

Lexercise

MISSISSIPPI DYSLEXIA SCREENER

Dyslexia Screener Information

- Free online Dyslexia Screener.
- No special qualifications needed to administer the screener.
- Requires a face to face teacher/student evaluation.
- Students are given a copy of the printed materials needed. Teachers record the assessment information in the online computer score sheet.
- The teacher enters all scores into the computer-based program and student scores are automatically calculated. The student's risk for dyslexia is indicated at the completion of the test.
- The scores are not stored in the system; however, you can print the scores and have the report emailed to the teacher's email address.

Components	Assessment Criteria
<p>ENCODING</p> <p>Spelling Assessment</p> <p><input type="checkbox"/> Timed Component</p>	<ol style="list-style-type: none"> 1. The teacher says a word, uses the word in a sentence, and repeats the word. 2. The student writes the word on the student response sheet. Students are encouraged to write the sounds they hear even if they are unsure how to spell the word. 3. Kindergarten students are given a list with 10 words and first grade students are given a list with 20 words.
<p>ALPHABET KNOWLEDGE</p> <p>Letter Naming Fluency</p> <p><input checked="" type="checkbox"/> Timed Component</p>	<ol style="list-style-type: none"> 1. The student is given a prompt containing letters and asked to name as many as possible within 60 seconds. 2. The teacher marks/records the incorrect letters on the computer score sheet. 3. At the end of 60 seconds or if the student completes the list sooner, the teacher marks the final letter the student named and clicks confirm so the score is calculated in the computer.
<p>SOUND SYMBOL RECOGNITION AND DECODING SKILLS</p> <p>Nonsense Word Fluency</p> <p><input checked="" type="checkbox"/> Timed Component</p>	<ol style="list-style-type: none"> 1. The student is given a prompt that contains nonsense words and is given 60 seconds to decode the list of words for the teacher. 2. The teacher marks/records any sounds the student pronounces incorrectly. 3. At the end of 60 seconds or if the student completes the list sooner, the teacher marks the final word read on the computer score sheet and clicks confirm so the score can be calculated in the computer.

PHONEMIC AND PHONOLOGICAL AWARENESS	<ol style="list-style-type: none"> 1. No printed materials required for this portion of the assessment. 2. The teacher calls out words from a list provided. 3. The student tells the teacher all the sounds in the word. 4. The teacher sets the timer for 60 seconds. Once the 60 seconds have passed or the student completes the list, the teacher marks the final word that was attempted and clicks confirm so the score can be calculated in the computer. 5. The teacher marks any errors that the student makes and clicks next.
Phoneme Segmentation Fluency <input checked="" type="checkbox"/> Timed Component	
RAPID NAMING	<ol style="list-style-type: none"> 1. The students are given an example prompt and must name the colors on the page. 2. If the student is unable to name the colors the test is discontinued. The computer score will state that the student could not complete the assessment for this component. This section will be calculated as “at risk”. 3. If the student is able to name all the colors, then they will continue with this portion of assessment. 4. The teacher starts the timer to see how long it takes for the student to name the colors. 5. The teacher stops the timer when the student says the last color. 6. The teacher marks any errors that the student makes and clicks next.
Rapid Automated Naming <input checked="" type="checkbox"/> Timed Component	

Qualifications of Developers

LEXERCISE ADVISORY BOARD

CLINICAL ADVISERS

Jane Holmes Burnstein, Ph.D.

- Specialty: international research in learning disabilities
- Neuropsychologist with a PhD in Linguistics
- Assoc. Prof. of Psych., Dept. of Psychiatry, Harvard Medical School and past director of Neuropsychology, Children’s Hospital Boston

Celia Hooper, Ph.D.

- Specialty: neurogenic communication disorders
- Professor and Dean, University of North Carolina-Greensboro
- Former VP at American Speech-Language and Hearing Association

Adrienne Classen, MD

- Specialty: pediatric chronic illnesses, medical fragility and developmental disability
- Pediatrician in private practice, Elkin, NC
- Former pediatrician with Kaiser Permanente

Susan Lowell, M.A., B.C.E.T.

- Specialty: diagnosis and remediation of reading disabilities
- Director of Educational Therapy Associates-private clinical practice
- International Dyslexia Association Board Member and advisor to the Board of Directors of the US Office of Overseas Schools

Mary V. Compton, Ed.D.

- Specialty: deaf education (over 35 years of experience)
- Associate Prof. in Dept. of Specialized Education Services at UNCG
- Research: early intervention, itinerant teaching and cochlear implants

Joshua R. Steinerman, MD

- Specialty: neurology and neuropsychiatry, clinical practice and research
- Assistant Professor at Albert Einstein College of Medicine
- Founding Scientist at ProGeivity Neuroscience

Rebecca Felton, Ph.D.

- Specialty: diagnosis and remediation of reading disabilities
- Former Wake Forest University School of Medicine NICHD investigator
- 1994 National Dyslexia Research Foundation Award and 2005 NC IDA June Lyday Orton Award

William O. Young, MD

- Specialty: pediatric ophthalmology and teaching parents, primary care physician and school nurses about the neurolinguistics basis of dyslexia
- Adjunct Professor at UNC-Chapel Hill and Wake Forest/Bowman Gray Schools of Medicine
- Pediatric Ophthalmologist in private practice, Greensboro, NC

BUSINESS ADVISERS

Seth Blackley, Harvard MBA

- Specialty: healthcare services technology
- Managing Director at The Advisory Board Company (NASDAQ: ABCO)
- Former McKinsey and Company analyst and consultant

Joseph Pigato, Wharton MBA

- Specialty: e-learning technologies
 - Sold his e-learning company in 2002
 - Key manager at Score! During acquisition by Kaplan
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