



**CRAFTING  
MINDS**

A Collaboration with Arlington Public Schools  
Presented to the APS School Committee, May 2020

## **History of the Collaboration between APS and Crafting Minds**

- Collaboration began in 2017
- Established Goal to Appropriately Differentiate Specialized Instruction for Students on IEPs for Reading
- Nearly Monthly PD workshops for SY 2017-18, 2018-19, 2019-20.
- School-based Consultations in 2018-19.
- Limited Case-based Work.

## GOAL: Appropriately Differentiate Specialized Instruction for Students on IEPs for Reading.



BACKGROUND  
CONTENT



ASSESSMENT  
&  
INTERPRETATION



PLAN  
INSTRUCTION



PROGRESS  
MONITORING

## GOAL: Appropriately Differentiate Specialized Instruction for Students on IEPs for Reading.

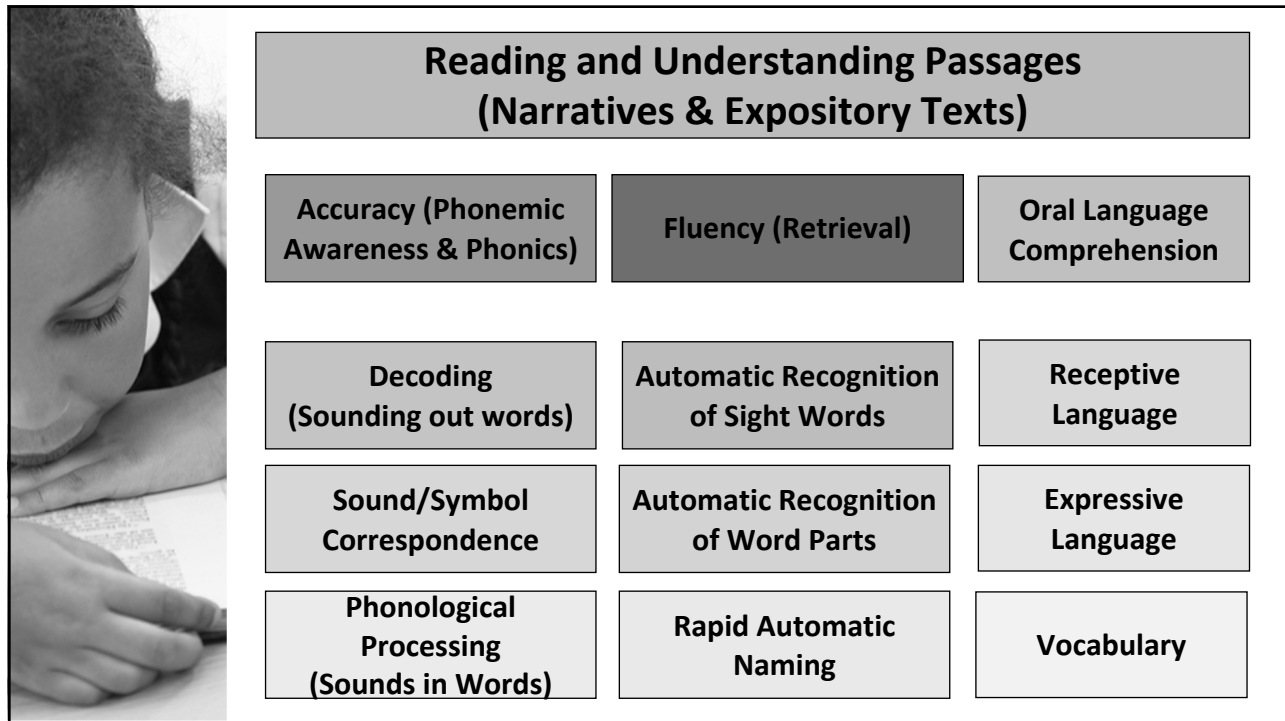


BACKGROUND  
CONTENT

- Specific Learning Disabilities (SLD) in Reading, including dyslexia, comprise most common SLD in U.S.
- Limited graduate coursework on the process of learning to reading and delivering specialized instruction
- Wide-variability in practitioners' knowledge

### OUR COLLABORATION

- How reading happens in the brain - complexity
- The ways component skills contribute to overall achievement.



## GOAL: Appropriately Differentiate Specialized Instruction for Students on IEPs for Reading.




ASSESSMENT &  
INTERPRETATION


- Ensure that assessment battery measures the component skills.
  - Support educators' ability to interpret student performance and plan instruction.
  - Some variability in assessment protocol .
- Communicate about decision-making process to families.

### OUR COLLABORATION


- Conducted a District-Wide Needs Assessment.
  - Diversified the evaluation battery.
  - Introduced interpretation framework.
- Practiced with case studies and application to APS students.



Diversifying the SPED Evaluation Battery		
Accuracy (Phonemic Awareness & Phonics)	Fluency (Retrieval)	Oral Language Comprehension
Decoding (Sounding out words)	Automatic Recognition of Sight Words	Receptive Language
Sound/Symbol Correspondence	Automatic Recognition of Word Parts	Expressive Language
Phonological Processing (Sounds in Words)	Rapid Automatic Naming	Vocabulary



Diversifying the SPED Evaluation Battery
<p><b>Purchase and train educators in additional assessments to measure</b></p> <ul style="list-style-type: none"> <li>• <b>Fluency Skills</b> <ul style="list-style-type: none"> <li>• Rapid Automatized Naming/Rapid Alternating Stimulus (RAN/RAS)</li> <li>• Test of Word Reading Efficiency (TOWRE-2)</li> </ul> </li> <li>• <b>Phonological Awareness Skills</b> <ul style="list-style-type: none"> <li>• Phonological Awareness Screening Test (PAST)</li> </ul> </li> </ul> <p><b>Add existing measures to the battery</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Language Measures</b> <ul style="list-style-type: none"> <li>• Clinical Evaluation of Language Fundamentals (CELF)</li> </ul> </li> </ul> <p><b>Organizing results using a “Targeted Instruction Framework” or Graphic Organizer</b></p> <ul style="list-style-type: none"> <li>• Allows for interpretation and communication across stakeholders.</li> </ul>



## Interpreting Student Performance and Communicating with Families

**SPED: Gabi, 3rd grade**

Cognitive Processes	Std. Score	Connected Text Reading Fluency & Comprehension	Std. Score
Working Memory (WISC)	Avg/SS: 95	Reading Comp (GORT)	Avg/SS:90
		Reading Fluency (GORT)	Accuracy: B. Avg/SS: 80 Fluency: B. Avg/SS: 85
		Benchmark Fluency (DIBELS – ORF)	B. Benchmark: 50 <a href="http://wcpm.org">wcpm</a>

Accuracy (Phonemic Awareness & Phonics)	Std. Score	Retrieval (Naming Speed & Efficiency)	Oral Language Comprehension
Single Word Decoding & Sight Word Abilities		Single Word Retrieval/Efficiency	Passage. Comp.
Pseudo Word Decoding/Sound-Symbol (WRMT, WIAT, WIST)	B.Avg/SS:79	Single Word Efficiency (TOWRE)	Avg/SS:92
Basic Reading/Word Identification (WIAT, WJ, WIST)	B.Avg/SS:80	Nonword Decod. Efficiency (TOWRE)	B.Avg/SS:75
Foundational Phonological Abilities		Foundational Naming Speed	Descriptor & Std. Score
Phonemic Awareness (CTOPP composite, or Elision)	B.Avg/SS:80	Rapid Naming (RAN/CTOPP)	Avg/SS:105

## GOAL: Appropriately Differentiate Specialized Instruction for Students on IEPs for Reading.



INSTRUCTION

- Dozens of different specialized reading curricula.
- Not all programs are appropriate for every student.

### OUR COLLABORATION

- Ensure that IEP goals, objectives and instructional approach match students' individual needs.
- Invest in resources that support delivery including libraries of decodable texts.
- Provide recommended accommodations and modifications for general education based on student profile.



## Planning IEP Goals, Objectives and Instruction

### CORE COGNITIVE CONTRIBUTORS TO READING

**1** Phonological Ability

**2** Working Memory

**3** Naming Speed/Retrieval

**4** Oral Language

### ESSENTIAL COMPONENTS OF READING INSTRUCTION

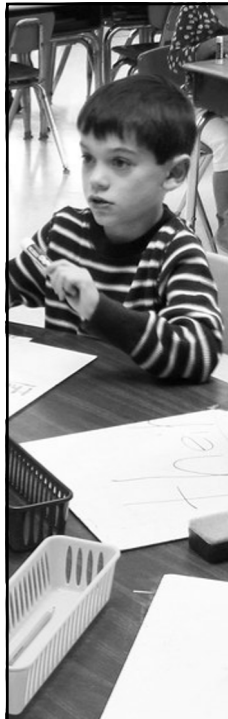
**Phonological  
(Phonemic)  
Awareness**

**Phonics**

**Fluency**

**Vocabulary**

**Comprehension**



## Planning IEP Goals, Objectives and Instruction

- Held over 20 hours of workshops that focus on developing IEP Goals and Objectives based on Student Performance and Choosing an Instructional Approach (Curricula that Matches Students' Learning Profile)
- Training in Structured Literacy Instruction (Gold-Standard Approach)
- During April and May 2020 Supported Educators in Delivering Live and Asynchronous Remote Specialized Reading Instruction.

## GOAL: Appropriately Differentiate Specialized Instruction for Students on IEPs for Reading.



PROGRESS  
MONITORING

- Dozens of different approaches for progress monitoring.
- Difficult to know what constitutes “adequate progress.”
- Can lead to instructional decision-making that may not be in the best interest of the child.

### OUR COLLABORATION

- Identify progress monitoring tools.
- Plan for progress monitoring meetings (every 6-8 wks)
  - Offer guidelines for measuring progress.



## Progress Monitoring

### Identified Progress Monitoring Tools and Provide Training on Administration

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Phonological Awareness Screening Test (PAST)

### Use Validated Metrics to Determine “Progress” (Ongoing)

- DIBELS provides “Zones of Growth” metric
- Hasbrouck and Tindal Growth in Oral Reading Fluency.
- Equipped for Reading Success Growth in Phonemic Awareness.
- Curricula-based Growth Recommendations.

## NEXT STEPS

- Continue using our Targeted Intervention Framework for Initial Evaluation Process and Instructional Planning.
- Continue School-based Consultations to Apply to APS Students.
- Collect District-wide Data on Students' Needs to Inform Resource Allocation (curricula, training, etc).

## THANK YOU & QUESTIONS

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