



To: Teacher Standards and Practices Commission, State of Oregon

From: School of Learning & Teaching, Pacific University, Oregon

Submitted: 20th December 2016

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To the Commission,

Please find below an outline of the EPP Instruction Standards for Dyslexia as currently set out in Pacific University's education programs.

We thank you for your time in reviewing this report and await feedback and further information regarding our compliance with ORS 342.147 and OAR 584-420-0016.

Many thanks for your time in considering our report.

Regards,

Daniel Kirk, PhD

On behalf of the faculty of the School of Learning & Teaching, Pacific University

Pacific University
School of Learning and Teaching

EPP Compliance Plan
for Dyslexia Instruction Standards

Reading Intervention Endorsement Program

Process:

1. Program Review: The Reading Intervention Endorsement Program Coordinator

a. Reviewed the new temporary rule for dyslexia instruction, OAR 584-420-0016, to become familiar with the new dyslexia instruction requirements.

b. Reviewed course content (syllabi) for each course in the Reading Intervention Endorsement Program to determine the extent to which revisions to program components are necessary to meet the dyslexia instruction standards for the Reading Intervention Endorsement Program.

c. Reviewed instructional materials (i.e., textbooks, listed journal articles, listed websites) for each course in the Reading Intervention Endorsement Program to determine the extent to which revisions to program components are necessary to meet the dyslexia instruction standards for the Reading Intervention Endorsement Program.

d. Reviewed assessment criteria (i.e., the way in which candidate skills and knowledge are evaluated) for each course in the Reading Intervention Endorsement Program to determine the extent to which revisions to program components are necessary to meet the dyslexia instruction standards for the Reading Intervention Endorsement Program.

e. Reviewed the 90-hour practicum requirements for the Reading Intervention Endorsement Program.

2. Standard Met Determination: The Reading Intervention Endorsement Program Coordinator reviewed the Reading Intervention Endorsement Program to determine if the components of the program are sufficient to meet the new standards. Course content (syllabi), instructional materials (i.e., textbooks, listed journal articles, listed websites), assessment criteria (i.e., the way in which candidate skills and knowledge are evaluated), and the 90-hour practicum requirement currently meet the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading. Currently our Reading Intervention Endorsement candidates demonstrate the ability to:

(5)(c) Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia; and

(5)(d) Apply dyslexia assessment and instruction knowledge to pedagogy practice.

3. Revisions Needed Determination: The Reading Intervention Endorsement Program Coordinator reviewed the Reading Intervention Endorsement Program to determine the "gaps" between what the program is currently providing related to dyslexia instruction and the new standards. Although these standards are addressed to some extent, more depth of instruction is necessary for the Reading Intervention Specialist to provide support expected at the level of a "Dyslexia Specialist."

(5)(a) Identify the characteristics that may predict or are associated with dyslexia; and

(5)(b) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.

4. Proposed Revisions to the Reading Intervention Program: The Reading Intervention Endorsement Program Coordinator proposes the following revisions to the Reading Intervention Endorsement Program to fully prepare our Reading Intervention Endorsement candidates:

a. New course proposal: To better prepare candidates to (5)(a) Identify the characteristics that may predict or are associated with dyslexia; and (5)(b) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia, the Reading Intervention Endorsement Program at Pacific University will add a new course to the Program. The new course will be titled, Multisensory Literacy Instructional Techniques. The course outcomes are as follows:

- Demonstrate knowledge of ways to identify characteristics and indicators that may predict reading and writing difficulties associated with dyslexia, including physiological, cognitive, and sensory processing.
- Demonstrate knowledge of current trends in research describing and defining reading and writing disabilities (e.g., dyslexia, dysgraphia).
- Demonstrate knowledge of the critical elements of explicit, evidence-based literacy instruction.
- Analyze current literacy programs and practices that target children and adolescents with reading and writing difficulties and/or disabilities (e.g., dyslexia).
- Demonstrate knowledge of how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.

b. Revise current course syllabi for the Reading Intervention Endorsement Program to identify the newly revised TSPC Dyslexia Instruction Standards (OAR 54-420-0016) and the IDA Knowledge and Practice Standards for Teachers of Reading.

c. Revise current course content for the Reading Intervention Endorsement Program to focus more deeply on current trends in dyslexia instruction, in addition to the current trends in literacy instruction already in practice.

d. Add edTPA Literacy Specialist to program completion requirements.

Current Courses in the Reading Intervention Endorsement Program in the College of Education at Pacific University:

Reading Assessments & Techniques

RDNG-642

This course emphasizes ways to implement formal and informal reading and writing assessments to inform instruction and program decision-making. The course presents and discusses resources, methodologies, and the use of new technologies and instructional techniques to address children's and adolescent's learning needs with particular attention to struggling readers and writers. Additionally, candidates will evaluate the purpose, rationale, and effectiveness of literacy intervention programs. 3 credits.

Perspectives on Reading

RDNG-632

Survey of foundations of reading and reading processes, including contemporary and historical reading research used to establish a philosophical point of view. Surveys reading and literacy philosophies, assessment philosophies, literacy methodologies, research, and current literacy issues as played out in politics to inform the reading candidate. 2 credits.

Literacy & English-Language Learners

EDUC-633

Discusses theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. Emphasizes literacy instruction for students who are learning academic English-as-an-additional language. Explores effective reading and writing instructional practices with multilingual learners. Explores children's and adolescent literature as it pertains to diversity within a multicultural classroom. 2 credits.

Leadership in Literacy

RDNG-650

Emphasizes ways for candidates to work with colleagues to demonstrate, observe, and provide feedback on effective literacy strategies and approaches to use with students. Discusses ways for candidates to provide guidance and supervision of paraprofessionals. Emphasizes ways for candidates to participate in, initiate, implement and evaluate professional development programs to select and manage literacy programs. Discusses ways for candidates to interpret design and conduct data driven research at a school level. 2 credits.

Disciplinary Lit: Reading & Writing

RDNG-645

Explores ways in which teachers can prepare their students to comprehend, respond to, and compose expository text. Utilizes non-fiction literature and new technologies as tools and resources for instruction and learning. Discusses and explores ways candidates, when serving in a leadership role, can provide coaching in the content areas for colleagues. 2 credits.

Educational Linguistics ESOL Teachers

ESOL-544

This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students. 3 credits.

Multi-Level Supervised Practicum

RDNG-655

Complete a 90-hour supervised clinical experience working with students identified as having difficulties with reading. Instructor's consent required. Pass/No Pass. 2 credits.

Pacific University
School of Learning and Teaching

EPP Compliance Plan
for Dyslexia Instruction Standards

Multiple Subjects Endorsement Programs

Process:

1. Program Review (see table below): The Bachelor of Elementary Education & English Language Learning (B.Ed.) Multiple Subjects Endorsement Program Coordinator

- a. Reviewed the new temporary rule for dyslexia instruction, OAR 584-420-0016, to become familiar with the new dyslexia instruction requirements.
- b. Reviewed course content (syllabi) for each course in the B.Ed. Program to determine the extent to which revisions to program components are necessary to meet the dyslexia instruction standards for the B.Ed. Multiple Subjects Endorsement Program.
- c. Reviewed instructional materials (i.e., textbooks, listed journal articles, listed websites) for each course in the B.Ed. Multiple Subjects Endorsement to determine the extent to which revisions to program components are necessary to meet the dyslexia instruction standards for the B.Ed. Multiple Subjects Program.
- d. Reviewed assessment criteria (i.e., the way in which candidate skills and knowledge are evaluated) for each course in the B.Ed. Multiple Subjects Program to determine the extent to which revisions to program components are necessary to meet the dyslexia instruction standards for the B.Ed. Multiple Subjects Program.
- e. Reviewed clinical experiences throughout the B.Ed. Multiple Subjects Endorsement Program.

2. Standard Met Determination (see table below): The Bachelor of Elementary Education & English Language Learning Program Coordinator reviewed the B.Ed. Multiple Subjects Endorsement Program to determine if the components of the program are sufficient to meet the new standards. Course content (syllabi), instructional materials (i.e., textbooks, listed journal articles, listed websites), assessment criteria (i.e., the way in which candidate skills and knowledge are evaluated), and the clinical experiences do introduce teacher candidates to identify characteristics of dyslexia, but need to be strengthened in order to meet the Dyslexia Instruction Program Standards.

3. Revisions Needed Determination (see table below): The B.Ed. Multiple Subjects Endorsement Program Coordinator reviewed the B.Ed. Multiple Subjects Endorsement Program to determine the "gaps" between what the program is currently providing related to dyslexia instruction and the new standards. Although these standards are addressed to some extent, more depth of instruction is necessary throughout the program .

Bachelor of Elementary Education & English Language Learning
(Multiple Subjects Endorsement):
Summary of Analysis of Standards Met & Revisions Needed

(5) STANDARDS FOR DYSLEXIA INSTRUCTION: Candidates must demonstrate the ability to:	Standards Met Determination/Revisions Needed Determination
(a) Identify the characteristics that may predict or are associated with dyslexia	<p>13 categories of SPED, including dyslexia, is introduced through textbooks and clinical experiences in *EDLL305 & EDLL380 (SIOP instruction with one week devoted to "Issues of Reading, RTI, and Special Education for English Learners," Echevaaria, Vogt, Short, 2014); and through related clinical experiences (shadow SPED teachers).</p> <p><i>While standard is introduced, it is not specifically met in above courses. Recommended: include character analysis as part of current children & young adolescent literature assignment based upon book such as <u>Fish in a Tree</u> (Hunt, 2015) to build dyslexia awareness.</i></p> <p>EDLL375 is a general introduction to culture, power, and identity and the work of advocacy. <i>Recommendation: Continue to build dyslexia awareness by including a movie recommended by Barbara Steinberg (Portland Dyslexia Specialist) such as <u>Embracing Dyslexia</u>; tie to the work of advocacy.</i></p> <p>EDLL 400 specifically addresses dyslexia, including characteristics that may predict or are associated with dyslexia. <i>Recommendation: Revise to strengthen Dyslexia Standard connection: What is Dyslexia? Module.</i></p>
b) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia	<p>EDLL390/360 includes assistive technology. <i>Recommendation: Devote portion of class to technology for readers with dyslexia via online research.</i></p> <p>EDLL425 & EDLL400 combine to address this standards through coursework, textbooks, online materials, and related clinical experience. EDLL400 requires case study of child with reading difficulty. Both courses address ELL's and reading difficulties. Key text for EDLL400 Owocki, G. (2010). <i>The RTI Daily Planning Book, K-6: Tools & strategies for collecting and assessing reading data and targeted follow-up instruction.</i> Portsmouth, NH: Heineman.</p> <p>EDLL425 includes instruction in guided reading and</p>

	<p>word study, including application of phonics as literacy method. Builds upon knowledge learned in EDLL350. EDLL350 is a linguistics course including the study of morphology, syntax, phonetics, and semantics.</p> <p>EDLL450 focuses on English Language Learners with related research project.</p> <p>All three courses currently address this standard but standard connection can be strengthened:</p> <p><i>EDLL400</i> <i>Revise case study to specifically analyze reader who has characteristics associated with dyslexia.</i> <i>Include Multi-sensory reading instructional strategies. Key resource, Birsh, J. R. & Schedler, J. (2011). "Planning multisensory structured language lessons and the classroom environment" In J. R. Birsh (Ed.), Multisensory teaching of basic language skills, 3rd ed. Baltimore: Paul. H. Brookes Publishing.</i> <i>Include, What is Dyslexia? Module.</i> <i>EDLL425 Include one session on guided reading for students with characteristics associated with dyslexia.</i></p>
<p>c) Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia</p>	<p>EDLL400 & EDLL425 addresses these standards through coursework, textbooks, online materials, and related clinical experience. Both courses are taught simultaneously and instructors plan together so courses are complimentary. Coursework includes overview of RTI, assessments and include instructional practices for developing phonics knowledge and word analysis. In-depth miscue analysis training completed in EDLL400.</p> <p><i>Recommendation: Strengthen miscue analysis training to make direct connection in looking for characteristics that may predict or are associated with dyslexia. Include "What is Dyslexia?" Module (includes assessments for dyslexia).</i></p>
<p>(d) Apply dyslexia assessment and instruction knowledge to pedagogy practice</p>	<p>Addressed in EDLL400 & EDLL425 through coursework, textbooks, online materials, and related clinical experience.</p> <p><i>Recommendation: EDLL400 includes a case study analysis of struggling reader. Revise to target reader with characteristics associated with dyslexia. When possible, partner with mentor teacher to apply assessment and instructional knowledge to pedagogical practices. Assessments included in "What is Dyslexia?" Module.</i></p>
<p>(6) The standards for dyslexia instruction provided in</p>	<p>EDLL450 is includes cumulative instruction and inquiry project into teaching English Language</p>

<p>subsection (5) apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students</p>	<p>Learners. Key Resources: Diaz-Rico, L.T. (2014). <i>The crosscultural, language, and academic development handbook: A complete K-12 reference guide, 5th edition</i>. Boston: Pearson. Cardenas-Hagan, E. (2011). "Language and literacy development among English language learners," In J. R. Birsh (Ed.), <i>Multisensory teaching of basic language skills, 3rd ed.</i> Baltimore: Paul. H. Brookes Publishing. Shenoy, S. (2014). Assessment tools to differentiate between language differences and disorders in English language learners. <i>Berkley Review of Education, 5(1)</i>, pp. 33-52. Inquiry/teaching project already targets English Language Learners and English of Speakers of Other Languages planning, teaching, and assessment. Recommendation: Address readers with characteristics associated with dyslexia.</p>
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*For complete list of courses, see Appendix A.

Summary of New "Tools in the Toolbox" to Meet Dyslexia Instruction Standards

The goal of the above recommendations and future revisions is to infuse a growing understanding of required Dyslexia Instruction Program Standards throughout the B.Ed. Multiple Subjects Program, designing more in-depths studies and application towards the end of the program when teacher candidates have a deeper set of theoretical and practical knowledges.

The primary new "set of tools" will be the *What Is Dyslexia?* module being co-developed by the Teachers of Teachers of Literacy group. This module is being piloted January 2017 in the B.Ed. Multiple Subjects Endorsement program as well as in several other teacher education programs (Parts A - C). Assessment data from these pilots will be used to continue the module's development throughout spring 2017. This module will meet all Dyslexia Instruction Program Standards. Designed an an inquiry module, the learning experience includes the following:

- Part A: The Context of Dyslexia and Identification for Special Education
- Part B: Definitions/Characteristics of Dyslexia
- Part C: Dyslexia Identification & Characteristics that May Predict or are Associated with Dyslexia
 - Review of Oregon Senate Bill 612
 - Overview and analysis of DIBELS
 - Overview of easyCBM and AIMSweb
 - Application to English Language Learners
- Part D: Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia
- PART E: Apply dyslexia assessment and instruction knowledge to pedagogy practice

In addition to this module, new tools are infused throughout the B.Ed. Multiple Subjects program to develop awareness of dyslexia. The challenging piece is not developing new tools to meet the Dyslexia Instruction Standards, but to determine what to leave out of a program already filled with a growing list of “essential” teacher candidate knowledges and skills.

(5) STANDARDS FOR DYSLEXIA INSTRUCTION: Candidates must demonstrate the ability to:	New Tools in the Toolbox	
(a) Identify the characteristics that may predict or are associated with dyslexia	Developing awareness & understanding of standard: <i>Fish in a Tree (Hunt, 2015):</i> Character Development Study; Movie, <i>Embracing Dyslexia</i> (Pilot Spring 2017)	<i>What is Dyslexia?</i> Module EDLL400 (Pilot January 2017)
b) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia	Support of Standard: Focus on assistive technologies for readers with dyslexia (Pilot Spring 2017) Revise case study of struggling reader to focus specifically on reader with characteristics associated with dyslexia (Fall 2018) Multisensory strategies: Birsh, J. R. 2011). “Multisensory structured language lessons and the classroom environment” In J. R. Birsh (Ed.), <i>Multisensory teaching of basic language skills, 3rd ed.</i> Baltimore: Paul. H. Brookes Publishing. Include guided reading for readers with characteristics associated with dyslexia.	
c) Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	Support of Standard: Include specific dyslexia instruction alongside miscue analysis to focus on characteristics that may predict or are associated with dyslexia (Fall 2017). Include guided reading for readers with characteristics associated with dyslexia (Fall 2017).	
(d) Apply dyslexia assessment and instruction knowledge to pedagogy practice.	Support of Standard: struggling reader case study to focus specifically on reader with characteristics associated with dyslexia (Fall 2018)	
(6) The standards for dyslexia	Support of Standard:	

instruction provided in subsection (5) apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students	Include specific readings in cumulative teaching ELL coursework such as: Cardenas-Hagan, E. (2011). "Language and literacy development among English language learners," In J. R. Birsh (Ed.), <i>Multisensory teaching of basic language skills, 3rd ed.</i> Baltimore: Paul. H. Brookes Publishing. Address ELL readers with characteristics associated with dyslexia in inquiry/teaching project completed during full-time student teaching (spring 2017).	
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**Appendix A:
Complete List of course for Bachelor of Elementary Education & English
Language Learning Multiple Subjects Endorsement**

Semester One	
EDLL 305 Experiential & Inquiry Learning in Integrated Social Studies (Clinical Focus)	4
EDLL 315 Political & Cultural Context of Schooling	2
EDLL 320 Human Development & Psychology (Clinical Focus)	3
EDLL 325 Expressive Arts Methods (Clinical Focus)	2
Semester Two	
EDLL 350 Linguistics for Early Childhood and Elementary Educators	4
EDLL 375 Culture, Power & Identity: Becoming a Teacher Leader & Advocate I (Civic Engagement/Community Advocacy Project)	2
EDLL 390 Teacher as Researcher I	2
EDLL 360 Technology Across Curriculum	2
EDLL 380 Planning, Managing, Implementing and Assessing Instruction (SIOP/Clinical Focus)	4
Semester Three	
EDLL 410 Teacher as Researcher II	2
EDLL 400 Culture, Power & Identity: Becoming a Teacher Leader & Advocate II (Advocacy/School-based Project)	2

EDLL 425 Literacy Methods (Clinical Focus)	6
EDLL 430 STEM Methods (Clinical Focus)	5
Semester Four	
EDLL 450 Culture, Power & Identity: Becoming a Teacher Leader & Advocate III (Cumulative ESOL Teaching/Research/Advocacy Project)	2
EDLL 475 Student Teaching	10

Pacific University
School of Learning and Teaching

**Educator Preparation Program
TSPC Dyslexia Compliance Plan**

Special Education

Program Review:

The Special Education Program at Pacific University has reviewed the new TSPC standards and best practices for supporting students who experience reading disabilities such as dyslexia. The School of Learning and Teaching (SLT) within the College of Education (COE) offers an undergraduate pathway and a graduate program (e.g., MAT) for obtaining a preliminary license with a special education endorsement as well as options to add the special education endorsement to an existing license. An evaluation of syllabi and course assignments has been done to determine the extent to which the various options within the Special Education Program currently meets the standards, and where it needs to be improved. Program evaluation included examination of content taught and candidate experiences throughout the program including; course content, instructional materials, assessments, and practicum requirements. We understand Pacific's special education program requirements for dyslexia must align and be consistent with the knowledge and practice standards of an international organization on dyslexia.

Standard Met Determination:

The following courses at both the undergraduate and graduate level were found to include some degree of preparation for teaching students who experience reading disabilities such as Dyslexia:

EDUC 420/620 Language Acquisition in Children
EDUC 428 Teaching Reading through Child and Adolescent Literature
ESOL 460/560 Foundations of ESOL Methods
SPED 305/505 Exceptionalities
SPED 320 Assessment and Evaluation in Special Education: Academic
SPED 332 Integrated Curriculum and Methods for Students with Disabilities:
Reading/Language Arts
SPED 520 Assessment and Evaluation in Special Education
SPED 530 Integrated Curriculum and Methods for Students with Disabilities: Academic
SPED 342/542 Assistive Technology
SPED 550 Practicum
SPED 475/575 Student Teaching
SPED 578 Practicum and Seminar

Revisions Needed Determination:

Special Education faculty identified the following program inconsistencies in relation to preparing candidates in accordance with the new standards:

- Special education faculty possess varying degrees of expertise and knowledge in understanding the etiology, characteristics, and instructional approaches for students experiencing dyslexia
Action: An initial collection of resources has been compiled for faculty to review. Additionally, faculty will seek out professional development opportunities over the coming year to increase knowledge of dyslexia along with additional resources, including seeking expertise from colleagues at Pacific University in the School of Communication Sciences and Disorders and the College of Optometry.
- Inconsistencies exist in how content on dyslexia is taught in courses across campuses and faculty
Action: Review syllabi and update to ensure common content, assignments and materials related to reading disabilities such as dyslexia. Faculty teaching different sections of the same course will collaborate to increase reliability and provide support to each other. Program coordinators will mentor adjunct faculty to provide direction and maintain course reliability. Special education faculty will coordinate with faculty from the ESOL program, Reading program, and Multiple Subjects program to ensure all courses utilized in these various programs provide course content, assignments, and materials related to reading disabilities such as dyslexia.
- Syllabi lack specific language describing course outcomes specific to dyslexia
Action: Revise syllabi to reflect specific learning objectives related to reading disabilities such as dyslexia and present to School of Learning and Teaching Curriculum Committee (SLTCC) and faculty for approval Spring, 2017.
- Course content on reading disabilities such as dyslexia needs to be reviewed and added to courses throughout the program
Action: Propose minor revisions to syllabi and consider whether or not candidates are receiving sufficient information and practice specific to reading and/or dyslexia in the undergraduate and/or graduate special education program

The following minor revisions will be presented to the SLTCC and faculty Spring, 2017:

- Proposed Revisions in Syllabi:

The following syllabi will be reviewed and considered for minor changes in course objectives and assignments related to reading disabilities such as dyslexia:

EDUC 420/620 Language Acquisition in Children
EDUC 428 Teaching Reading through Child and Adolescent Literature
ESOL 460/560 Foundations of ESOL Methods
SPED 305/505 Exceptionalities
SPED 320 Assessment and Evaluation in Special Education: Academic
SPED 332 Integrated Curriculum and Methods for Students with Disabilities:
Reading/Language Arts
SPED 520 Assessment and Evaluation in Special Education
SPED 530 Integrated Curriculum and Methods for Students with Disabilities: Academic
SPED 342/542 Assistive Technology
SPED 550 Practicum
SPED 475/575 Student Teaching
SPED 578 Practicum and Seminar

- Proposed Revisions in Required Textbooks:

Add required texts specific to reading disabilities such as dyslexia to include, for example:

Henry, M. K. (2010). *Unlocking literacy: effective decoding & spelling instruction, 2nd ed.* Baltimore, MD: Paul H Brookes Publishing Co., Inc.

Moats, L. C. (2010). *Speech to print, 2nd ed.* Baltimore, MD: Paul H. Brookes Publishing Co., Inc

- Proposed Revisions in Field-Based Experiences:

Create specific assignments related to review of assessments and interventions for students identified with reading disabilities such as dyslexia

- Proposed Revisions to Reflect Content and Experience for Screenings and Assessments:

Include a list of specific screenings and assessments used in districts for screening reading disabilities such as dyslexia at different grade levels such as:

- AIMS web Easy CBM—Easy Curriculum Based Measure
- DIBELS (DIBELSNext)—Dynamic Indicators of Basic Literacy Skills
- PAR—Predictive Assessment of Reading
- RAN/RAS—Rapid Automatic Naming/Rapid Alternative Stimulus