Presentation to Kansas House K-12 Education Committee

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What screening tools/processes are used, or should be used, for kindergarten roundup to identify dyslexia and other symptoms associated with dyslexia? Outside of early screening, when and where are screenings given, and at what frequency?

It is important that Kansas now recognizes dyslexia as a disability.

KSDE (Already in place):
- Students in grades K - 8th will be screened three times per year with an approved tool.
- There are state-approved screening tools.
- KSDE is working to train teachers so that they can use the data to identify children who have characteristics of dyslexia/reading failure.

It is recommended that school districts should use screening tools for reading failure risk at Kindergarten Round-Up:
- Our research has found that children at age 6 can be identified as at risk with 98.6% accuracy (Reading Evaluation Tool).
  - A shortened version of this tool (BARK) has been used for kindergarten and the months prior to kindergarten and would be ideal for kindergarten round-up.
    - Would provide this tool at no or little cost to districts.

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How will screening tools/processes change with the explicit identification of dyslexia? Is there a preferred tool?

It is important to identify the risk for reading failure whether it ends up being dyslexia or not.
- However, any tool that assesses phoneme understanding (identifying phonemes in a word, segmenting words or syllables into phonemes), decoding (reading words and nonwords), and assessing for sound-letter correspondence in kindergarten is particularly important. KSDE is requiring these areas be assessed. Any tool that addresses these areas should be sufficient.

I would further suggest the following for school districts looking for a low-budget solution:
- Screen entering kindergarten students, preferably with the BARK. The Center for Reading will analyze the data once the data has been entered and sent to us to determine those who are at risk or marginally at risk.

Those identified with a screener should receive an intervention (MTSS).
- MTSS is only as good as the instruction, intervention, or progress monitoring that is being used.
- When MTSS fails it is because there is an issue in one or more of these areas.

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What information can be provided to help us understand the effectiveness of child-find services and practices?

Child-find (Birth to 21 years):
- Should occur to identify children at a very young age (4 or 5 for reading)
- And at any time that a screening tool identifies a child
  - ✓ KSDE already indicates that universal screening should occur three (3) times per year
    - Universal Screening = everyone is screened (unless they are exempt)
      - e.g., intellectual disability

Many of these initiatives are not being utilized and much work must be done to:
- Ensure that appropriate screening tools are being used (KSDE has list)
- Ensure that they are used properly (Training - KSDE)
- Ensure that the data are being used to make good decisions (Training – KSDE)

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What should our state goals be and any recommended legislative solutions? In a nutshell, how are we doing?

The state is making very good progress in the area of reading.

KSDE has adopted the recommendations of the Legislative Task Force on Dyslexia and is now implementing them:
- There are new standards regarding what teacher preparation programs must teach.
- There is less emphasis on what not to teach, but KSDE is hoping that the non-science strategies that have been used, such as any program built around the three-cueing system, will be discouraged.

Kansas Board of Regents
- Provided Structured Literacy Training
- Has embraced the Science of Reading

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What should our state goals be and any recommended legislative solutions? In a nutshell, how are we doing? - Continued

Teacher Preparation programs must teach methods and curricula based on science (Science of Reading)
- For teacher preparation programs it is NOT enough to require that they teach science-based methods they must also be required to eliminate non-science-based methods just as any method based on the three-cueing system

Retrain the education workforce through professional development
- Not just one or two days, training will take time (e.g., LETRS: two-year program)
- Identification through screening measures
- Evidence-based reading instruction
- How to interpret data and how to use that data to inform specific interventions

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The Center for Reading at Pittsburg State University Can Help

We want to be part of the solution.

We have the knowledge, skills, and ability to help with identification and remediation, but also prevention

- Brief Assessment of Reading for Kindergarten and Pre-Kindergarten (BARK)

- Reading Evaluation Tool (RET)
  - The RET has very good psychometric properties and evaluates a child on his or her phonological processing, decoding, reading, spelling, and comprehension (45 minutes per child).

- Evaluation and Intervention Services (pittstate.edu/reading)

- Secret Codes
  - The Secret Codes kindergarten reading curriculum provides children with the requisite knowledge, skills, and practice to become competent readers. It prevents reading failure.

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