Identifying and Supporting Children With Diverse Learning Needs

March 5, 2024

The Campaign for GRADE-LEVEL READING

Panelists

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Moderator

Michelle Knapik
President
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RAISE THE BAR: LEAD THE WORLD

ACHIEVE ACADEMIC EXCELLENCE

- Accelerate learning for every student
- Deliver a comprehensive and rigorous education for every student

BOLDLY IMPROVE LEARNING CONDITIONS

- Eliminate the educator shortage for every school
- Invest in every student's mental health and well being

CREATE PATHWAYS FOR GLOBAL ENGAGEMENT

- Ensure every student has a pathway to college and a career
- Provide every student with a pathway to multilingualism

RAISE THE BAR

OUR OSERS MISSION & PRIORITIES

TO IMPROVE EARLY CHILDHOOD, EDUCATION, AND EMPLOYMENT OUTCOMES AND RAISE EXPECTATIONS FOR ALL PEOPLE WITH DISABILITIES, THEIR FAMILIES, THEIR COMMUNITIES, AND THE NATION

LEADING FOR EQUITABLE OUTCOMES

| PREPARED WORKFORCE	EVIDENCE-BASED PRACTICES	ACCESSIBLE TECHNOLOGY	STAKEHOLDERS	STRATEGIC RESOURCES
Remedy immediate staffing shortages and effectively deploy diverse and equipped educators, providers, and support personnel	Amplify, promote, and actively drive effective learning experiences, instruction, intervention, services, and support	Accelerate usage of inclusive materials and technology for in-person and remote learning and employment	Engage families, individuals with disabilities, educators, providers, policy makers, advocates, and communities to identify successes, barriers, and needs	Invest in data-aligned coordinated activities that advance Competitive Integrated Employment (CIE)

RAISE THE
BAR
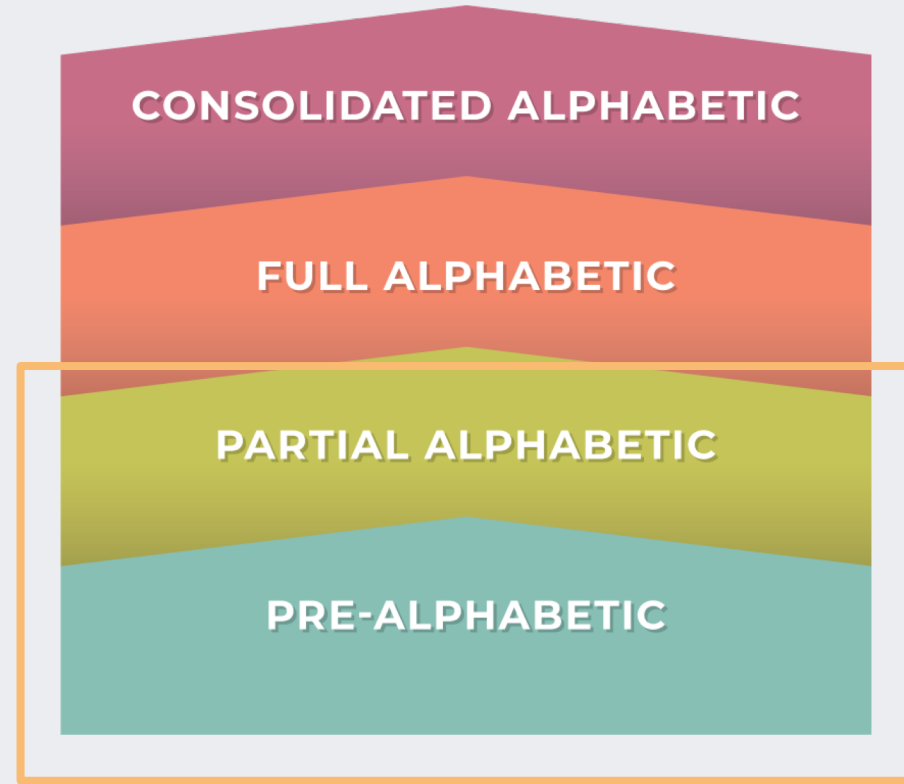
PRE-ALPHABETIC PHASE

Characteristics

- Lack phonemic awareness
- May or may not know their letters
- Have formed no letter-sound connections
- Can not yet read real or nonwords
- Non-phonetic spelling
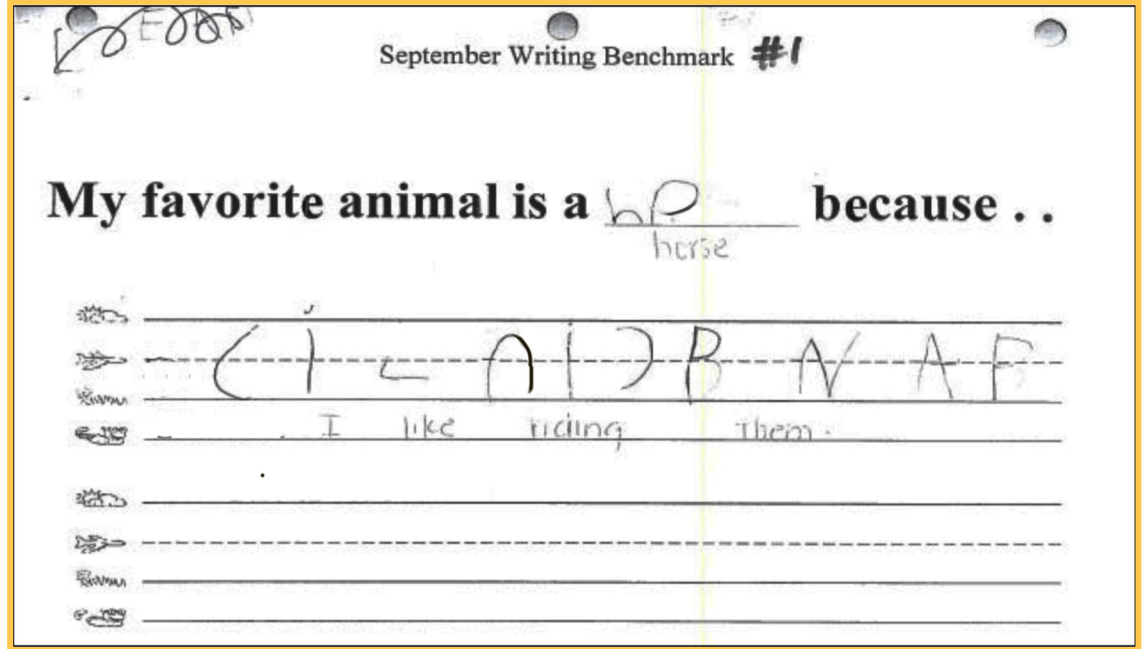
PARTIAL ALPHABETIC PHASE

January Writing Benchmark

hot ch makes me Ficuv
hot chocolate makes me think of

uv winter.
winter.

I luk to hav
I like to have

a samolfut.
a snowball fight

Characteristics

- Have limited phonemic awareness
- Know most letter shapes and names; but not all letter sounds
- Have little or no non-word decoding ability
- Predict unfamiliar words using initial letters and context
- Invent spellings of words using partial phonetic spellings

Warning Signs

4- to 5-Year-Olds

- Difficulty hearing or producing words with the same initial sound
- Difficulty learning and recalling letter names, including letters in their own name
- Difficulty forming letters and numbers
- Difficulty pronouncing familiar words

5- to 6-Year-Olds

- History of language or reading problems in parents or siblings
- Difficulty associating sounds with letters
- Failure to break apart words into syllables
- Struggles to read CVC words (big, cat, hug) accurately
- Avoids reading or states that it's hard

Tests of Early Literacy

First Sound Fluency
Phoneme Segmentation

Letter Naming Fluency
Letter Sound Fluency
Informal Encoding

Nonsense Word Fluency
Spelling Samples

Recommendations

1) Sound games

I spy with my little eye..

Nursery Rhymes

AIM Institute
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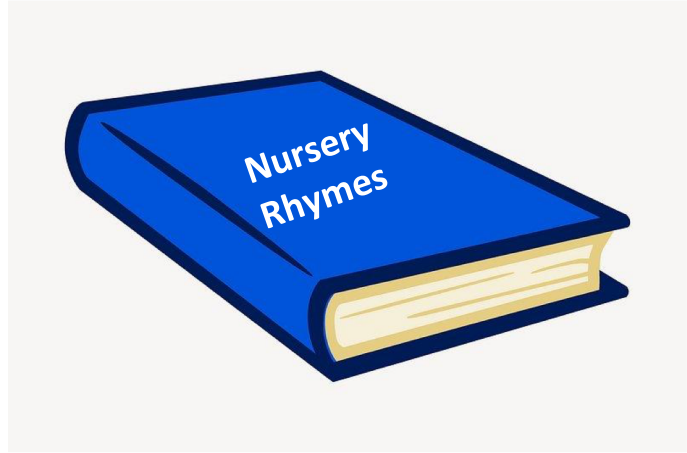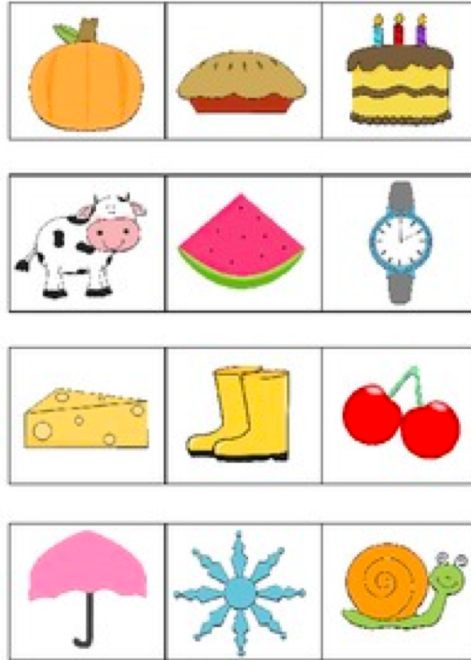
Recommendations

2) Alphabet knowledge

a) Letter names

b) Letter sounds

c) Handwriting

d) Decoding and spelling words

Recommendations
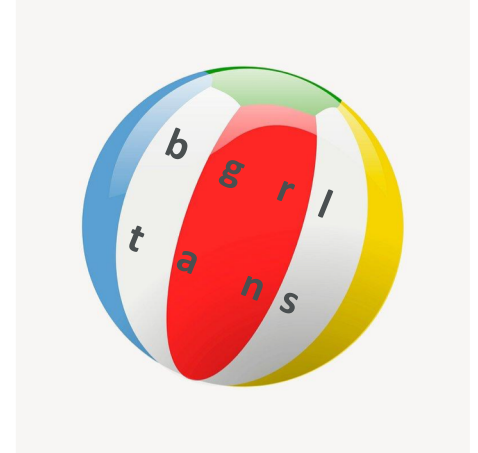
Open-ended questions 5 turns!

3) Language development

a) "Strive for Five" conversations (Cabell & Zucker,

b) Reading aloud

c) Building

AIM Institute
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EarlyBird

Predicting potential for dyslexia
and reading challenges
in your pre-readers

DEVELOPED &
TESTED AT

Boston
Children's

2 in 3 fourth graders reading below reading level...

and this reading crisis is preventable!

Reading struggles

Low self-esteem

Mental health issues, like anxiety and depression

4X school dropout rates

Our Solution – Moving from a wait-to-fail model to a preventative model

The time when intervention is most effective

The time when intervention takes longer

✓

✕

Pre-K — Kindergarten — Grade 1 — Grade 2 — Grade 3 — Grade 4
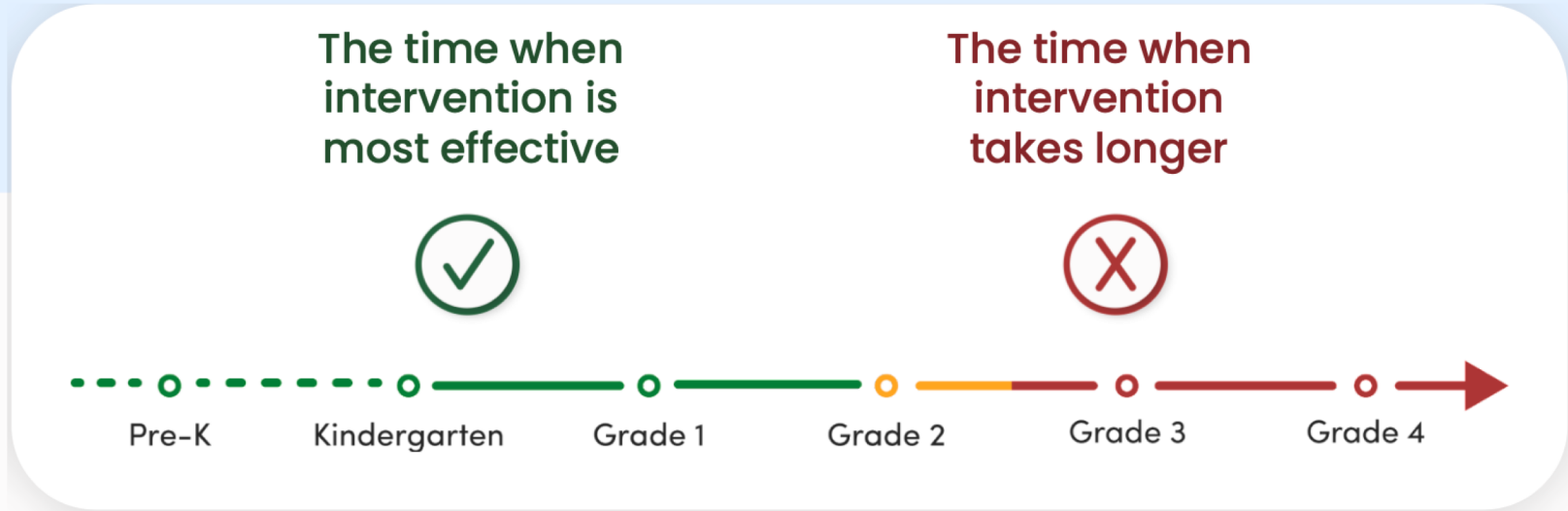
and...lower income children are diagnosed with dyslexia 3 to 4 years *later* than their higher income peers.

(Ozernov-Palchik & Gaab, 2016)

The EarlyBird Solution – Assessment to Action!

1 Game-based Screener and Comprehensive Assessment

2 Data Dashboard
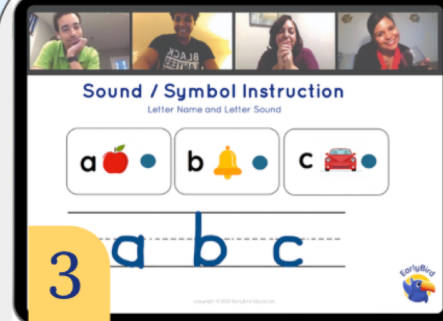
3 Data Workshops

4 Next Steps evidence-based resources

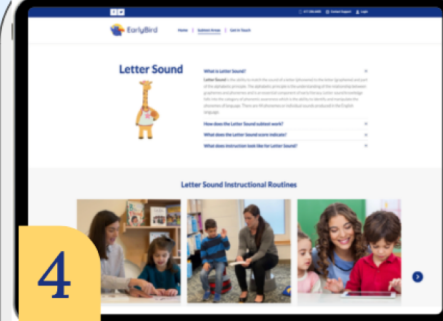| Area	Skill	PreKindergarten			Kindergarten			First Grade			Second Grade		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Naming Speed	Object RAN			■	■	■	■						
	Letter RAN							■	■	■	■	■	■
Sound Symbol Correspondence	Letter Name	■	■	■	■	■	■	■					
	Letter Sound	■	■	■	■	■	■	■					
Phonics	Nonword Spelling							■	■	■	■	■	■
	Nonword Reading						■	■	■	■	■	■	■
	Word Reading						■	■	■	■	■	■	■
Phonemic and Phonological Awareness	First Sound Matching		■	■	■	■	■						
	Rhyming	■	■	■	■	■	■						
	Blending			■	■	■	■						
	Deletion							■	■	■			
	Nonword Repetition				■	■	■	■	■	■	■	■	■
Oral Language	Vocabulary (Receptive)	■	■	■	■	■	■						
	Vocabulary (Expressive)							■	■	■	■	■	■
	Oral Sentence Comp	■	■	■	■	■	■						
	Follow Directions				■	■	■	■	■	■	■	■	■
	Word Matching				■	■	■						

■ Available during given assessment period   BOY – Beginning of year   MOY – Middle of year   EOY – End of year

Fun games, virtual prizes, developmentally appropriate gaming

Under the hood –
EarlyBird's unique qualities

- Research-driven
- Early and gamified – FUN! for children
- Auto-scored with normed percentiles
- Computer Adaptive - more data in less time
- Comprehensive subtests plus predictive algorithms
- Award winning technology - AI speech recognition
- Support from philanthropic funders

73% of teachers using EarlyBird report that they have identified risk in a child that otherwise would not have been detected

Teacher Dashboard at Kindergarten MOY

STUDENT INFO			PREDICTIVE PROFILE		NAMING SPEED (%ile)	SOUND/SYMBOL CORRESPONDENCE		PHONEMIC/PHONOLOGICAL AWARENESS (%ile)				ORAL LANGUAGE COMPREHENSION (%ile)			
Name	Grade	Risk Flag	Potential For Word Reading		Object RAN	Letter Name	Letter Sound	Rhyming	First Sound Matching	Blending	Nonword Repetition	Vocabulary	Word Matching	Oral Sentence Comp.	Follow Directions
Student, Average	K	✓	92%		57th	92nd	99th	81st	79th	72nd	78th	89th	90th	92nd	80th
Student, Covid	K	✓	64%		77th	67th	91st	74th	67th	36th	71st	59th	66th	60th	92nd
Student, DLD	K	✓	83%		6th	67th	79th	98th	79th	75th	46th	25th	36th	7th	18th
Student, Dyslexia	K	🚩	1%		34th	57th	42nd	38th	26th	36th	16th	99th	95th	86th	34th
Student, EL	K	🚩	68%		38th	57th	86th	49th	67th	52nd	61st	29th	20th	18th	6th
Student, High	K	✓	99%		87th	98th	99th	66th	65th	82nd	96th	99th	99th	99th	99th
Student, Low	K	🚩	32%		2nd	29th	43rd	26th	26th	36th	21st	69th	31st	60th	5th
Student, Tutored	K	✓	99%		83rd	98th	95th	49th	67th	36th	46th	98th	87th	91st	92nd

Score / %ile

Below 40%ile   Below 20%ile

Targeted Instruction

Letter Sound

What is Letter Sound?

Letter Sound is the ability to match the sound of a letter (phoneme) to the letter (grapheme) and part of the alphabetic principle. The alphabetic principle is the understanding of the relationship between graphemes and phonemes and is an essential component of early literacy. Letter sound knowledge falls into the category of phonemic awareness which is the ability to identify and manipulate the phonemes of language. There are 44 phonemes or individual sounds produced in the English language.

How does the Letter Sound subtest work?

What does the Letter Sound score indicate?

What does instruction look like for Letter Sound?

Letter Sound Instructional Mapping

Sound Wall (Upper Case)	Sound Wall (Lower Case)		
Materials	**Lesson Plans**	**Progress Monitoring**	**At Home Materials**
Sound Wall Cards	All Lesson Plans	Letter Sounds	Sound Match
Sound Wall Desktop Kindergarten			Sound Wall
Sound Wall Desktop 1st Grade			
Sound Wall Desktop Advanced			

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URIE BRONFENBRENNER'S
ECOLOGICAL SYSTEMS THEORY

Chronosystem
Changes Over Time   Historical Events
Biological Changes   Physiological Changes

Macrosystem
Social Values   Cultural Values
Customs   Believs

Exosystem
Economic System   Education System
Government Agencies

Mesosystem
Connections between family,
neighborhood, and school

Microsystem
Immediate Family
Neighborhood
School
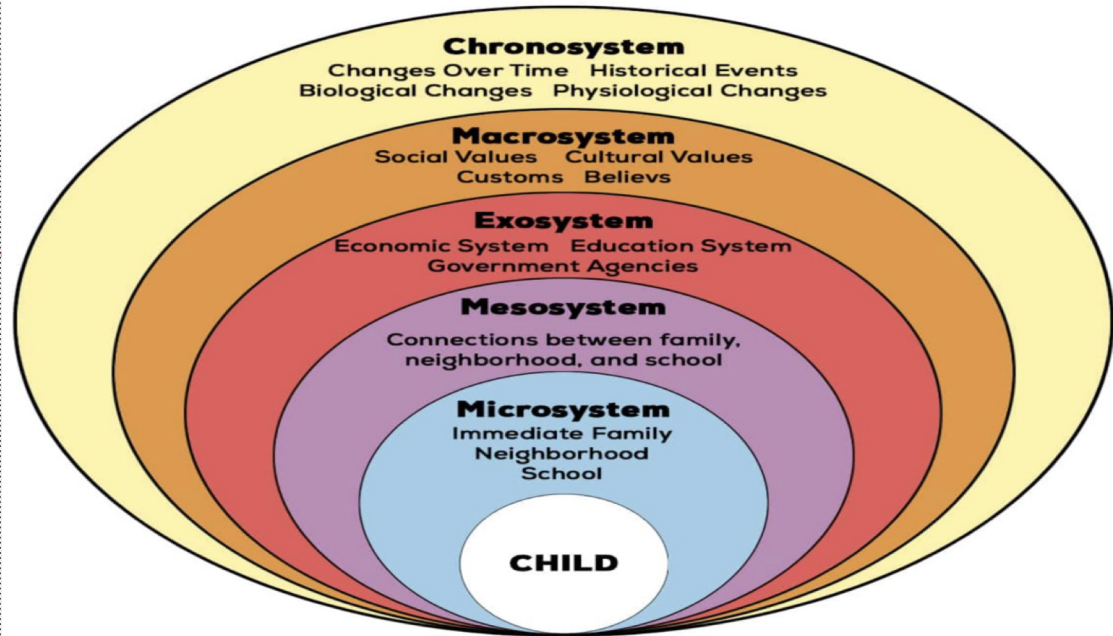
CHILD

MTSS and Early Literacy skills

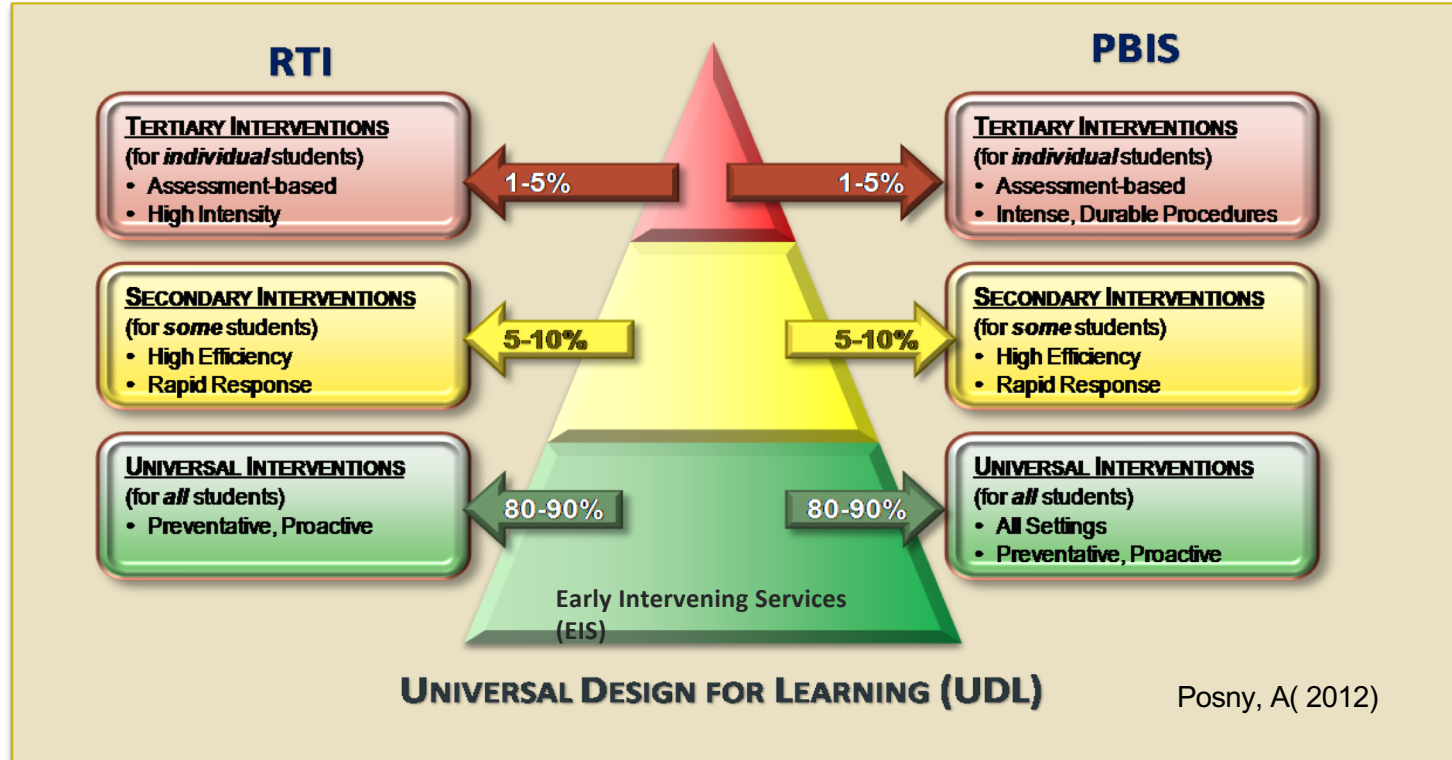Robai Werunga, PhD

University of Massachusetts, Lowell.

Multi-Tiered System of Supports

RTI

PBIS

TERTIARY INTERVENTIONS
(for *individual* students)
- Assessment-based
- High Intensity

TERTIARY INTERVENTIONS
(for *individual* students)
- Assessment-based
- Intense, Durable Procedures

1-5% ◄ ► 1-5%

SECONDARY INTERVENTIONS
(for *some* students)
- High Efficiency
- Rapid Response

SECONDARY INTERVENTIONS
(for *some* students)
- High Efficiency
- Rapid Response

5-10% ◄ ► 5-10%

UNIVERSAL INTERVENTIONS
(for *all* students)
- Preventative, Proactive

UNIVERSAL INTERVENTIONS
(for *all* students)
- All Settings
- Preventative, Proactive

80-90% ◄ ► 80-90%

Early Intervening Services (EIS)

UNIVERSAL DESIGN FOR LEARNING (UDL)

Posny, A(2012)

At the core of MTSS is…

Focus on every child's achievement and behavior	Individual child problem solving	Evidence-based practices for every child	High quality, and differentiated instruction
Screening	Progress monitoring	Data-based decision making	Timely, informative, systematic

Posny (2012)

MTSS Framework: Critical Components

Leadership

- Identified Teams
- Buy-In/Consensus
- Communication

Professional Development

- Initial Training
- Support for Implementation
- Monitoring for Fidelity
- Providing ongoing Support

Empowering Culture

- Involving all Staff
- Involving Parents
- Informing All

Posny (2012)

MTSS Framework: Critical components

Assessment
- Screening
- Diagnostic
- Progress Monitoring
- Outcomes

Curriculum
- Core
- Supplemental
- Intensive

Instruction
- Core
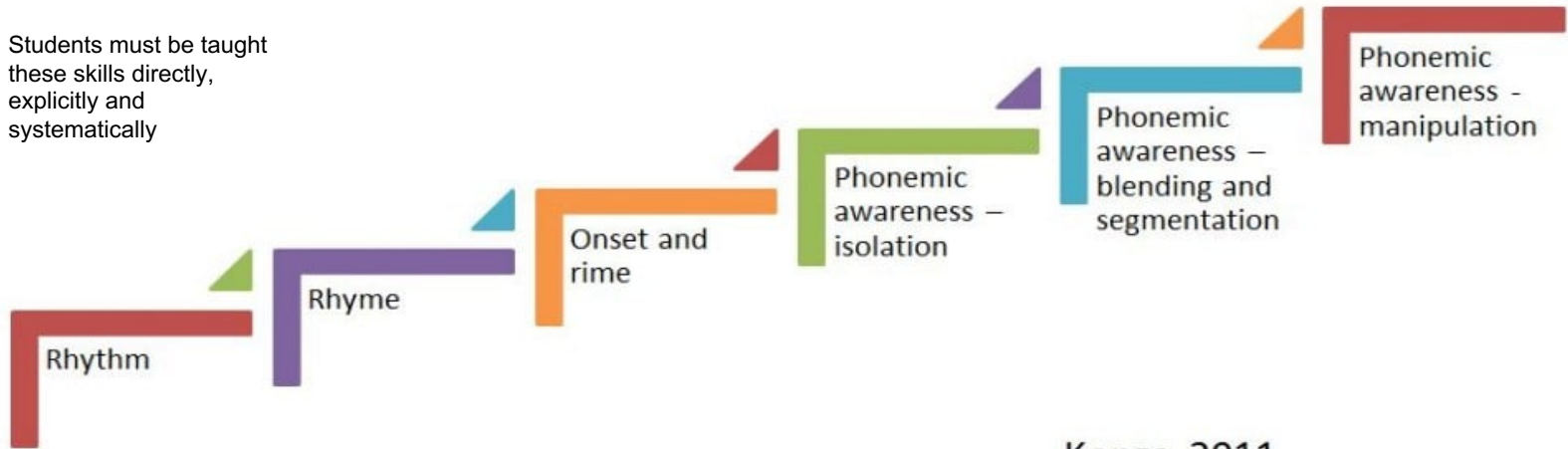- Supplemental
- Intensive

Posny (2012)

Multi-Tiered System of Supports

Posny (2012)

A hierarchy of phonological awareness skills

Students must be taught these skills directly, explicitly and systematically

Rhythm

Rhyme

Onset and rime

Phonemic awareness – isolation

Phonemic awareness – blending and segmentation

Phonemic awareness - manipulation

Konza, 2011

Resources

1 Direct Instruction: https://www.nifdi.org/

2 ESSA approved DI Reading programs: https://www.evidenceforessa.org/programs/reading/

3 What Works Clearing House: https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/

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FOCUS OF PROGRAM

FOCAL TENETS OF EARLY CHILDHOOD EDUCATION

CHILD DEVELOPMENT

FAMILY SUPPORT & ENGAGEMENT
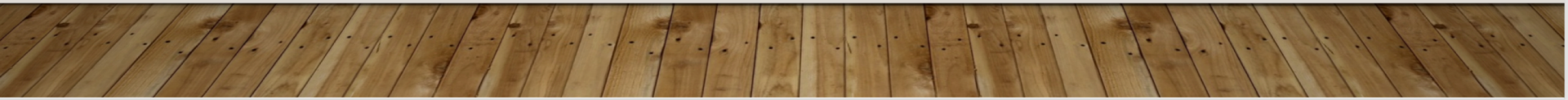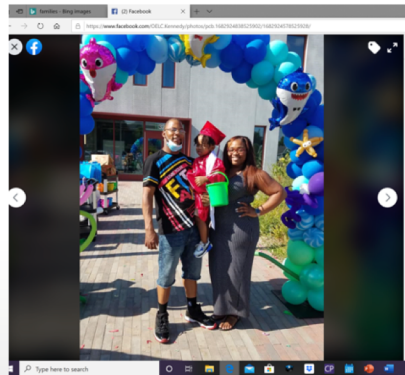
HEALTH & NUTRITION SERVICES
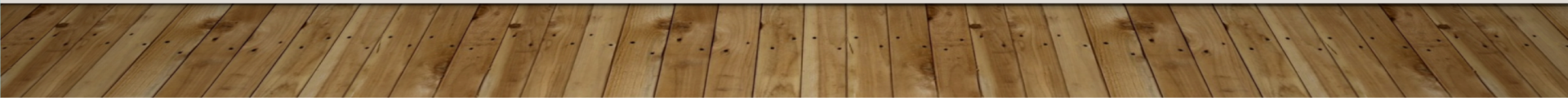
PROFESSIONAL DEVELOPMENT

COMMUNITY ENGAGEMENT

EARLY CHILDHOOD EDUCATION ADVOCACY

FUND DEVELOPMENT

EDUCARE
of Omaha, Inc.

Growing quickly, expanding reach

Including: CA, CO, CT, FL, GA, IL, LA, MA, MD, ME, MN, MO, MT, NC, NH, NJ, NY, OH, OR, PA, RI, TX, WI, WY

Connect with us to learn more!

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