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Educational Practice in Dyslexia: Professional Roles and Knowledge Gaps

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Disclosures

Financial: Tina and Adam are both employed by Pearson Clinical Assessment.

Non-Financial: Tina co-leads Pearson's National SLP Advisory Board, is an ASHA Reviewer, and a volunteer specialist at local K-6 school teaching word study skills.

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Learning Outcomes

1. List the two areas of dyslexia training practitioners request most often.

2. Describe the knowledge gap identified by practitioners using scores for assessment and progress monitoring.

3. Identify the role(s) practitioners currently play in inter-professional practice regarding dyslexia.

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Time-Ordered Agenda

5 mins: Introduction & Overview
25 mins: Dyslexia-specific Webinars
       Data Review & Group Discussion
25 mins: Roles, Knowledge, & Skills
       Data Analysis & Group Discussion
5 mins: Conclusions & Wrap-Up

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Introduction & Overview

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Dyslexia circa 2017

- Advocacy Groups
- State and Federal Legislation
- Consumer Knowledge and Activity
- Research Landscape
- Professional Landscape
- Commercial Landscape

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Webinar Data Review

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Webinars

Dyslexia 2016-2017 Webinar Schedule

Webinar Subject	Date	Presenter	# Participants	# Registrants
2016				
August				
A Model for Dyslexia Screening	25-Aug	Adam Scheller	1856	2878
September				
Dyslexia Screening with Dr Sally Shaywitz	9-Sep	Sally Shaywitz	1729	3158
Dyslexia Screening with Dr Sally Shaywitz	9-Sep	Sally Shaywitz	977	2213
October				
Shaywitz DyslexiaScreen	20-Oct	Adam Scheller	542	1036
2017				
February				
Dyslexia Case Study	24-Feb	Adam Scheller	1487	3081
September				
A Model for Dyslexia Screening: The Shaywitz DyslexiaScreen	7-Sep	Adam Scheller	438	779
		TOTALS	7029	13145

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Did anyone attend one of these webinars?

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Webinar Data Sets

- Demographic Data (location, job title)
- Chat Box (unprompted questions during the webinar)
- Polls (direct questions asked of attendees during the webinar)
- Feedback/Evaluations (comments or questions after the webinar)

SLP Demographics

- n=1127 self-identified as SLP for all 6 webinars
- Consistent over time at 10-20% of webinar attendees (2nd or 3rd to psychs and/or teachers)
- Gravitated more toward topical webinars (e.g., hybrid model of dyslexia screening)
- Overwhelmingly school-based professionals, but did have private practitioners, university, and medical settings represented

Webinar #1 (8/25/16)
A Model for Dyslexia Screening

- **Topic**: This webinar addressed the broad view of dyslexia screening. The goal was to establish foundational knowledge across a inter-professional audience.
- Presenter: Adam Scheller, Ph.D.
- 1856 attendees were 62% psych, 15% SLP
- 359 comments from participants
- 33 SLP Needs/Requests (similar to psychs):
  - More time for "in-depth" content and discussion between presenter and attendees
  - More comparisons of tools/tool choice

Webinar #1 Quotes from SLPs

- "As an SLP, my work is increasingly involved with supporting reading. I'd love more ''inservices' regarding phonological awareness, because this is an area that is sorely under-addressed in many reading interventions."
- "As a SLP and cognitive scientist, I really appreciate the emphasis on "reading is language.""
- "Would have enjoyed seeing a little more examples of specific items in screeners as well as some practical examples"

More Quotes from Webinar #1

- "…a little more about what exactly an SLP's role in screening for dyslexia is. I know it is a collaboration but would have liked to provide more examples etc"
- "What are the boundaries for reading intervention for an SLP vs. a special education teacher or reading specialist?"
- "What is the difference between screening and diagnosing?"

Webinar #2 (9/9/16)
Dyslexia Screening with Dr. Sally Shaywitz

- **Topic**: This webinar was 1 of 2 on a single day that were led by Dr. Sally Shaywitz. The goal was to outline some of her work and research to date in dyslexia, and give an overview of the foundational work of her screener.
- Presenter: Sally Shaywitz, M.D.
- 1729 attendees were 35% teachers, 32% psych, 10% SLP
- 250 comments from participants
- 16 SLP needs/requests:
  - More time for Q&A/discussion

Webinar #2 Quotes from SLPs

- "The information was good but I would have liked to have a little more time with the question/answer segment…"

Webinar #3 (9/9/16)
Dyslexia Screening with Dr. Sally Shaywitz

- **Topic**: The second of 2 webinars by Dr. Sally Shaywitz. It was the same presentation as the morning session, but with a different audience.
- Presenter: Sally Shaywitz, M.D.
- 977 attendees were 49% teachers, 25% psych, 11% SLP
- 82 comments from participants
- 1 SLP needs/requests:
  - More detail

Webinar #3 Quotes from SLPs

- "... I would have liked to have heard more information or examples from her new screening test and how to interpret results."

Webinar #4 (10/20/16)
Shaywitz DyslexiaScreen

- **Topic**: This webinar covered important points to consider for screening in general and those specific to dyslexia. It then provided an in depth look at the Shaywitz DyslexiaScreen.
- Presenter: Adam Scheller, Ph.D.
- 542 attendees: 37% psychs and 8% SLPs

Webinar #4 SLP Attendee Themes

- Clinical questions/comments
  - No specific
- Organizational workflow questions/comments
  - No specific
- Assessment specific questions/comments
  - No specific
- School Psych vs SLP types of questions/comments
  - Both SLPs and psychs stated that the information was helpful for their practice and could be applied in their setting.

Webinar #5 (2/24/17)
Dyslexia Case Study

- **Topic**: This webinar provided a foundational understanding of dyslexia symptoms, causes/correlate, and risk factors. The group then moved into a model for dyslexia assessment from screening to progress monitoring.
- Presenter: Adam Scheller, Ph.D.
- 1487 attendees: 52% psychs and 23% SLPs

Webinar #5 SLP Attendee Themes

- Clinical questions/comments
  - "Does dyslexia have a hereditary component?"
  - "Are some phonological processes indicators of future reading difficulties? If yes, is there a pattern we SLPs can look out for the in pre-reading stages?"
  - "Do you think that visual strengths are slso (sic) present?"
  - "Can you differentiate between dyslexia and reading disorder or is (sic) all reading disorders considered dyslexia?"
  - "This student is marked as ESL...doesn't that matter?"
  - "Who is the most qualified professional to diagnose dyslexia?"
  - More info requested for older children
  - Interventions
    - Requests for more information on intervention
    - At a loss as to how to help students

Webinar #5 SLP Attendee Themes (cont.)

- Organizational workflow questions/comments
  - No Specific from SLPs. However…
  - From Pupil Personnel professional: "How important is it to have a Speech/Language Pathologist as part of a screening team looking to provide early intervention (during summer prior to entering Kindergarten)?"

Webinar #5 SLP Attendee Themes (cont.)

- Assessment specific questions/comments
  - How to chose specific tests
    - District no longer uses Aimsweb, how do we collect that info now?
  - Psychometric questions
    - Too much stats, not enough treatment info
- School Psych vs SLP types of questions/comments
  - SLPs: more info on case study; more info on interventions
  - Psychs: tools for assessment; eligibility; law/regulations; more on cognition

Webinar #6 (9/7/17)
A Model for Dyslexia Screening: The Shaywitz DyslexiaScreen

- **Topic**: This webinar reviewed important points when considering screener choice and use within a system, specifically universal screening and targeted Tier 2 screening. The Shaywitz DyslexiaScreen was also reviewed and applied in within this context.
- Presenter: Adam Scheller, Ph.D.
- 438 attendees: SLPs 58% and psychs 20%

Webinar #6 SLP Attendee Themes

- Clinical questions/comments
  - How to link dyslexia to speech
  - How to differentiate dyslexia from other LDs
  - "I'm very interested in the phonological processing component and follow up assessments and interventions"
  - "If a student is found at risk, what are the components of a "comprehensive diagnostic evaluation"?"
  - "what about resources for helping students who has been diagnosed with Dyslexia"

Webinar #6 SLP Attendee Themes (cont.)

- Organizational workflow and role questions/comments
  - "I'm an SLP trained in Orton-Gillingham, I would love more info on role of SLP for reading support."
  - "Can an SLP diagnose Dyslexia? or is there a specific certification or license for reading specialist or the like required/needed?"
- Assessment specific questions/comments
  - Psychometrics
    - "With respect to effect size, how many more students would be labelled at risk based on the different effect size. For example, how many more students would be identified "at risk" using a screen with a .96 effect size versus a screen with a 1.66 effect size."

Webinar #6 SLP Attendee Themes (cont.)

- Assessment specific questions/comments
  - How to chose specific tests
    - "How culturally sensitive is this tool?"
    - "How or what to use to address the bilingual population?"
    - "Screener (Shaywitz) gives info on co-morbid language disorder, but not phonological impairment"
    - "Screener (Shaywitz) is just a teacher rating, not sure I find it an effective tool for determining who might have dyslexia"
    - "What materials does Pearson have to work with students with dyslexia?"

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Activity/Discussion

- Using one word, what themes did you notice throughout the 6 sessions?

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SLP Roles in Dyslexia

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ASHA, SLPs, and Dyslexia

- 2001: Roles and Responsibilities of SLPs in Reading and Writing
- ASHA Practice Portal: Written Language Disorders
- SIG 1, 16 Listservs
- Continuing Education offerings

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From the Data: SLP "Current State" in Dyslexia

Still Variable…
> -from "not at all" to "just getting started" to "I'm all in"

With Some Confusion and Uncertainty…
> -about the role of oral language in a dyslexia profile
> -about "what's right" for an SLP to do in intervention

But Engaged…
> -in the conversation in a growing way

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From the Data: General Themes on Comments

1. Clinical Questions (e.g., definitions, profiles, intervention)

2. Organizational Workflow Questions (e.g., how does X fit into the day, SAIM process)

3. Assessment-Specific Questions (e.g., tool choice, psychometrics, score interpretation)

- SLPs tended to focus on #1 and #3
- Psychologists commented on all 3 themes
- Teachers focus on #1

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From the Data: SLP vs. Psych vs. Teacher

- Psychologist: "Should I have the SLP evaluate oral language for every student who is referred?"

- What's Next?
  - Align our conversations with other professionals based on their focus areas
  - Increase our perspective and effort around the organizational workflows

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Discussion

Do these findings reflect you and your work today?

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SLP Knowledge and Skills in Dyslexia

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From the Data: Knowledge and Skill Gaps

Many SLPs believe they understand the basics of dyslexia.

That said, they want:

1. More professional development and discussion around issues in dyslexia.
2. More help in tool choice/comparison.
3. More help in score interpretation/monitoring over time.

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From the Data: Quotes

"I would like more info on linking dyslexia to speech."

"It would have been nice to see the questions submitted by others and the responses to avoid redundancy and for query and thought provoking conversation."

"More information on interventions is needed."

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From the Data: Quotes

"I am currently being training in the Orton-Gillingham method. I would love more information regarding the role of the SLP for reading support."

"I am somewhat concerned about collecting data and analyzing information…"

"…due to it being a new concept to me, it was difficult to keep up with the vocabulary at times."

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Activity/Discussion

1. What is My Path Forward?
2. Idea Sharing

Conclusions & Wrap-Up

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Wouldn't it be lovely if…

…my role in dyslexia was…

…my knowledge and skills in dyslexia were…

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**Follow-Through:
What is one thing I can
do yet this week when I
get back to my desk?**

Q & A

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Thank you!

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