

00:34:51 Janet Roberts: TUTORING CONSULTANT DISABLED

00:35:05 annette.fuller: Annette - Kindergarten and Year 1 Intervention teacher - reading/number

00:35:18 Janet Roberts: LDA

00:35:27 VTaylor: special needs teacher in a secondary school

00:35:31 Jacqui Fenwick: Jacqui - Learning Diversity Leader - Iona College, Geelong

00:35:39 Linda: Hi Linda- Resource teacher of literacy, South island New Zealand

00:35:50 khopkinson: Kathy: Support Teacher Primary school Qld.

00:35:51 Margaret Young: Marg Young - Speech Pathologist and Special Education Consultant working in diagnostics

00:35:52 Jacqui Fenwick: With Marisa - School Psychologist - Iona College, Geelong

00:36:01 Jenny Vanderzweep: Special Education Teacher in private practice

00:36:32 Katrina Kelso: SLP

00:36:45 Jacqui Fenwick: We are secondary too

00:36:49 cth: Learning Diversity Leader and Teacher - Boys; Secondary College

00:39:43 Trina Spencer: Thanks, everyone! Glad you are all here and love that you are so interdisciplinary!!!

00:41:15 Jenny Vanderzweep: yes

00:41:18 annette.fuller: yes

00:41:20 ddawson: Yes I work with many students who have a diagnosis of dyslexia

00:41:24 Janet Roberts: WORK WITH THEM NOW

00:41:27 cth: Yes

00:41:30 khopkinson: yes

00:41:32 Margaret Young: Frequently encountered

00:41:44 Trina Spencer: Thanks, everyone!

00:42:13 Jacqui Fenwick: Work with teens who have been diagnosed (and possibly undiagnosed) in intervention classes and mainstream English

00:45:17 ddawson: Some shifts have been made in Victoria recently around Year 1 with some screening, but I do not work in primary

00:45:22 khopkinson: some states are introducing phonics screening in year 1 - does that count?

00:45:43 Trina Spencer: Reacted to "Some shifts have bee..." with 👍

00:45:45 Trina Spencer: Reacted to "some states are intr..." with 👍

00:46:07 annette.fuller: We might see some low scores in DIBELS or PSC but does that mean dyslexia???

00:46:28 annette.fuller: Phonics Screening Check

00:48:14 Trina Spencer: Sensitivity: The test accurately identifies the people WITH the disorder.

00:48:34 Trina Spencer: Specificity: The test accurately identifies the people WITHOUT the disorder.

00:49:14 Learning Difficulties Australia: But should a screener say for sure it is dyslexia or just identifying that the child is showing signs and warrants a full assessment?

00:50:49 Trina Spencer: There are many different uses of the word "screener". In this context, a screener that is meant to identify a disorder or at

risk of a disorder, the sensitivity and specificity matter.

00:51:43 Learning Difficulties Australia: Reacted to "There are many diffe..." with 🗨️

00:51:59 Trina Spencer: The other type of screener could be for universal screening...usually these are general outcome measures or curriculum based measures that are dependent on criteria to determine whether or not they need support. The purpose of this is not about diagnosing a disorder, but it could lead to that type of decision later.

00:52:28 Learning Difficulties Australia: Reacted to "The other type of sc..." with 🗨️

00:53:22 Trina Spencer: 80% is a minimally appropriate score for sensitivity and specificity. 90% gives us more confidence though.

00:58:18 Trina Spencer: Screeners designed to identify risk for disability can have lower sensitivity and specificity than a full battery of instruments for the purpose of diagnosing a disability.

01:01:58 Jacqui Fenwick: Do you know the specificity of Dibels for secondary students?

01:02:12 Trina Spencer: I don't think we do.

01:02:25 Trina Spencer: Maybe he does????

01:08:57 ddawson: You are both doing really well!!!!

01:09:38 Trina Spencer: Static assessments: measures the PRODUCT of learning; performance at a single time point.

01:10:34 Trina Spencer: Static assessments assume that all children have had the same "learning opportunities" prior to the assessment; hence, they often use grade or age norms to derive scores.

01:11:38 Katrina Kelso: DLD is very poorly known in Australia still

01:11:57 Trina Spencer: Reacted to "DLD is very poorly k..." with 🗨️

01:12:02 Learning Difficulties Australia: I have lost sound for some reason in case you are asking me a question. Trying to resolve it now

01:12:06 Trina Spencer: U.S. too!

01:13:22 Katrina Kelso: Yes, and Tiffany also says that kids with DLD in school are identified as having learning difficulties not language difficulties

01:13:53 Trina Spencer: @Katrina Kelso Yes, that is true...Doug has more on this topic.

01:16:15 Trina Spencer: In conclusion, static measures used to identify dyslexia and DLD are not very valid for that purpose.

01:17:03 Trina Spencer: Dyslexia is difficulty LEARNING to decode. DLD is difficulty LEARNING language.

01:17:51 Trina Spencer: Knowing something does not indicate how one learns!!!

01:18:50 annette.fuller: Glad you're clarifying this!

01:19:01 annette.fuller: Never really thought about it!!

01:19:05 annette.fuller: Oops!

01:19:09 ddawson: No I am listening intently and takign notes

01:20:20 Jenny Vanderzweep: I think that is such a great point!

01:21:15 ddawson: At the moment at my school we find it really confusing, as dependign on which psych has done the assessments will determine whther they come back with a diagnosis or not

01:21:40 ddawson: We are not sure how psychs are coming up now with the diagnosis -

01:21:51 Learning Difficulties Australia: I have sound back

01:22:08 Jacqui Fenwick: I'm good (I'm the teacher) but the psychologist Marisa next to me is having her mind blown ;)

01:22:16 Trina Spencer: I totally understand that! It is because the clinicians fill in so much of the testing process with their clinical opinion.

01:22:36 Trina Spencer: Thanks @Jacqui Fenwick and hi Marisa!

01:22:51 ddawson: Does this mean they are making observations during the testing?

01:23:28 Trina Spencer: @ddawson do you mean in the dynamic assessment?

01:23:46 ddawson: Sorry I mean the Cognitive and Educational assessments e.g. WISC and WIATT

01:25:07 Trina Spencer: @ddawson Thanks for the clarification. All examiners observe during testing but there other sources of information (besides the norm-referenced standardized static assessments) that can be used to make diagnoses.

01:25:23 Trina Spencer: ...at least in the U.S. (sorry, I don't know Aussie laws)

01:25:30 ddawson: ok thank you, maybe those comments are not put into the reports

01:27:18 Jenny Vanderzweep: Students are not diagnosed with dyslexia until they have had 6 months of intervention. That is a way of checking how much learning has taken place

01:27:50 ddawson: Yes but it depends on which psychs do the assessments

01:27:58 Trina Spencer: That's based on the response to instruction/intervention, but that ASSUMES that the intervention is high quality.

01:28:07 Katrina Kelso: This is one of the DSM-5 SLD criteria

01:28:10 Learning Difficulties Australia: That is the current debate over here at the moment

01:28:23 annette.fuller: Reacted to "Yes but it depends o..." with 👍

01:28:26 MeurantS: So - you are saying that dynamic assessment (progress checks etc) are a more accurate tool to identify risk indicators for dyslexia and/or DLD than a static assessment?

01:28:29 annette.fuller: Reacted to "That's based on the ..." with 👍

01:28:53 khopkinson: Reacted to "That's based on the ..." with 👍

01:29:49 Jenny Vanderzweep: Replying to "That's based on the ..."

Very true

01:31:40 Trina Spencer: Static tests used dynamically is not the same thing as dynamic assessment (although many people confuse the two).

01:31:52 Jenny Vanderzweep: You don't wait with intervention, just with diagnosis

01:32:48 Margaret Young: Unfortunately, in Australia, especially Victoria, access to support is absolutely dependent upon static assessment results to determine both service provision and examination provisions (the latter in Secondary obviously).

01:33:58 ddawson: Things are shifting now with the VCAA special arrangements relying more now on School evidence. So we can impute disability and provide early intervention

01:34:30 ddawson: But we do need school based evidence and this means educational screeners and informal assessments

01:35:26 ddawson: Dianne she :)

01:35:29 Margaret Young: Yes. That helps in Secondary but Primary seems to be going backward with the Disabilities program... a lot of kids are being left out of targeted service provision.

01:35:32 Trina Spencer: Reacted to "Dianne she :)" with ❤️

01:35:50 ddawson: Yes I work in an independant school, so not sure what is happening in government schools

01:35:52 Trina Spencer: Reacted to "Yes. That helps in S..." with 😊

01:39:08 MeurantS: Are Dynamic Assessments (DA) specific? Eg DIBELS is "Dynamic Indicators..." - but not what you mean by Dynamic assessments...Can you share an example of a DA? Aah, just saw this next slide...

01:39:17 Trina Spencer: That photo was taken in Brisbane 2023!

01:40:04 MeurantS: lol Meurants is my computer name...Simone!

01:40:36 annette.fuller: Reacted to "lol Meurants is my c..." with 😊

01:40:38 MeurantS: lol

01:40:41 MeurantS: funny

01:40:48 Trina Spencer: In DIBELS, a single data point does not indicate anything. It requires multiple data points over time to be able to make decisions.

01:40:57 Trina Spencer: Reacted to "lol Meurants is my c..." with 😊

01:41:13 MeurantS: Reacted to "In DIBELS, a single ..." with 👍

01:41:23 annette.fuller: Thanks Trina - that answers the question I couldn't express!

01:41:54 Trina Spencer: BTW...I was trained in the '90s by the DIBELS people and have worked with Ruth Kaminski on research projects (measurement development projects too!).

01:44:10 Trina Spencer: DYMOND = diagnostic instrument with superior sensitivity and specificity. But...we found that it could be done so quickly and easily...and it still had superior sensitivity and specificity.

01:45:39 ddawson: Just wondering will we be getting the slides as powerpoint or should I be taking lots of notes? Sorry I am struggling to concentrate as I am taking so many notes

01:45:53 annette.fuller: Reacted to "Just wondering will ..." with 👍

01:46:03 Trina Spencer: Yes, handouts will be shared later. Just focus on Doug for now.

01:46:03 Learning Difficulties Australia: I mentioned at the beginning - the handouts will be uploaded on the event webpage later today or tomorrow

01:46:50 ddawson: Thanks so much, I thought it was just the video link - which is available for two weeks, will the handouts cover the slides?

01:46:52 annette.fuller: What does 'differentiate difference from disorder' mean, please?

01:47:07 Learning Difficulties Australia: Replying to "Thanks so much, I th..."

Yes

01:48:27 Trina Spencer: Language Difference = a child who does not speak the mainstream language of instruction has a language difference...other terms, EAL, multilingual, different dialect, etc.

01:48:40 annette.fuller: Reacted to "Language Difference ..." with 👍

01:48:54 Trina Spencer: These children are often OVER-identified for having learning disabilities when they do not.

01:49:12 MeurantS: Replying to "Thanks so much, I th..."

Next week, could we consider the handouts first, so we can print them to assist with note-taking?

01:49:46 Trina Spencer: Hence, the wait and see and giving kids the ~6 months to rule out "language difference"...but for the kids with a learning disability, that is extremely costly!!!

01:50:01 annette.fuller: Reacted to "Hence, the wait and ..." with 🙋

01:52:09 annette.fuller: Hi LDA - Is there a way to access this chat afterwards? So much clarification...

01:52:26 Learning Difficulties Australia: Yes I can save the chat and add it to the event page

01:53:34 Trina Spencer: He is opening with the validity results...because if it can't identify dyslexia and DLD accurately, there is no point in showing you how we do it. 😊

01:54:20 annette.fuller: Reacted to "Yes I can save the c..." with 🙋

01:54:56 Trina Spencer: One of the points he is making is that it doesn't matter what learning opportunities or languages children are exposed to, the results are still valid.

01:57:20 Trina Spencer: Admitting you read the back of the technical manual is embarrassing...not something to brag about, Doug.

01:57:24 khopkinson: Are you looking for volunteers to trial in Australia?

01:58:00 Trina Spencer: Reacted to "Are you looking for ..." with 🙋

01:58:10 Margaret Young: How long after the teaching component do you test...and then do you/ did you post test again after a delay to determine retention?

01:58:43 Trina Spencer: We didn't need the pretest! Makes it more efficient.

01:59:04 Trina Spencer: The pretests are just static measures.

01:59:06 khopkinson: Love to give it a go - Kathy

01:59:07 annette.fuller: Reacted to "Admitting you read t..." with 😊

01:59:26 annette.fuller: Reacted to "Love to give it a go..." with 🙋

02:01:17 Jacqui Fenwick: What quals are needed to administer? (eg: User B?)

02:01:34 Trina Spencer: Not much.

02:01:50 Trina Spencer: Teachers, paraprofessionals...with a little bit of training.

02:02:04 Trina Spencer: To diagnose, school psychs and SLPs are best.

02:02:35 MeurantS: SLP?

02:02:46 Trina Spencer: Speech-language pathologists/therapist

02:02:49 Learning Difficulties Australia: Speech Pathologist

02:02:51 MeurantS: Reacted to "Speech Pathologist" with 🙋

02:05:11 annette.fuller: Does the manual have links to any videos?

02:05:58 Trina Spencer: The Responsiveness Scales are designed to focus the examiners' attention to behaviors that indicate learning difficulties. Concrete and operationalized "clinical opinion".

02:08:37 Trina Spencer: Although learning disabilities vary along a severity continuum, ultimately we need to have a cut line. Hence, a longer scale that doesn't require we put all kids in the same basket.

02:09:10 Trina Spencer: Modifiability Scale = Responsiveness Scales.

02:15:13 annette.fuller: Due to our systematic Synthetic phonics program taught in K-2, the majority of our students can decode/recode the first 4 cvc

words you provided. However, they don't yet know 'wh' or 'qu'. Would that cause an issue in the testing?