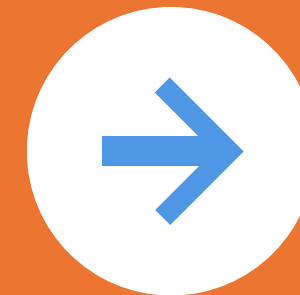


Using Data-Based Individualization to Support Students with Dyslexia

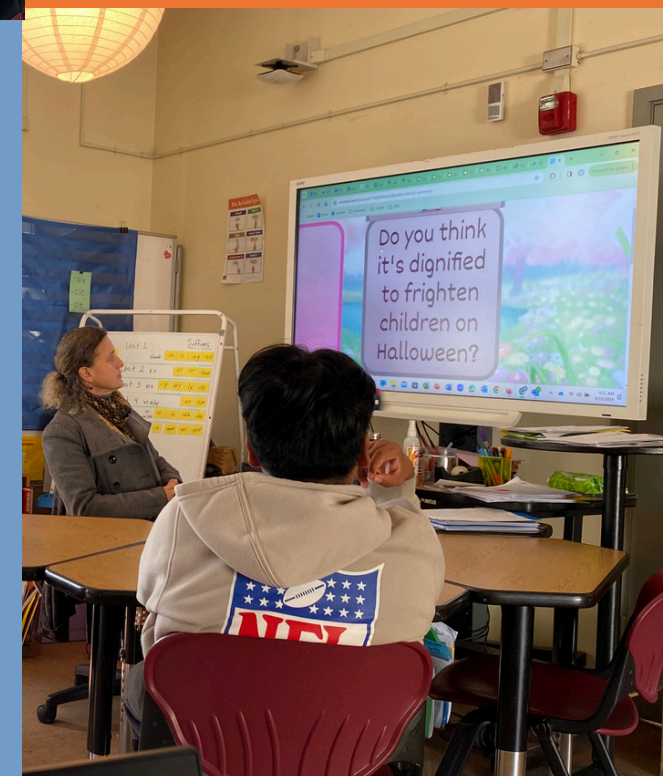
Intensive Diagnostic Educational Centers



2 5



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*“IDEC will provide high quality, **evidence-based, tier III reading intervention** to **students with dyslexia** so that they can access their content area instruction, enjoy improved academic outcomes and fulfill their potential as learners and intellectuals.”*



diagnostic

intensive

**evidence-
based**



Highly Trained Staff

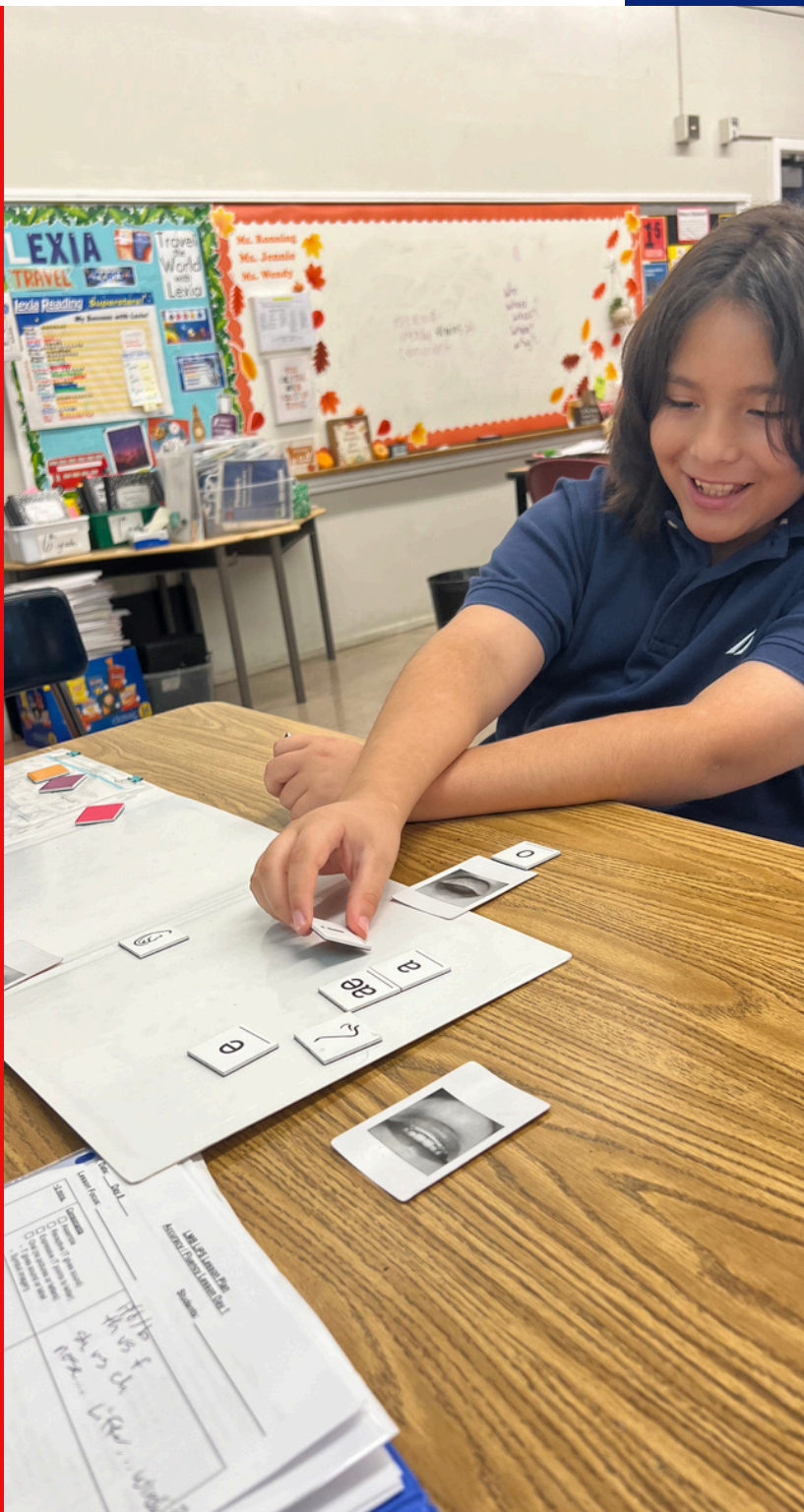
- Teachers trained through IDA Accredited Plus PD model (Wilson or Academy of OG)
- Lindamood Bell LiPS trained in second year in IDEC

Data-Based Approach

- Use of developmental framework
- Bi-weekly progress monitoring
- Norm-referenced data using WJ and ORF Benchmarks

Highly Intensive

- 3:1 student to teacher ratios
- 45-120 minutes of daily instruction



K-8; general
education
curriculum + IEP

DIBELS/iReady +
Woodcock
Johnson-IV
patterns of Well
Below Benchmark



Primary obstacle
to accessing
curriculum is
**word level
reading**

phonological
processing
deficit

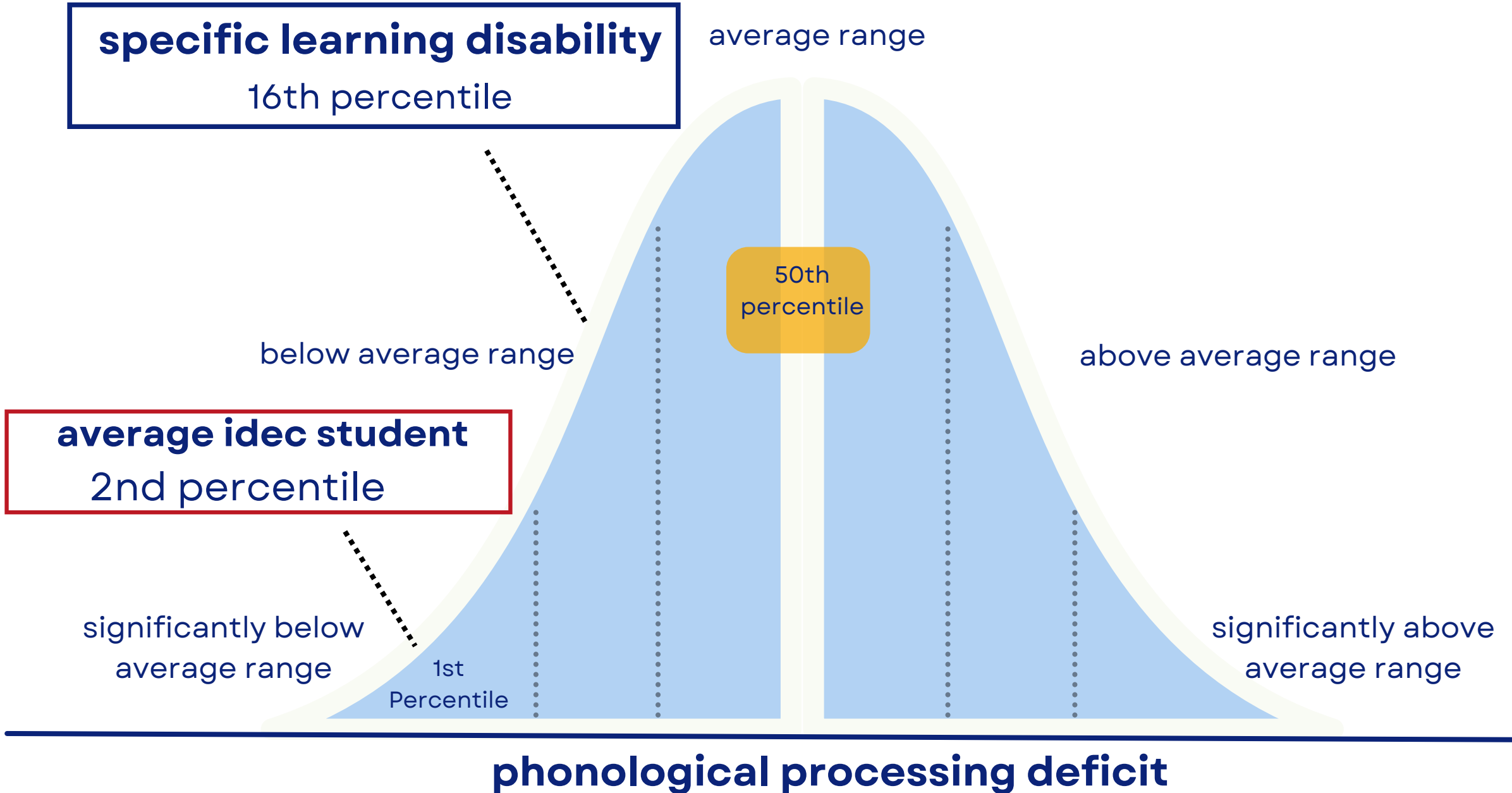
who are idec students?

750 students, across 27 centers

phonological processing deficit



I
D
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S



student growth averages

Word Attack

+16

standard score points

Word ID

+13

standard score points

Passage Reading Fluency Rate

+30

words correct per minute

Passage Reading Fluency Accuracy

+18

percent improvement

IDECE evolution

Using DBI to enhance program impact and coherence

National Center on
INTENSIVE INTERVENTION

2011

2010

Program begins
6 middle school centers
≈ 50 students

2026

Year 16 27 elementary and
middle school centers
≈ 800 students

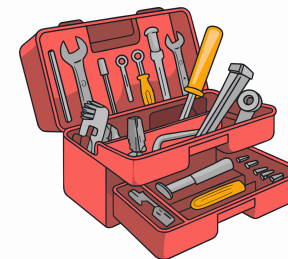
IDEC evolution

**Validated Intervention
Program** (e.g., Tier 2,
Standard Protocol,
Secondary Intervention)



IDEC evolution

curricular framework



PHONEMIC AWARENESS	PHONICS	FLUENCY	VOCABULARY	COMPREHENSION
Lindamood Bell Seeing Stars	Wilson Reading System	Six Minute Solutions	Wilson Reading System	Achieve3000
Wilson Reading System	Wilson Just Words	Read Live	Wilson Just Words	Lindamood Bell Visualizing & Verbalizing
Fundations	Rewards Multisyllabic	Independent Leveled Readers	Words Their Way	Independent Leveled Readers / Novels
Rave-O	Raz-Kids	Wilson Fluency Kit	Rewards Multisyllabic	Neuhaus Metacognition
	Fundations	Raz-Kids	Prefixes, Suffixes, Roots	Read Live
	Rave-O			Raz-Kids
	Lexia Core5			Text to Speech

BEFORE



early approach

Validated Intervention
Program (e.g., Tier 2,
Standard Protocol,
Secondary Intervention)

strengths

commitment to tier III
principles

groundwork for
developing institutional
knowledge

promising outcomes

challenges

search for “silver bullet”

difficulty interpreting publisher
claims and WWC ratings

very costly (materials and PD)

mix and match approach—
little consistency and fidelity

many tools not developed for
tier III use

IDEC Leadership Team

2010

no instructional coach

3 administrators

2 school psychologists

4 classrooms

2012

1 instructional coach

4 administrators

3 school psychologists

12 classrooms

2018

4 instructional coaches

2 administrators

4 school psychologists

24 classrooms

2026

3 instructional coaches

1 administrator

3 school psychologists

27 classrooms



Intensive Diagnostic Educational Centers

Instructional Framework and Curricular Resources

HIGHLY STRUCTURED, WORD LEVEL READING PROGRAMS

AFTER

- Lindamood-Bell LiPS

Teacher PD Focus: Year 2

- Wilson Reading Systems

Teacher PD Focus: Year 1

- Academy of Orton-Gillingham

**grandfathered*

Task Cards/Supplementary Routines

Comprehensive Research-Based Instructional Routines

- Phonemic Awareness Task Card
- Word Level Accuracy Task Card
- Multisyllabic Task Card
- REWARDS Task Card
- Fluency Task Card
- Comprehension Task Card

Ongoing PD in 2 year cycles

Independent Practice Resources

- Reading and Spelling Practice
 - WRS Workbooks
 - Explode the Code
- Technology
 - iReady
 - Sora

Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)

key lessons

- a research-based intervention program, implemented with consistency is the foundation of the DBI process
- practice guides > program ratings
- consider sustainability
 - licenses, consumibles, PD needs
- adapt instruction to research, but control flow of change

**Validated Intervention
Program** (e.g., Tier 2,
Standard Protocol,
Secondary Intervention)



self check

- ✓ selected program/curriculum is research-based
- ✓ selected program/curriculum is adapted for tier of instruction (Tier 1, Tier 2, or Tier 3)
- ✓ training & support of staff is accounted for and sustainable
- ✓ cost of ongoing implementation is sustainable

IDEC evolution





early approach

strengths

reliable, high quality
progress monitoring
platform

consistent decision rules
across program

uniform weekly data
collection

challenges

goal setting for atypical
readers

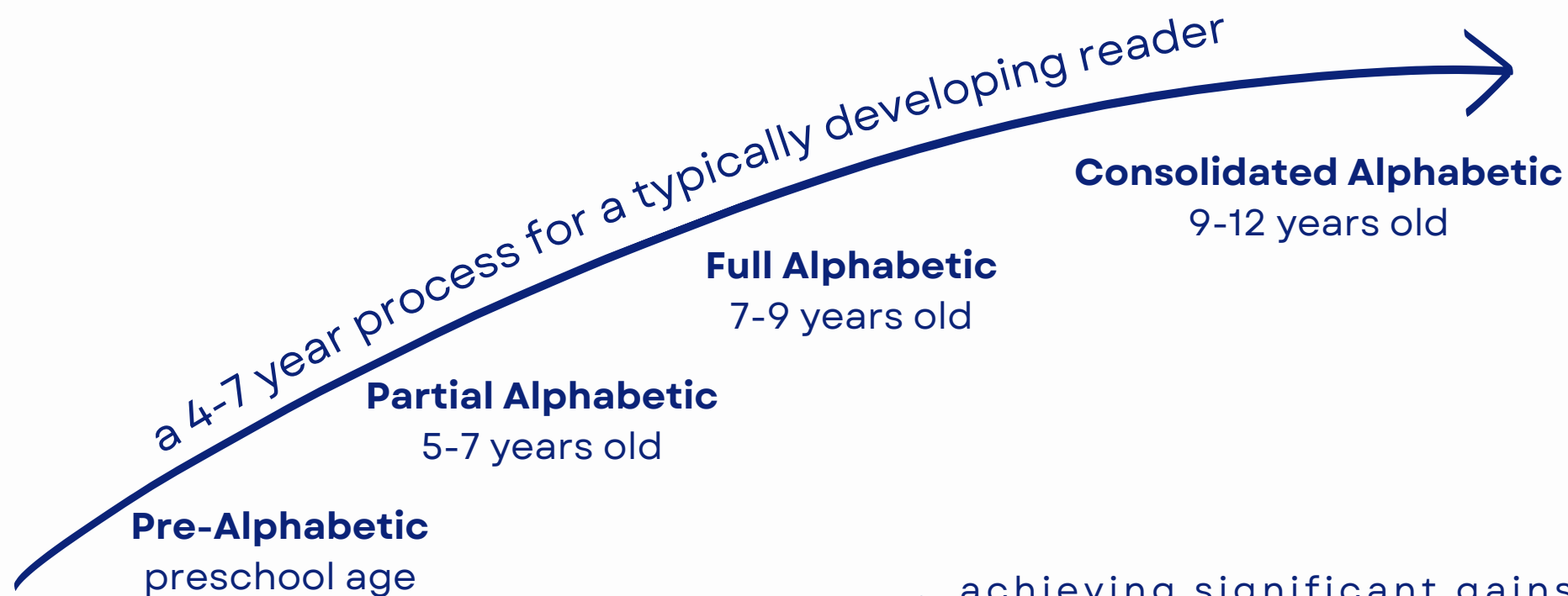
- foundational skills (NWF, LNF, LSF) set at 90th percentile
- ORF, MAZE

every student PM'd in every-
thing weekly

little knowledge of reading
development

ehri's phases of word reading development

"Improving oral reading fluency is a complex and challenging task that requires students to develop a range of skills and strategies, including decoding, automaticity, prosody and comprehension



...achieving significant gains in fluency may be difficult, especially for struggling readers who may have underlying difficulties in one of these areas."

Torgesen (2005) Fluency: Still waiting after all these years!
Ehri & McCormick, S. (1998). Phases of word learning:
implications for instruction with delayed and disabled
readers

IDEC

Beginning

How do needs change as students progress developmentally?

a path way for progress

Pre-Alphabetic Phase	Partial Alphabetic Phase	Early Full Alphabetic Phase*	Late Full Alphabetic Phase*	Consolidated Alphabetic Phase
lacking understanding of alphabetic principle	beginning to associate letters and sounds, lots of guess	knowledge of common sound/symbol correspondences-- sequential blending of entire word	increasing knowledge of sound/symbol correspondences-- "hierarchical blending"	recognizing larger chunks in words rather than processing every letter one by one
Letter Sound Fluency	- Letter Sound Fluency or - Pseudoword Decoding Fluency	- Pseudoword Decoding Fluency or - Passage Reading Fluency	Passage Reading Fluency	Passage Reading Fluency

connecting assessment and instruction



Intensive Diagnostic Educational Centers

Diagnostic Assessment and Planning Framework

Phase	Approach to Word Identification	Diagnostic Assessment Indicators	Instructional Implications	Program Recommendations	Progress Monitoring
Pre-Alphabetic	- Lack knowledge of alphabetic principle - Lack knowledge of letter sounds - Lack decoding strategy - Readers rely on "non-alphabetic graphic features" to identify words	Phonemic Awareness - Struggle across PAPT Decoding / Encoding - Absent though may be able to identify a few letter names and sounds Oral Reading Fluency - Absent or limited to words such as own name or common environmental print	- Emphasis on sound symbol correspondence/ alphabetic principle - Practice blending and segmenting - Simple decoding and encoding exercises to support sound to symbol correspondences	Structured Word Level Programs - LIPS - OG - WRS (Beginning at LI) Task Cards - Phonemic Awareness Task Card Supplemental Activities - EFRS Drill - Sound/Symbol Correspondence Drill - Heart Words Drill	LSF
Partial Alphabetic	- Word are identified by sight using "partial alphabetic cues" - Student may use the initial sound to guess the word - Student beginning to understand that letters represent sounds and apply to encoding and decoding	Phonemic Awareness - Able to hear initial sounds - Potential strengths on Part A, Section 2 of the PAPT (initial sound isolation in simple syllables) Decoding / Encoding - Able to identify sounds with names that correlate to sounds (e.g. /b/, /s/, /v/) - May struggle with vowel sounds, digraphs and consonants sounds without name/sound correlation (e.g. /w/, /g/) Oral Reading Fluency - Very limited high frequency words and a few CVC	- Extensive phonemic awareness practice aligned to target phonetic concepts and structures - Encoding exercises that encourage them to analyze words and break them into sounds - Constant feedback to help students recognize "hard to find" sounds in words (e.g. final sounds, medial sounds)	Structured Word Level Programs - LIPS - OG - WRS (Beginning at LI) Task Cards - Phonemic Awareness Task Card - Word Level Accuracy Task Card Supplemental Activities - EFRS Drill - Sound/Symbol Correspondence Drill - Heart Words Drill	- LSF - or - - PWDF

progress monitoring decision tree

Letter Sound Fluency Scored by sounds/minute	Pseudoword Decoding Fluency Scored by words/minute	Survey Level Grade Level	Fall Entry Threshold Words Correct Per Minute (WCPM) *Needs to be at 85% or higher accuracy	Spring Goal Words Correct Per Minute (WCPM) (50th Percentile)	
Fall Entry Threshold				WCPM	Errors
NA	1 word	1	20	60	≤3
Spring Goal: Correct		2	40	100	≤5
50	20	3	50	112	≤6
Spring Goal: Errors		4	50	133	≤7
≤5	≤5	5	50	146	≤8
		6	50	146	≤8
To discontinue Early Literacy Tasks or move onto the next level Passage Reading Fluency level, a student should test at or close to the goal with 95% accuracy or higher for 2 out of 3 monitoring periods. If you suspect a student's low correct words per minute is due to RAN (Rapid Automatic Naming) issues and the student is plateauing with high (above 95%) accuracy rates, SLA them at the next level.					

rigorous but attainable goal setting for passage reading fluency

Progress Monitoring

key lessons

- a research-based intervention program, implemented with consistency is the foundation of the DBI process
- practice guide > tools charts
- consider sustainability
 - licenses, consumibles, PD needs
- adapt instruction to research, but control flow of change

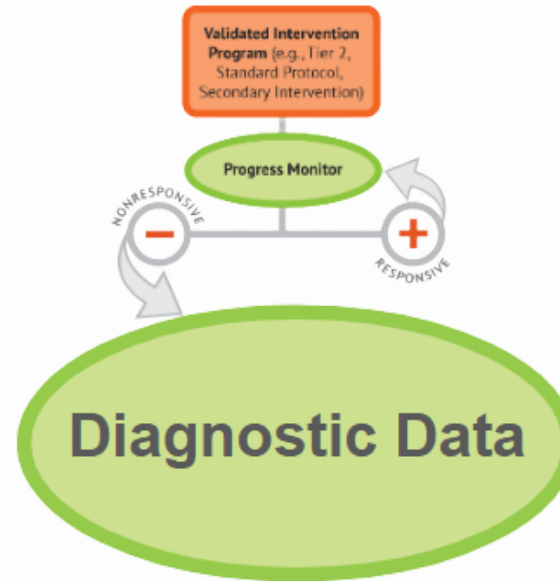
Progress Monitoring



self check

- ✓ Team possess research-guided understanding of how target skills develop in learners (e.g. Ehri's Phases or Instructional Hierarchy)
- ✓ Goals are rigorous but attainable (based upon developmental understandings)
- ✓ Areas of monitoring tools align to intervention instruction
- ✓ Data is reviewed and analyzed at appropriate intervals (e.g. 4 point rule)

IDEC evolution



2010

2026



early approach

strengths

comprehensive set of high quality data measures, both formal and informal

core belief in value of data-based decision-making

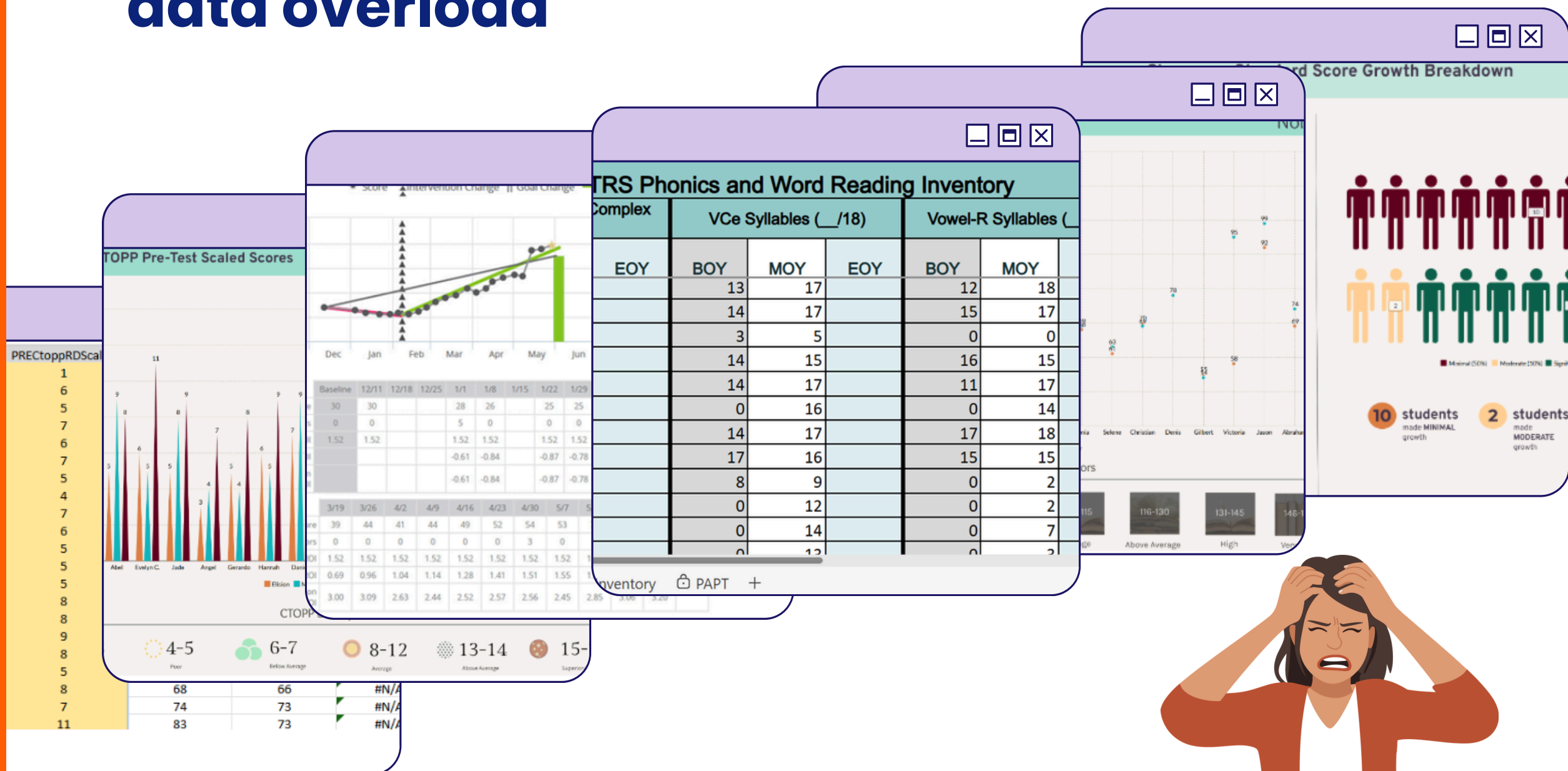
challenges

drawing meaningful conclusions from wide data set

outcome dialogue very much focused on student, did not account for environment/instructional quality

uniform understanding of norms, standards scores, scaled scores, etc.

data overload



what response should we expect to see and when?

NEAR TRANSFER

Outcomes reflect skills and concepts explicitly taught (e.g. segmenting and blending closed syllables with three sounds)

VS

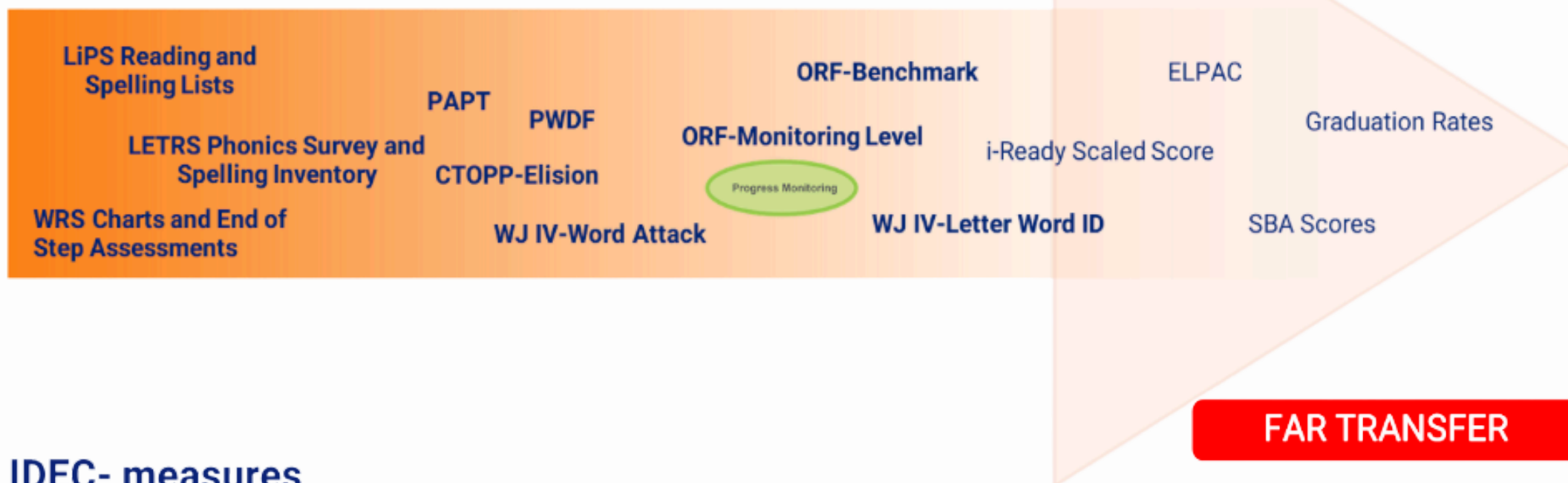
FAR TRANSFER

Outcomes reflect transference of skills to more generalized positive impacts in reading efficiency and comprehension.

what response should we expect to see and when?

NEAR TRANSFER

Outcomes reflect skills and concepts explicitly taught (e.g. segmenting and blending closed syllables with three sounds)

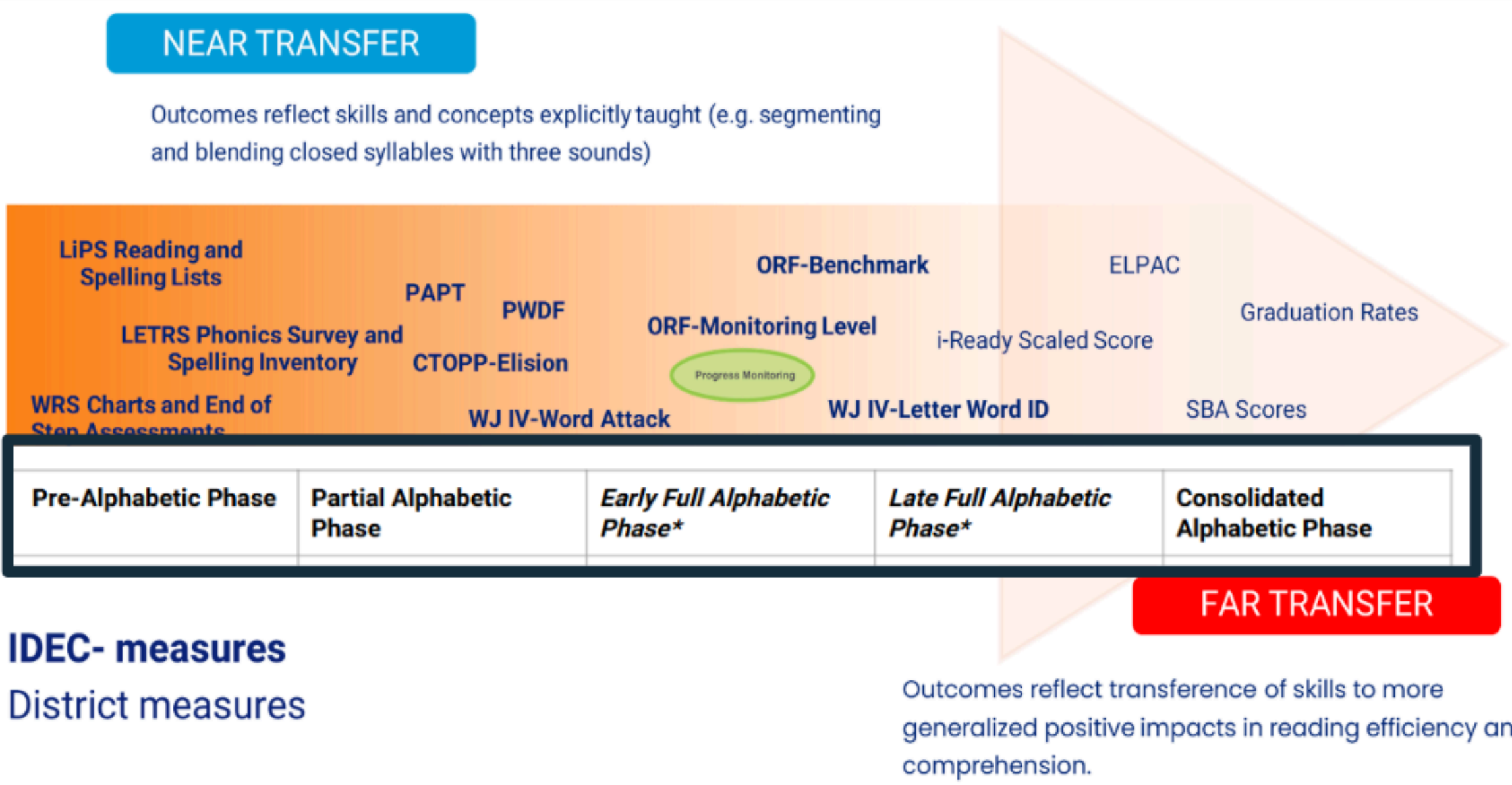


IDEC- measures
District measures

FAR TRANSFER

Outcomes reflect transference of skills to more generalized positive impacts in reading efficiency and comprehension.

what response should we expect to see and when?



IDEC- measures
District measures

trouble-shooting response



fish or fish bowl?



Intensive Diagnostic Educational Centers Classroom Observation Checklist

Classroom Management and Instructional Routines

- ☐ Students transition smoothly between rotations
- ☐ Instruction at all rotations begins promptly upon arrival/transition
- ☐ Teachers and paraeducators have brief, routine check-ins 2-3 times daily to ensure all parties are aware of student academic and behavioral needs
- ☐ Positive Behavioral Interventions and Supports
 - ☐ Teachers and paraeducators provide consistent positive reinforcement through verbal praise/ feedback and/or classroom incentive system
 - ☐ Teacher manages behavioral system and intervenes as needed (ie: para is having difficulty with a student during a rotation)
 - ☐ Teacher has implemented a system of tracking student participation in each rotation (e.g. passport)

Adherence to IDEC Instructional Framework

- ☐ All personnel observed are using tools from framework
- ☐ Task cards should be accessible at paraeducators' centers
- ☐ Each rotation is limited to 1-2 instructional tools/task cards weekly
- ☐ All instructors should be engaged with students during instructional time
 - ☐ Instructional software should be used ONLY under circumstances below
 - Occupy students in event of teacher/paraeducator absence
 - Occupy remaining group members for students receiving 1:1 instruction

Diagnostic Planning and Progress Monitoring

- ☐ Students are placed in small groups based on their approximate phase of reading development (Ehri's Phases)
- ☐ Reading progress monitoring / Literacy Tool data is current in the system, reflecting biweekly data

Minutes of Intervention Observed: 80		Total Minutes of Intervention a day: 80			
Rotation: 1 Jennifer	Rotation: 2 Spencer	Rotation:3 Gia	Rotation: 4 Kate		
P/G mapping, <u>sightwords</u>	fluency/writing	PA/fluency, sound spelling, chaining	O-G		
Opportunity to Respond (OTR)	R. 1	R. 2	R. 3	R. 4	TOTAL
Sounds/Individual Letters Oral Response (or with writing)			1111		4
Words - PA Activity (Oral Only) - Reading Individual Words/Affixes Aloud - Spelling Individual Words or words in sentences - Chaining Words	11111 1111		11111 11111	11111 11111 11111 11111 11111 11111 11111	90
Reading Aloud in Context Reading a passage	212 secs	71 secs 79 secs	217 secs	61 secs 75 secs	715

fidelity

intensity

evaluating student response

RTI: Evidence of Transfer				EOY 24-25			
No Evidence of Transfer (Near or Far)				Evidence of Near transfer, but no far transfer			
Partial:	Early Full:	Late Full:	Consolidated:	Partial:	Early Full:	Late Full:	Consolidated:
				Axel Boaz Pedro	Jovan Lewis	Matthew	
				Early Full and below--strong evidence of progress/response to intervention			
				Late Full and above--some evidence of progress/response to intervention			
Evidence of far transfer, but no near transfer				Evidence of near and far transfer			
Partial:	Early Full:	Late Full:	Consolidated:	Partial:	Early Full:	Late Full:	Consolidated:
				Sadie Anabelle	Jonathan Victoria Jeremy Gabriel Pastor	Ares Fernanda Benjamin Dominic Richard Sofia Mia Aubrey	
Late Full and below--some evidence of progress/response to intervention							
Consolidated--strong evidence progress/response to intervention							

evaluating student response

Identifying Patterns of Nonresponse

Strong Evidence
of Response/Progress

Axel
Boaz
Pedro
Jonathan
Victoria
Jeremy
Gabriel
Pastor
Sadie
Anabelle

Some Evidence of
Response/Progress

Jovan
Lewis
Matthew
Scarlett
Osiris
Grace Evette
Raymond

No or Limited Evidence of
Response/Progress

Diagnostic Data

key lessons

- evaluating response to intervention for atypical learners is a nuanced process
- look for different outcomes based on developmental needs
- take your time with a wide data set and slowly assimilate new information
- analyze data from the student and the instructional environment

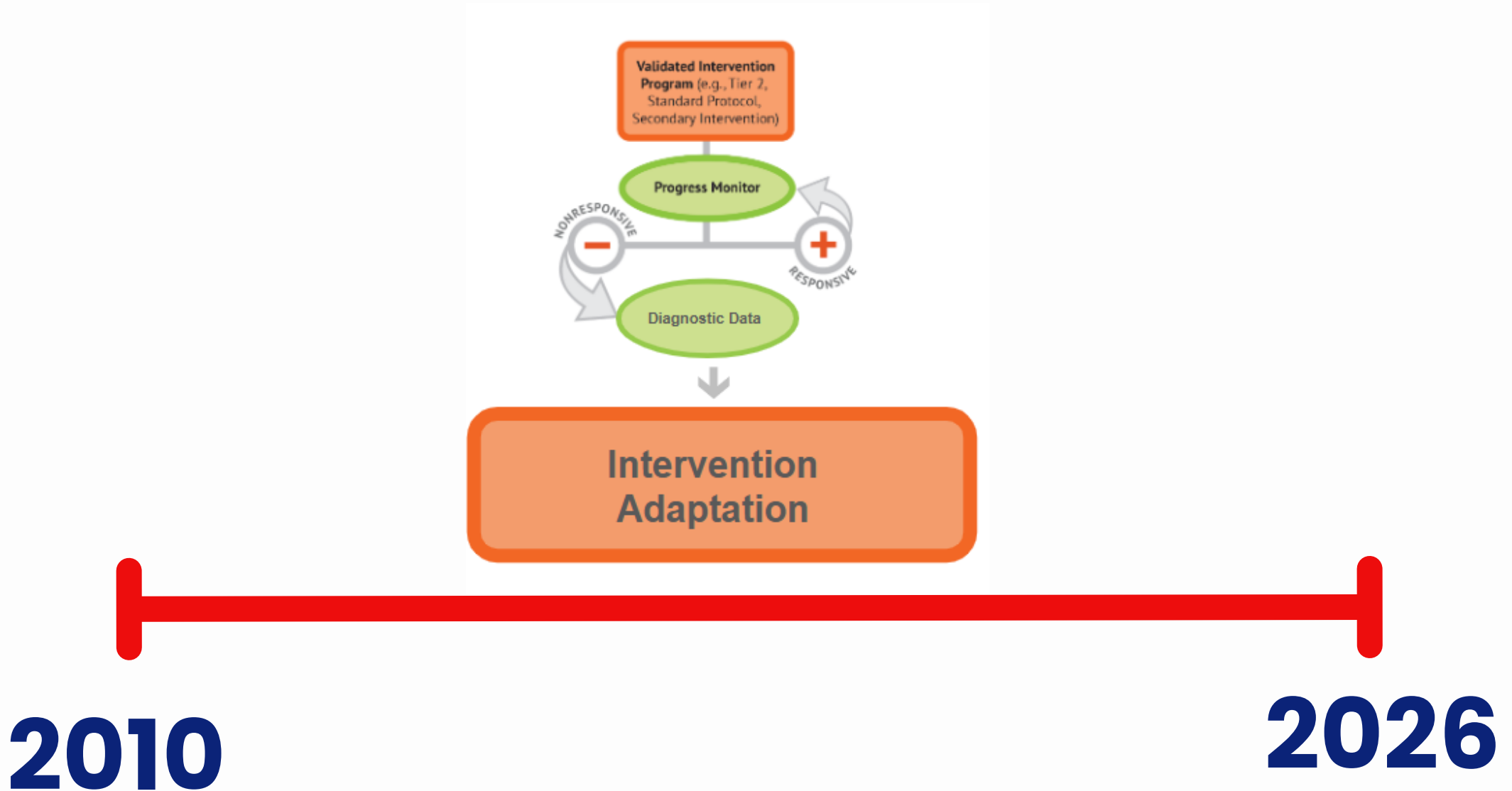
Diagnostic Data



self check

- ✓ I have several sources of reliable data
- ✓ my data outcomes are differentiated by student need/goal
- ✓ hypothesis about response to intervention can be inferred from my data
- ✓ I have scheduled checkpoints to analyze data and integrate new information
- ✓ I have data sources on both “fish” and “fishbowl”

IDEC evolution





early approach

Intervention
Adaptation

strengths

our heart was in it – if things weren't working we believed they should change

challenges

what more can you do if approach is already maximal?

solutions were generally oriented on changing curriculum/program

change of intervention vs adaptation

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research



Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, www.intensiveintervention.org. *Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.*

Validated Intervention: Address the following points to determine the confidence that the school site intervention model and instructions adheres to the criteria of a validated Tier III intervention.

Intervention Model

- € 3:1 (or less student to teacher ratios)
- € 45 minutes or more of daily instruction

Notes:

Instructional Approach

- € Fidelity to research-based intervention program (by teacher and paraprofessionals)
- € Heterogeneous instructional groupings
- € Diagnostic lesson planning

Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)

where to target adaptation?

Identifying Patterns of Nonresponse

Strong Evidence
of Response/Progress

Axel
Boaz
Pedro
Jonathan
Victoria
Jeremy
Gabriel
Pastor
Sadie
Anabelle

Ares
Fernanda
Benjamin
Dominic
Richard
Sofia
Mia
Aubrey

Some Evidence of
Response/Progress

Jovan
Lewis
Matthew
Scarlett
Osiris
Grace Evette
Raymond

No or Limited Evidence of
Response/Progress



simple, high leverage adjustments

Small group of slow/non-responders	Some/subgroup of slow non-responders	Many/Most Students non-responders
Focus- Learning Specific Adaptations	Focus: Intensity	Focus: Adherence
• Increase dosage • Increase modeling (emphasizing I Do and We Do) • Increase practice time • Reduction of Cognitive Load (simplified prompting, modified pacing)	• Increase OTR/practice (e.g. words read or spelled, minutes reading connecting text) • Increase instructional rigor (e.g. accelerate pacing, increase practice with authentic or stretch text)	Work with coach to review: • Classroom management systems • Alignment to IDEC Diagnostic Assessment and Planning Framework



a rising tide lifts all ships

Intervention
Adaptation

key lessons

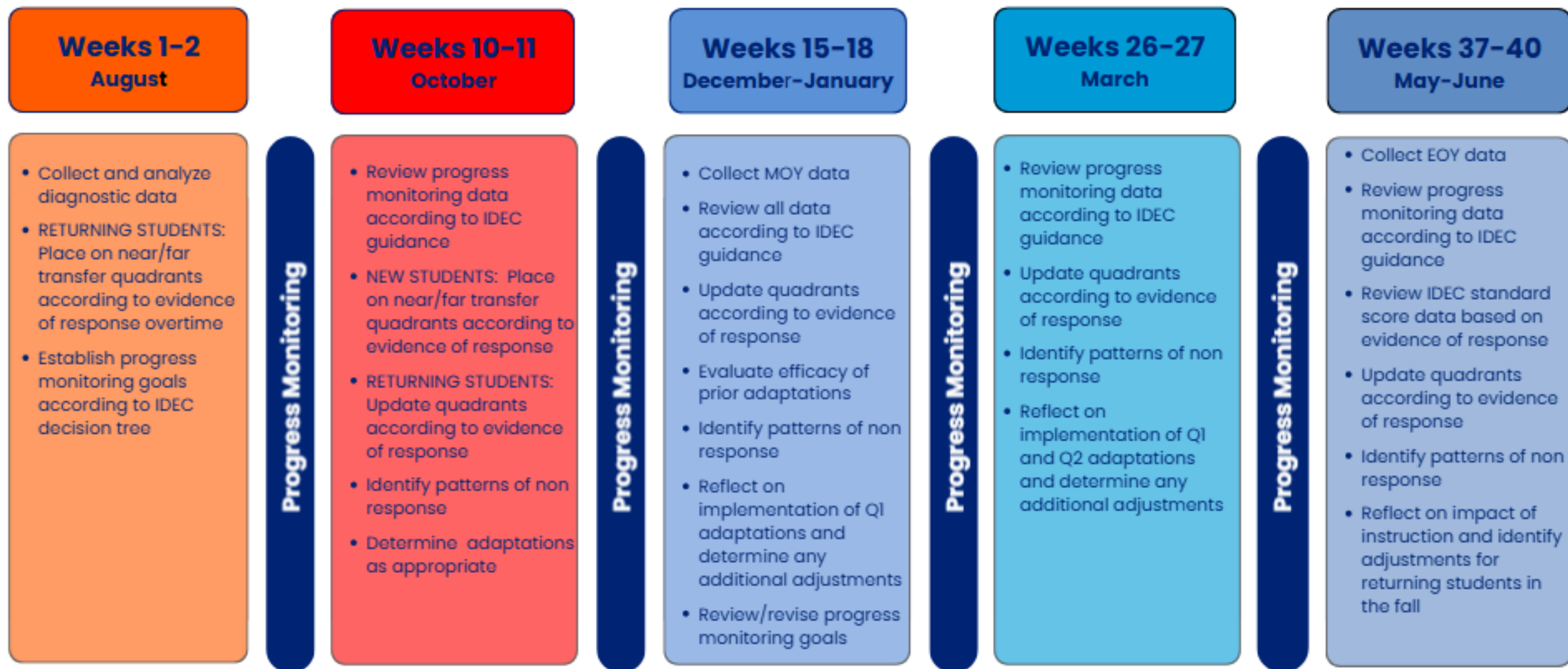
- adaptations for one, can benefit many
- keeping adaptations simple and concrete allows for easier monitoring of follow through and outcome

self check

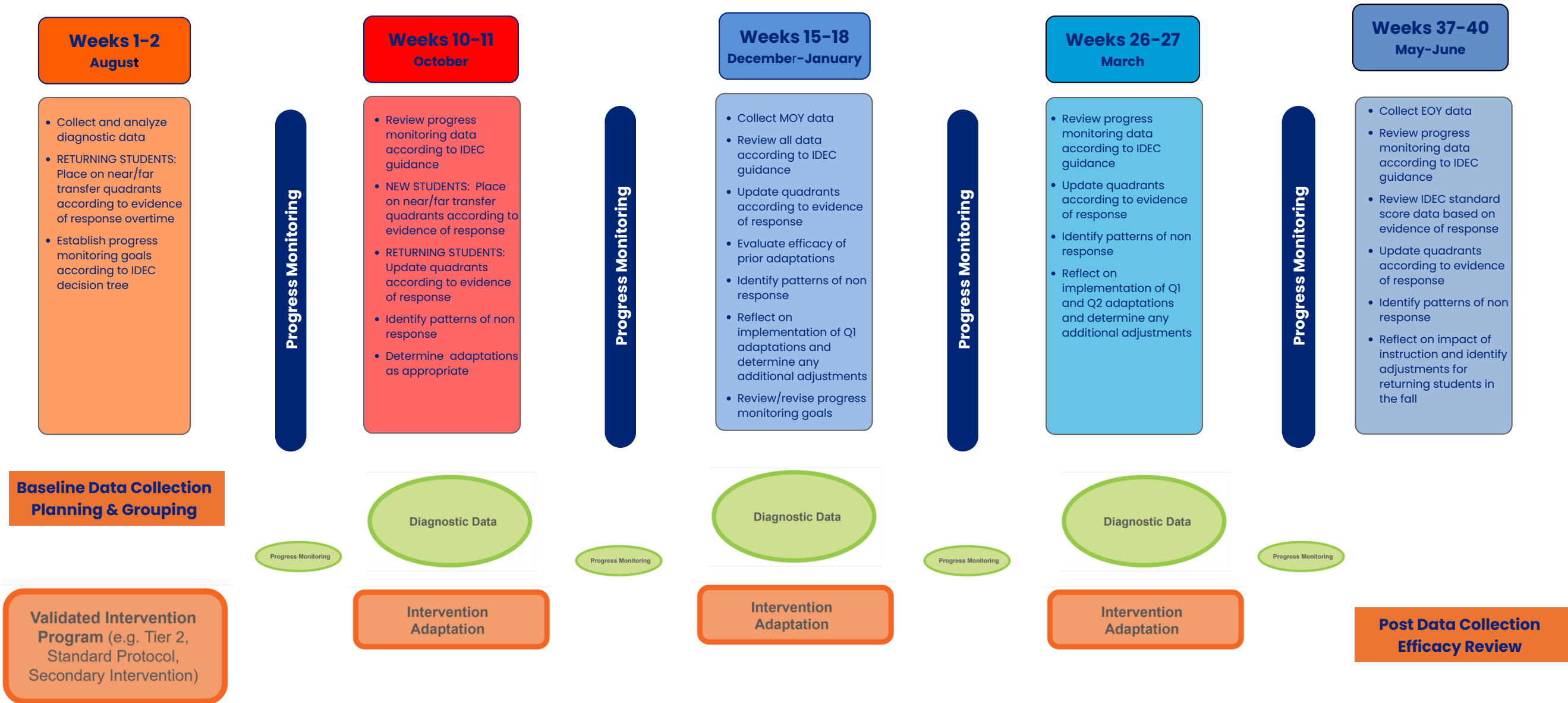
Intervention
Adaptation

- ✓ discuss your system for adaptating or intensifying interventions when there is limited evidence of student resposne

IDEC: Data Based Individualization Timeline



IDEC: Data Based Individualization Timeline





IDEC teacher experience