

# Ohio Dyslexia Committee

August 31, 2021

## Ohio Department of Education

**Committee Members Attending:** LM Clinton, LaMonica Davis, Steve Griffin, Dana Hamilton, Melissa Spangler, Chinnon Jaquay, Mike McGovern, Amy Murdoch, Rebecca Tolson, Trevor Thomas, Olivia Weisman

**Ohio Department of Education Presenters:** Melissa Weber-Mayrer-Director of Approaches to Teaching and Professional Learning, Beth Hess-Assistant Director Literacy

**Department Staff Providing Information:**

*Recording Secretary:* Andrea Mallory, Ohio Department of Education

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### Opening

Mike McGovern, Committee Chair, welcomed the committee members and called the meeting to order at 8:45 a.m. *Mike called roll.* A quorum was present to proceed with committee. Notes from the previous meeting were approved.

Melissa Weber-Mayrer introduced Stephanie Stollar, the consultant hired to draft the dyslexia guidebook. Julia Simmerer-Senior Executive Director Carolyn Everidge-Frey-Executive Director of the Center for Teaching, Leading and Learning and Stephanie Siddens- Senior Executive Director of the Center for Student Supports joined the meeting to introduce themselves.

Dr. Stephanie Siddens has been appointed the new role of Interim State Superintendent of Public Instruction and starts on Sept. 25. She thanked the committee for the work they are doing and reassured the committee that this work is important and appreciated. She looks forward to the outcome of the guidebook.

### Parent and Student Spotlight

*Stephanie Collins*, a parent representative, addressed the committee with her child's challenges and successes.

### Committee Discussion: Assessment and Instruction

#### Overview of proposed assessment and instruction outline for dyslexia guidebook

Dr. Amy Murdoch addressed the committee with an overview of the proposed assessment and instruction outline for the dyslexia guidebook. A discussion around Tier 1 and Tier 2 screeners and intervention ensued. The committee discussed some of the items that will be covered in the guidebook are:

- I. Define dyslexia and best practices in identifying and serving children with dyslexia
  - a. Definition of dyslexia and myths
  - b. Importance of early intervention
    - i. Importance of strong instruction across the day, not just in intervention
    - ii. Role of instruction in understanding dyslexia
  - c. Signs of dyslexia across development
    - i. Dyslexia in children who are not native English speakers
    - ii. Twice exception
    - iii. Role of comorbidity with dyslexia
- II. Assessment & Instruction within a comprehensive literacy program – MTSS & Science of Reading
  - a. Science of Reading & Structured Literacy – Connect to Ohio's Plan to Raise Literacy Achievement
  - b. Describe Multi-Tiered System of Support for reading, including understanding disability
  - c. Focus on assessment & Intervention across the tiers of instruction
    - i. Tier 1 – screening assessment, core instruction, and supplemental supports needed to access tier 1

- ii. Tier 2 – assessment-diagnostic & progress monitoring & structured literacy intervention
- iii. Tier 3 – individual problem solving, assessment-diagnostic & progress monitoring, & structured literacy
- d. When a disability is suspected, identification of dyslexia – SLD, IDEA, eligibility, special education services
- e. Supports for schools in strengthening their multi-tiered system of supports
  - i. Teacher professional development options
  - ii. Analyzing and strengthening the supports at each tier

### Open Q&A/comments

Q: How do we bring the Third Grade Guarantee and the Dyslexia laws together, to be viewed as one unit by districts?

Committee members discussed the use of a multi-tiered system of support framework with clear articulation where state laws begin and end

LM gave an update on the Third Grade Reading Guarantee for the kindergarten requirement. In the 2022-2023 school year, the reading diagnostic screener must be given to kindergarteners *within the first 20 days of instruction*. Read [ORC 3313.608](#) for more information.

### Tier 1 dyslexia screener

Dr. Amy Murdoch presented the descriptive criteria for the tier 1 dyslexia screener. She shared the [Colorado Dyslexia Handbook](#) and National Center on Improving Dyslexia's [Screening for Dyslexia](#) guide.

#### Descriptive criteria:

- Provides data for **all** students
- Time efficient (3-5 min. for early reading)
- Repeatable measures for screening (3 times a year—beg., middle, end)
- Connected measures for progress monitoring of key skills
- Standardized directions for administration and scoring
- Report clear indicators of skill levels and risk status
- Valid, reliable, and demonstrate accuracy for predicting reading achievement and learning problems
- Additional considerations:
  - Time efficient
  - Multiple measures
  - Connection progress monitoring tools
  - Cost
  - Connection to Third Grade Reading Guarantee

### Areas for Assessment

Grade Level	Key Areas to Assess	Potential Areas to Assess
Kindergarten	Phoneme Awareness Letter Naming Fluency Letter Sound Association	Phonological Memory Rapid Automatic Naming Language – Oral & Receptive*
First Grade	Phoneme Awareness Letter Naming Fluency Letter Sound Association Word identification (real & nonsense words) Mid-year = Oral reading fluency (accuracy & rate)	Phonological Memory Rapid Automatic Naming Spelling Language – Oral & Receptive*
2 <sup>nd</sup> – 3 <sup>rd</sup> Graders	Word identification (real & nonsense words) Oral Reading Fluency Comprehension	Language – Oral & Receptive* Spelling

Sources = Catts et al. (2015), Petscher et al. (2019), Compton et al. (2010)  
Also looked across guidebooks. Key areas have agreement across guidebooks and research.

### Criteria for Reviewing Tier 1 Dyslexia Screeners

\*See Section V of Petscher et al. (2019), *Screening for Dyslexia* Guide – Nation Center on Improving Literacy

\*See Bailey et al. (2020), *Assessment Practices within MSSS* – National Center on Intensive Intervention

- I. Population of Interest/Sample Representativeness
  - I. Was the screener validated and normed with K – 3? Look to ensure sufficient data by age range.
  - II. Was the screener validated to detect risk for dyslexia or other learning disabilities?
  - III. Research Normed on demographics similar to our Ohio public school population?
  - IV. Is the sample size large enough = Rathvon criteria
- II. Scope of Assessment
- III. Reliability
- IV. Validity; predictive validity
- V. Classification of Accuracy

### Tier 2 dyslexia screener

The committee discussed the criteria for a tier 2 dyslexia screener, intervention and progress monitoring.

**Q:** What is the ultimate purpose of the tier 2 dyslexia screener?

Dr. Murdoch explained: To understand specific instructional needs based on screening results to provide tier 2 intervention.

**Q:** Is the tier 2 dyslexia screener an intervention-based diagnostic used to design instruction or a clinical assessment? Can both be used? When within a multi-tiered system of support does the tier 2 dyslexia screener occur?

Dr. Murdoch explained that the tier 2 dyslexia screener consists of a variety of intervention-based diagnostics, chosen based on the results of the tier 1 screener, the child's grade level and the child's prior academic performance. The tier 2 dyslexia screener is administered prior to implementing targeted interventions (tier 2 in a multi-tiered system of support) and may be referred to by some educators as an "informal diagnostic". The tier 2 screener triggers the requirement of the use of a structured literacy approach in the targeted interventions.

### Descriptive criteria:

- Validates tier 1 assessment of risk and goes deeper in an area(s) identified as a need from Tier 1 screener
- Can be administered by a classroom teacher and/or reading specialist
- Direct link to instructional needs and placement in robust structured literacy tier 2 intervention
  - Could be connected to an instructional program
  - Could be independent assessment
  - Is not a teacher-created assessment

### Discussion:

- Align components of screening to definition of dyslexia
- Combine screeners for TGRG, national Dyslexia and IDEA.
- Use If/Then criteria (decision rules)
- Guidebook can include exclusionary criteria (what is *not* a tier 2 dyslexia screener)
- Continue guidebook guidance beyond legislation requirement
- The guidebook can include clear communication samples on how to discuss the results of the tier 2 screener with families

## Progress Monitoring

Dr. Murdoch described the purpose of progress monitoring is to understand if our intervention is working and if increased intensity of intervention is needed. This is connected to screening.

### Descriptive criteria:

- Technical adequacy for the purpose of progress monitoring
- Clear decision rules

## Structured Literacy

The committee discussed structured literacy and reviewed some of the components from [Colorado's Dyslexia Handbook](#). Chair McGovern shared that the committee has approval from the International Dyslexia Association to use their images associated with structured literacy.

### Descriptive criteria for guidebook:

- Definition- Define what is and is not appropriate in this approach
- What structured literacy consists of across all three tiers of instruction in a multi-tiered system of support approach- curriculum alignment
- Include a chart comparing structured literacy to other approaches
- Aligned walk through forms
- Inclusion of model lessons (tools, sample lesson plans and videos)
- Intervention considerations for guidebook:
  - Dosage by grade level
  - Decision rules
  - Stages of reading development and how those change over time
  - Include 4 quadrants model of reading difficulties

## Voting item- defining “appropriate certification”

ORC 3323.25

*Appropriate certification means*

- (a) Certification at a certified level, or higher, from a research-based, multi-sensory structured literacy program.
- (b) Any other certification as recognized by a majority vote of the Ohio dyslexia committee.

Beth Hess gave an overview of the three options of appropriate certification based on the July dyslexia committee discussion. The three options were discussed, each one narrower than the other. One option will be adopted with the vote and sent out to the education community over the next few weeks.

### Option 1:

1. Completion of an independent training program or higher education program accredited by the International Dyslexia Association at the **Accreditation Plus level**.
2. Completion of an independent training program or higher education program accredited by the International Dyslexia Association at the **Accreditation level** so long as the program includes a practicum whereby the educator practices the instructional strategies learned in the program under supervision of an individual authorized to administer the practicum with either a small group of students or one on one.
3. Structured Literacy Dyslexia Interventionist Certification from the Center for Effective Reading Instruction
4. Structured Literacy Dyslexia Specialist Certification from the Center for Effective Reading Instruction
5. Certified Academic Language Practitioner from the Academic Language Therapy Association
6. Certified Academic Language Therapist from the Academic Language Therapy Association

### Option 2:

1. Completion of an independent training program or higher education program accredited by the International Dyslexia Association at the **Accreditation Plus level**.

2. *Structured Literacy Dyslexia Interventionist Certification from the Center for Effective Reading Instruction*
3. *Structured Literacy Dyslexia Specialist Certification from the Center for Effective Reading Instruction*
4. *Certified Academic Language Practitioner from the Academic Language Therapy Association*
5. *Certified Academic Language Therapist from the Academic Language Therapy Association*

**Option 3:**

1. *Completion of an independent training program or higher education program accredited by the International Dyslexia Association at the **Accreditation Plus level***
2. *Completion of an independent training program or higher education program accredited by the International Dyslexia Association at the **Accreditation Plus level and Center for Effective Reading Instruction***
  - a. *Structured Literacy Dyslexia Interventionist Certification from the Center for Effective Reading Instruction*
  - b. *Structured Literacy Dyslexia Specialist Certification from the Center for Effective Reading Instruction*
3. *Completion of an independent training program or higher education program accredited by the International Dyslexia Association at the **Accreditation Plus level and Academic Language Therapy Association***
  - a. *Certified Academic Language Practitioner from the Academic Language Therapy Association*
  - b. *Certified Academic Language Therapist from the Academic Language Therapy Association*

Mike McGovern motioned to adopt option 2. Dr. Amy Murdoch seconded.

Affirmative votes: LM Clinton, LaMonica Davis, Steve Griffin, Dana Hamilton, Melissa Spangler, Chinnon Jaquay, Mike McGovern, Trevor Thomas, Olivia Weisman

Abstained: Rebecca Tolson, Amy Murdoch

***The following was adopted by the Ohio Dyslexia Committee:***

- A. The Ohio dyslexia committee recognizes the following as “appropriate certification”
  1. Completion of an independent training program or higher education program accredited by the International Dyslexia Association at the Accreditation Plus level.
  2. Structured Literacy Dyslexia Interventionist Certification from the Center for Effective Reading Instruction
  3. Structured Literacy Dyslexia Specialist Certification from the Center for Effective Reading Instruction
  4. Certified Academic Language Practitioner from the Academic Language Therapy Association
  5. Certified Academic Language Therapist from the Academic Language Therapy Association
- B. The Ohio dyslexia committee acknowledges that external accrediting organizations control the approval processes for programs to qualify for the certifications listed in section (A). If an educator completed a program that was once approved by the accrediting organization but later is removed by the accrediting organization, the educator will no longer be considered certified. If a program is added by the accrediting organization, educators completing that program will then be considered certified so long as they completed the program according to what is approved by the accrediting organization.
- C. Independent training programs or higher education programs not included in section (A) offering certification are not recognized as “appropriate certification” by the Ohio dyslexia committee.
- D. This definition of “appropriate certification” may only be edited by a majority vote of the Ohio dyslexia committee.

**Public comments**

There were no public comments.

**Adjournment**

Mike McGovern adjourned the meeting at 3:40 p.m.