

## **PC2 Dyslexia Testing for Teaching and Beyond: Identification of Dyslexia K–12, College, University, and Workplace**

Chair: Susan C. Lowell, M.A., B.C.E.T.

National data shows literacy problems are prevalent despite decades of research on effective literacy instruction for all readers and the importance of early identification and treatment of literacy problems. This symposium discusses dyslexia testing in public schools using a component-based approach, citing the definition of dyslexia, federal law and OSERS guidance about SLD including dyslexia, and learning disorders described in DSM-5 and ICD-10. Topics include assessment, comorbidity, remediation, and accommodation in schools, college, university, and the workplace.

### **Assessment of Dyslexia: Testing for Teaching**

Susan C. Lowell, M.A., B.C.E.T.

The definition of dyslexia, a specific learning disability (SLD), is presented, and each component of the definition is discussed. A component model of assessment is then used. Topics include IDEA's definition of SLD, including dyslexia and the learning disorders described in *DSM-5* and *ICD-10*. Criteria for public school identification and diagnosis of dyslexia is reviewed, citing OSERS guidance. Educational evaluation results inform and guide specially designed instruction and/or accommodations and modifications for students with dyslexia, linking assessment to teaching.

### **Assessing Listening Comprehension in a Reading Evaluation: Understanding Language in Print**

Melissa Lee Farrall, Ph.D., SAIF

This presentation discusses how measures of listening comprehension can enhance our understanding of reading comprehension (Cain & Oakhill, 1999; Catts & Kamhi, 1999; Durrell, 1991). It reviews both formal and informal measures of listening and the challenges associated with measuring a skill that is "complex, dynamic, and fragile" (Celce-Murcia, 1995, p. 366). The presentation concludes with a discussion of how listening comprehension can be used to inform recommendations for instruction.

### **What on Earth is Going on With This Child?! The Evaluation of the Student with Dyslexia and Related Disorders**

Eric Tridas, M.D.

Students with learning disorders often have other conditions that impact learning. This presentation describes the most common conditions associated with dyslexia. Participants learn to become familiar

with the diagnostic criteria of conditions and the interactions between them. Factors such as attention, inhibition, flexibility, planning, and anxiety can have an impact on student performance. This session describes how to elicit salient factors in the student's history, some of tests that are used to measure these problems, and how to evaluate for common coexisting conditions.

### **Linking Assessment to Instruction**

Rebecca H. Felton, Ph.D.

This presentation discusses the importance of using assessment data to determine both the nature and severity of reading problems to determine the appropriate instruction for each child. The focus of the presentation is on students who are struggling to master basic word-level reading skills, and case studies are used to explain how to use assessment information (including phonological processing, decoding, encoding, letter-sound associations) to develop strong intervention plans.

### **Accommodation, Remediation, Intervention, Modifications for Students with Dyslexia: What Are They? How Do They Differ?**

Nancy Cushen White, Ed.D.

An accommodation (e.g., extended time) is not a substitute for appropriate intervention-remediation—but it can make the critical difference that levels the playing field and provides equal access to education (i.e., the bridge between success and failure) for a student with dyslexia. Students with dyslexia usually require a purposefully planned combination of intervention-remediation (with appropriate intensity and duration) in combination with accommodations. Some students may need modifications (i.e., more substantive changes that alter content of instruction or affect the validity of test items)—a decision with implications that can affect future educational choices.

### **Documentation Review, Accommodation Process, and Recent Changes with the Department of Justice**

Loring C. Brinckerhoff, Ph.D.

This module of the full-day symposium will focus on documentation requirements for young adults transitioning from high school into higher education and beyond. Dr. Brinckerhoff discusses the changing disability demographics in higher education, the Americans with Disabilities Act (ADA) and issues around disclosure and self-advocacy for individuals with disabilities. This session concludes with practical suggestions for consumers, and evaluators, on how to secure accommodations both in college and on high-stakes tests.

Track: Research-to-Practice



Level: Beginner, Intermediate, Advanced

Family

Clock Hours: 6.5

ASHA CEUs: 0.65

*Disclosure: Susan C. Lowell, Melissa Lee Farrall, Eric Tridas, Rebecca H. Felton, Nancy Cushen White, and Loring C. Brinckerhoff have no relevant financial and nonfinancial relationships to disclose.*