

DIBELS SCREENING – What's next?

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DIBELS DECISION-MAKING FLOWCHART

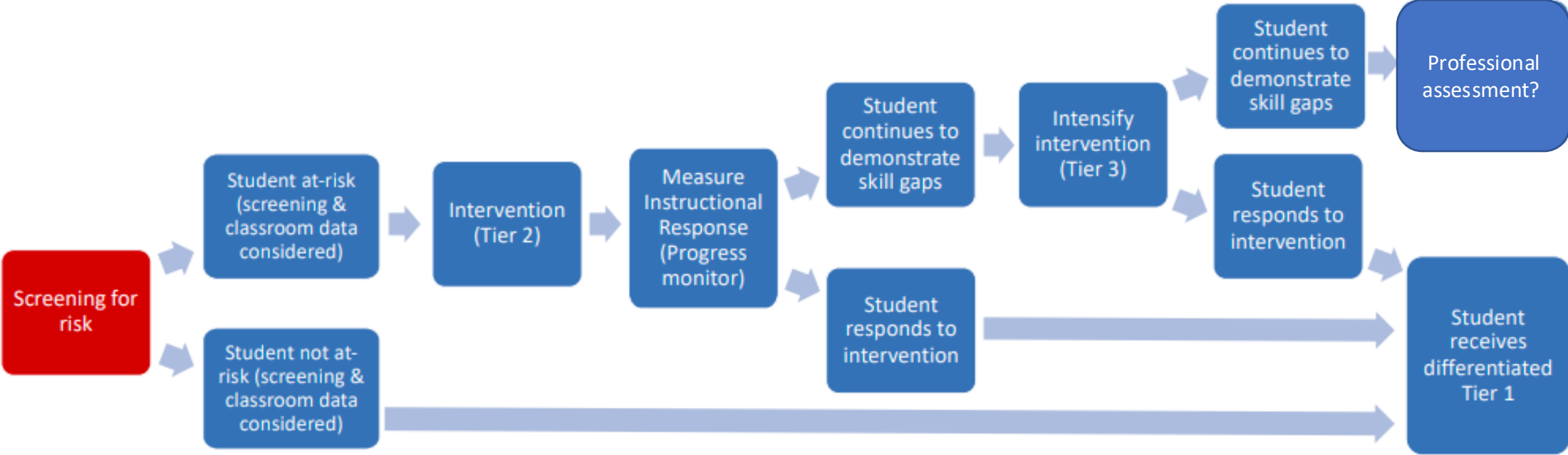


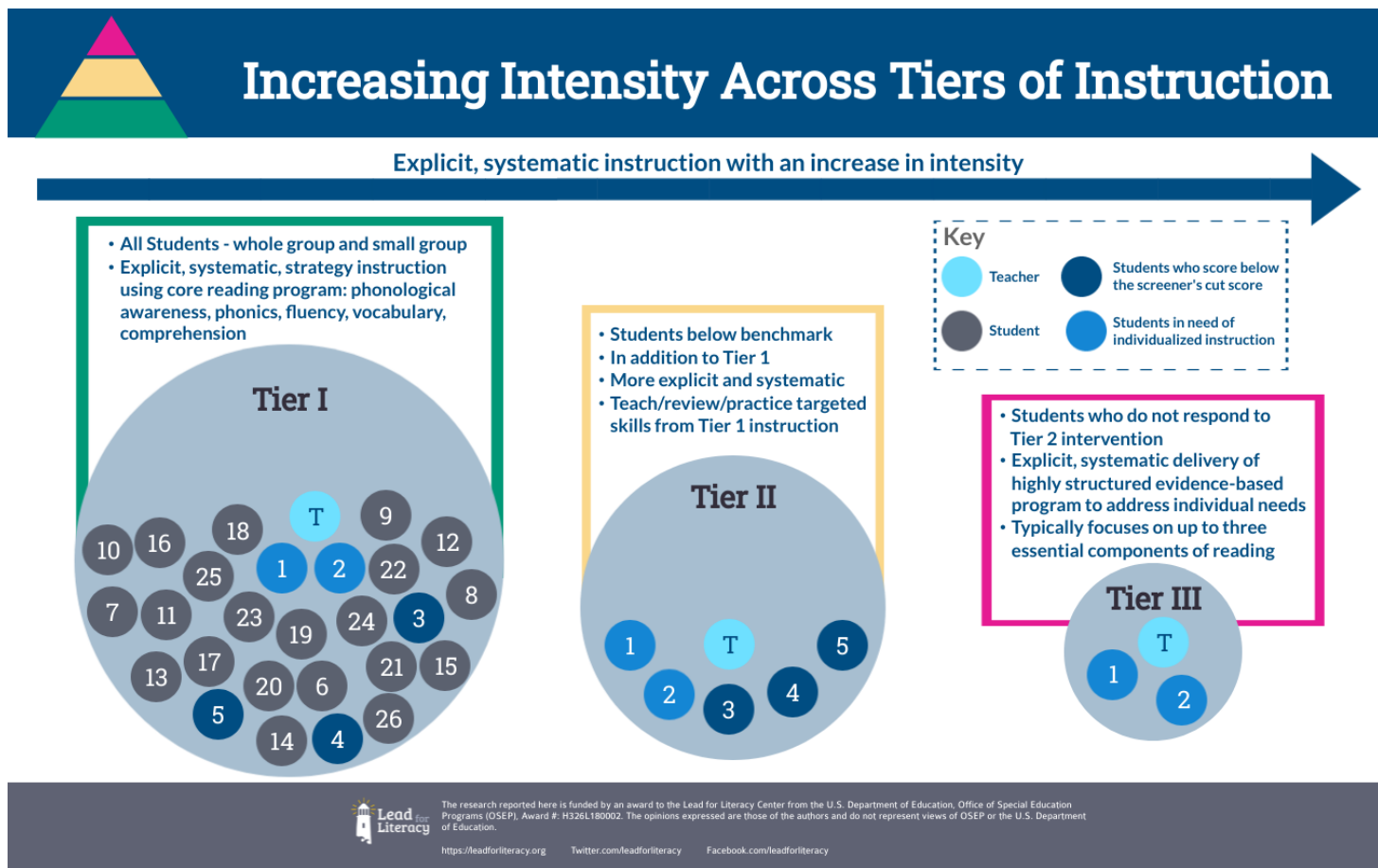
Figure 2. The Role of Screening in Schools

Tier 1 - classroom

Tier 2 - resource

Tier 3 – more intensive resource

Tiers of instruction/intervention



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ONlit Making Sense of Screening

It can be challenging to navigate the many subtests that can be used in universal screening! Skilled reading involves the integration of many subskills. This chart can be used to identify the most pressing need for instruction. For older students – start at the top and work your way down to find the lowest barrier skill. For younger students learning to read (Kindergarten and grade 1), start at the bottom and work your way up to find the next skill to teach.



<https://onlit.org/wp-content/uploads/2023/11/Decision-Tree.pdf>

DIBELS - What are we assessing?

Phoneme Segmentation Fluency (PSF) - 1 minute

- segmenting sounds in word presented orally

Nonsense Word Fluency (NWF) - 1 minute

- letter sounds, spelling rules, blending sounds with print in written nonwords

Word Reading Fluency (WRF) - 1 minute

- "mapping" of real written words

Oral Reading Fluency (ORF) - 1 minute

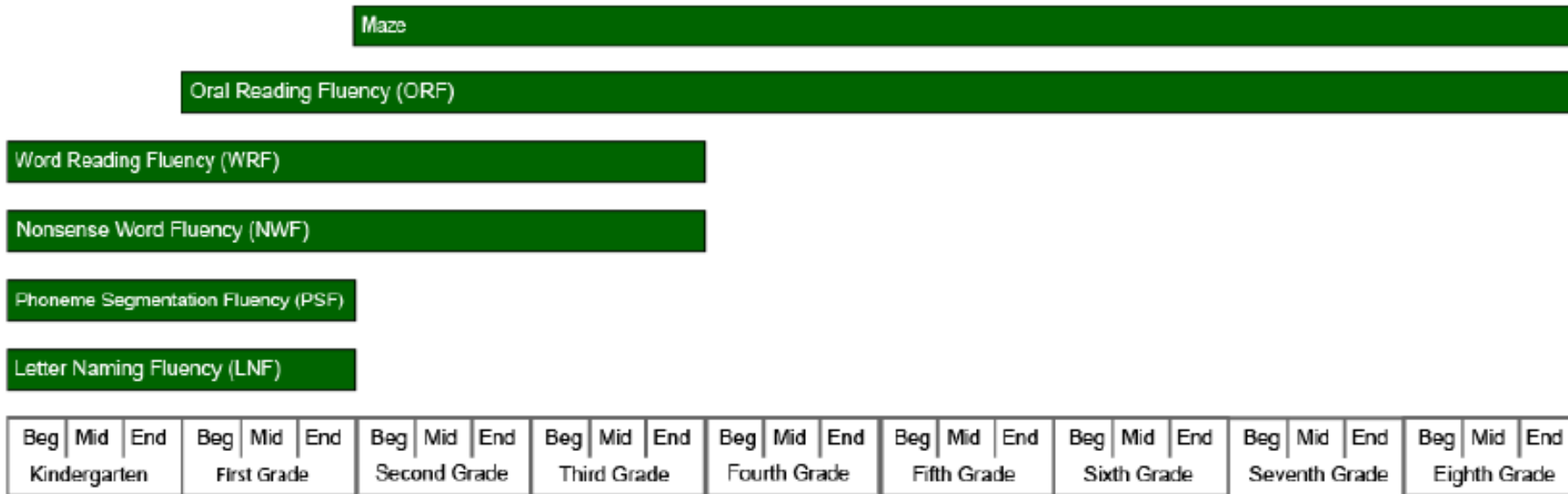
- reading speed and accuracy when reading a written passage

Maze (3 minutes – group administered)

- basic reading comprehension when reading a passage
- *could be due to reading speed or fluency issues*

Testing overview

1. Start by administering **all DIBELS tasks associated with the actual grade level of the student** (e.g., Maze and ORF for grade 5)



Look for Clues

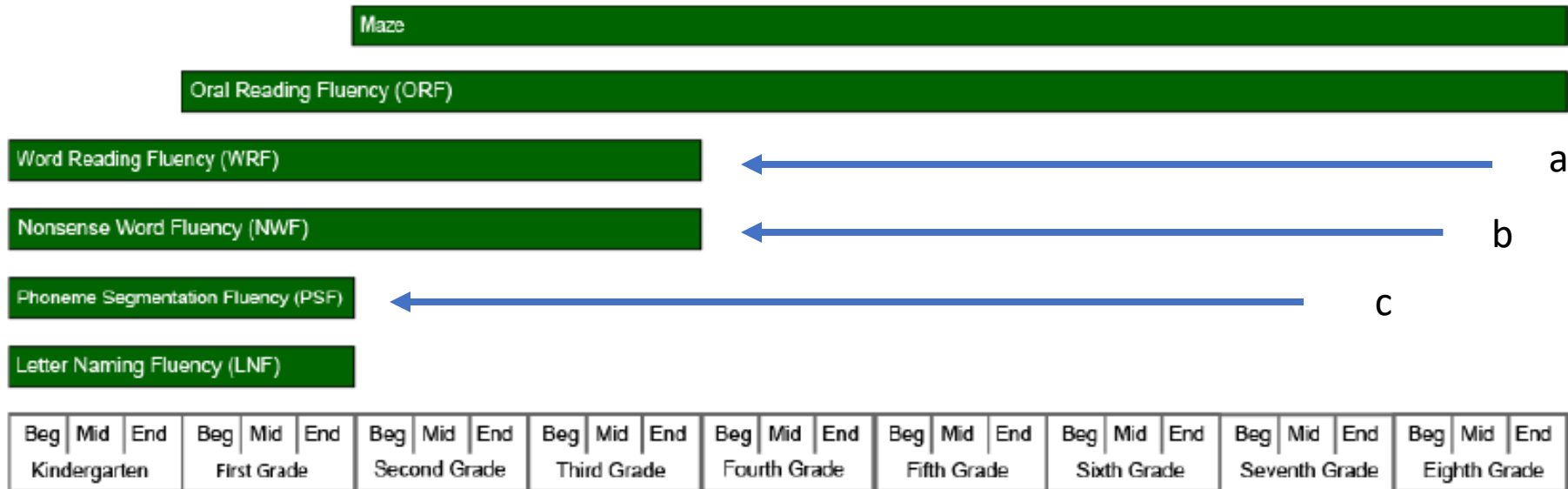
ORF, NWF, WRF, PSF all contain clues. Determine which type of error is most frequent.

- **Morphological errors:** error reflects that the student is not aware that this portion of the word carries its own meaning
lovable read as *love-able*
- **Letter-sound errors:** error reflects that the student does not know a letter sound
nop read as *nob*
- **Spelling rule errors:** error reflects that the student does not know a spelling rule
nop read as *nope*
- **Phonemic awareness errors:** skip sounds, add sounds, change order of sounds
nop read as *pon*

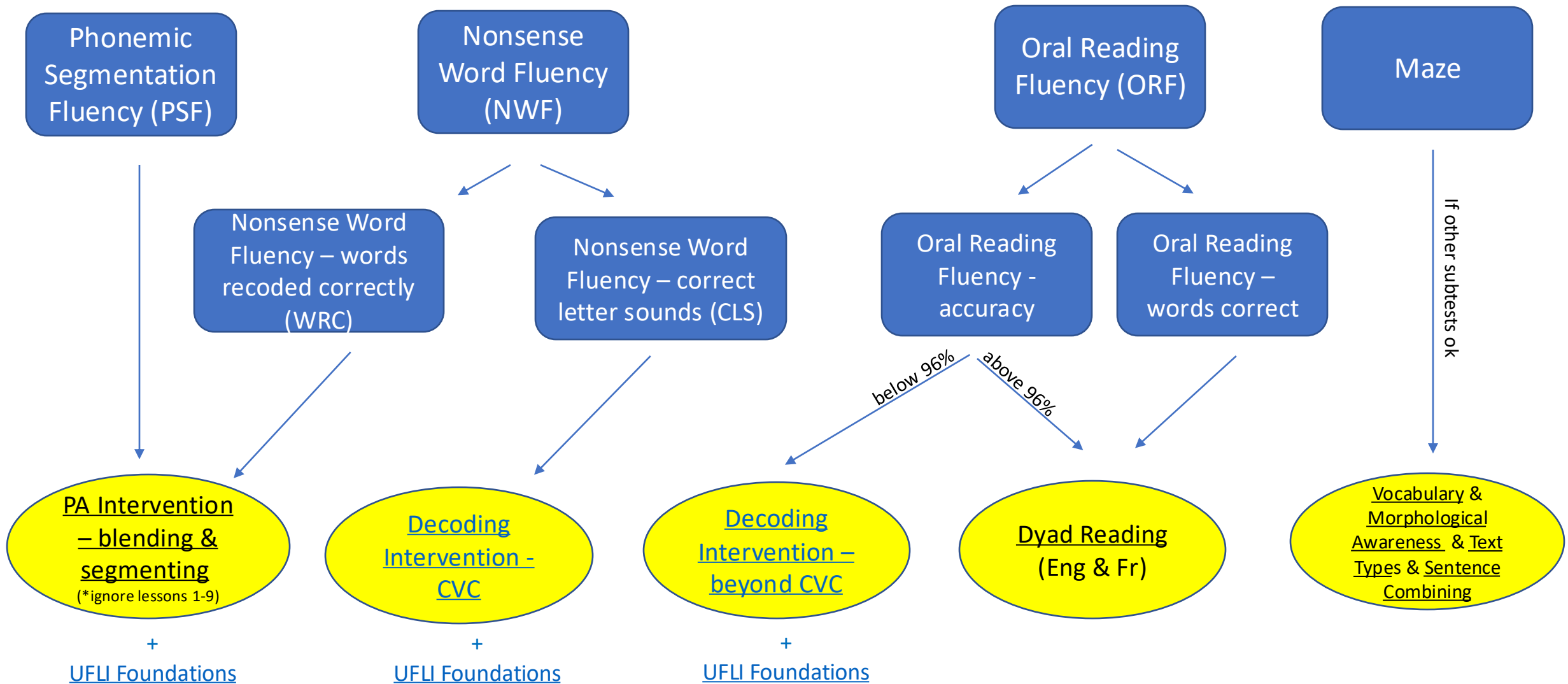
You can also use the [UFLI Intervention Placement Test](#) to obtain extra clues.

Testing overview

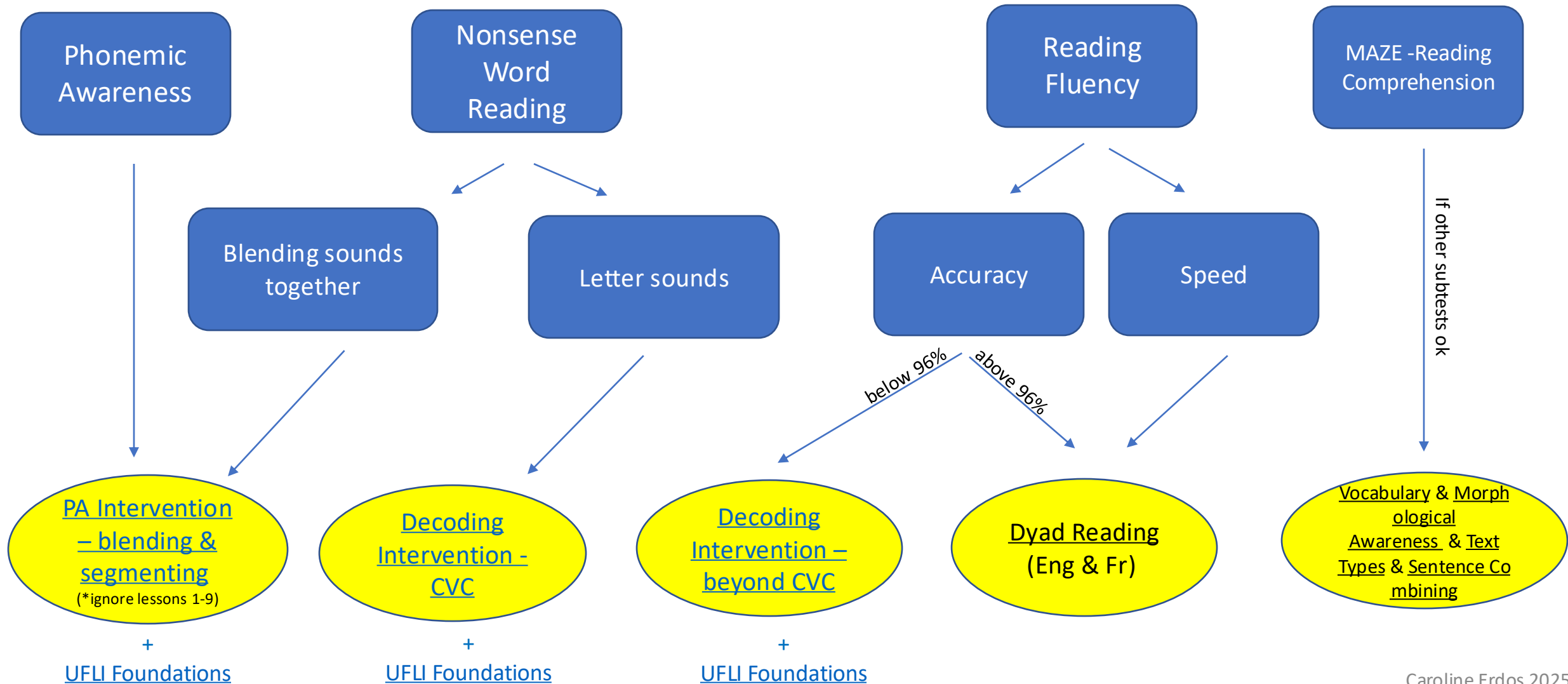
1. Start by administering **all DIBELS tasks associated with the actual grade level of the student** (e.g., Maze and ORF for grade 5)
2. If **ORF score is in the red zone and the student is in grade 4, 5, 6, 7 or 8, and you need more clues as to what is causing the reading difficulty**, you may move down to a) grade 3 end-of-year Word Reading Fluency (WRF) and b) end-of-year Nonsense Word Fluency (NWF) and c) end-of-year grade 1 Phoneme Segmentation Fluency (PSF)



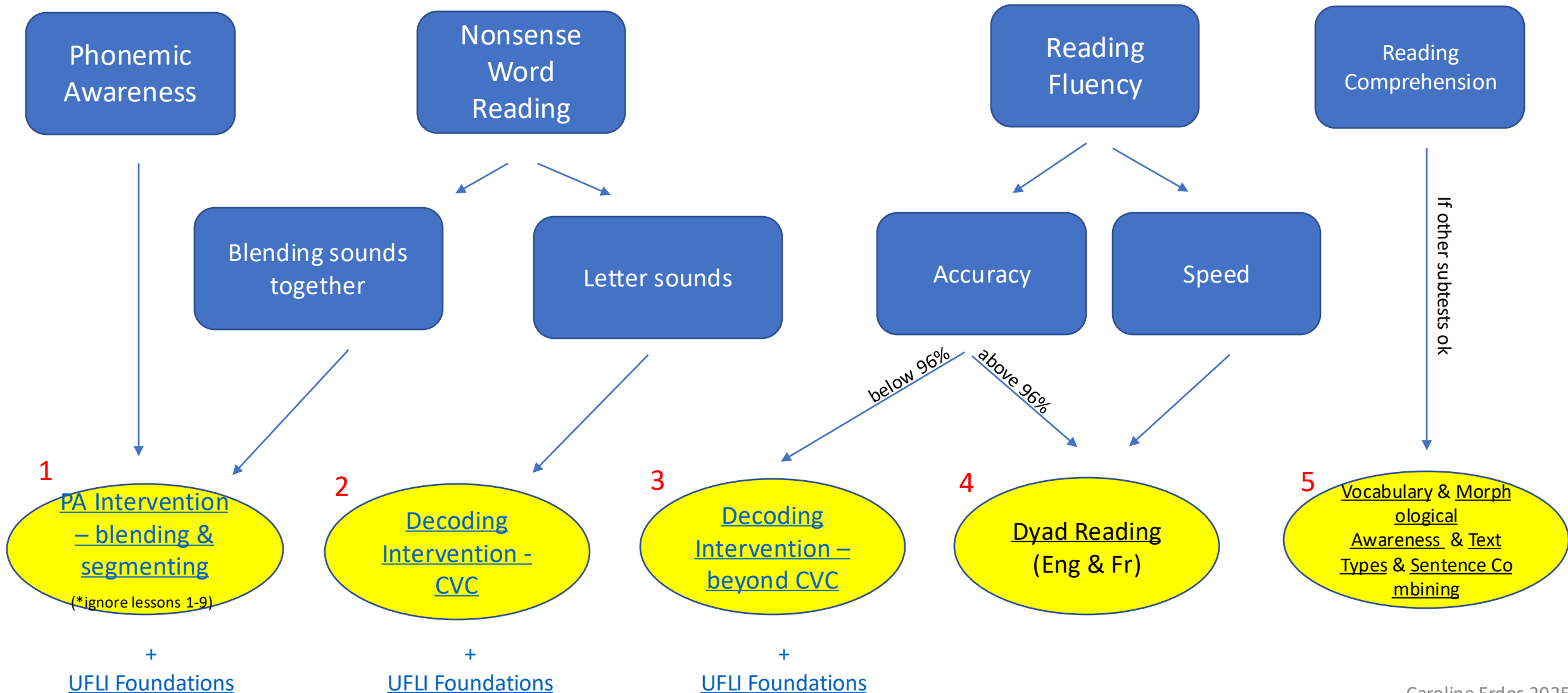
DIBELS DECISION-MAKING FLOWCHART – ELEMENTARY SCHOOL



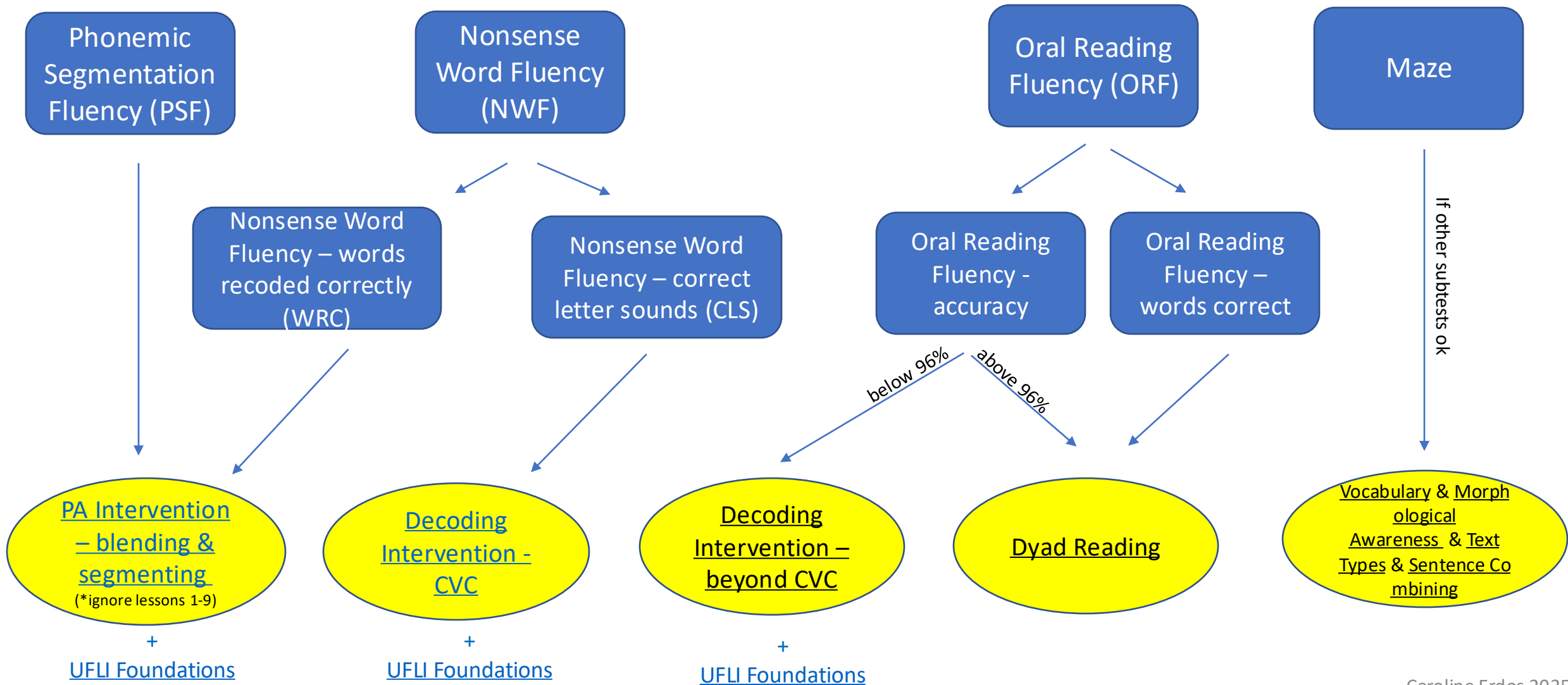
DIBELS DECISION-MAKING FLOWCHART – ELEMENTARY SCHOOL – SIMPLE NO JARGON



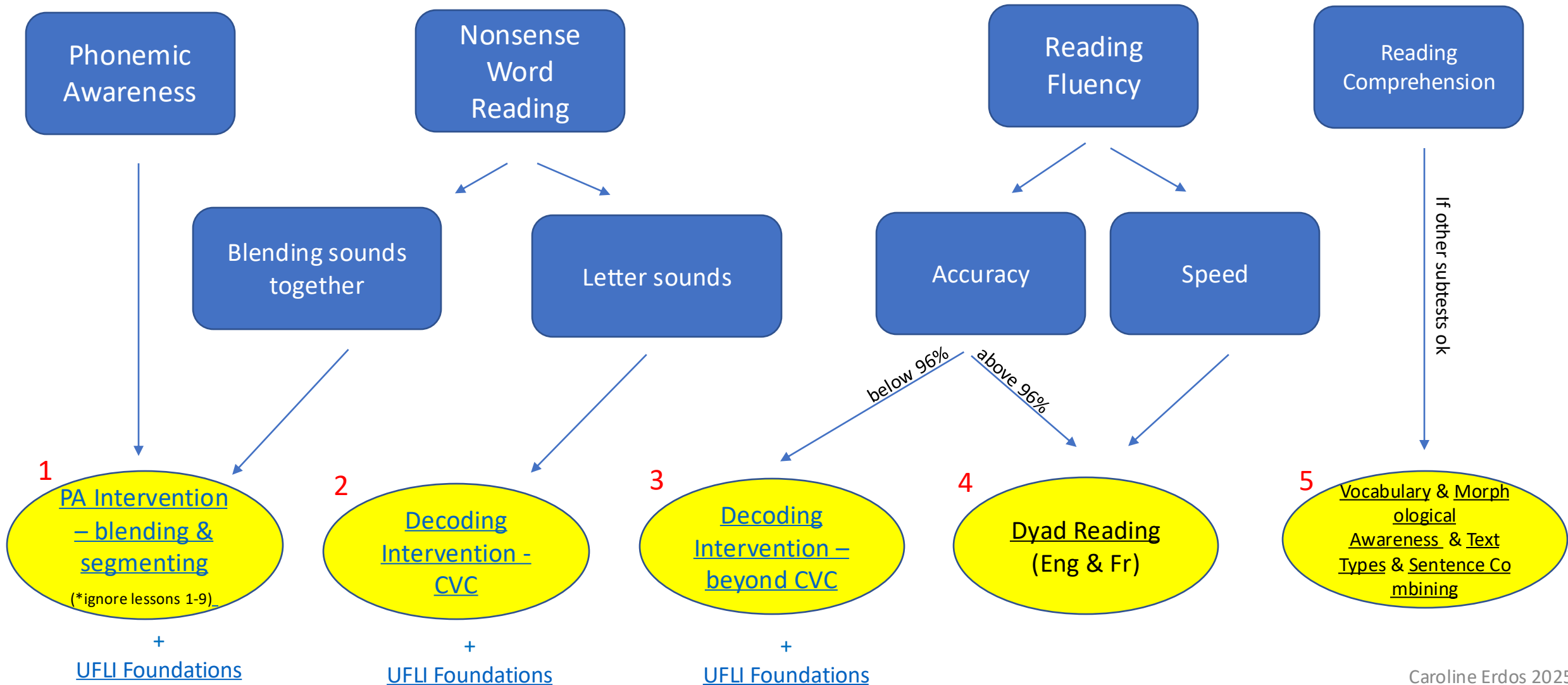
DIBELS DECISION-MAKING FLOWCHART – ELEMENTARY SCHOOL – SIMPLE NO JARGON



DIBELS DECISION-MAKING FLOWCHART – HIGH SCHOOL



DIBELS DECISION-MAKING FLOWCHART – HIGH SCHOOL – SIMPLE NO JARGON



Resource Groups

1. Group 1- phonemic awareness (print should be a part of the activity)
2. Group 2- basic decoding CVC
3. Group 3- decoding beyond CVC
4. Group 4- repeated reading with corrective feedback
5. Group 5- vocabulary, morphology, text types

Intervention Sequence for a Student who Struggles with Many Aspects of Reading

1. Group 1- phonemic awareness
2. Group 2- basic decoding CVC
3. Group 3- decoding beyond CVC
4. Group 4- repeated reading with corrective feedback*
5. Group 5- vocabulary, morphology, text types

*equally effective with parent, volunteer, older peer; also known as [dyad reading](#)

SPECIFICS OF RESOURCE SUPPORT

- Who?
 - 20th percentile rank or below (e.g. DIBELS red zone)
 - Group students together based on specific area of challenge
 - Group 1: speed of reading
 - Group 2: basic accuracy of reading (CVC, grade 1 level instruction)
 - Group 3: advanced accuracy of reading (beyond grade 1 instruction)
 - Group 4: reading comprehension
- When & how?
 - At least once per week
 - At least 20 minutes per session
 - Minimum 2 and maximum 4 students per session
 - Maximum 2 or 3 different objectives per session (within the same area of reading)
 - At least 25 target elicitations per 20-minute session
- How long?
 - At least 8 weeks of weekly intervention
- What?
 - Reading/writing & math
 - Reading/writing - see next slide

Tech for Different Purposes

