

The New Mexico T.E.A.M.

**Technical Evaluation and
Assessment Manual:
Identification of Dyslexia**

**SUPPLEMENTAL NARRATIVE
AND WORKSHEET**

New Mexico Public Education Department
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Identification of Dyslexia: Supplemental Narrative

Table of Contents

Part 1: Introduction	3
Part 2: Definitions of Dyslexia	5
Part 3: Characteristics of Dyslexia by Age Group	5
Part 4: Age of Dyslexia Determination	6
Part 5: Phonological Processing Assessment.....	7
Part 6: Reading and Spelling Assessment.....	8
Part 7: Risk Factors for Dyslexia	8
Part 8: Cognitive Processing Deficits Associated with Dyslexia.....	9
Part 9: General Cognitive Abilities.....	9
Part 10: Assessment of Dyslexia in Children from Dual-Language Backgrounds (including Significant Exposure, Instruction, and/or Proficiency in More Than One Language).....	9
Part 11: Reevaluation	11
Part 12: Identification of Dyslexia Worksheet (English)	12
Part 13: Identification of Dyslexia Worksheet: Characteristics of Dyslexia in Children from Dual-Language Backgrounds (English/Spanish)	18
Part 14: References	26

Part 1: Introduction

NOTE: Although dyslexia is a disorder in a child’s ability to read, it is not synonymous with a Specific Learning Disability as defined by IDEA and NMAC. Many children with dyslexia will not be identified as children with disabilities who require special education and related services but will most appropriately be supported through general education services. However, when an Eligibility Determination Team (EDT) is determining if a child is a child with SLD in the areas of reading and/or written expression, they should also determine if the child demonstrates characteristics of dyslexia by completing the NM TEAM Identification of Dyslexia Worksheet presented in NM TEAM (see page 241). This determination helps ensure that the child’s IEP team has the information necessary to provide appropriate interventions consistent with the child’s area(s) of educational need.

Most evaluators find differential diagnosis to be difficult, regardless of the context. EDTs in New Mexico often feel considerable uncertainty when it comes to identification of dyslexia. Why is identifying dyslexia so complex? Mark Seidenberg indicates:

Just as the characteristics of skilled reading change with development, so do the characteristics of poor reading. The underlying deficit remains, but its impact shifts to more complex tasks. These shifting behavioral profiles can be frustrating for people who seek a simple diagnostic checklist, but it is something to get over: dyslexia is a moving target and has to be approached as such.... Dyslexia frequently occurs with other developmental disorders. The most common co-occurring conditions are speech and language disorders, ADHD, and math impairments, and comorbidity makes developmental disorders harder to identify.... The challenges in identifying dyslexia are mentioned not to confuse evaluators but to inoculate against simplistic theories that reduce the condition to a single cause. Dyslexia does not have a single cause. Numerous underlying anomalies can interfere with complex skills such as reading. (Seidenberg, 2017, pp. 165-167)

Dyslexia is a disorder that presents with considerable variability and comorbidity, and this makes its identification more challenging (Pennington, 2009).

Even leading experts on dyslexia acknowledge that making a determination of dyslexia has many challenges. One problem that has led to this uncertainty is that various operational definitions of dyslexia have many similarities, but also have important differences. A second problem is that most current operational definitions and test batteries have not kept up-to-date with current research in dyslexia (Kilpatrick, 2015, 2018; Seidenberg, 2017, Siegel, 2019). The determination of dyslexia is further complicated when English is not the child's first language or when the child is gifted in other areas (Proctor, Mather & Stephens, 2015). Existing definitions of dyslexia have not resulted in stable, reliable determinations because they rely primarily on a single indicator or, at best, only a very few indicators.

One favorable solution to this problem (and the method adopted for New Mexico) is the use of definitions which include a 'constellation' of indicators. By doing this, the reliability of the dyslexia determination is improved (Wagner, 2018). Included in these indicators are:

- educational history,
- test scores (short-cycle assessments, standardized tests, curriculum-based measures, etc.),
- phonological skills,
- family history,
- comorbidities,
- response to intervention,
- age at the time of determination,
- environmental factors (both risk and protective factors),
- other processing skills (processing speed, orthographic awareness, working memory, etc.),
- decoding ability,
- spelling ability,
- reading fluency, and
- orthographic mapping ability.

The International Dyslexia Association suggests that a second promising solution is to avoid the use of "cut scores" (or formula-based decision making) as much as possible in determining whether a child has dyslexia or not and, instead, to recognize the spectrum of dyslexia ranging from no manifestation to severe (Wagner, 2018). Refer to Section 5 in this manual for additional guidance regarding the appropriate use of standardized test scores within the context of data thresholds.

To identify dyslexia in a reliable manner, evaluation teams (e.g., educational diagnostician, speech-language pathologist, occupational therapist, teachers, parents, etc.) must look for a converging pattern of results across multiple domains of data (see triangulation of data section on pg. 250). The best model of dyslexia identification is one that includes multiple factors and deficits which are considered comprehensively, as no single factor or deficit is either necessary or sufficient to cause dyslexia (Kilpatrick, 2015; Pennington, 2009; Pennington, McGrath, & Peterson, 2019).

As with all educational evaluations, identification of dyslexia requires more than just applying diagnostic criteria in a "cookbook" fashion. A child who demonstrates the characteristics of dyslexia may nonetheless have characteristics that contradict some key aspects of the current model of dyslexia. For example, a team might evaluate a child with dyslexia who does not have difficulty with phonological awareness on a standardized assessment but clearly demonstrates historical difficulties with phonological processing and/or current difficulties using other (non-standardized) data sources. Accurate identification of dyslexia, as with all areas of educational need, requires professional judgment rooted in consideration and weighing of all the evidence. Strong professional judgment requires strong data and when teams are faced with unanswered questions, uncertainty, anxiety, and/or confusion, it is a signal that additional data are probably needed to appropriately justify decisions that are being made (Pennington, 2009).

NOTE: No single measure can be used to determine dyslexia. This worksheet outlines a collection of assessments that, when examined within the context of one another, can be used to help determine whether or not a child demonstrates characteristics of dyslexia.

Part 2: Definitions of Dyslexia

There are many definitions of dyslexia (e.g., British Dyslexia Association, Health Council of the Netherlands, International Dyslexia Association, etc.), and no single definition fully captures the complexities of dyslexia. However, by considering multiple definitions, evaluation teams can internalize a composite definition of dyslexia that more accurately matches the heterogeneity that exists among individuals with dyslexia and more closely aligns with current research on dyslexia.

In New Mexico, the operational definition of dyslexia has been developed using the definition provided by the International Dyslexia Association. This definition states that:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (IDA, 2002).

This NM TEAM Identification of Dyslexia Worksheet presented in the NM TEAM is consistent with this definition, and includes additional current, research-based trends related to the appropriate identification of children with dyslexia.

Part 3: Characteristics of Dyslexia by Age Group

Academic difficulties associated with dyslexia often manifest differently as children move through the stages of reading acquisition and occur on a continuum of severity from mild to severe. As children proceed through grade levels, academic demands increase and the expression of dyslexia changes. It is important to note that the lists of characteristics included below are not comprehensive, and children with dyslexia may or may not exhibit these characteristics on the basis of their own unique patterns of strengths and weaknesses, and their intervention histories (California Department of Education, 2017).

Preschool and Kindergarten

- Trouble learning common nursery rhymes, such as “Three Blind Mice”
- Difficulty learning the names of letters in the alphabet
- Difficulty recognizing letters in his/her own name
- Delays in learning to talk
- Doesn’t recognize rhyming patterns like *cat*, *fat*, *mat*
- A family history of reading and/or spelling difficulties
- Articulation, language, and/or phonological processing problems

Kindergarten and First Grade

- Inability to create rhymes for simple words like “hat” or “red”
- Trouble learning and naming the letters of the alphabet and numbers
- Difficulty remembering letter-sound correspondences
- Difficulties with isolating, segmenting, and blending sounds in words
- Complains about how hard reading is
- Cannot sound out simple words like *hot*, *mad*, *tap*
- Difficulty breaking words into larger phonological parts (syllables)
- Difficulty with rapid automated naming (RAN) tasks
- Difficulty spelling words phonetically
- Difficulty remembering common high-frequency words
- A family history of reading and/or spelling difficulties
- Articulation, language, and/or phonological processing deficits

Second and Third Grade

Many of the characteristics listed above remain, along with the following:

- Very slow in acquiring reading skills
- Difficulty acquiring advanced phonemic awareness proficiency
- Trouble reading unfamiliar words

- Often making guesses based on the first and last letters when reading
- Appears to lack a strategy for reading new words
- Avoids reading out loud
- Difficulty recognizing common high-frequency words
- Difficulty mastering phonic decoding (identifying letters and mapping the phoneme to each letter)
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Poor spelling
- Difficulty reading fluently
- Often omits derivational suffixes when reading (e.g., “ing,” “ed,” “ly”)
- Difficulty acquiring an orthographic lexicon (words that are instantly recognized from memory without decoding or guessing)
- Difficulty with written expression
- Common errors with little function words (e.g., “a,” “the,” “of”)
- Difficulty memorizing mathematical facts
- Listening comprehension is stronger than reading comprehension
- A family history of reading and/or spelling difficulties
- Difficulties with attention, executive skills, and language

Fourth through Eighth Grade

Many of the characteristics listed above remain, along with the following:

- Poor decoding skills
- Limited independent reading (e.g., particularly for pleasure)
- Poor orthographic mapping (process used to store written words for immediate, effortless retrieval)
- Limited orthographic lexicon (words that are instantly recognized from memory without decoding or guessing)
- Poor spelling
- Acquisition of less vocabulary due to reduced reading experience
- Poor oral reading fluency
- Use of undemanding words in writing that are easier to spell than more appropriate words
- Listening comprehension exceeds reading comprehension
- A lack of awareness and knowledge of prefixes and suffixes to support reading
- A family history of reading and/or spelling difficulties
- Difficulties with attention, executive skills, and language

High School through College

- Difficulty with the volume of reading in content areas
- Slow, labored reading
- Need to read materials several times to understand
- Continued trouble with spelling
- Frustration with the amount of time required and effort needed for reading
- Difficulty with written assignments
- Avoidance of reading for pleasure
- Avoidance of reading aloud
- Difficulty with note-taking in content classes
- Difficulty learning a foreign language
- Self-image problems and concerns that others perceive them as dumb
- A family history of reading and/or spelling difficulties

Part 4: Age of Dyslexia Determination

It is unusual to identify dyslexia for children in preschool, kindergarten, or early in first grade because children with dyslexia are identified based on reading underachievement, despite access to proper instruction and intervention. EDTs may determine that it is appropriate to evaluate a child for suspected dyslexia in a child's early school years based on unique circumstances, but it is important to remember that some of the apparent characteristics of dyslexia may be developmental in nature, with all children developing at different rates. It is usually not until a child's instruction has been documented and their progress in reading and spelling has been measured that it is appropriate to identify the characteristics of dyslexia.

NOTE: Remember that identification of dyslexia is not the same as a determination of eligibility for special education and related services.

Part 5: Phonological Processing Assessment

A majority of individuals with dyslexia (estimated to be 70-75%) demonstrate poor word-level reading and spelling that is directly related to a phonological processing deficit. Because of the prevalence of phonological processing deficits in children with dyslexia, it is important to clearly understand phonological processing and issues related to the assessment of these skills. This section will outline some of the most important considerations related to the assessment of phonological skills, including the importance of phonological manipulation and the limitations of current assessment tools.

NOTE: In general, EDTs should be highly cautious determining that a child demonstrates the characteristics of dyslexia in the absence of phonological processing deficits.

However, It is important for EDTs to always remember that all decisions should be made in the context of multiple data sources (refer to Section 5 of this manual). Despite the high prevalence of phonological skills deficits in children with dyslexia, EDTs must remember that not all children with dyslexia demonstrate these deficits. Therefore, the lack of a clear phonological awareness deficit should not automatically lead to a determination that a child does not demonstrate the characteristics of dyslexia.

Phonological Awareness: A Core Weakness in Dyslexia

A deficit in any one of the three phonological areas (phonological awareness, phonological memory, or rapid automatized naming) is a potential cause of dyslexia (Wagner, 2017). Although all three areas are important to evaluate and consider, most individuals with dyslexia have a core weakness in phonological awareness, so assessment in this area should be a central element of any evaluation of a child with word-level reading and spelling difficulties (Kilpatrick, 2015).

Phonological awareness includes a number of different skills, including, but not limited to isolation, identification, categorization, blending, segmenting, and deletion. All of these areas *should* be assessed (including formal testing when appropriate), and it is important for EDTs to carefully interpret the obtained scores within a constellation of other factors. In addition, it is important to recognize that phonological awareness tests provide a composite score that summarizes the scores and may mask strengths and/or weaknesses that may be apparent in each of the different skill areas. It is essential that EDTs closely examine all of the individual phonological awareness skills rather than relying solely on the provided composite scores.

Importance of Phonological Manipulation

Phonological manipulation tasks (e.g., deletion, substitution, and reversal) are the phonological tasks that are most highly correlated with word reading deficits and dyslexia. They are the best measures of the phonological skills needed for reading (Kilpatrick, 2015). Therefore, EDTs should look closely at the child's performance on these phonological manipulation tasks.

Limitations with Assessment Tools

Unfortunately there is a lack of standardized assessments that provide subtest scores related to individual phonological awareness areas (e.g., isolation, identification, categorization, blending, segmenting, and deletion), which means that EDTs must be thoughtful in the sources of data they use to identify children who demonstrate the characteristics of dyslexia. For example, at the time of the preparation of this document there was only one known assessment that provides a specific norm-referenced score for phoneme manipulation. Therefore, it is important for teams to remember that they are expected to use multiple sources of data (including formal and informal assessment data) to make eligibility determination decisions and to identify the characteristics of dyslexia. In addition, other standardized assessments provide descriptive information that can be used to support educational decisions, as do other data sources (e.g., short-cycle assessments, curriculum-based measures, progress monitoring data, observations, interviews, etc.).

Another concern with many phonological awareness tests is that they are untimed. If a child has basic spelling skills, they are often capable of converting a phonological awareness task into a mental spelling task. They may get the item correct by using this strategy, but it might mask phonological awareness difficulties. This type

of conversion takes longer and is revealed by a timing element (Kilpatrick, 2015), as research supports that when a child responds quickly to a phonological manipulation task (two seconds or less), they are not engaging in an alternative strategy (Kilpatrick 2015; Kilpatrick & McInnis, 2015).

Difficulty automatically accessing phonemes in spoken words (as captured by timed phoneme manipulation tasks) impacts a child's ability to develop an adequate orthographic lexicon (words that are instantly recognized from memory without decoding or guessing). This is another important reason for EDTs to consider evaluating a child's phonological manipulation skills using a timed element, as this could impact the child's development of the automaticity of reading when considering the presence of dyslexia, particularly in children in third grade and above. Again, this may include gathering information that is not available through norm-referenced assessments and may require the use of other data sources (e.g., criterion-referenced tests, evaluator observations, etc.).

Part 6: Reading and Spelling Assessment

When conducting an evaluation for possible dyslexia, EDTs should work from a broad understanding of word reading development— from letter-sound knowledge, to phonic decoding and spelling, to the size of a child's orthographic lexicon, and to reading fluency. It is important to not only consider accuracy, but also rate, as the child's rate of word, pseudoword, and oral reading can better identify deficits in a child's orthographic lexicon and letter-sound proficiency, which are two indicators of dyslexia. Within this framework, the NM TEAM Identification of Dyslexia Worksheet is focused on the primary areas of academic difficulty associated with dyslexia:

- word reading (rate and accuracy)
- pseudoword reading (rate and accuracy)
- spelling
- silent reading fluency
- oral reading (rate and accuracy)

In order to be indicative of dyslexia, children with spelling difficulties should also demonstrate current/historical reading problems and other associated risk factors. Spelling difficulties alone are not indicative of dyslexia.

EDTs should also recognize that secondary consequences may include problems in written expression, reading comprehension, and reduced reading experience that can impede growth of vocabulary and background knowledge (IDA, 2002), but in New Mexico, assessment of secondary academic areas is not required for identification of dyslexia.

No single test battery is adequate for determining whether a child demonstrates the characteristics of dyslexia. EDTs must always ground their evaluations in a solid knowledge base of reading and dyslexia and use multiple data sources (formal assessments, informal assessments, and extant information) to determine if a child demonstrates the characteristics of dyslexia and that appropriate interventions can be identified and provided.

Part 7: Risk Factors for Dyslexia

Information about risk factors for dyslexia are critical, integral components of the NM TEAM Identification of Dyslexia Worksheet. In New Mexico, EDTs are expected to triangulate multiple data sources, including formal assessment, informal assessment, and extant information (including risk factors). Information about the child's risk factors for dyslexia provides valuable information that allows teams to contextualize other forms of assessment data in order to conduct a comprehensive evaluation.

When assessing a child for dyslexia, it is critically important to ask about family history and collect information about co-occurring conditions. Because familial risk is substantial in dyslexia, it is very important to obtain a well-researched history of reading, spelling, articulation, and language problems in first-degree relatives (parents and siblings) and second-degree relatives (grandparents, aunts, uncles, cousins, nephews, nieces, and half-siblings) of the child (Pennington, 2009; Pennington, McGrath & Peterson, 2019). A basic case history may not be adequate and additional information from the family may be necessary.

EDTs should recognize that a family history of dyslexia represents a significant risk factor. For example, if a child has a parent with dyslexia, their risk for dyslexia is four times greater than for the general population (California Department of Education, 2017). Other risk factors for dyslexia include:

- a personal or family history of language impairment
- a personal or family history of ADHD
- and/or a personal or family history of articulation problems (Pearson, 2018).

Other indicators that are of critical importance when considering dyslexia include:

- weakness in essential pre-reading skills (e.g., letter identification, letter–sound knowledge, phonological awareness, and rapid naming)
- failure on a reading and/or dyslexia screener
- poor response to reading intervention

Part 8: Cognitive Processing Deficits Associated with Dyslexia

Research into dyslexia is rapidly growing and there is yet to be a clear consensus on what cognitive processing skills are characteristic in dyslexia. EDTs should evaluate and consider all of the cognitive processing areas listed in Section o (English) and Section f (Spanish) of this worksheet, as these areas are closely related to basic reading skills. Depending on the research reviewed, areas such as processing speed, working memory, executive functioning, visual attention, visual discrimination, visual memory, associative memory, and others, have been correlated with dyslexia.

In addition to phonological processing, orthographic processing is an area highly correlated with dyslexia. Whether orthographic processing deficits are a cause or a consequence of poor reading is unclear, but most children with dyslexia have orthographic processing weaknesses (e.g., orthographic awareness, orthographic mapping). Evaluators should use caution when interpreting the scores of orthographic processing tests, as they tend to measure academic skills, not isolated processing skills. However, for a small group of children with significant risk factors for dyslexia, orthographic processing skill deficits may support a profile of dyslexia identification.

NOTE: It is imperative that EDTs include specialists, such as speech-language pathologists and occupational therapists, early in the assessment process to assist in conducting parts of this evaluation. For example, an SLP will likely need to be involved when any of the language and/or verbal processing areas are suspected to be impacted and an OT will likely need to be involved when attention, executive functioning, motor, and/or visual processing areas (including orthographic processing) are suspected to be impacted.

Part 9: General Cognitive Abilities

Based on current research, it is inappropriate to limit dyslexia identification to children with average or above average cognitive skills. It is important to identify children who demonstrate the characteristics of dyslexia in order to provide appropriate interventions. If a child's low cognitive abilities are the primary reason for the child's reading difficulties, they would not demonstrate the characteristics of dyslexia. However, low cognitive abilities do not automatically rule out identification of dyslexia. Teams must consider all of the characteristics of dyslexia, including risk factors, response to intervention, cognitive processing skills, etc. when making any determination about dyslexia.

Part 10: Assessment of Dyslexia in Children from Dual-Language Backgrounds (including Significant Exposure, Instruction, and/or Proficiency in More Than One Language)

The majority of studies in the area of dyslexia have been conducted in English, but because dyslexia manifests differently in different languages, the results of these studies do not translate directly to individuals who speak a different language or are bilingual in English and another language. Because the way we read depends on the nature of the language we speak, the structure of the language (e.g., the consistency of the relationship between the letters and the sounds they make) dictates which characteristics of dyslexia will be most significant (Youman, 2012). **Because of the complexity of identifying dyslexia in children who are linguistically diverse, evaluators should have specific training in both (a) second language acquisition and (b) dyslexia identification prior to assessing linguistically diverse children with suspected dyslexia.** Analyzing the complex nature of reading and second language acquisition may help distinguish second language-related reading difficulties from those associated with dyslexia. Unfortunately, there are no established procedures for evaluating children who are linguistically diverse who are also suspected of having

dyslexia, however, there are a number of options available for evaluation teams who must ultimately use professional judgment rooted in data to determine the cause of reading failure in these children. As with English speakers, dyslexia is heritable and information about family history should be collected. In addition to the information presented throughout the New Mexico TEAM Identification of Dyslexia Supplemental Narrative and Worksheet, the following evaluation recommendations can provide guidance in assessment of dyslexia in children who have diverse linguistic backgrounds.

For children who are truly proficient in speaking and listening in both English and Spanish, phonological testing is suggested in both languages. For these children, the characteristics of dyslexia ***must be manifested in both languages***. A child with dyslexia-like characteristics in one language, but not in the other; should not be considered as having dyslexia. Although rare, because of the transparency of Spanish, it is possible that a Spanish native speaker with dyslexia can develop the necessary strategies over time to prevail over the characteristics of dyslexia in order to achieve age-appropriate Spanish reading and writing skills. This same student, however, may not be able to surmount those same obstacles when faced with the numerous irregularities of reading and writing in English. The child can be said to exhibit characteristics of dyslexia in both languages as long as a history of deficits in Spanish reading and writing skills are clearly documented. Because of the complexities and varieties of bilingualism, a conservative and cautious approach is suggested in the evaluation of such a critical and decisive skill area.

Oral Language Proficiency

Assessment of oral language proficiency is important and essential when evaluating children who have a diverse linguistic background. It is the first step in any evaluation and must include information regarding the child's proficiency in both languages. Formal oral language testing can provide useful information, but is not always necessary and should never be the only information used to determine oral language proficiency and dominance.

A thorough review of various data should be conducted by personnel who are fluent and literate in the languages spoken by the child and knowledgeable of the child's culture. Evaluators should be trained on evaluation materials, first and second language acquisition theory, and how to interpret both oral language dominance testing and state-mandated language proficiency testing (Alvarado, 2011). As discussed in Section 4 of the NM TEAM, relevant data sources include:

- school history
- language use
- language exposure
- home language survey
- current mandated state language proficiency testing
- parent and teacher input
- first language literacy skills
- language of instruction in current and previous programs

As with all evaluations of children who are culturally and linguistically diverse, EDTs should look at the child's pattern of skills first within each language and then across languages. This is particularly relevant when evaluating for characteristics of dyslexia to differentiate dyslexia from language acquisition. For example, by comparing a child's performance in the areas of Listening Comprehension, Reading Comprehension, Phonological Processing, etc., within one language, the EDT would be able to examine patterns that would support teams in determining if the difficulties are predominantly related to dyslexia, language differences, or a disability (as defined by IDEA and NMAC). Further analysis of the child's performance across the languages will support interpretation of the evaluation findings.

EDTs may find that it is most appropriate to use co-normed batteries that use the same normative sample to evaluate a child in both Spanish and English, rather than using tests from different test authors that may measure different aspects of language (see Section 5 of NM TEAM for information on co-normed assessments).

Phonological Processing

Regardless of the orthographic system or language, phonological processing appears to be the most frequent

difficulty associated with dyslexia (Paulesu et al, 2001). As discussed, there is a small group of people with dyslexia who will not demonstrate phonological processing deficits, but teams should recognize that phonological processing deficits will likely be found in children regardless of the languages they use and are instructed in.

Specifically related to dyslexia in linguistically diverse children, teams should recognize that:

- Dyslexia is present even in languages where there is a clear, consistent relationship between written letters and the associated sounds
 - Spanish has a consistent relationship between letters (graphemes) and sounds (phonemes) (transparent orthography)
 - English has an inconsistent relationship between letters (graphemes) and sounds (phonemes) (opaque orthography)
- Continued significant difficulties with letter-sound correspondence in Spanish, despite appropriate instruction in Spanish reading, are typically strong indicators of phonological processing deficits consistent with dyslexia because Spanish is a transparent orthography
- Children with below-average phonemic awareness in their native language will likely have difficulty learning a new language
- Children can be evaluated for phonemic awareness skills even if they are not literate in a language (i.e., their native or second language)
- Rapid automatic naming (RAN) is a predictor of reading difficulties and should be part of all evaluations for suspected dyslexia

Academic Data

Although difficulty decoding new and unfamiliar words is a key characteristic of dyslexia for monolingual English speakers, that is not necessarily true for monolingual Spanish or bilingual students, including children who are enrolled in dual-language programs. For these children, reading fluency, reading comprehension, and spelling may be better indicators of reading problems in Spanish because of the transparency of the written language.

Part 11: Reevaluation

It is important for EDTs and IEP teams to remember that dyslexia is not a disability as defined by IDEA and NMAC and is not subject to the same guidelines for three-year reevaluations. It is important to note that some, but not all, children with dyslexia will demonstrate eligibility for special education and related services under the eligibility category of specific learning disability.

EDTs may determine that it is necessary to reevaluate a child who has previously been found to demonstrate the characteristics of dyslexia in order to determine appropriate interventions and educational supports and services. However, there is not an expectation that the child continue to demonstrate the characteristics of dyslexia, as a child may have made progress due to interventions provided but may continue to require on-going interventions.

New Mexico Technical Evaluation and Assessment Manual (NM TEAM)

Part 12: Identification of Dyslexia Worksheet (English)

Child Name _____

Date Worksheet Reviewed by EDT _____

Professional judgment should be used throughout the dyslexia identification process for every decision, including triangulation of all data sources, in order to arrive at a reliable individualized determination. Refer to Section 5 of NM TEAM for cautions regarding the use of standard scores when making educational decisions. Also refer to the Supplemental Narrative of the Identification of Dyslexia Worksheet.

Language Usage: Does the child currently or historically hear, speak, and/or read Spanish?

Yes No

Note: If the child has a history of using or being exposed to languages other than Spanish and English (e.g., Navajo and English or Mandarin and English), teams are encouraged to ensure that they are following guidelines in Part 10 of the Supplemental Narrative and Section 4 of the NM TEAM so they are using a comprehensive, team-based evaluation approach consistent with the guidance in the NM TEAM that instructs teams to use other assessment and evaluation methods when formal, standardized assessment are not available or appropriate. Teams should review Section 4 of the NM TEAM (starting on page 15) for guidance on conducting evaluations for children from dual-language backgrounds. The child's language proficiency must be analyzed and considered prior to identifying characteristics of dyslexia for any child with a dual-language background.

If answered 'No,' proceed to Box 1 on this worksheet.

If answered 'Yes,' proceed to Part 13: **NM TEAM Identification of Dyslexia Worksheet: Characteristics of Dyslexia in Children from Dual-Language Backgrounds (English/Spanish)** and refer to Part 10 of the Supplemental Narrative of the NM TEAM Identification of Dyslexia Worksheet. Note that teams will most likely need to refer to both this worksheet and the *Characteristics of Dyslexia in Children from Dual-Language Backgrounds (English/Spanish)* to provide a comprehensive evaluation.

Box 1. Reading:

Areas a) through g) below should be assessed and area h) should be considered. Refer to the Supplemental Narrative of the NM TEAM Identification of Dyslexia Worksheet, particularly Part 6.

Note: If a child does not have foundational reading skills (e.g., a) and c) below), it may be inappropriate to continue the assessment of the other areas. Clear, written justification should be provided if these other areas are not assessed.

Does the child demonstrate a current deficit or a *history of deficits* in reading as evidenced by multiple data sources (outlined in areas a) through h) below), including at least 1 area with standard scores at or below -1 SD, considering SEM (for example, SS 85 ± SEM)?

Yes No

If answered 'No,' the child does not demonstrate characteristics of dyslexia and the EDT should not continue completing this worksheet.

If answered 'Yes,' proceed to Box 2 on this worksheet.

<p>a) Word Reading <u>Accuracy</u> (2 Subtests Required)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WIAT-III Word Reading <input type="checkbox"/> WJ IV Letter-Word Identification <input type="checkbox"/> KTEA-III Letter & Word Recognition <input type="checkbox"/> WIST Word Identification <input type="checkbox"/> TOWRE-2 Sight Word Efficiency (2 Alternate Forms recommended) <input type="checkbox"/> Other: _____ <p>SS ± SEM SS ± SEM</p>	<p>b) Word Reading <u>Rate</u> (2 Subtests Required)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WJ IV Word Reading Fluency <input type="checkbox"/> KTEA-III Word Recognition Fluency <input type="checkbox"/> TOWRE-2 Sight Word Efficiency (2 Alternate Forms recommended) <input type="checkbox"/> TOSWRF-2 Index (2 Alternate Forms recommended) <input type="checkbox"/> Other: _____ <p>SS ± SEM SS ± SEM</p>
<p>c) Pseudoword Reading <u>Accuracy</u> (2 Subtests Required)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WIAT-III Pseudoword Decoding <input type="checkbox"/> KTEA-III Nonsense Word Decoding <input type="checkbox"/> TOWRE-2 Phonemic Decoding Efficiency (2 Alternate Forms recommended) <input type="checkbox"/> WJ IV Word Attack <input type="checkbox"/> Other: _____ <p>SS ± SEM SS ± SEM</p>	<p>d) Pseudoword Reading <u>Rate</u> (1 Subtest Required)</p> <ul style="list-style-type: none"> <input type="checkbox"/> TOWRE-2 Phonemic Decoding Efficiency (2 Alternate Forms recommended) <input type="checkbox"/> KTEA-III Decoding Fluency <input type="checkbox"/> Other: _____ <p>SS ± SEM SS ± SEM</p>
<p>e) Oral Reading <u>Accuracy</u> (1 Subtest Required)</p> <ul style="list-style-type: none"> <input type="checkbox"/> GORT-5 Accuracy <input type="checkbox"/> WJ IV Oral Reading <input type="checkbox"/> WIAT-III Oral Reading Fluency (accuracy subscore) <input type="checkbox"/> Other: _____ <p>SS ± SEM SS ± SEM</p>	<p>f) Oral Reading <u>Rate</u> (1 Subtest Required)</p> <ul style="list-style-type: none"> <input type="checkbox"/> GORT-5 Rate <input type="checkbox"/> WIAT-III Oral Reading Fluency (rate subscore) <input type="checkbox"/> WRMT-III <input type="checkbox"/> Other: _____ <p>SS ± SEM SS ± SEM</p>
<p>g) <u>Silent Reading Fluency</u> (1 Subtest Required)</p> <ul style="list-style-type: none"> <input type="checkbox"/> KTEA-III Silent Reading Fluency <input type="checkbox"/> WJ IV Sentence Reading Fluency <input type="checkbox"/> WJ IV Word Reading Fluency <input type="checkbox"/> TOSWRF-2 (2 Alternate Forms recommended) <input type="checkbox"/> Other: _____ <p>SS ± SEM SS ± SEM</p>	<p>h) Possible additional <u>reading</u> data sources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interviews, observations, grades, and extant information (must be considered) <input type="checkbox"/> Thorough review of child's historical reading performance (must be considered) <input type="checkbox"/> Quick Phonics Screener <input type="checkbox"/> Short Cycle Assessments (SCA) <input type="checkbox"/> DIBELS / Acadeince <input type="checkbox"/> AIMSweb <input type="checkbox"/> i-Ready <input type="checkbox"/> Istation

Box 2. Spelling:

Area i) should be assessed and j) should be considered. Refer to Part 6 of the Supplemental Narrative of the NM TEAM Identification of Dyslexia Worksheet.

Does the child demonstrate a current deficit in spelling as evidenced by multiple data sources (outlined in areas i) and j) below), including at least 1 area with standard scores at or below -1 SD, considering SEM (for example, SS 85 ± SEM)?

- Yes No

Regardless of the answer to this question, proceed to Box 3 of this worksheet.

Note: Lack of a current or history of deficits in spelling does not automatically rule out identification of dyslexia.

Note: Spelling weaknesses in the absence of reading problems (current or historical) and in the absence of other associated risk factors may be more indicative of dysgraphia rather than dyslexia. Spelling may be evaluated at the word, sentence and paragraph level, and can be triangulated by considering applied spelling on sentence writing fluency, written expression subtests, etc.

**i) Spelling
(1 Subtest Required)**

- WJ IV Spelling
- WIAT-III Spelling
- KTEA-III Spelling
- WIST Spelling
- Other: _____

SS ± SEM
SS ± SEM

j) Possible additional *spelling* data sources:

- Interviews, observations, grades, work samples, and extant information (**must** be considered)
- Words Their Way Spelling Inventory
- i-Ready
- AIMSweb Spelling
- Istation

Box 3. Phonological Processing:
Areas k) thru m) should be assessed and area n) should be considered. Refer to Part 5 of the Supplemental Narrative of the Identification of Dyslexia Worksheet.

Does the child demonstrate a current deficit or a *history of deficits* in phonological process as evidenced by multiple data sources (outlined in areas k) through n) below), including at least 1 area with standard score(s) at or below -1 SD, considering SEM (for example, SS 85 ± SEM)?

Yes No

Regardless of the answer to this question, proceed to Box 4.

Note: If divergent scores amongst subtests are obtained, composite scores of phonological skills should be avoided or interpreted with great caution because composites of segmenting, blending, and manipulation can mask important information about a child's individual phonological skills and phonemic proficiency.

**k) Phonological Awareness
(2 subtests required)**

- CTOPP-2 Phonological Awareness
- KTEA-3 Phonological Processing
- WJ IV COG Phonological Processing
- WJ IV OL Phonetic Coding (Blending and Segmentation)
- DAS-2 Phonological Processing
- Other: _____

SS ± SEM
SS ± SEM

**l) Phonological Memory
(2 subtests required)**

- CTOPP-2 Phonological Memory
- WJ IV COG Nonword Repetition
- WISC-V Digits Forward portion of Digit Span
- Other: _____

SS ± SEM
SS ± SEM

**m) Rapid Automatic Naming
(1 score required)**

- CTOPP-2 Rapid Symbolic Naming
- KTEA-3 Object Naming & Letter Naming Facility
- WISC-V Naming Speed Literacy
- WJ IV OL - Rapid Picture Naming
- DAS-2 Rapid Naming
- Other: _____

SS ± SEM
SS ± SEM

n) Possible additional *phonological processing* data sources:

- Interviews, observations, grades, and extant information (**must** be considered)
- Phonological Awareness Screening Test (PAST)
- Phonological Awareness Screener for Intervention (PASI)
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
- i-Ready
- Istation
- DIBELS / Acadeince
- AIMSweb

Box 4. Risk Factors:

Refer to Part 7 of the Supplemental Narrative of the NM TEAM Identification of Dyslexia Worksheet. For all of the following risk factors, in the absence of formal diagnosis, parent interview/questionnaires should be used.

Does the child demonstrate risk factors for dyslexia based on multiple data sources (including areas outlined below)?

Yes No

Regardless of the answer to this question, proceed to Box 5 of this worksheet.

Note: Lack of risk factors does not automatically rule out identification of dyslexia. Presence of one or more risk factors for dyslexia should be strongly considered when identifying a child as a child who demonstrates the characteristics of dyslexia.

Family history of reading problems?

Yes No

Child or family history of ADHD?

Yes No

Child or family history of phonological processing disorder?

Yes No

Child or family history of language impairment?

Yes No

Child or family history of articulation problems?

Yes No

Box 5. Cognitive Processing Areas Associated with Dyslexia:

Area o) must be assessed and p) should be considered. Not all areas need to be assessed and deficits do not need to be identified in every area. Choosing which area(s) should be assessed is based on profile analysis in order to identify area(s) of weakness identified during the current evaluation or through referral information. Refer to Part 8 of the Supplemental Narrative of the NM TEAM Identification of Dyslexia Worksheet.

Note: Remember that additional processing areas are required for a comprehensive evaluation under the eligibility category of specific learning disability when basic reading is a concern. Area o (below) is not a comprehensive list of cognitive processing areas that need to be evaluated as part of an SLD evaluation.

Does the child demonstrate a current deficit or a history of deficits in cognitive processing as evidenced by multiple data sources (outlined in areas o) and p) below), including at least 1 area with standard score(s) at or below -1 SD, considering SEM (for example, SS 85 ± SEM)?

Yes No

Regardless of the answer to this question, proceed to Box 6 of this worksheet.

Note: Lack of cognitive processing deficits associated with dyslexia does not automatically rule out identification of dyslexia. However, a cognitive processing deficit in an area associated with reading should be present in order for a child to be identified as a child with a specific learning disability in the area of reading according to NM TEAM.

o) Cognitive Processing Areas

Orthographic processing?

Source:

SS ± SEM

SS ± SEM

Working memory?

Source:

SS ± SEM

SS ± SEM

Processing speed?

Source:

p) Additional data sources to support cognitive processing deficits:

Orthographic processing

Working memory

Processing speed

SS ± SEM
SS ± SEM

Box 6. General Cognitive Abilities:

Refer to Part 9 of the Supplemental Narrative of the NM TEAM Identification of Dyslexia Worksheet.

Are the child's reading and spelling problems primarily due to low cognitive abilities?

Yes No

If answered 'No,' proceed to "Documentation of Characteristics of Dyslexia" on this worksheet.

If answered 'Yes,' the child does not demonstrate characteristics of dyslexia and the EDT should not continue completing this worksheet.

*Note: Individuals with any level of intelligence can have dyslexia. **Low cognitive abilities do not automatically rule out dyslexia** but when low cognitive skills are the primary cause of a child's reading challenges, he or she would not demonstrate the characteristics of dyslexia.*

It is important for teams to consider all of the data in this worksheet when determining if the child's reading difficulties are primarily related to low cognitive skills or to characteristics of dyslexia in order to provide appropriate reading interventions.

Valid overall (e.g., broad, full scale, or composite) cognitive score:

SS ± SEM _____ Date Administered: _____

Additional cognitive scores (optional):

Verbal Composite(s): SS ± SEM _____ Date Administered: _____

Nonverbal Composite(s): SS ± SEM _____ Date Administered: _____

Documentation of Characteristics of Dyslexia

Note: It is essential for teams to triangulate all data sources (informal assessment, formal assessment, interviews, observations, family history, other risk factors, and extant information) in order to determine if the child's profile meets the criteria for a diagnosis of dyslexia. When data from only one of these sources is used, teams are at great risk for misidentification of the nature of the child's educational needs. Refer to pages 246 and 250 of the NM TEAM and the Supplemental Narrative of the NM TEAM Identification of Dyslexia Worksheet.

What risk factors, if any, does the child demonstrate that increase the likelihood of identification of dyslexia (as documented in Box 4)?

Note: Presence of one or more risk factors for dyslexia should be strongly considered when identifying a child as a child who demonstrates the characteristics of dyslexia.

Describe (or indicate "None"):

What cognitive processing deficits associated with dyslexia, if any, does the child demonstrate (as documented in Box 5)?

Note: Presence of one or more cognitive processing deficits highly associated with dyslexia should be strongly considered when identifying a child as a child who demonstrates the characteristics of dyslexia.

Describe (or indicate "None"):

Do the data demonstrate that the child demonstrates the characteristics of dyslexia by demonstrating all three of the following characteristics?

Academic difficulties as evidenced by one of the following and as documented in Box 1 and

Box 2:

- Current or historical problems with reading
- Current or historical problems with spelling and current or historical problems with reading

AND

Current or historical phonological processing difficulties based on multiple data sources as documented in Box 3

AND

Reading deficits are not primarily related to low intelligence as documented in Box 6

- Yes, the team has determined that this child demonstrates the characteristics of dyslexia.**
- No, the team has determined that the child does not demonstrate the characteristics of dyslexia.**

New Mexico Technical Evaluation and Assessment Manual (NM TEAM)

Part 13: Identification of Dyslexia Worksheet: Characteristics of Dyslexia in Children from Dual-Language Backgrounds (English/Spanish)

Child's Name _____

Date Worksheet Reviewed by EDT _____

Box 1. Reading and Spelling:

In what language(s) has the child received academic instruction (current and/or historical)?

a. Has the child received academic instruction in English (current and/or historical)?

Academic testing in English is usually conducted unless the child has newly immigrated (within the last few months) or is receiving instruction in Spanish only. It is important for EDTs to consider the child's educational history when answering this question. EDTs should use extreme caution when indicating that a child's low English academic skills are consistent with a profile of dyslexia when the low skills area primarily due to lack of instruction in English.

Yes No

If answered 'Yes,' proceed with assessing academic skills in English using the NM TEAM Identification of Dyslexia Worksheet (Part 12). Based on **that** worksheet:

Does the child demonstrate a current deficit or a *history of deficits* in English reading as evidenced by multiple data sources (outlined in areas a) through h) of the NM TEAM Identification of Dyslexia Worksheet (Part 12)), including at least 1 area with standard scores at or below -1 SD, considering SEM (for example, SS 85 ± SEM)?

Yes No

If answered 'Yes,' proceed to question 1b on this worksheet.

If answered 'No,' the child does not demonstrate characteristics of dyslexia and the EDT should not continue completing this worksheet.

If answered 'No,' the child's academic skills in English should not be assessed. Proceed to question 1b on this worksheet.

b. Has the child received academic instruction in Spanish (current and/or historical)?

Academic testing in Spanish is usually conducted if the child has received Spanish academic instruction for one year or more, including instruction received in settings other than school. As with English academic skills, it is important for EDTs to consider the child's educational history and instructional program when determining if low Spanish academic skills are consistent with a profile of dyslexia. Yes No

If answered 'Yes,' the child's academic skills in Spanish should be assessed using areas a) through d) below. Area e) should be considered. The following question should be answered:

Does the child demonstrate a current deficit or a *history of deficits* in either (a) Spanish reading or (b) Spanish reading and Spanish spelling as evidenced by multiple data sources (outlined in areas a) through e) below), including at least 1 area with standard scores at or below -1 SD, considering SEM (for example, SS 85 ± SEM)?

Yes No

Regardless of the answer to this question, proceed to Box 2 of this worksheet.

Note: Because English is a less transparent orthography than Spanish, it is more likely that a child will demonstrate challenges in English than in Spanish. Therefore children with reading/spelling deficits only in English may demonstrate a profile consistent with dyslexia. It is rare that a child with dyslexia who had instruction in both languages would demonstrate deficits in Spanish but not English. If answered 'No,' the child's academic skills in Spanish should not be assessed.

Caution: If answered "No" to both 1a and 1b, the EDT may determine that it is not appropriate to evaluate the child for characteristics of dyslexia at this time because of limited academic

instruction.

*Note: Spelling weaknesses in the absence of reading problems (current or historical) and in the absence of other associated risk factors may be more indicative of dysgraphia rather than dyslexia. Spelling may be evaluated at the word, sentence and paragraph level, and can be triangulated by considering **applied** spelling on sentence writing fluency, written expression subtests, etc.*

a) Basic Reading Skills:

Batería IV Pruebas de Aprovechamiento

- ACH 1: Identificación de palabras
- ACH 7: Análisis de palabras

WMLS III Spanish

- Test 5: Identificación de palabras

SS ± SEM
SS ± SEM

b) Reading Fluency:

Batería IV Pruebas de Aprovechamiento

- ACH 8: Lectura Oral
- ACH 9: Fluidez en Lectura de Frases

SS ± SEM
SS ± SEM

c) Reading Comprehension:

Batería IV Pruebas de Aprovechamiento

- ACH 4: Comprensión de Textos
- ACH 12: Rememoración de Textos

SS ± SEM
SS ± SEM

d) Spelling:

Batería IV Pruebas de Aprovechamiento

- Test 3: Ortografía

WMLS III Spanish

- Test 7: Dictado (Applied Spelling)
- Test 8: Expresión de Lenguaje Escrito (Applied Spelling)

SS ± SEM
SS ± SEM

e) Possible additional Spanish academic data sources:

- Interviews, observations, grades, and extant information (**must** be considered)
- ISIP™ Español and Istation Español
- Indicadores Dinámicos del Éxito en la Lectura (IDEL)
- El Inventario de Lectura en Español de Tejas" (Tejas LEE)
- easyCBM
- AIMSweb
- DIBELS / Acadeince
- Report Cards
- Letter Identification (K, 1st)

Box 2. Oral Language Proficiency and Phonological Processing:

In what language(s) does the child demonstrate oral language proficiency? *This information is used to help determine if the child's phonological processing skills should be assessed in Spanish, English, or both.*

a. Does the child demonstrate oral English proficiency based on multiple data sources (including area a) below) that indicates that assessment of phonological processing skills in English is appropriate?

Yes No

If answered 'Yes,' proceed with assessing phonological processing skills in English using the NM TEAM Identification of Dyslexia Worksheet (Part 12). Based on **that** worksheet:

Does the child demonstrate a current deficit or a *history of deficits* in phonological processing in English as evidenced by multiple data sources (outlined in areas k) through n) of the NM TEAM Identification of Dyslexia Worksheet (Part 12)), including at least 1 area with standard scores at or below -1 SD, considering SEM (for example, SS 85 ± SEM)?

Yes No

Regardless of the answer to this question, proceed to question 2b below.

If answered 'No,' the child's phonological processing skills in English should not be assessed. Proceed to question 2b below.

b. Does the child demonstrate oral Spanish proficiency based on multiple data sources (including area b) below) that indicates that assessment of phonological processing skills is appropriate in Spanish?

Yes No

If answered 'Yes,' proceed with assessing phonological processing skills in Spanish using areas c) through e) below. Based on **this** worksheet:

Does the child demonstrate a current deficit or a *history of deficits* in phonological processing in Spanish as evidenced by multiple data sources (outlined in areas c) through e) below), including at least 1 area with standard scores at or below -1 SD, considering SEM (for example, SS 85 ± SEM)?

Yes No

If answered 'Yes,' proceed to Box 3 of this worksheet.

If answered 'No' to any part of 2a **and** to 2b (this question), the child does **not** demonstrate characteristics of dyslexia at this time and the EDT should not continue completing this worksheet.

If answered 'No,' the child's phonological processing skills in Spanish should not be assessed.

If answered 'No' to the first question in both 2a and 2b above, the EDT may determine that it is not appropriate to evaluate the child for characteristics of dyslexia at this time because of limited oral language proficiency.

If answered 'Yes' to both questions in 2a and 'No' to both questions in 2b above, proceed with completion of the NM TEAM Identification of Dyslexia Worksheet English (Part 12).

a) English Oral Language Proficiency

- WMLS III (English)
- Test 1: Analogies
- Test 2: Oral Comprehension
- Test 3: Picture Vocabulary
- Test 4: Oral Language Expression

and/or

- WJ IV-OL (English)
- Test 1: Picture Vocabulary
- Test 2: Oral Comprehension
- Test 6: Understanding Directions

SS ± SEM
SS ± SEM

b) Spanish Oral Language Proficiency

- WMLS III (Spanish)
- Test 1: Anologías
- Test 2: Comprensión Oral
- Test 3: Vocabulario Sobre Dibujos
- Test 4: Expresión de Lenguaje Oral

and/or

- WJ IV-OL (Spanish)
- Test 10: Vocabulario Sobre Dibujos
- Test 11: Comprensión Oral
- Test 12: Comprensión de Indicaciones

SS ± SEM
SS ± SEM

<p>and/or</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interviews, observations, questionnaires, language samples, educational history (including instructional programming), and extant information related to language (must be considered) <input type="checkbox"/> Language Usage Form <input type="checkbox"/> Bilingual Verbal Ability Test (BVAT) <input type="checkbox"/> Basic Interpersonal Communication Skills (BICS) <input type="checkbox"/> Cognitive Academic Language Proficiency (CALP) <input type="checkbox"/> preLAS Español <input type="checkbox"/> Kindergarten WIDA-ACCESS Placement Test (W-APT) <input type="checkbox"/> WIDA / ACCESS <input type="checkbox"/> preLAS English <input type="checkbox"/> LAS Links English <input type="checkbox"/> IPT Oral English <input type="checkbox"/> Other assessments related to Identification of limited English Proficiency <input type="checkbox"/> English Language Development (ELD) Instructional Supports 	<p>and/or</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interviews, observations, questionnaires, language samples, educational history (including instructional programming), and extant information related to language (must be considered) <input type="checkbox"/> Language Usage Form <input type="checkbox"/> Bilingual Verbal Ability Test (BVAT) <input type="checkbox"/> Basic Interpersonal Communication Skills (BICS) <input type="checkbox"/> Cognitive Academic Language Proficiency (CALP) <input type="checkbox"/> preLAS Español <input type="checkbox"/> LAS Links Español <input type="checkbox"/> IPT Oral Spanish <input type="checkbox"/> Other assessments related to Identification of Spanish Language Proficiency <input type="checkbox"/> English Language Development (ELD) Instructional Supports
<p>c) Phonological Awareness <u>Batería IV Habilidades Cognitivas Procesamiento Auditivo (Ga)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Test 5: Procesamiento Fonético <ul style="list-style-type: none"> 5A: Acceso de Palabras 5B: Fluidez de Palabras 5C: Sustitución <p><u>DAS-II Early Years Spanish Supplement (2:6 - 6:11)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Procesamiento Fonológico <ul style="list-style-type: none"> Task 1: Rimar Task 2: Mezclar Task 3: Suprimir Task 4: Identificación y Segmentación de Fonemas <p><u>TAPS-3: SBE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Discrimination <input type="checkbox"/> Phonological Segmentation <input type="checkbox"/> Phonological Blending <p>SS ± SEM SS ± SEM</p>	<p>d) Phonological Memory <u>Batería IV Habilidades Cognitivas Procesamiento Auditivo (Ga)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Test 12: Repetición de Palabras sin Sentido

e) Possible additional phonological processing data sources:

- Interviews, observations, grades, and extant information (**must** be considered)
- ISIP™ Español and Istation Español
- Indicadores Dinámicos del Éxito en la Lectura (IDEL)
- El Inventario de Lectura en Español de Tejas" (Tejas LEE)
- easyCBM
- AIMSweb
- DIBELS / Acadeince
- Report Cards
- Letter Sounds (K, 1st)

Box 3. Risk Factors:

Refer to Part 7 of the Supplemental Narrative of the NM TEAM Identification of Dyslexia Worksheet. For all of the following risk factors, in the absence of formal diagnosis, parent interview/questionnaires should be used.

Does the child demonstrate risk factors for dyslexia based on multiple data sources (including areas outlined below)?

- Yes No

Regardless of the answer to this question, proceed to Box 4 of this worksheet.

Note: Lack of risk factors does not automatically rule out identification of dyslexia. Presence of one or more risk factors for dyslexia should be strongly considered when identifying a child as a child who demonstrates the characteristics of dyslexia.

Family history of reading problems?

- Yes No

Child or family history of ADHD?

- Yes No

Child or family history of phonological processing deficits?

- Yes No

Child or family history of language impairment?

- Yes No

Child or family history of articulation problems?

- Yes No

Box 4. Cognitive Processing Areas Associated with Dyslexia:

Area f) should be assessed and g) should be considered. Not all areas need to be assessed and deficits do not need to be identified in every area. Choosing which area(s) should be assessed is based on profile analysis in order to identify area(s) of weakness identified during the current evaluation or through referral information. Refer to the Supplemental Narrative of the NM TEAM Identification of Dyslexia Worksheet (Part 12).

The child should be evaluated in the language(s) in which they demonstrate oral language proficiency, as identified in Box 2 of this worksheet. These are the same areas outlined in the NM TEAM Identifying Dyslexia Worksheet (Part 12).

Note: Remember that additional processing areas are required for a comprehensive evaluation under the eligibility category of specific learning disability when basic reading is a concern. Area f is not a comprehensive list of cognitive processing areas that need to be evaluated as part of an SLD evaluation.

Does the child demonstrate a current deficit or a history of deficits in cognitive processing in the language(s) in which the child demonstrates oral language proficiency as evidenced by multiple data sources (outlined in areas f) and g) below), including at least 1 area with standard score(s) at or below -1 SD, considering SEM (for example, SS 85 ± SEM)?

- Yes No

Regardless of the answer to this question, proceed to Box 5 of this worksheet.

Note: Lack of cognitive processing deficits associated with dyslexia does not automatically rule out identification of dyslexia. However, a cognitive processing deficit in an area associated with reading should be present in order for a child to be identified as a child with a specific learning disability in the area of reading according to NM TEAM.

f) Cognitive Processing Areas

Orthographic processing?

Source:

Language(s) of Assessment:

SS ± SEM

SS ± SEM

Working memory?

Source:

Language(s) of Assessment:

SS ± SEM

SS ± SEM

Processing speed?

Source:

Language(s) of Assessment:

SS ± SEM

SS ± SEM

g) Additional data sources to support cognitive processing deficits:

Orthographic processing

Working memory

Processing speed

Box 5. General Cognitive Abilities:

Refer to Part 9 of the Supplemental Narrative of the NM TEAM Identification of Dyslexia Worksheet.

Are the child's reading and spelling problems primarily due to low cognitive abilities?

Yes No

If answered 'No,' proceed to "Documentation of Characteristics of Dyslexia in Children from Dual-Language Background"

If answered 'Yes,' the child does not demonstrate characteristics of dyslexia and the EDT should not continue completing this worksheet.

*Note: Individuals with any level of intelligence can have dyslexia. **Low cognitive abilities do not automatically rule out dyslexia** but when low cognitive skills are the primary cause of a child's reading challenges, he or she would not demonstrate the characteristics of dyslexia.*

It is important for teams to consider all of the data in this worksheet when determining if the child's reading difficulties are primarily related to low cognitive skills or to characteristics of dyslexia in order to provide appropriate reading interventions.

Valid Overall (e.g., broad, full scale, or composite) Cognitive Score:

Source:

Language(s) of Assessment:

Date Administered:

SS ± SEM

Additional cognitive scores (optional):

Verbal Composite(s):

Source:

Language(s) of Assessment:

Date Administered:

SS ± SEM

Nonverbal Composite(s):

Source:
Language(s) of Assessment:
Date Administered:
SS ± SEM

Documentation of Characteristics of Dyslexia in Children from Dual-Language Backgrounds (English/Spanish)

Note: *It is essential for teams to triangulate all data sources (informal assessment, formal assessment, interviews, observations, family history, other risk factors, and extant information) in order to determine if the child's profile meets the criteria for a diagnosis of dyslexia.* When data from only one of these sources is used, teams are at great risk for misidentification of the nature of the child's educational needs. Refer to pages 246 and 250 of the NM TEAM and the Supplemental Narrative of the NM TEAM Identification of Dyslexia Worksheet.

Reminder: For children who are truly proficient in speaking and listening in both English and Spanish, characteristics of dyslexia must be manifested in both languages. However, because of the transparency of Spanish, a child may develop strategies over time to achieve age-appropriate Spanish reading and writing skills. However, a history of deficits in Spanish reading and writing skills must be clearly documented. Because of the complexities and varieties of bilingualism, a conservative and cautious approach is suggested.

What risk factors, if any, does the child demonstrate that increase the likelihood of identification of dyslexia (as documented in Box 3 of this worksheet)?

Note: Presence of one or more risk factors for dyslexia should be strongly considered when identifying a child as a child who demonstrates the characteristics of dyslexia.

Describe (or indicate "None"):

What cognitive processing deficits associated with dyslexia, if any, does the child demonstrate (as documented in Box 4 of this worksheet)?

Note: Presence of one or more cognitive processing deficits highly associated with dyslexia should be strongly considered when identifying a child as a child who demonstrates the characteristics of dyslexia.

Describe (or indicate "None"):

Language(s) of Instruction: In what language(s) has the child received academic instruction (as documented in Box 1 of this worksheet)? (Mark all that apply and describe the instructional program.)

- English
- Spanish

Oral Language Proficiency: In what language(s) does the child demonstrate oral language proficiency indicating that assessment of phonological processing skills in that area is appropriate (as identified in Box 2 of this worksheet)? (Mark all that apply.)

- English
- Spanish

Do the data demonstrate that the child demonstrates the characteristics of dyslexia by demonstrating

all three of the following characteristics?

Academic difficulties as evidenced by one of the following and as documented in Box 1 (using data from the NM TEAM Identification of Dyslexia Worksheet, as appropriate):

- Current problems and/or ***historical*** problems with reading in all language(s) of instruction
- Current problems with spelling in the language(s) of instruction and current or ***historical*** problems with reading in all language(s) of instruction

AND

Current or historical phonological processing difficulties based on multiple data sources in language(s) in which the child demonstrates oral language proficiency as documented in Box 2 (using data from the NM TEAM Identification of Dyslexia Worksheet, as appropriate)

AND

Reading deficits are not primarily related to low intelligence or lack of instruction as documented in Box 5

Yes, the team has determined that this child demonstrates the characteristics of dyslexia.

No, the team has determined that the child does not demonstrate the characteristics of dyslexia.

Part 14: References

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