

# Linking Language & Literacy Within a Comprehensive Special Education Evaluation

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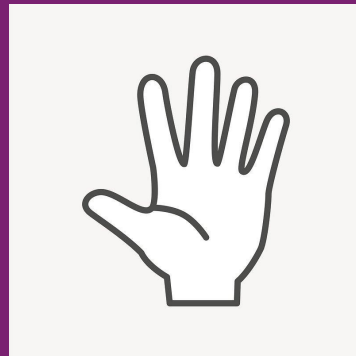
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WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Entering Activity



How familiar are you with Developmental Language Disorder (DLD)?

fist to five

# Learning Objectives

Understand key points in OSEP's recent guidance on consideration of Developmental Language Disorder when making an eligibility determination for special education.

Identify entry points for language skills development within an EMLSS to support students at risk for reading difficulties.

Understand how a disability not listed as a category under IDEA can inform special education eligibility determination and IEP development.

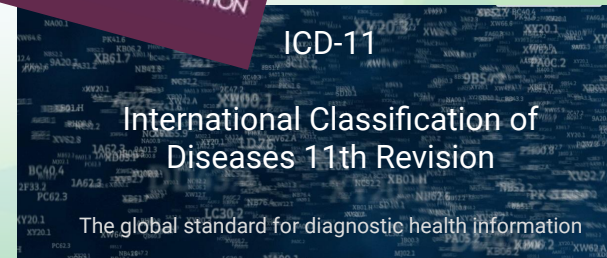
# Developmental Language Disorder (DLD)

**“DLD is a brain-based neurodevelopmental diversity—like autism or dyslexia—not caused by intellectual deficits, a syndrome, or medical events. Specifically, children with DLD are born with a brain variation that makes it difficult to learn language from their ambient environment.”**

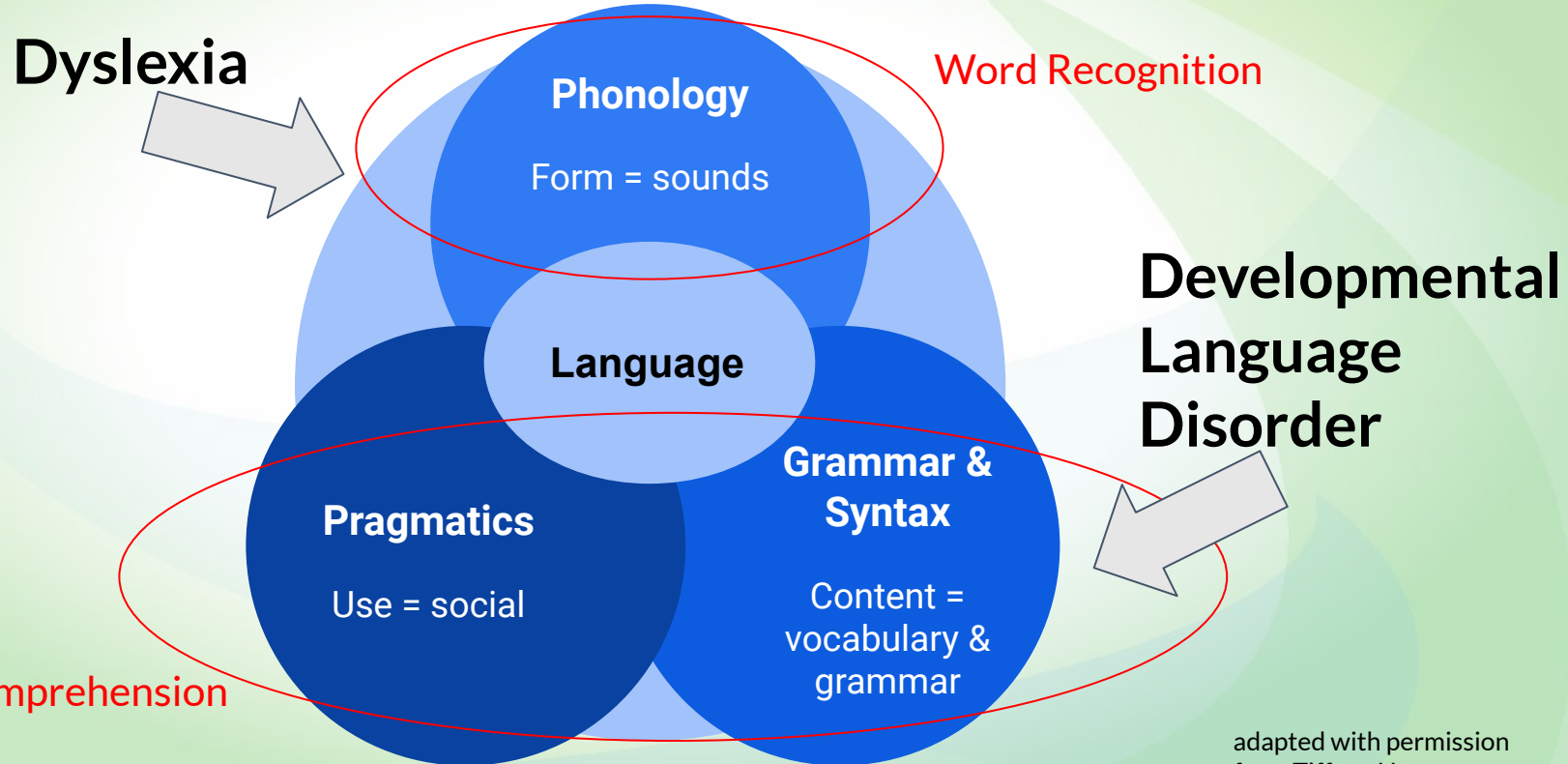
**Hogan, Farquharson, and McGregor (2023)**

# Developmental Language Disorder: A Distinct Disorder

- born with DLD, life-long
- brain difference, human variation occurs across languages
- ~1 in 10
- difficulty learning new words and remembering them (vocabulary) and grammar learning and use
- prevalence similar to dyslexia but limited awareness of DLD



# DLD - Effects on Overall Communication



# Quadrant Model

## Word Recognition

**Listening  
Comprehension**

Poor

Good

Good

Dyslexia

Poor

Dyslexia + DLD

Developmental  
Language Disorder  
(DLD)

# Language is Everything

**“Language isn’t just the foundation of reading. Language is EVERYTHING!”**

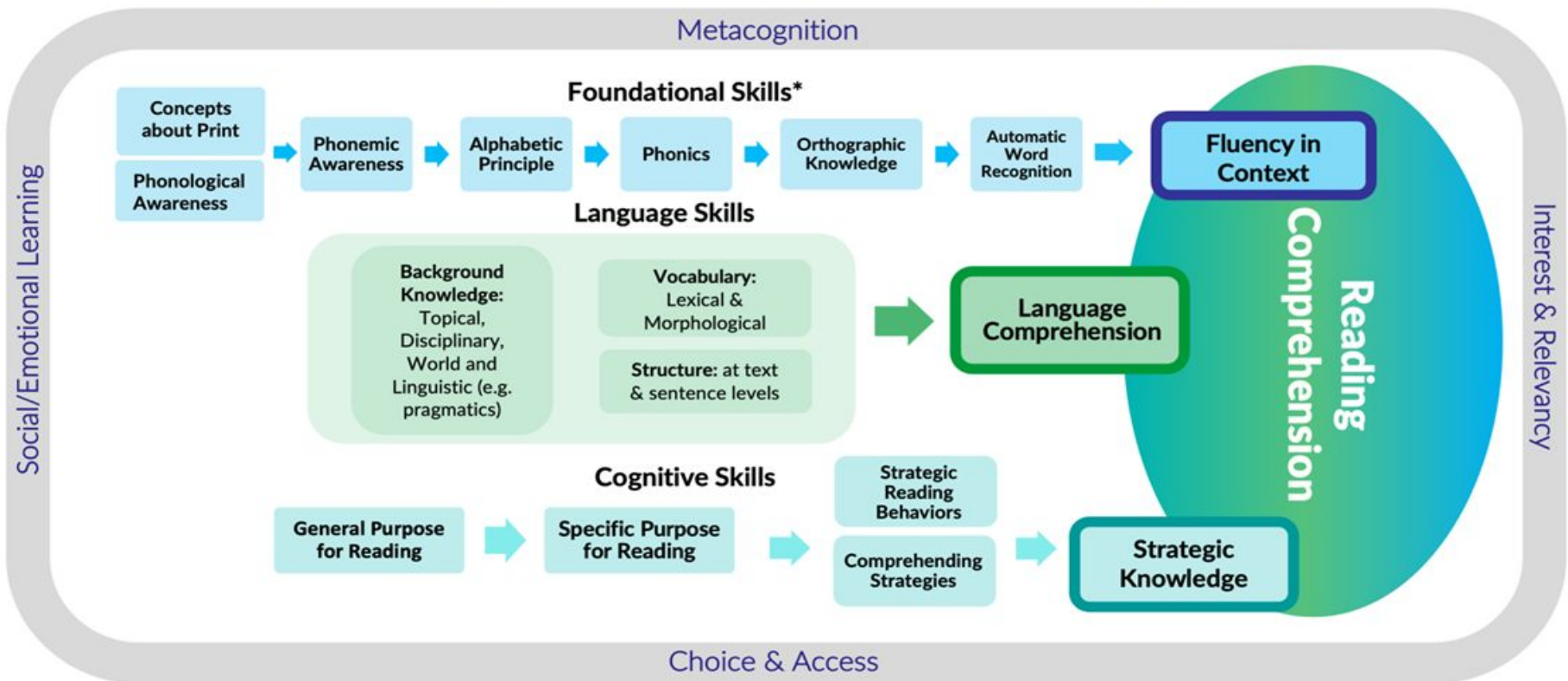
**Dr. Julie Washington**

# DLD- Effect on Literacy

- Reading
- Writing
- Oral Language
- Listening Comprehension



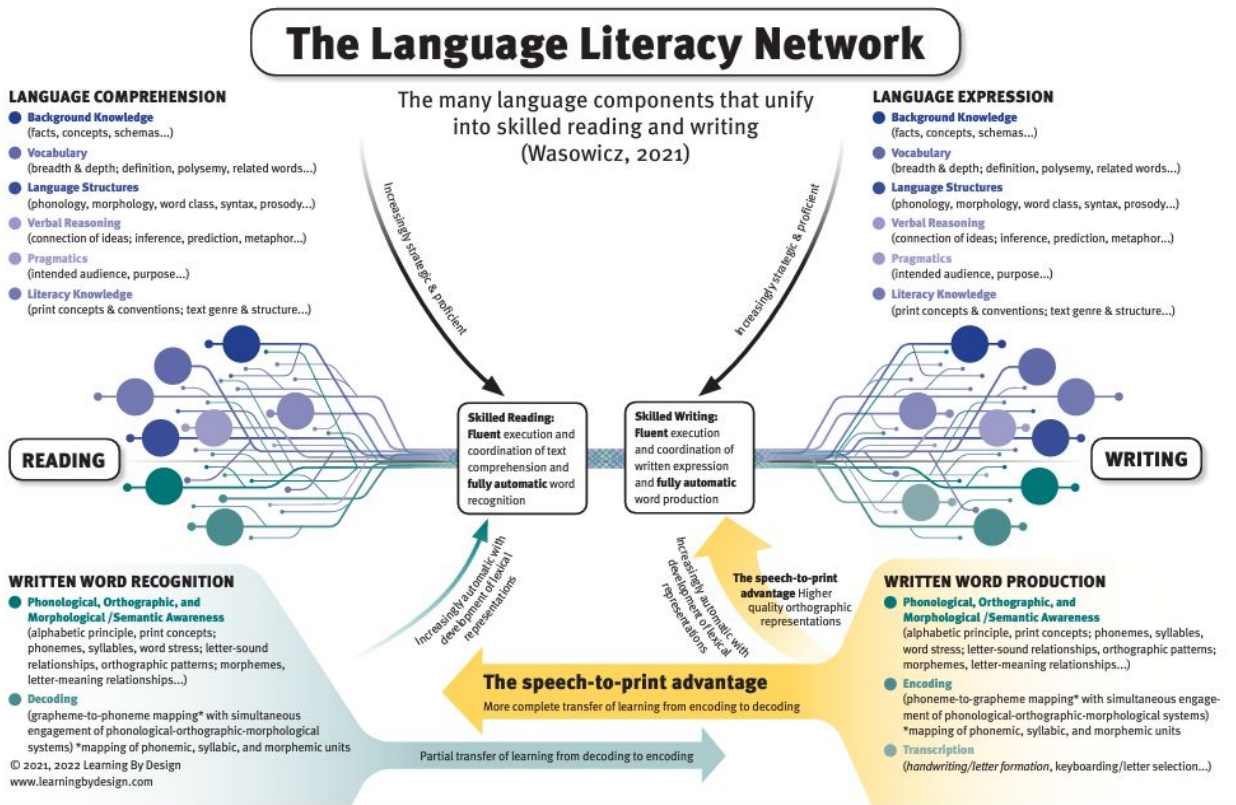
# A Model Representing the Reading Process



\* Sequential and Overlapping Skills

Adapted from Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition*. Hoboken, NJ: Wiley & Sons; McKenna, M. & Stahl, K. (2009). *Assessment for reading instruction*. New York, NY: Guilford.

# The Language and Literacy Network



# DLD in the Classroom



shy, hesitant,  
drops sentences,  
unclear stories,  
looks to peers for  
answers



misabeled as  
uncooperative,  
mischievous,  
emotional, and  
unintelligent



often co-occurs with  
reading math and  
general academic  
difficulties



# Pause and Reflect

- Thinking about students who present with the characteristics mentioned on the previous slide, how will the information just shared change conversations about their needs and potential supports within your eMLSS?
- turn and talk



# Continuum of Support

- **EMLSS**

- Language skill development within an EMLSS

- Act 20

- **Comprehensive Special Education Evaluation**

- Review of existing data

- Assessment selection

- Special education categories : Where does DLD fit in?

# Equitable Multi-Level Systems of Support

- How can general and special educators, including SLPs, work together to create systems that support language development?
- How can collaboration inform high quality universal language instruction?
- What educationally relevant questions can the team ask about a given student so that they can identify the data to collect if there seems to be a need for intensified instruction?



[Wisconsin's Framework for Equitable Multi-Level Systems of Supports](#)

# Language Skill Development within an EMLSS

## **Myth 1:**

Language screenings are time-consuming.

## **Myth 2:**

Language screenings are not reliable.

## **Myth 3:**

Schools already screen for language when they screen for reading.

# DLD Screening Tests

- **Examine both word reading and language abilities**

[Language Screeners](#)

[Developmental Language Disorder Screening Tests Fact Sheet](#)

Bayley Scales of Infant and Toddler Development (Bayley-4) Screening Test Language Subtest

Children's Communication Checklist - Second Edition (CCC-2)

Clinical Evaluation of Language Fundamentals Fifth Edition (CELF-5) Screening Test

Language Use Inventory (LUI)

CUBED Narrative Language Measures (NLM) Subtest Listening

Preschool Language Scales-5 (PLS-5) Screening Test

SLS (Student Language Scale) Screener for Language & Literacy Disorders

Speech and Language Screener Quick Take Along

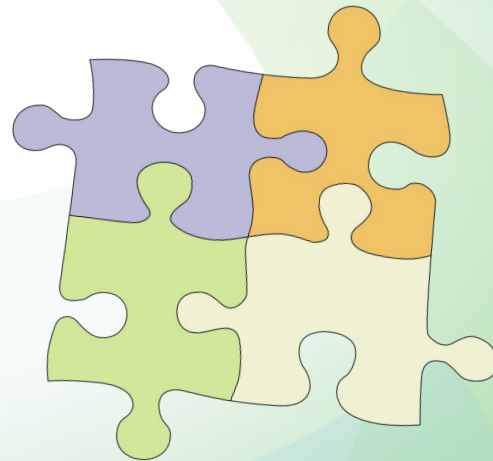
The Diagnostic Evaluation of Language Variation (DELV) Screening Test Diagnostic Risk Status

The Rice/Wexler Test of Early Grammatical Impairment (TEGI)

The Predictive Early Assessment of Reading and Language (PEARL) Screener

# Act 20 Components

- definition of science-based early literacy instruction
- single statewide reading readiness screener
- diagnostic reading assessment
- personal reading plan



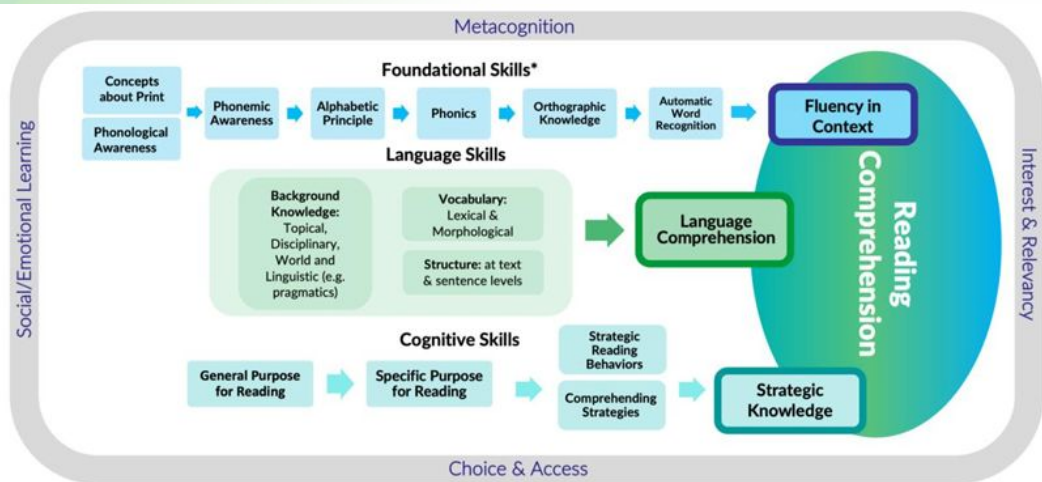
# Act 20 : Science-based Early Literacy Defined

Science-based early reading instruction is defined as:

Instruction that is systematic and explicit and consists of all the following:

- phonological awareness
- phonemic awareness
- phonics
- building background knowledge
- oral language development
- vocabulary building
- instruction in writing
- instruction in comprehension
- reading fluency

# Act 20: Screener



\* Sequential and Overlapping Skills

Adapted from Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition*. Hoboken, NJ: Wiley & Sons; McKenna, M. & Stahl, K. (2009). *Assessment for reading instruction*. New York, NY: Guilford.

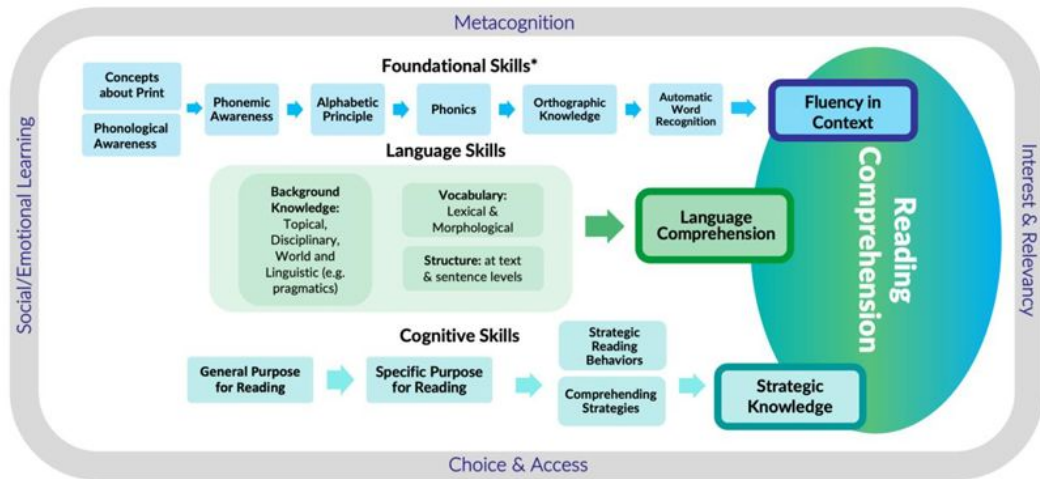
## 4K Students

- ✓ Phonemic Awareness
- ✓ Letter-Sound Knowledge

## 5K Students

- ✓ Phonemic Awareness
- ✓ Letter-Sound Knowledge
- ✓ Decoding
- ✓ Alphabet Knowledge
- ✓ Oral Vocabulary

# Act 20: Diagnostic Reading Assessment



\* Sequential and Overlapping Skills

Adapted from Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition*. Hoboken, NJ: Wiley & Sons; McKenna, M. & Stahl, K. (2009). *Assessment for reading instruction*. New York, NY: Guilford.

## Act 20 Diagnostic Reading Assessment:

- ✓ Rapid Naming
  - ✓ Phonological Awareness
  - ✓ Word Recognition
  - ✓ Spelling
  - ✓ Vocabulary
  - ✓ Listening Comprehension
- 
- ✓ reading fluency
  - ✓ reading comprehension

# Act 20 : Personal Reading Plan

**At minimum, a personal reading plan for 5K-3rd grade students must identify the following components:**

1. Universal instruction (i.e., science- based early reading instruction);
2. Area(s) of early literacy skill needs;
3. Literacy goals and benchmarks;
4. How progress will be monitored;
5. Reading intervention that will be implemented;
6. Additional instructional services that will be used to accelerate the student's early literacy skill development;
7. Support strategies for the parent(s)/caregivers; and
8. Signature of parent/caregiver following reviewing the plan.

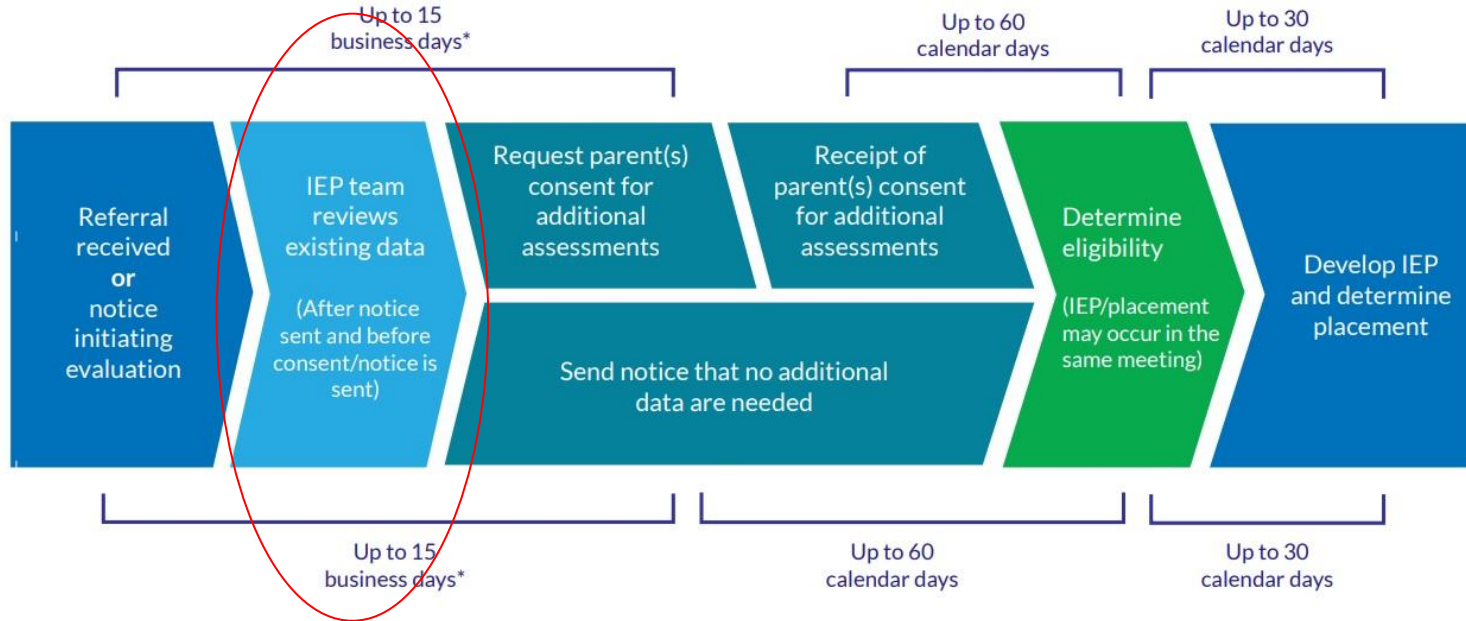
# Supporting Students with DLD in the Classroom



adapted with permission from  
Tiffany Hogan

# Comprehensive Special Education Evaluation

## Evaluation Timeline



\*\*Business day" means Monday through Friday except for Federal and State holidays.

# Review Of Existing Data

- helps team to plan the evaluation
- identifies additional information the team need to gather
- structured around educationally relevant questions
- not limited to the scope of information included in referral or request for reevaluation
- can include individuals without an assigned role on the IEP team



# Special Education Categories

<u>Autism</u>	<u>Significant Developmental Delay</u>	<u>Deafblind</u>
<u>Intellectual Disabilities</u>	<u>Specific Learning Disabilities</u>	<u>Orthopedic Impairment</u>
<u>Emotional Behavioral Disabilities</u>	<u>Speech or Language Impairment</u>	<u>Blind and Visually Impaired</u>
<u>Deaf and Hard of Hearing</u>	<u>Traumatic Brain Injury</u>	<u>Other Health Impaired</u>



# CCR IEP Development

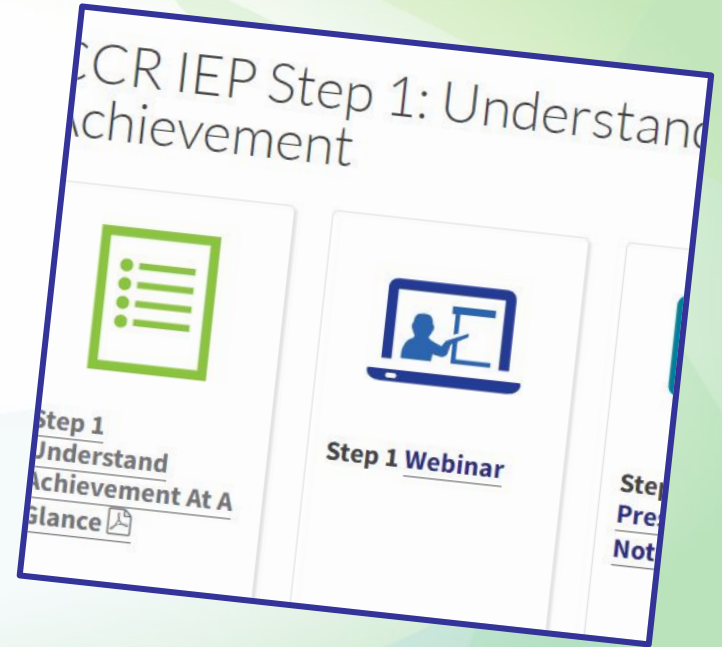
- CCR IEP steps 1-5
- Shared responsibility for IEP goals
- LRE considerations



# CCR IEP Step 1

## Understand Achievement

- identify student's current levels of academic and functional performance
- include information that reflects the family and student's voice
- include strengths, interests, and areas of concern

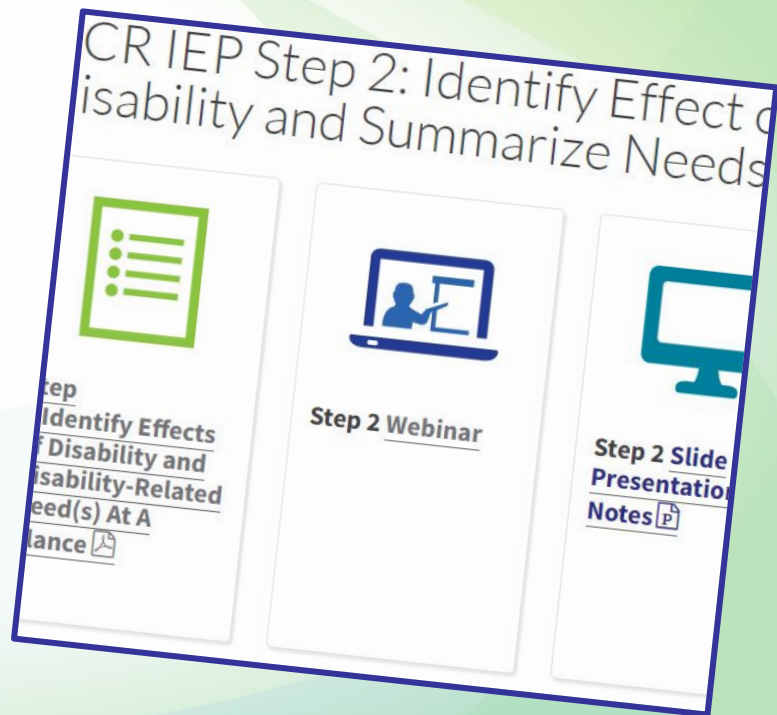


[Comprehensive Special Education Evaluation: Six Areas of Academic and Functional Skill | Wisconsin Department of Public Instruction](#)

# CCR IEP Step 2

## Identify Effects of Disability & Summarize Disability-Related Needs

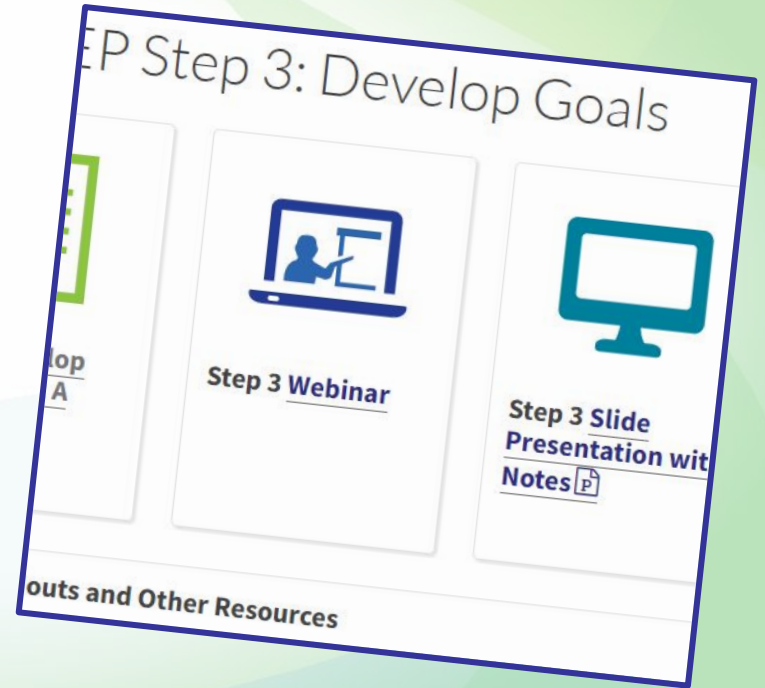
- effects of disability
- root cause analysis
- disability-related needs (DRNs) drive IEP development



# CCR IEP Step 3

## Develop Goals

- ambitious and achievable
- address and support the student's unique strengths and educational needs
- address one or more disability related needs



# CCR IEP Step 4

## Align Services

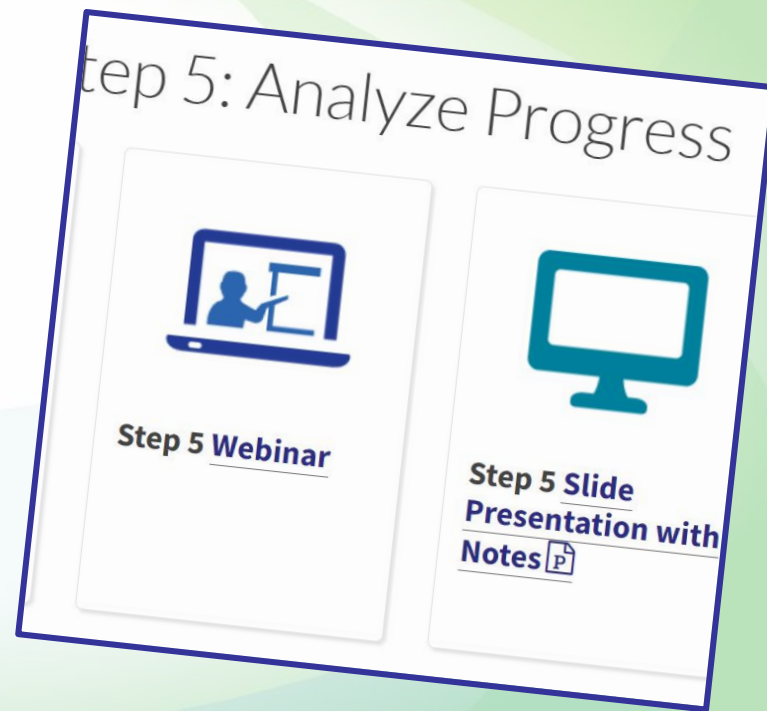
- align to DRNs and goals
- includes all IEP services
- services support access, engagement, and progress



# CCR IEP Step 5

## Analyze Progress

- analyze goal progress and service delivery
- evaluate effectiveness of the IEP
- adjust the IEP as necessary during annual and interim reviews



# Examples of Language Based Literacy Goals

- **When presented with a 4-sentence paragraph, student will utilize visual supports and strategies to improve reading proficiency**
- **The student will provide at least 3 supporting details when summarizing a text utilizing a visual organizer**
- **The student will self-monitor comprehension difficulties by utilizing strategies to gain clarification**

Utilize data from these components to complete the goal:

- **Baseline**
- **Level of Attainment**
- **Benchmarks**
- **Procedures to Measure Progress**

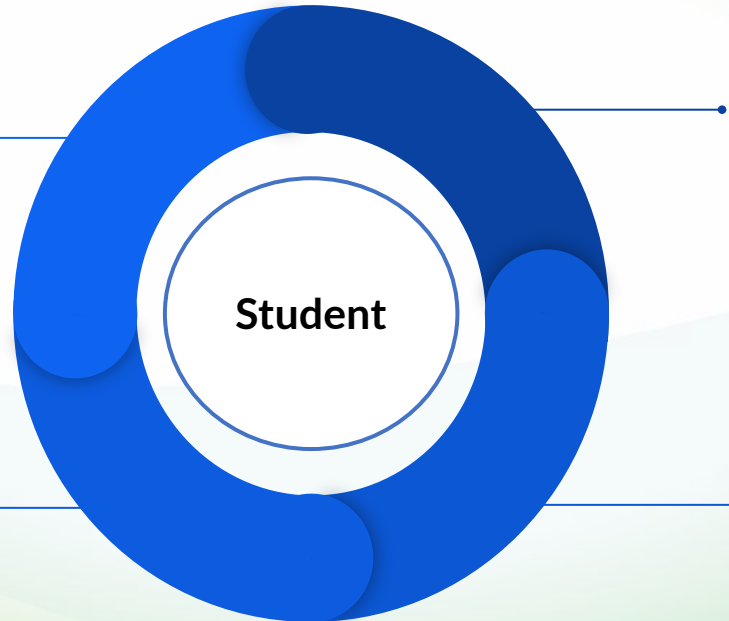
# Collaborative Service Delivery

## Classroom Teacher

- Curricular Instruction
- Incorporate Visual Supports
- Access to Modifications & Accommodations

## Special Education Teacher or Reading Teacher

- Specially Designed Instruction
- Orthographic Patterns
- Decoding



## Occupational Therapist

- Visual Perception and Tracking
- Use of AT support for Speech-to-Text and demonstration of knowledge

## Speech-Language Pathologist

- Vocabulary and Word Recognition
- Morphosyntactic Development
- Phonological Awareness

# Pause and Reflect

- developing the PLAFP without discipline specific paragraphs
- developing goals that multiple team members can address
- jot down 2-3 ideas you could bring back to your teams



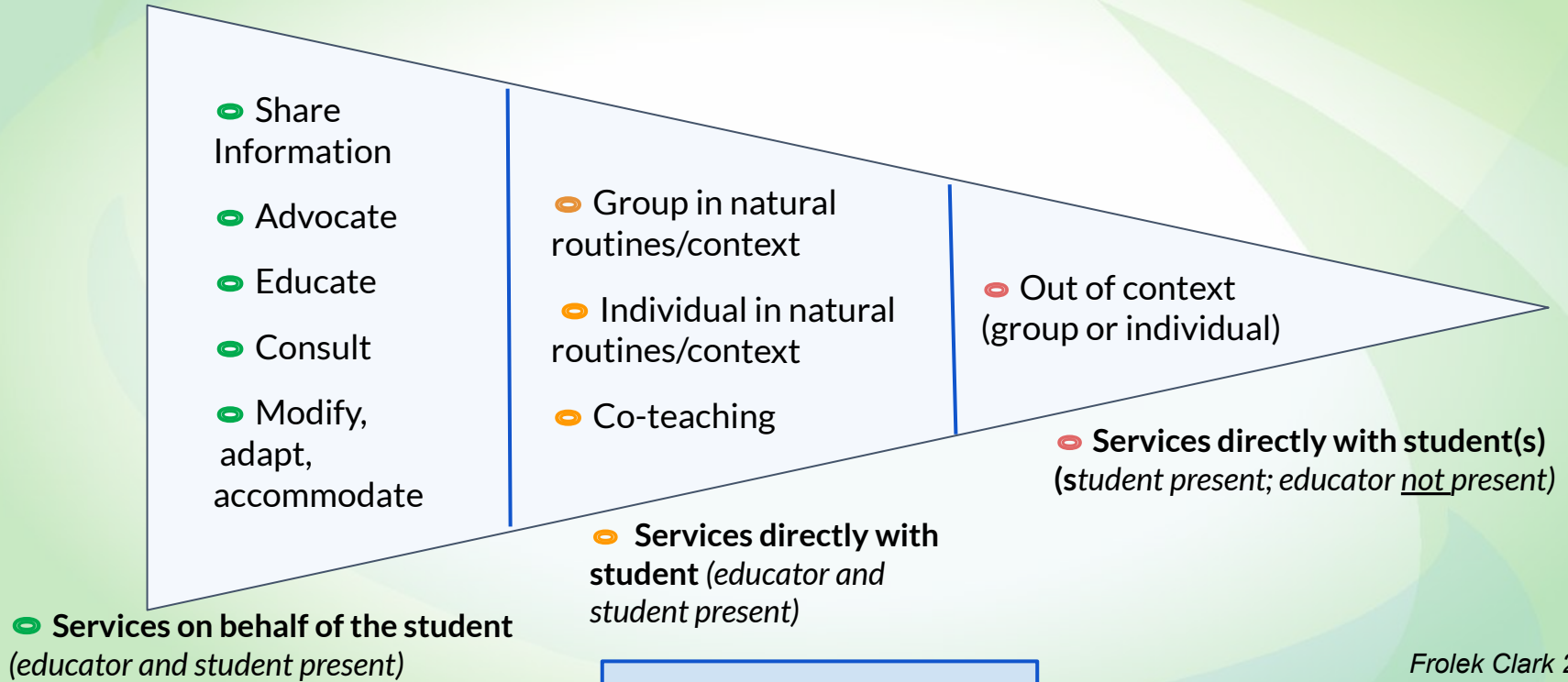
# LRE Considerations

## Intervention Models:

- One-on-One Interaction
- Group
- Whole Class
- Consultation with Team Members (e.g., problem solving)
- Education of Team Members (e.g., training)
- Environmental Adaptation (e.g., assistive technology)
- Program and Routine Development

**Least  
Restrictive  
Environment!**

The Continuum of Service Delivery:  
Least Restrictive to Most Restrictive



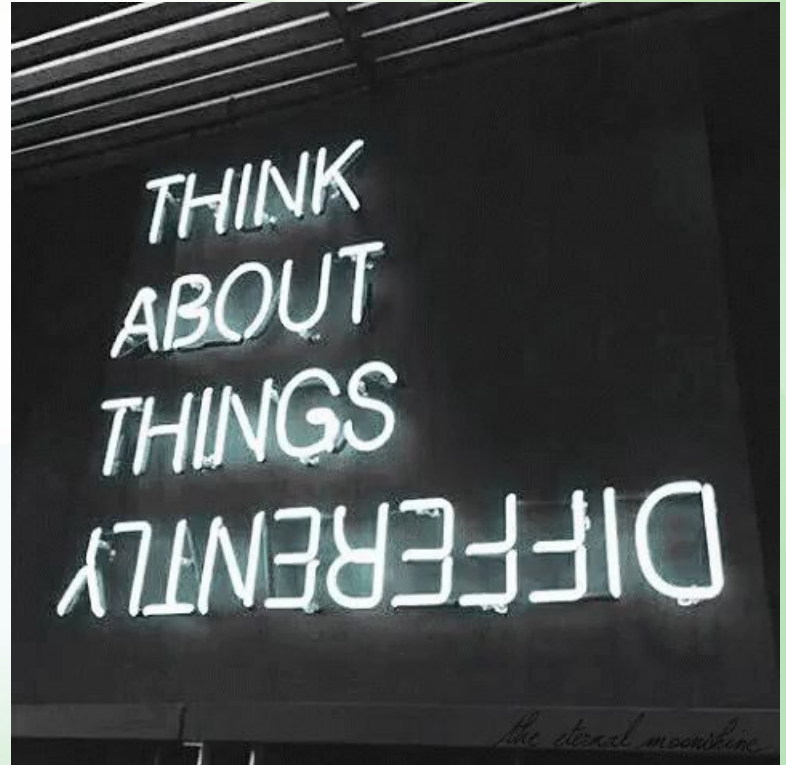
Collective Responsibility  
through Collaboration

Frolek Clark 2019



# Take Home Messages

- **Dyslexia and DLD are two different learning disabilities**
- **Development complicates matters**
- **Quality language stimulation and support is needed**



# Questions?



# References

- Hogan, T.P., (2023). Dyslexia & Developmental Language Disorder: School-Based Screenings, Assessments, Interventions, and Implementation Science. Presented at the Symposium on Research in Child Language Disorders. Madison, Wisconsin.
- Hogan, T. P., Farquharson, K., and McGregor, K. (2023). New IDEA Guidance Includes Developmental Language Disorder as a Qualifying Category.



# Resources

- [The Role of Speech Language Pathologists in Wisconsin's Equitable Multi-Level Systems of Supports](#)
- [Information Update Bulletin 21.01](#)
- [The Role of Medical and Clinical Information in Special Education Evaluation and IEP Development](#)
- [OSEP Response Letter to ASHA on Developmental Language Disorder](#)
- [CCR IEP Learning Resources](#)

- [Developmental Language Disorder | NIDCD](#)
- [“See Her Speak”: A DLD Discussion with Tiffany Hogan, PhD, CCC-SLP on Apple Podcasts](#)
- [Developmental Language Disorder \(DLD\)](#)
- [Comprehensive Special Education Evaluation: Six Areas of Academic and Functional Skill | Wisconsin Department of Public Instruction](#)
- [DLD and Me](#)

# Contact Information



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