LEARNING DIFFICULTIES AUSTRALIA

2023 RTI Conference Handouts

Sunday 29th Oct

***Session 3* - Universal Screening with Dibels by Julie Scali**

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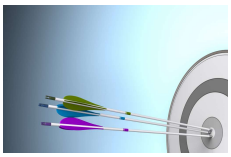
Universal screening with Dibels 8th and setting SMART targets for students with learning difficulties

October 29th, 2023
Julie Scali



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Julie Scali

- Director of Literacy Impact, Perth WA
- Bachelor of Arts, Pmy, Grad Cert LD
- Primary teaching background- Perth; London and Belfast- 24 years in total
- Learning difficulties support Teacher- SSEND, DoE, WA
- Deputy Principal for 8 years- leading literacy improvement
- Started Literacy Impact in 2021- consulting in schools; online masterclasses, professional learning for schools, coaching
- Learning Difficulties Australia Bulletin- Editor
- Author of *High Impact Reading Instruction and intervention in the Primary Years*

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Acknowledgement of Country

I would like to acknowledge that this meeting is being held on the traditional lands of the Whadjuk-Noongar people. We acknowledge them as the traditional custodians of this land and pay our respects to the elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia.

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Session outline:

- Unpack how Dibels can be used as an effective universal screener for identifying risk across in reading
- Identify steps to follow in interpreting Dibels data to inform action
- Understand how Dibels data can be used to set SMART targets for students with reading difficulties
- Identify examples of effective targets for reading difficulties
- Understand a schoolwide process for monitoring targets

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Dibels 8th ORF- What and When?

- Universal screener- whole school assessments three times per year- T1, T2, T4, F-Y8
- Like a blood pressure check or thermometer reading- an indicator of risk or in range

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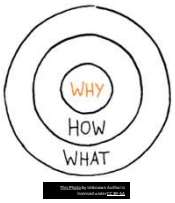
Why use Dibels 8th?

- To screen Year F-8 students who are not on track for meeting end of year reading standards. Supports schools to monitor student progress at across the year between benchmark assessments
- Subtests can inform student errors to guide instruction decisions (for F-3)
- Assess 'health of the system for meeting students' instructional needs. For example.. If 60% of the students are at risk, it is not a LD problem it is a whole class teaching problem (or tier 1 problem)

(Center for Teaching and Learning- University of Oregon)



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91% correlation to reading comprehension

ORF scores correlation with reading comprehension

Measure	Validity
Oral Retell	0.70
Cloze	0.72
Question Answering	0.82
Oral Reading Fluency (ORF)	0.91

(Fuchs, Fuchs, Hosp, & Jenkins (SSR, 2001)
in the OSPI + Glean Expert Webinar Series with Dr Jan Hasbrouck- October 20, 2022

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Compare this to 'benchmarking' or getting a reading 'level'

A running record or reading 'level' does not provide a valid or accurate measure of reading proficiency. This is because reading is multi-faceted and these assessments are flawed.

Matt Burns (2022) in Scali, 2023,

"We found that the Fountas and Pinnell Benchmark Assessment System had about 54% diagnostic accuracy. It identified children as good readers and struggling readers about as accurately as if you were to flip a coin."

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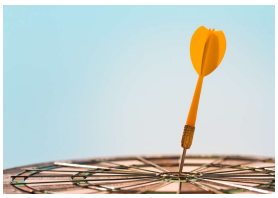
We must know our students expected end of year targets

Hasbrouck & Tindal (2017; 2006)

Year	Target WCPM
1	?
2	?
3	?
4	?
5	?
6+	?



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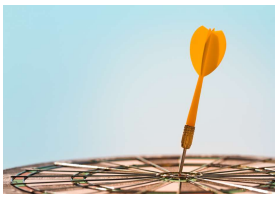
We must know our students expected end of year targets

Hasbrouck & Tindal (2017; 2006)

Year	Target WCPM
1	60
2	100
3	115
4	135
5	150
6+	150



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Few things to know about Dibels 8th

- Assessments are called 'Benchmarks' & Kindergarten is Foundation year.
- Passages for monitoring progress are called 'progress monitoring' tools
- Students identified below benchmark can be monitored each fortnight there are resources for these

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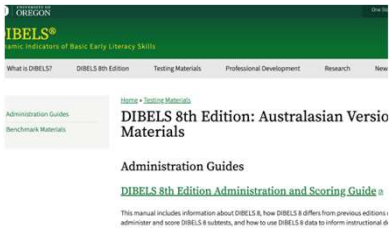
Dibels 8th website



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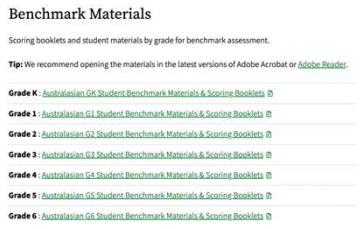
Dibels 8th- University of Oregon- Benchmark materials (PP-Year 8)



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Subskills assessed by year level

Foundation (US Kindergarten)	Year 8
Phoneme Segmentation (1 minute) Letter Naming (1 minute) Non-Word Reading fluency (1 minute) Word Reading fluency (1 minute)	Oral Reading Fluency (ORF) (1 minute) MAZE (comprehension passage) (3 minutes) **Can be administered in a small group*

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Any questions so far?

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Of course, our data is only as good as what we do with it!

"We collect a lot of data, but we don't analyse it meaningfully, effectively or in a schoolwide approach"
(said lots of schools!)

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What do we do with the data?

1. Identify % of students in **blue**, **green**, **yellow** and **red** for a baseline.

2.Analyse these areas,. If there are more than 20% in the orange or red in total, there is a Tier 1 issue. Implement robust Tier 1 improvements here.

3.Why are the students in **yellow** or **red**? (This is when we need to further diagnostic assessments. Look to the Simple View of Reading or the Reading Rope)

4. Students identified in **yellow** or **red** are progress monitored every 2-4 and 2 weeks respectively

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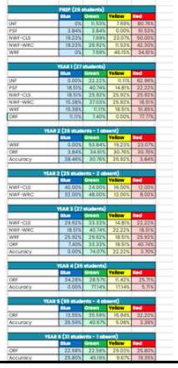

Example School #1 WA Data F-6

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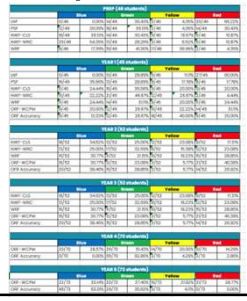
Example School #2 Queensland



What can you tell me about this school's data?

Year 2

Year 4

Year 6

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Three driving questions- Disciplined dialogue approach

- What is the data telling us?
- Why do we think this is so? (in terms of what can be controlled in the classroom/learning environment)
- What are we going to do about it? What targets and actions?

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This is when SMART target setting comes in- using a medical analogy..

- **Specific**- what dosage is required based on age/need/weight?
- **Measurable**- the dosage is carefully measured and pre and post data is observed on its impact
- **Achievable**- the type of medicine has been proven to make a difference for the child's need/illness
- **Realistic**-the type of medicine is suitable for the child ie a syrup instead of a tablet, the amount and time of day is realistic to administer
- **Timebound**- the child's health is monitored over a week or two and the medicine ceases at a particular date or continued for another script dosage if it hasn't worked; review with doctor again if no improvement

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Let's apply this to Education/Learning Difficulties

Specific- what intervention is required based on end of year requirements, reading difficulty profile, writing difficulty, maths difficulty- what exactly is the issue?

Measurable- the intervention is carefully measured and pre and post data is observed on the impact of the intervention

Achievable- the type of intervention has been proven to make a difference for the child's need- it is evidence based

Realistic-the type of intervention is suitable for the child ie the type of intervention, the amount and time of day is realistic to administer

Timebound- the child's learning and progress is monitored over a week or two and the intervention has a review date or continued for another intervention dosage if it hasn't worked and then review the case and targets again if no improvement- what is the reason behind limited improvement

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The underlying premise of SMART targets are grounded in research

- Teachers' high expectations drive student success
- AITSL standards 5.4 - teachers need to be able to use data effectively to inform instruction & also sets challenging goals for students
- If we are not specific about what we want students to achieve there is a good change they won't get there!
- Measurable, Realistic and Timebound- if we take an antibiotics analogy- we need to know when we want students to achieve it by, it has to be realistic and we need to know the dosage (strategy and amount of time provided and how often)

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From start to finish line..

From the data, where are they now in terms of what they can/can't do in reading (or spelling, numeracy)

The goals and the strategies/ instruction/ intervention to get them there

Where do they need to be by the end of the year?

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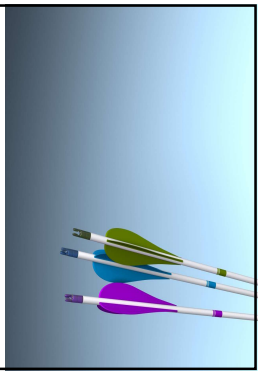
Backward mapping when setting targets

1. What is the starting point in the data? eg A Year 2 student with 20 WCPM fluency, decoding at a CVC proficiency

2. What is the end of year expectation for this Year 2 student? Year 2 student EOY expectation is 90 WCPM- fluency, decoding a range of words with multiple phonic patterns.

3. What goals will be set for each half term/term to get them to this target? What actions, instructional routines and interventions do I need to put into place?



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What is the underlying profile of the poor reading issue?

What diagnostic assessments do we need to do to find this out? PA, decoding, language etc.

What tier 1 practices can we refine/improve?

eg Daily fluency pairs, daily whole class echo and choral reading to increase daily fluency practice, phrase cued reading intervention (for improving prosody)

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Time bound:	Example:
By the end of ... By Week, Term, Year...	By the end of Week 9, Term 4, 2023
Specific/Realistic/Achievable:	
'Student' will be able to…identify/blend/read/write/spell..	John will be able to orally segment and blend CVC words in the Level 2 CVC Decodable Readers Australia books
Measurable:	
...with accuracy on 4/5 occasions ...with fluency on 9/10 occasions ...with 90% accuracy	with accuracy on 4/5 occasions.

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Set the goal with high expectations in mind

Low expectations (from 20 WCPM in Year 2)
Over one year:
Academic goal- to learn 10 high frequency words

High expectations
By the end of Term1, Student will be able to read a year 2 ORF progress monitoring passage with 35 WCPM
By the end of Term 2, Student will be able to read a year 2 ORF progress monitoring passage with 50 WCPM
By the end of Term 3, Student will be able to read a year 2 ORF progress monitoring passage with 65 WCPM
By the end of Term 4, Student will be able to read a year 2 ORF progress monitoring passage with 80 WCPM

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What strategies/intervention/practice will support the goal/s?



TIER 1 TIER 2 TIER 3

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Case study Example- Tier 3

Baseline- Year 3 Student with Developmental Language Disorder and Dyslexia, baseline of 54 WCPM in Dibels ORF and 14 WCPM for NWF (End of year expectation for fluency for Year 3 is 115WCPM)
additional intervention was included to address language and phonics difficulties

Targets- Decoding and Fluency	Strategies/intervention	Monitoring
By Week 9, Term 4, 2022, Student will be able to read any Year 3 level Dibels text at 70 Words Correct Per Minute (WCPM) By Week 9, Term 4, 2022, Student will be able to read any Dibels Year 3 standard non word reading text with 30 WCPM accuracy	• Daily home reading practice of a decodable text of the Phonics Books UK Talisman series • Daily Tier 1 whole class choral reading practice of grade level texts- to support daily oral reading practice • Weekly intervention practice –echo and choral reading (reading in unison with Julie) of Dibels Year 3 level text- unpacking the meaning, unknown words, modelling appropriate pausing and expression. Providing feedback and then reading independently • Tier 3 phrase cued reading intervention- highlighting the pause points and punctuation markers in knowledge rich text (linked to History unit in class) • Tier 3- In class daily practice- choral reading with an EA- for 5 minutes per day of a Talisman text. • Nightly home practice of decoding slides from CCVC to CCVCC and digraph level (fluency progressions)	Progress monitoring weekly Oral Reading Fluency (ORF) Progress monitoring weekly Non word fluency (NWF)

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Schoolwide Rigorous Progress Monitoring

- Students identified in **red**-every 2 weeks
- Students identified in **yellow**-every 2-4 weeks
- Utilise Education Assistants to support this practice

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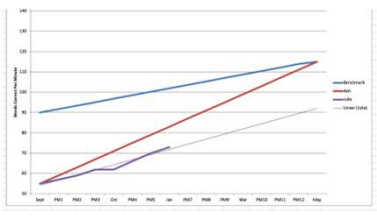
Mapping student progress on a line graph



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Other effective use of the Dibels data

- Target setting for groups of students
- Identifying risk and then doing further diagnostic screening
- Mixed ability fluency pairs-pairing students
- Daily Review- building in targeted aspects of fluency needing work
- Targeted Literacy Cycles- whole school 5-10 week improvement cycles

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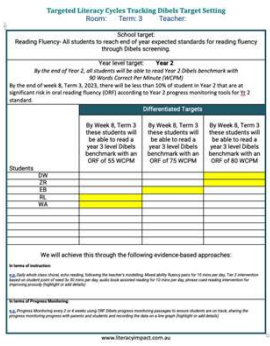
Targeted Literacy Cycles



Targeted Literacy Cycles Tracking Dibels Target Setting

Room: Term: 3 Teacher:

School target:
Reading Fluency- All students to reach end of year expected standards for reading fluency through Dibels screening.

Year level target: **Year 2**
By the end of Year 2, all students will be able to read Year 2 Dibels benchmark with 90 Words Correct Per Minute (WCPM)

By the end of week 8, Term 3, 2023, there will be less than 10% of student in Year 2 that are at significant risk in oral reading fluency (ORF) according to Year 2 progress monitoring tools for T1 2 standard.

Students	Differentiated Targets		
	By Week 8, Term 3 these students will be able to read a year 3 level Dibels benchmark with an ORF of 55 WCPM	By Week 8, Term 3 these students will be able to read a year 3 level Dibels benchmark with an ORF of 75 WCPM	By Week 8, Term 3 these students will be able to read a year 3 level Dibels benchmark with an ORF of 80 WCPM
SW			
ZR			
EB			
RL			
WA			

We will achieve this through the following evidence-based approaches:

In terms of instruction:

e.g. Daily whole class choral, echo reading, following the teacher's modelling. Mixed ability fluency pairs for 15 mins per day. Tier 2 intervention based on student point of need for 30 mins per day, audio book assisted reading for 15 mins per day, phrase cued reading intervention for improving prosody (highlight or add details).

In terms of Progress Monitoring:

e.g. Progress Monitoring every 2 or 4 weeks using ORF Dibels progress monitoring passages to ensure students are on track, sharing the progress monitoring progress with parents and students and recording the data on a line graph (highlight or add details).

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Year 3 class after 6-week cycle

22 WCPM with 78% accuracy to 73 WCPM 92% accuracy

71 WCPM to 116 WCPM

73 WCPM to 107WCPM

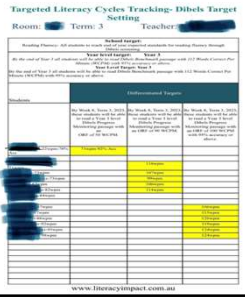
82 WCPM to 99 WCPM

82 WCPM to 106 WCPM

84 WCPM to 114 WCPM

87 WCPM to 106 WCPM

98 WCPM to 124 WCPM



Targeted Literacy Cycles Tracking- Dibels Target Setting

Room: Term: 3 Teacher

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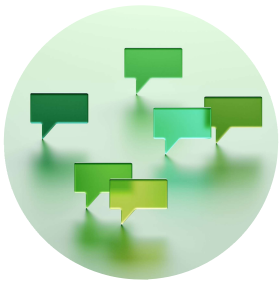
Thoughts/ Questions?



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Further listening

- Dibels 9th website- Center of teaching and learning University of Oregon
- Pattan- Using DIBELS 8th Edition Zones of Growth For Instructional Decision Making in a MTSS Framework
- Reading Fluency- Dr Jan Hasbrouck: Learning Difficulties Australia (2021) https://www.youtube.com/watch?v=CGzQ97hh3IU&t=1236s

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Thank you for joining me!

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