Early Intervention in New Hampshire
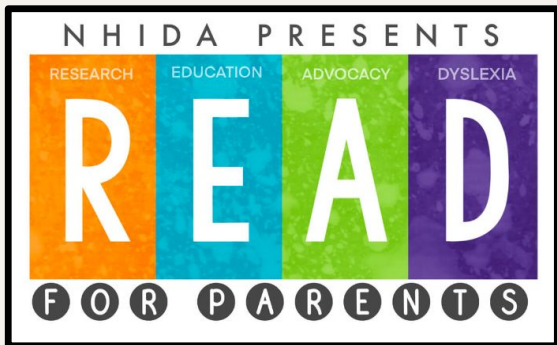
Liz Cannon, M.Ed. & Kathleen McCaffery, Ed.D.

May 15, 2024

NHIDA PRESENTS

RESEARCH   EDUCATION   ADVOCACY   DYSLEXIA

READ

FOR PARENTS

Tonight's Objectives

01

Important Early Literacy Skills

03

RTI/MTSS

Understanding the acronyms and systems

02

NH's Updated Dyslexia Screening Law

04

Conclusion

What does this all mean for my child?
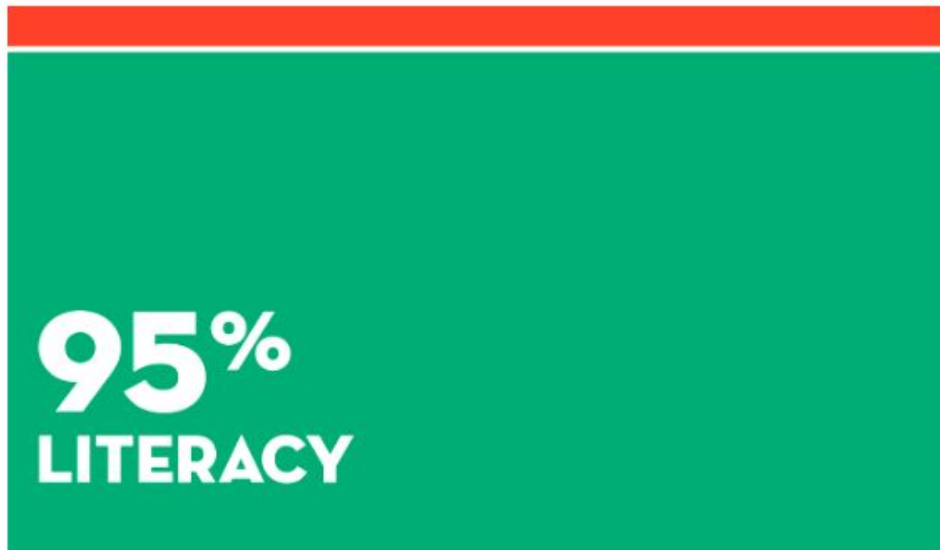
01

Important Early Literacy Skills

What do we mean by reading?

Reading is a highly complex task that involves many interconnected and codependent linguistic processes that draw upon a variety of separate skills.

Hasbrouck & Glasser (2019)

What's Possible

95% LITERACY

Researchers now estimate that 95 percent of all children can be taught to read by the end of first grade.

Why Early Intervention?

Children who start low stay low

Trouble with early word reading skills leads to

- less time spent reading
- slow vocabulary growth
- missed opportunities to practice comprehension strategies
- negative attitudes toward reading

The best solution to the problem of reading failure is to allocate resources for early identification and prevention.

Torgesen 1998

Stephanie Stollar, An Introduction to the Science of Reading
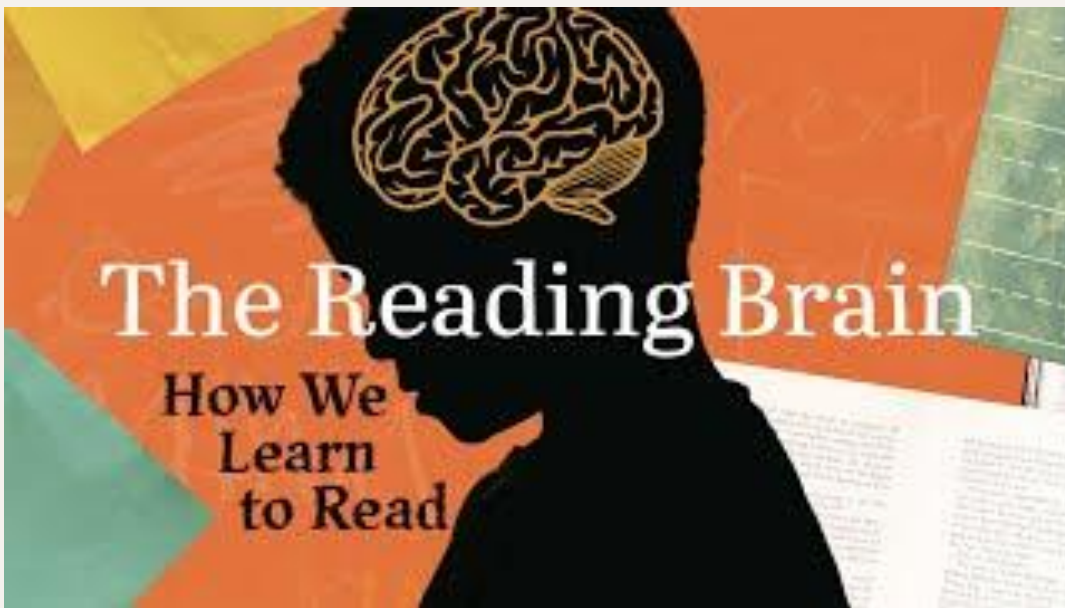
The Emergence of the Achievement Gap in Reading
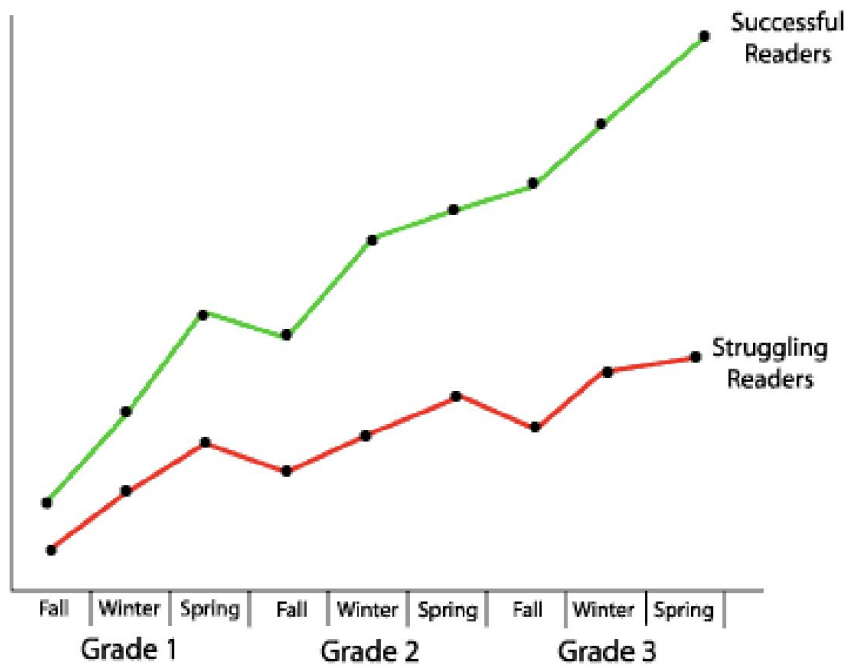
It takes 4 times as long to intervene and remediate a reading difficulty in 4th grade versus in kindergarten!
(Fletcher, Lyon, et al., 2007; Mahoney, 2020)

A meta-analysis comparing intervention studies for children struggling with reading difficulties/dyslexia offering at least 100 sessions, reported larger effect sizes in kindergarten/1st grade than in 2nd and 3rd grades (Wanzek & Vaughn, 2007; Wanzek et al., 2013)

The Essential Components of Early Literacy

Skill	Definition
Phonemic Awareness	Noticing, thinking about and working with phonemes (the smallest units of spoken language)
Vocabulary & Oral Language	Understanding the meaning of words we speak, hear, read, and write
Phonics	Knowing relationships between sounds (phonemes) and letters (graphemes)
Oral Reading Fluency	Reading connected text accurately, fluently, and for meaning
Reading Comprehension	Gaining meaning from text

Stephanie Stollar, An Introduction to the Science of Reading

WHAT RESEARCH HAS LEARNED ABOUT THE READING BRAIN

The Reading Brain: How We Learn to Read

Reading is not a natural process like speech is. Researchers now understand the pathways that need to be created in the brain for proficient readers (Hill Center Learning, 2022).

How Reading Works in the Brain

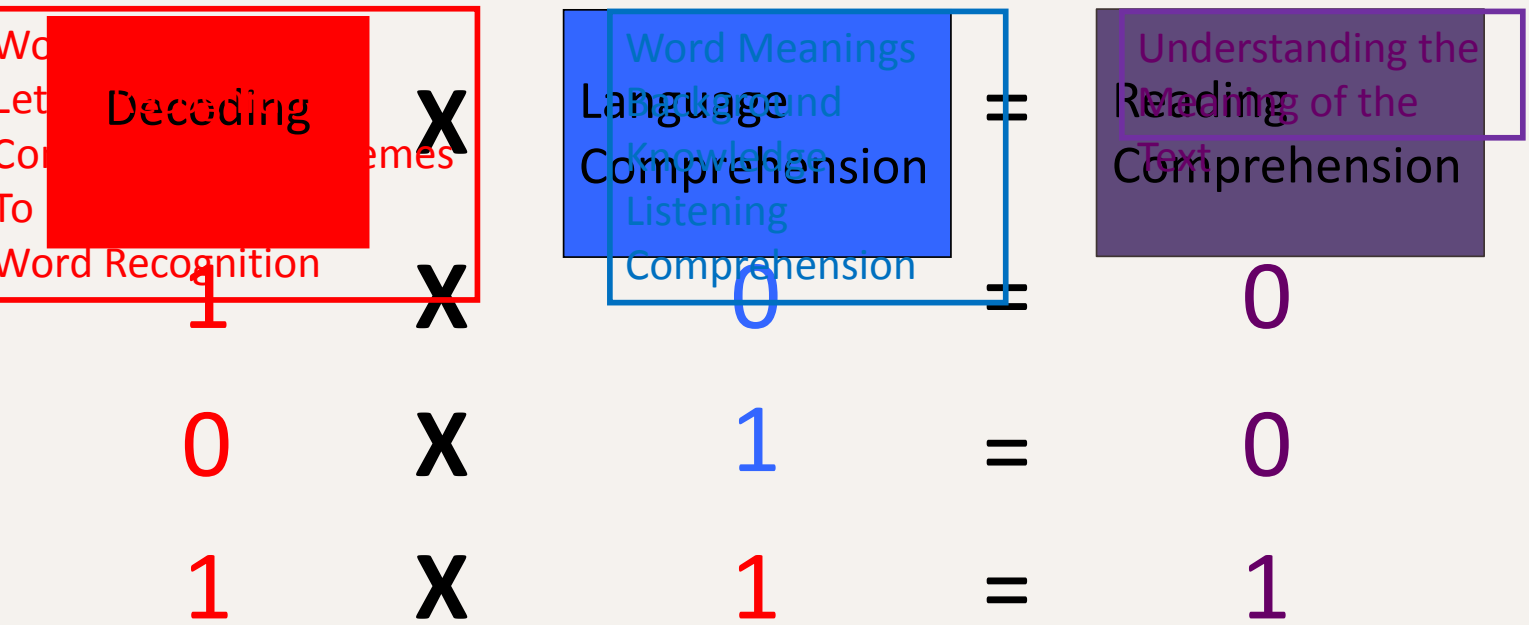| Word Pronunciation Letter Recognition Connection of Phonemes To Letters Word Recognition	**X**	Word Meanings Background Knowledge Listening Comprehension	**=**	Understanding the Meaning of the Text

The Simple View of Reading

Decoding **X** Language Comprehension **=** Reading Comprehension

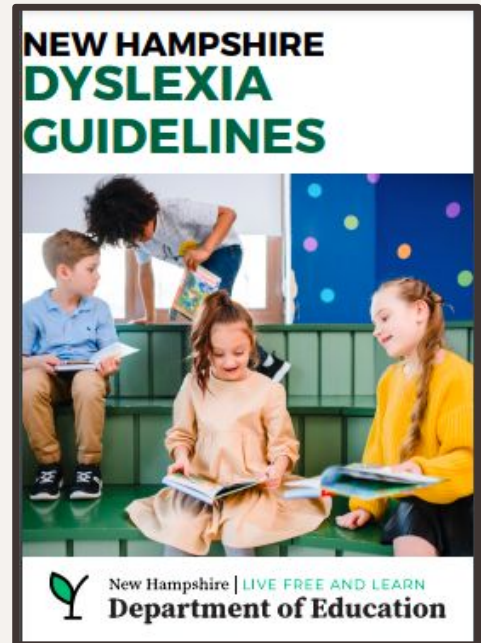| Decoding		Language Comprehension		Reading Comprehension
1	X	0	=	0
0	X	1	=	0
1	X	1	=	1

Gough & Tunmer, 1986

What is the take away?

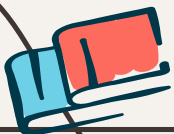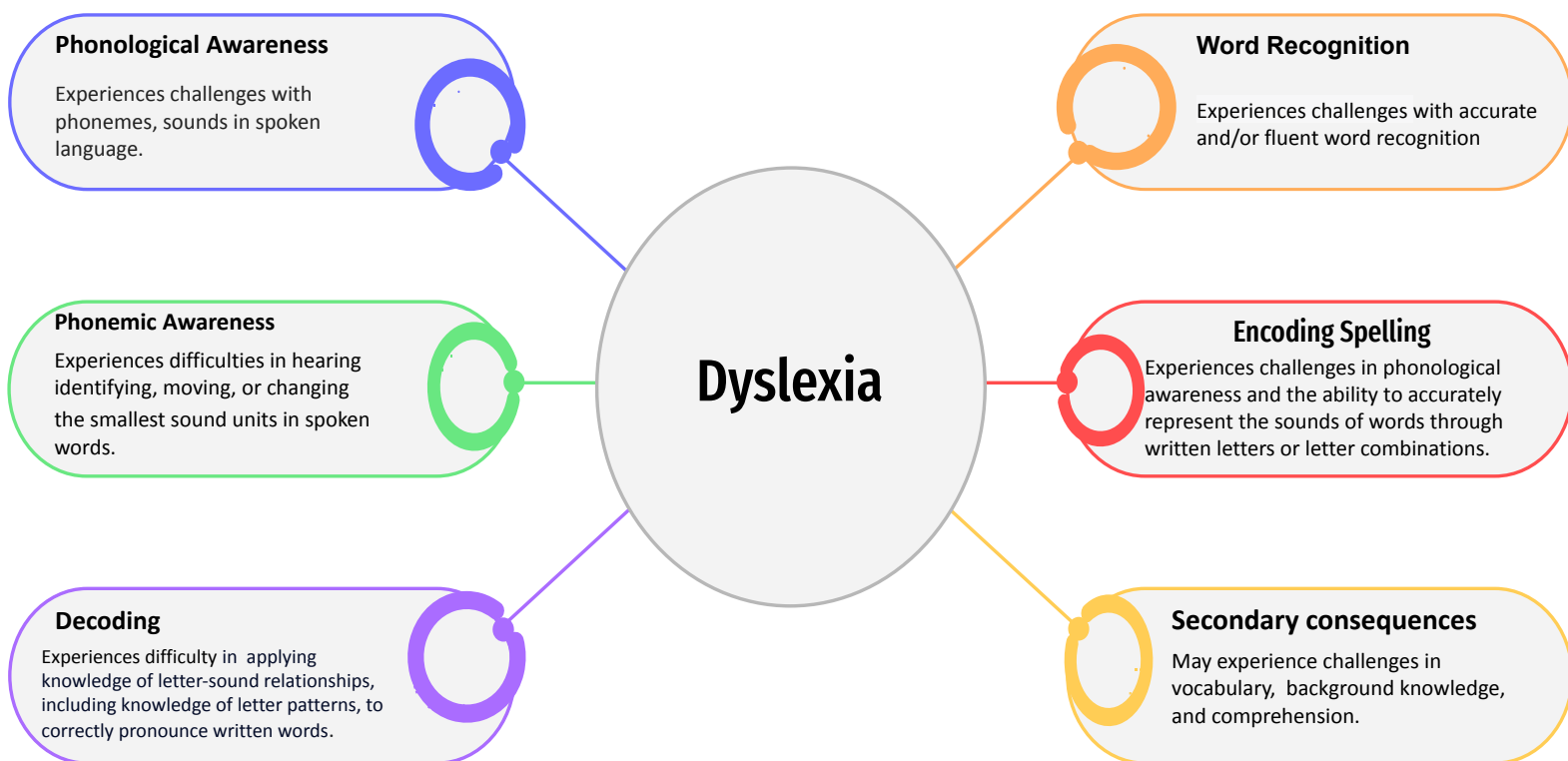Written language is not natural. It must be explicitly taught.

03

NH's Updated Dyslexia Screening Law

- **I**n the United States, NIH research has shown that dyslexia affects 20%, or 1 in every 5 people.
- Dyslexia is one of the most common cause of reading difficulties in elementary school children.
- Dyslexia can be characterized by difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading accuracy, fluency, and spelling, leading to difficulties in reading comprehension and written expression despite intelligence.
- Dyslexia is a learning disorder that may affect multiple family members, with genetics influencing the condition's manifestation (44 to 75% heritability) (Paniagua et al., 2022).

Characteristics

Phonological Awareness

Experiences challenges with phonemes, sounds in spoken language.

Phonemic Awareness

Experiences difficulties in hearing identifying, moving, or changing the smallest sound units in spoken words.

Decoding

Experiences difficulty in applying knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.

Dyslexia

Word Recognition

Experiences challenges with accurate and/or fluent word recognition

Encoding Spelling

Experiences challenges in phonological awareness and the ability to accurately represent the sounds of words through written letters or letter combinations.

Secondary consequences

May experience challenges in vocabulary, background knowledge, and comprehension.

Although students with dyslexia exhibit similar characteristics, not all students with dyslexia are the same. Each student has various challenges, gifts, strengths, and weaknesses. It is essential to understand that students with dyslexia present differently and require different academic support. They also have strengths that must be recognized and supported.

"Dyslexia is an island of weakness surrounded by a **sea of strengths.**"
- Sally Shaywitz, M.D.
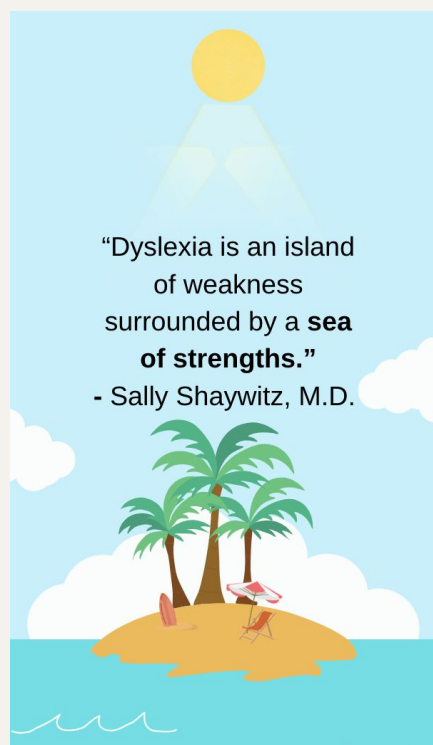
Understanding NH RSA 200:59

This law requires that schools and districts take the following actions:

- Screen students' reading ability from kindergarten through third grade at least twice per school year. Initial screenings will take place within **60 days** from the start of the school year or within 60 days of students' entry to the school.

  - Use a valid, developmentally appropriate, evidence-based screener.
  - For students whose screening results are below relevant benchmarks for typical grade development in specific foundation skills, the schools must;
    - Complete a **secondary assessment** within **30 days** to determine which actions are necessary to provide evidence-based literacy instruction intervention or a referral to special education.
    - **Cut scores** for risk are **determined by the publisher** of each assessment tool. Publishers utilize different criteria to specify a student's individual risk given their current performance as compared to the normed or criterion-based standards. Refer to the technical and/or administration manual for the specific cut scores.
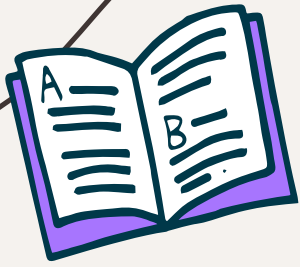
Evidence-Based Dyslexia Screeners are developed to help determine **risk factors** for literacy difficulties and the potential for having dyslexia, but they do not diagnose dyslexia (Sanfilippo et al., 2020; Shofiah & Putera, 2023).

An evidence-based, **valid, and reliable** dyslexia screener provides a deeper investigation into critical literacy skills (Phonological and Phonemic Awareness, Alphabetic Knowledge, Sound Symbol Correspondence, Decoding, Encoding, Rapid Naming RAN/Fluency, and Comprehension)(Malcolm, 2022; Shofiah & Putera, 2023).

New Hampshire Laws, HB 377 and RSA 200:59, state that districts must use evidence-based tools to screen and identify students for risk factors.
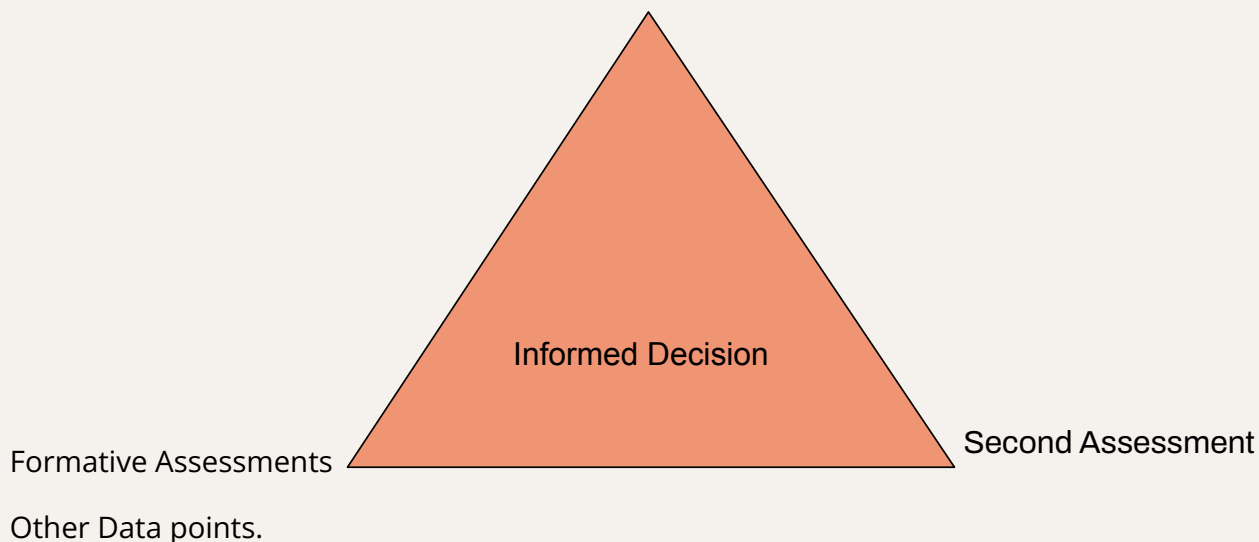
Second Assessment

Triangulating data: means you use multiple sources of data to illuminate, confirm, or dispute what you learned from an initial analysis of one piece of data.

The Second Assessment helps to drill down and evaluate the student in order to create an evidence– based Intervention Action Plan.
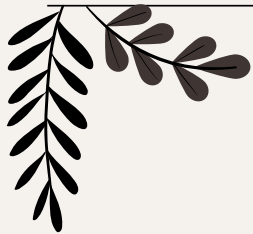
Dyslexia Screener

Informed Decision

Formative Assessments

Other Data points.

Second Assessment

For any student who is identified as having characteristics that are associated with potential indicators or risk factors for dyslexia and related disorders, the student's school district or chartered public school is required to provide age appropriate, **evidence-based intervention** that must start no later than January 1st of the school year, or within 60 school days of the initial screening – if the student enters the school more than 60 school days from the beginning of the school year

Schools need to provide:

Evidence Based
Intervention to meet
targeted areas.

and
or

Referral to Special
Education.

Notification to Parent or Legal Guardian: When a child is identified as having risk characteristics associated with dyslexia and or reading difficulty, the school is required to notify the child's parent or legal guardian. This notification should include information about the screening process, and the results.

Written Intervention and Support Plans: The development of an evidence-based intervention and support plan is a crucial step. These plans outline specific strategies and accommodations tailored to the child's needs. They should involve input from the school and the child's parent or legal guardian to ensure a comprehensive and effective approach.

Periodic Formal Screening Results: The school must also provide the parent or legal guardian with periodic formal screening results. These results are based on individual written intervention and support plans that are developed in collaboration with the parent or legal guardian.

Districts are only responsible for screening the students twice a year. They are not responsible for the intervention plan at the charter schools.

The student's school district *or chartered public school* shall provide age-appropriate, evidence-based, intervention strategies *to begin by the January 1 of the school year* for any student who is identified as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders.
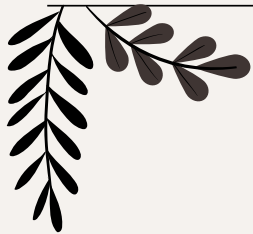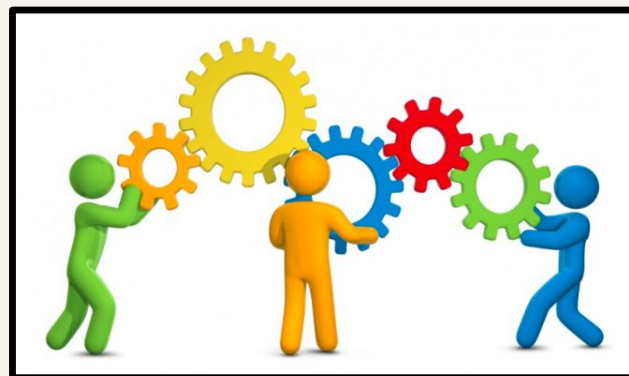
Q & A

02
RTI / MTSS

Understanding the educational acronyms and the systems

MTSS-R (Multi-Tiered System of Supports for Reading) and PBIS (Positive Behavioral Interventions and Supports), a proactive and data-driven framework, educators utilize to customize academic help to fit each student's unique needs (NCEE, 2023; Jez, 2020).

The central tenets of MTSS-R strongly emphasize the relationship of providing high-quality, evidence-based, direct implicit instruction in the Science of Reading within the general education (Tier 1) setting (Fien et al., 2020; Fletcher & Vaughn, 2009).

The framework for MTSS-R also revolves around using data to identify at-risk students and provide direct, explicit, timely, and well-coordinated evidence-based reading interventions tailored to their individual needs (Leonard et al., 2019).


ADMINISTER SCREENING ASSESSMENT
✓ Screening tests serve as a starting point for a student's preparation for grade level reading instruction.

ADMINISTER PROGRESS MONITORING
✓ Analyze progress monitoring data.
✓ If mastery is achieved, proceed with instructional plan.
✓ If mastery is not achieved, intensify instruction by providing more opportunities to practice with teacher scaffolding.

FORM TEACHER-LED SMALL GROUPS BASED ON SCREENING
✓ Analyze screening data and form groups based on each group's instructional needs.
✓ Groups are flexible so they change in membership, content, size, and frequency of meeting (number of days and duration).

IMPLEMENT SMALL-GROUP DIFFERENTIATED INSTRUCTION
✓ Target needed critical components of reading using the features of effective instruction and evidence-based practices.

IMPLEMENT WHOLE GROUP INSTRUCTION
✓ Critical Components of Reading
✓ Features of Effective Instruction
✓ Evidence-Based Practices

MTSS embraces universal, differentiated evidence based instruction **for all** students, with additional support for those need more support.

Tier 1 is foundational instruction. **All students** are provided evidence-based, scientifically researched core instruction. (The National Center for Learning Disabilities, 2023).

Tier 2: Through data analysis, students identified as presenting risk factors receive evidence-based scientifically researched intervention in small groups tailored to their individual needs. These interventions complement their Tier 1 core instruction by providing **additional** direct explicit instructional support.

Tier 3: individualized intervention is provided, driven by frequent and in-depth analysis of student data, using evidence based programing in additional to Tier 1 instruction (National Center on Intensive Intervention , 2023).

1

2

3
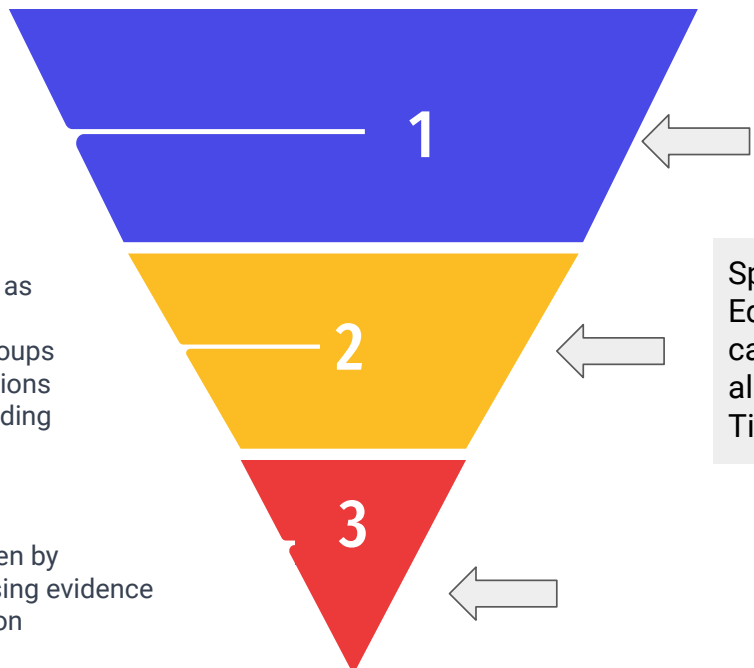
Special Education can occur in all three Tiers.

RTI vs MTSS/MLSS?

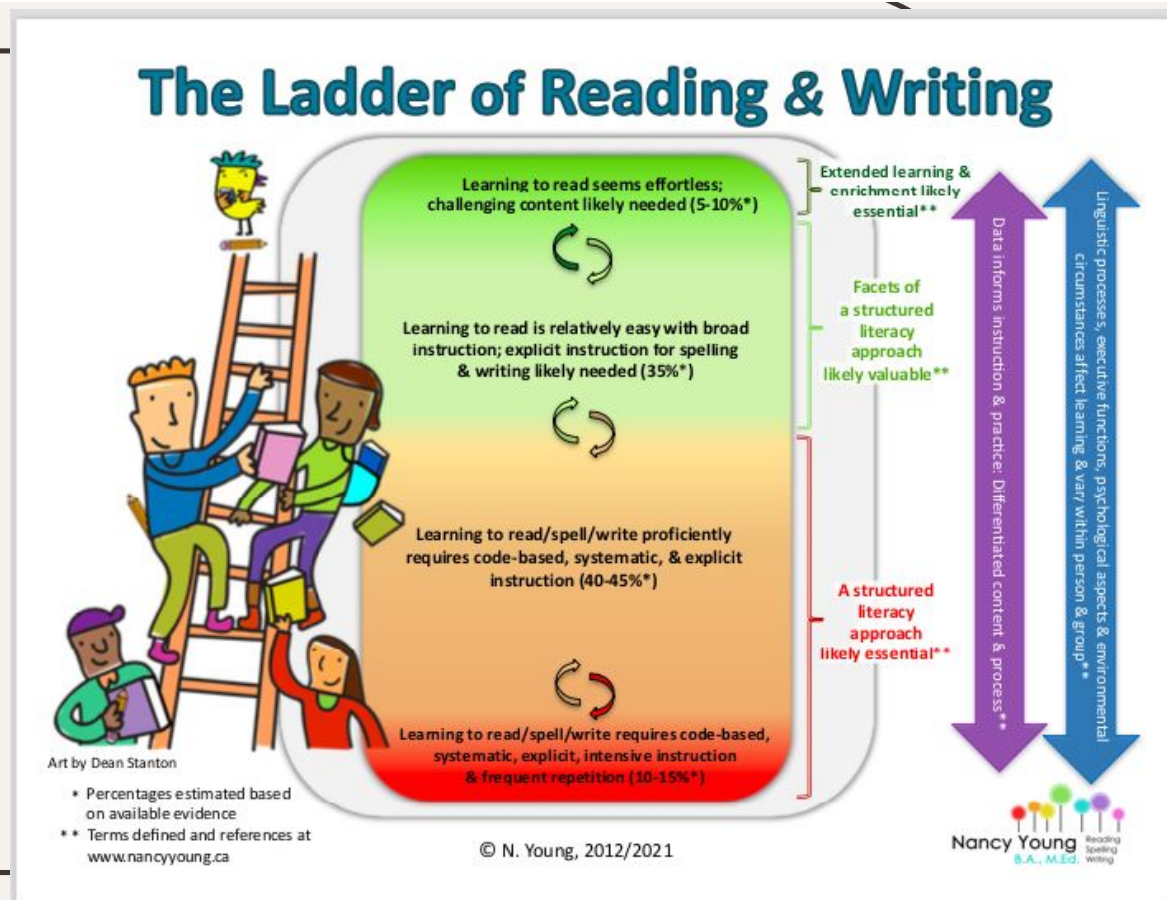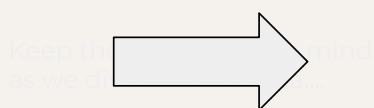## How is MLSS different from RtI?

- Some of the differences between MLSS and the former Response to Intervention (RtI) model:

  - Layer 3 is not Special Education. Layer 3 intensive supports are for **ANY** student who needs them.

  - There is **no specified minimum amount of time** for a student receiving a layer of supports to wait before determining the effectiveness, or lack thereof, of the interventions.

    - MLSS moves away from the **"wait to fail"** model.

  - Students may **move up and down the layers of supports as data indicate.**

MTSS-R requires continued progress monitoring data to evaluate how students respond to instruction and the intervention (Leonard et al., 2019). MTSS-R placement cannot be used to prevent a student from a special education evaluation.

A Multi-Tiered System of Support (MTSS) / Response to Intervention (RTI) Process Cannot Be Used to Delay/Deny an Initial Evaluation

95% of all kids CAN learn how to read given evidence based instruction.

The Ladder of Reading & Writing helps illustrate our what this looks like in schools.

The Ladder of Reading & Writing

Learning to read seems effortless; challenging content likely needed (5-10%*)

Extended learning & enrichment likely essential**

Learning to read is relatively easy with broad instruction; explicit instruction for spelling & writing likely needed (35%*)

Facets of a structured literacy approach likely valuable**

Learning to read/spell/write proficiently requires code-based, systematic, & explicit instruction (40-45%*)

A structured literacy approach likely essential**

Learning to read/spell/write requires code-based, systematic, explicit, intensive instruction & frequent repetition (10-15%*)

Art by Dean Stanton

* Percentages estimated based on available evidence
** Terms defined and references at www.nancyyoung.ca

© N. Young, 2012/2021

Data informs instruction & practice: Differentiated content & process**

Linguistic processes, executive functions, psychological aspects & environmental circumstances affect learning & vary within person & group**

Nancy Young B.A., M.Ed.
Reading Spelling Writing

Curriculum-Based Measurement

* "Academic thermometers" for screening & progress monitoring

* A set of standard, simple, short measures of *basic* academic skills

    * Samples behavior that is expected to be learned over the course of the entire year to examine progress over time

    * Standardized & technically adequate

    * Efficient

    * Repeatable & sensitive to improvement

CBM Research

* The performance of all students (high-, average-, and low-achieving students, as well as those with disabilities) improved when teachers modified their instruction based on CBM data. *(Stecker, Fuchs, & Fuchs, 2005)*

* Research has established a significant, strong overall correlation among CBM reading measures and other standardized tests of reading achievement. *(Reschly, Busch, Betts, Deno, & Long, 2009)*

* Research shows that CBM can be used to assess the growth of language and reading skills of Spanish-speaking ELs. *(De Ramírez & Shapiro, 2006)*

From The IRIS Center. (2005, Rev. 2019). Progress monitoring: Reading. Retrieved from https://iris.peabody.vanderbilt.edu/module/pmr/

Assessment Tools =
vehicles to gather data

Assessment Process =
decisions make and actions
taken based on assessment data
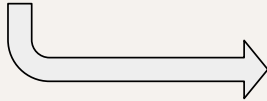
When there is a breakdown, we need to go back.

poor reading comprehension
→ go back to fluency

poor fluency ↘
go back to word recognition

poor word recognition
↪ go back to phonics & decoding

poor phonics & decoding ↩
go back to phonemic awareness ←

Assessment Types for Monitoring and Tracking Student Progress

Universal Screener → **Secondary Assessment** → **Progress Monitoring** → **Outcome Assessment**

- *3 times per year*
- *Quick and easy*
- *Identify "at risk" students*
- *Standardized*
- *Evidence based*

- *Digging deeper in the area(s) "at risk"*
- *Typically individual*
- *Drives instruction/ intervention*

- *Regularly completed*
- *Monitors how intervention is working*
- *Helps guide future decision for that student*

- *Designed to evaluate program effectiveness*
- *Looks at "big picture" - school, district, state level data*

GRADE LEVEL Personal Meeting →

PROGRESS MONITORING →

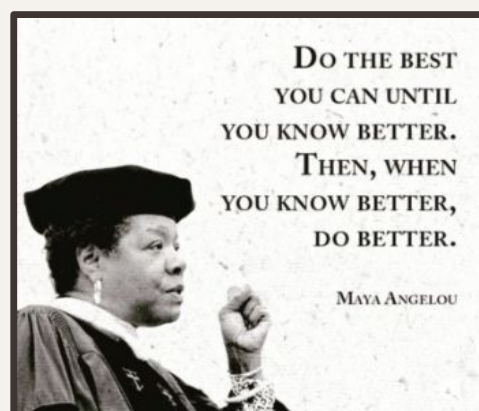SOURCE: HILL for Literacy
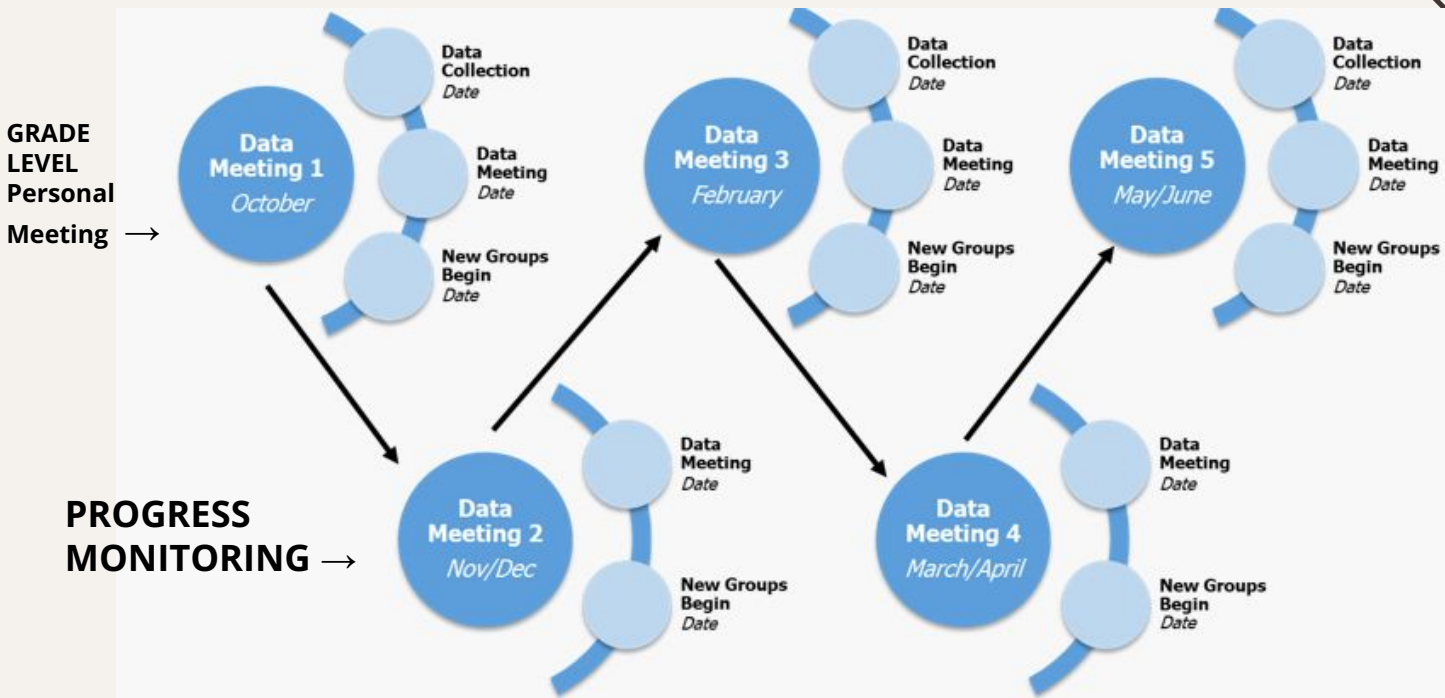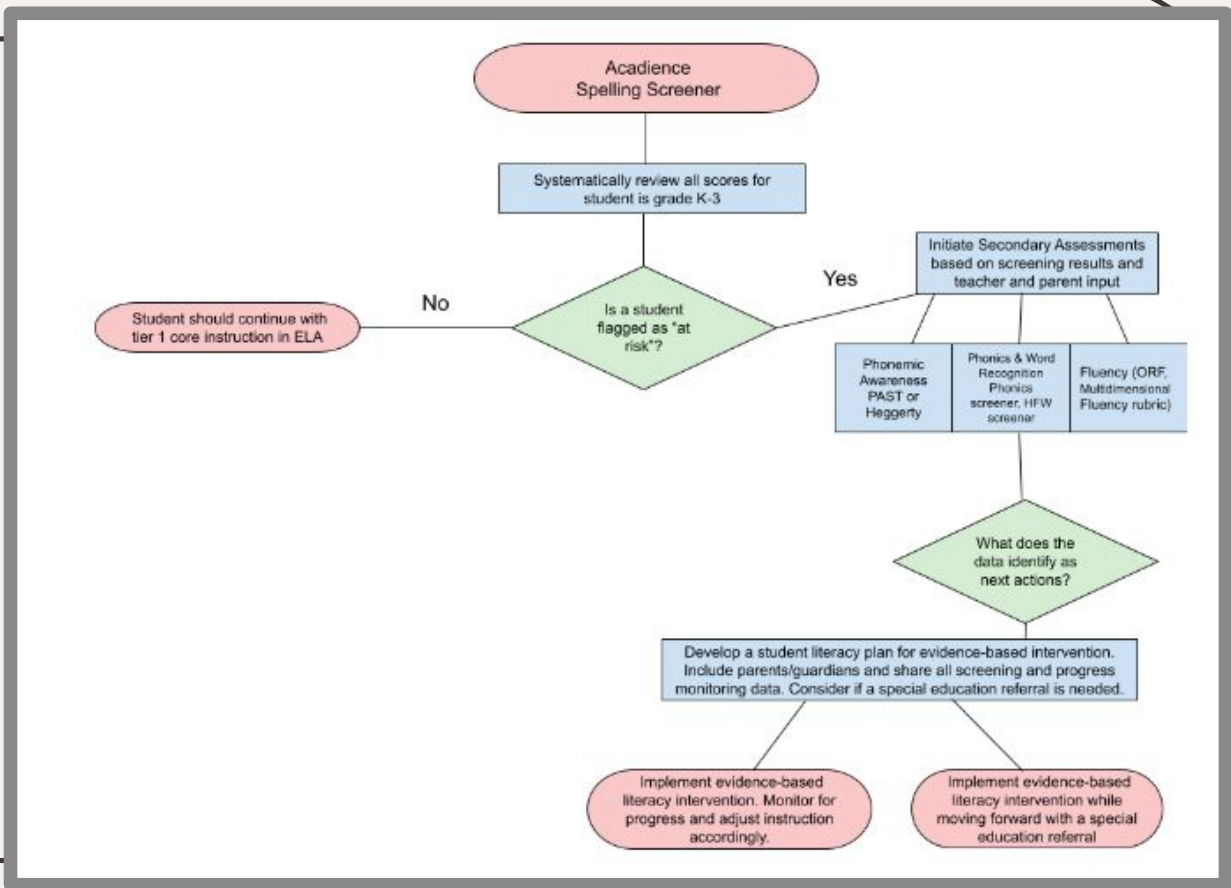
Helpful Resources:

[NHED Fact Sheet](#)

[NHED Dyslexia Resource Guide](#)

04
Conclusion

What does this mean for my child?
How can I support them at home?

DO THE BEST
YOU CAN UNTIL
YOU KNOW BETTER.
THEN, WHEN
YOU KNOW BETTER,
DO BETTER.

MAYA ANGELOU

The National Center on Improving Literacy has great resources for parents and families.

Sayko, S. (2020). Coaching Steps for Families. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from improvingliteracy.org

Coaching Steps for Families

You can coach your child's literacy learning at home. This means interacting with and guiding your child so he or she grows and succeeds.

Say the Goal
What's the big idea your child needs to learn? Does your child understand the goal? Discuss what is already known about the topic or task.

Show and Tell
Show your child what is to be done and explain how to do it, if needed.

Do it Together
Try it out together or take turns doing it, if needed.

Do it Alone
Watch and listen as your child tries it alone.

Give Feedback

Encourage your child, ask questions to guide learning, and help correct mistakes. The best type of feedback is specific, descriptive, ongoing, and timely. It tells your child what he or she did or did not do in light of the goal.

Check Tricky Spots

Go back to trouble areas and have your child try it again until mostly understood or successful.

Review the Goal

What did your child learn? Did it match the goal? Say the goal again if needed.

Practice Later

Come back to it later to see if your child remembers. Check for understanding by asking a question or trying another example.

You may need to

Break it down
Split a difficult task or lots of information up and do it in parts to make it more manageable.

Talk it out
Talking about things before, during, or after learning helps your child to process new ideas or information. Think about the places that might be difficult for your child and talk about it before hand. Stop after key learning points and discuss before moving on.

Give more examples
Think of other examples to help your child practice. Use pictures, objects, or life connections to make it real.

Build it up
Start with the easier parts and work up to the harder parts to control the level of difficulty.

Think aloud
When you show your thinking, it helps your child see how to tackle problems and answer questions. Say, "I see that…" "First, I look for…" "I think about…" "I try to…" "While I read I…"

Other resources

- Reading Rockets - Reading 101: A Guide for Parents

- Florida Center for Reading Research

- The Reading League (TRL) & TRL-NH

- Reading is Essential for All People (REAP)

The Parent Information Center of NH

54 Old Suncook Road

Concord, NH 03301
Office Hours:

Monday through Friday

9:00 am to 4:30 pm
info@picNH.org

IDA -NNEA

Contact us with questions about the International Dyslexia Association Northern New England Alliance Branch. Click here to sign up for our mailing list.

International Dyslexia Association

Northern New England Alliance

PO Box 1934

Rochester, NH 03866
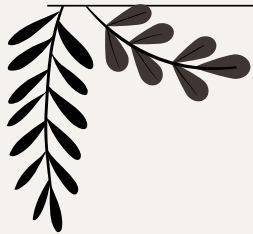
Phone

603-229-7355

Email

info.nnea@ida-nnea.org

Literacy instruction is vital to student success.

With all community stakeholders involved in supporting Early Literacy skills collectively, we can change the trajectory of New Hampshire youth.

Contact Information:
Liz Cannon - literacyleadersnh@gmail.com
Kate McCaffery - kathleen.a.mccaffery@doe.nh.gov

Final Q & A