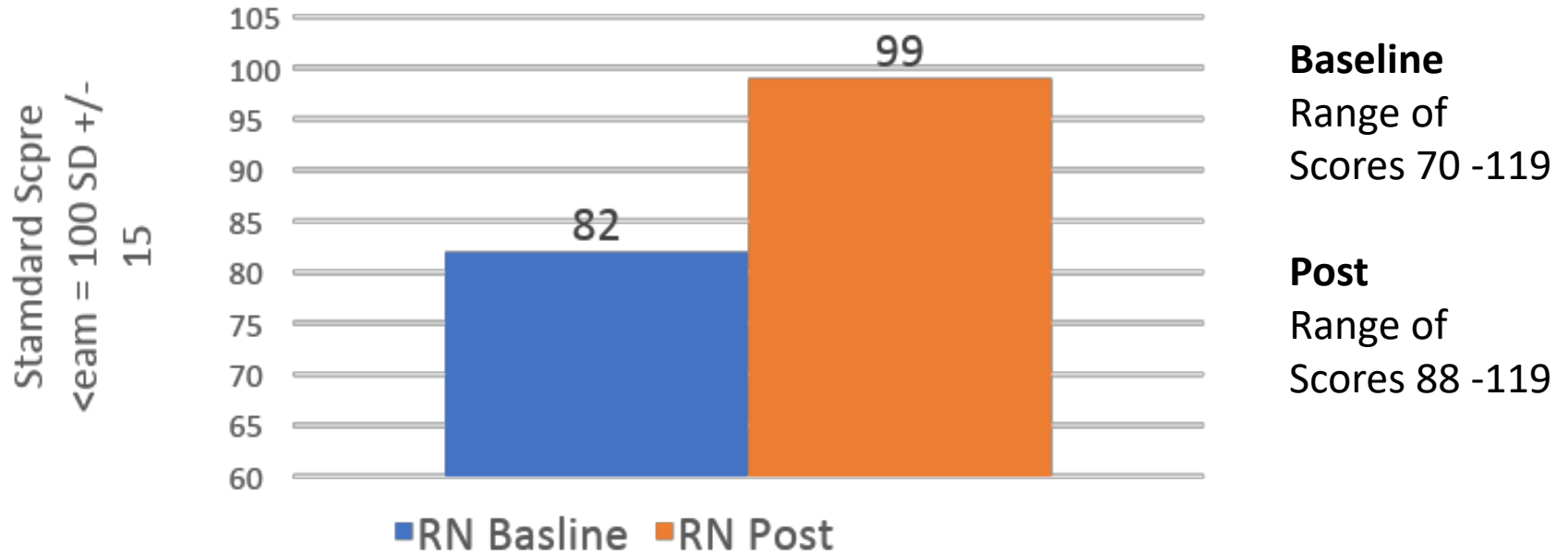
## Nonword Repetition Subtest of CTOPP-2



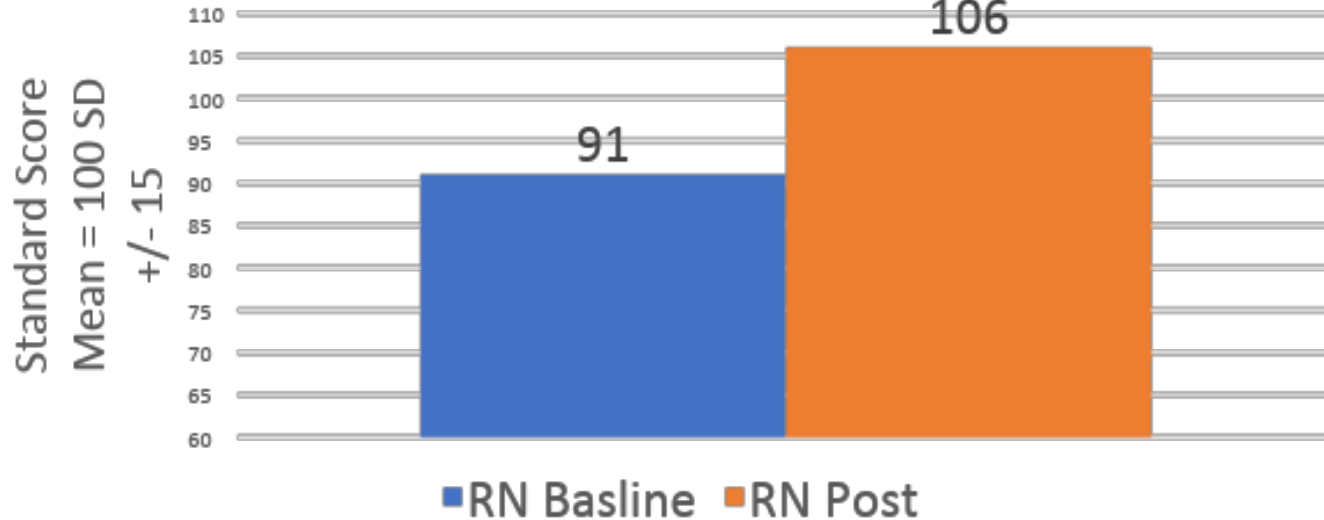
# CTOPP-2 Phonological Awareness Composite



## CTOPP-2 Rapid Naming Composite



## CTOPP-2 Phonological Memory Composite



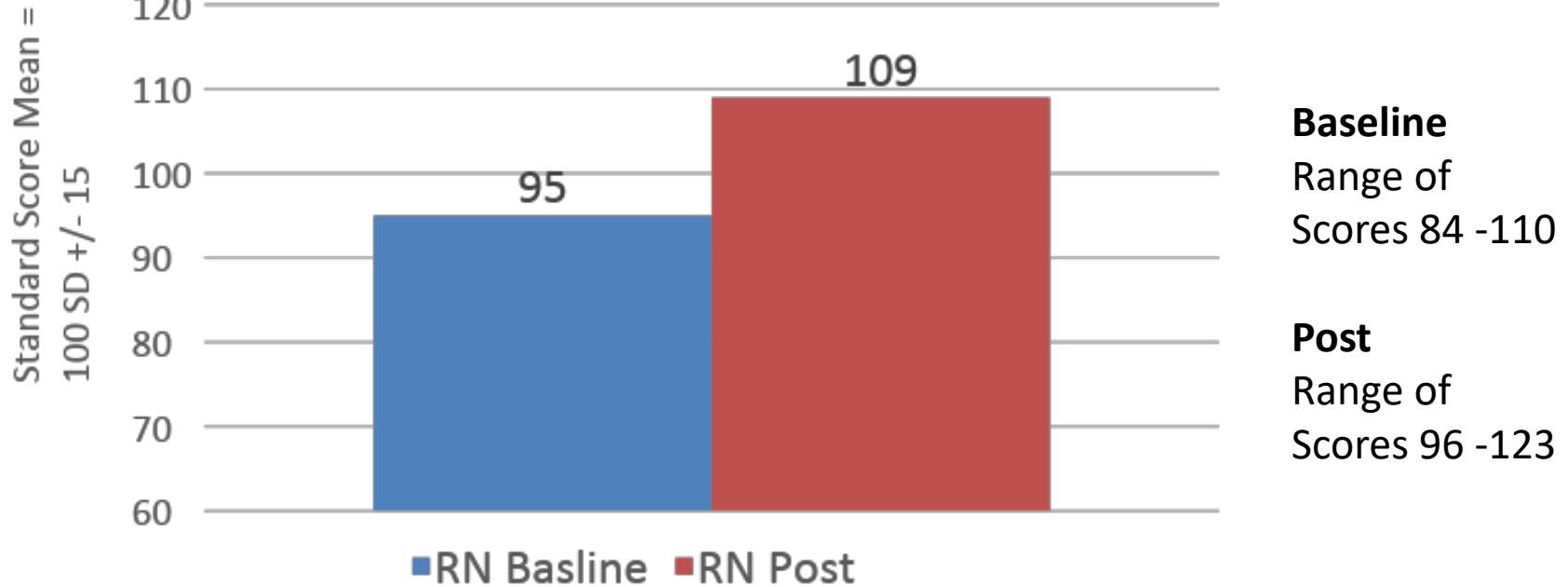
### **Baseline**

Range of  
Scores 82 -92

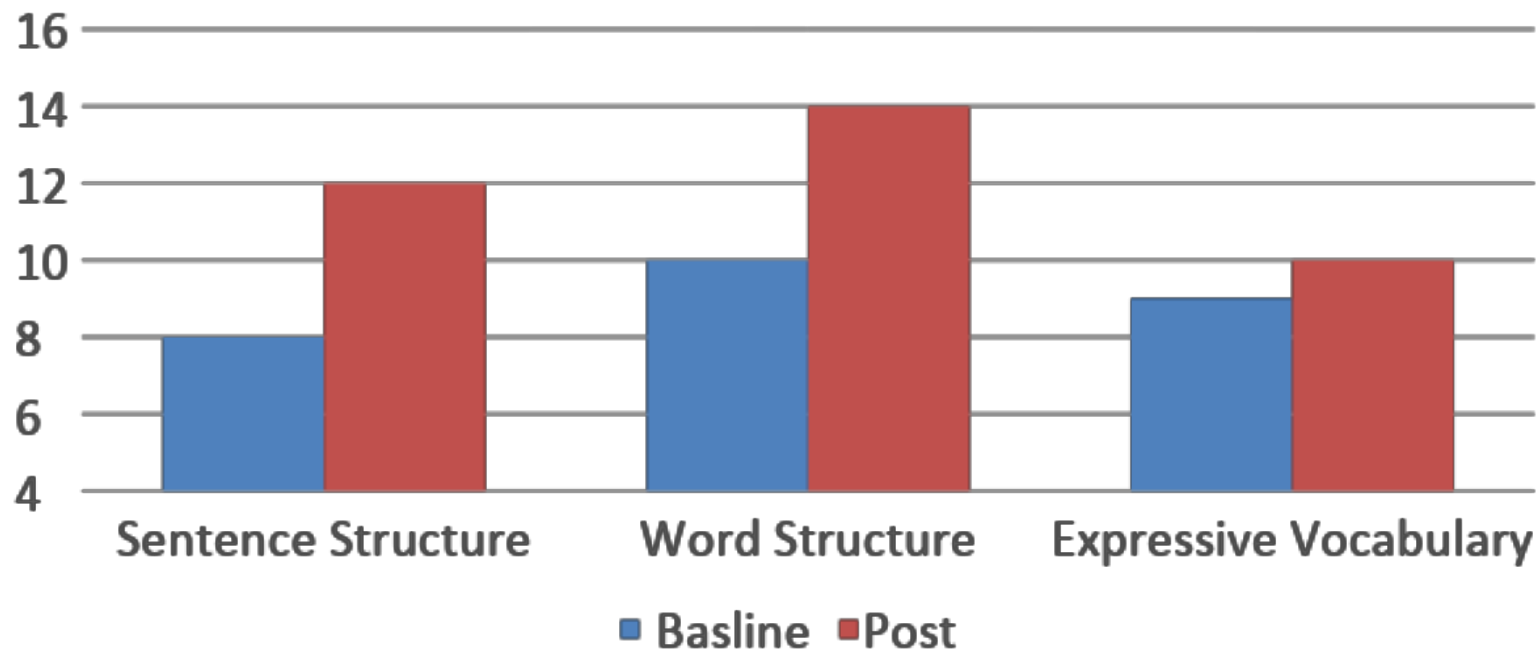
### **Post**

Range of  
Scores 98 -113

## CELF:2 Core Language Composite



## CELP:2 Subtests

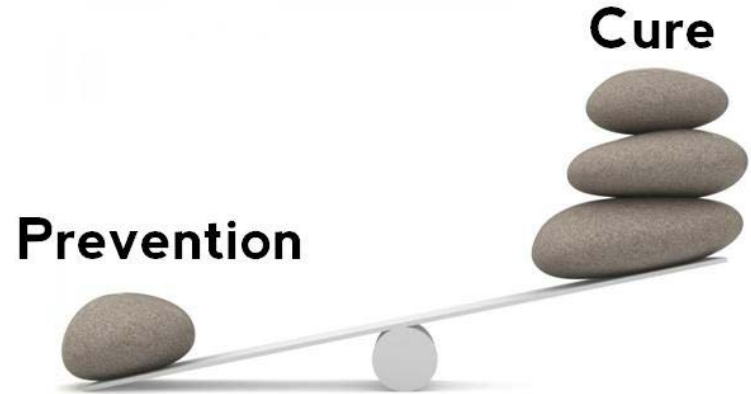


# Implications

Cost of early intervention < interventions at later grade levels.

Early intervention programs could **save** future costs of lengthier and more intensive intervention.

Cost of human capital



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# Acknowledgments

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