Qualitative Information:
What about the *quality, observations and mistakes?*

Tests do not evaluate, people do.
~unknown

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DYSLEXIA TRAINING INSTITUTE
EDUCATION CHANGES EVERYTHING



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When we exercise or play a sport or dance or sing or draw or do anything that requires a learning curve and practice, we make observations about form and technique.

Yes, the statistics (RBIs, Unforced Errors, etc.) matter for the big picture, but the observations and adjustment of form/technique is how we make progress.



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qualitative | ˈkwälə¸tādiv |
adjective
relating to, measuring, or measured by the quality of something rather than its quantity

Observations Individualized Descriptions

quantitative | ˈkwän(t)ə¸tādiv |
adjective
relating to, measuring, or measured by the quantity of something rather than its quality

Numerical Values Generalizable/comparable

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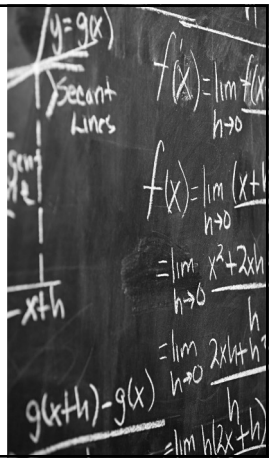
"There is often too much time taken for testing, little time to analyze all of the data, and even less time trying to figure out how to use the data to differentiate instruction…find what is necessary and use it."
~Hasbrouck & Michel (2022)

Source: Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration



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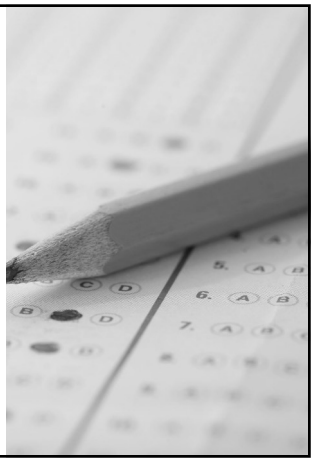
Types of Assessments

1. **Formative Assessment**:
   1. **Purpose**: To monitor and provide ongoing feedback during the learning process.
   2. **Timing**: Conducted throughout instruction.
   3. **Examples**: Classroom quizzes, peer and self-assessments, discussions, observations, and feedback on drafts of assignments.
   4. **Use**: Helps teachers adjust instruction, identify areas of improvement, and inform instructional decisions.
2. **Summative Assessment**:
   1. **Purpose**: To evaluate and measure student learning at the end of a specific period, course, or program.
   2. **Timing**: Administered after the completion of instruction.
   3. **Examples**: Final exams, standardized tests, end-of-term projects, state assessments, and course grades.
   4. **Use**: Determines overall achievement, assigns grades, and provides accountability.
3. **Diagnostic Assessment**:
   1. **Purpose**: To identify students' strengths, weaknesses, and specific areas of need.
   2. **Timing**: Administered before instruction begins or at the start of a course.
   3. **Examples**: Pre-assessments, readiness tests, and diagnostic reading assessments.
   4. **Use**: Informs instructional planning and helps teachers tailor instruction to address individual needs.



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Types of Assessments

1. **Norm-Referenced Assessment**:
   1. **Purpose**: To compare an individual's performance to that of a reference group, often a large, diverse population.
   2. **Examples**: Standardized tests like the SAT, ACT, and IQ tests.
   3. **Use**: Ranks students based on their performance relative to peers.
2. **Criterion-Referenced Assessment**:
   1. **Purpose**: To evaluate whether a student has achieved specific criteria or learning outcomes.
   2. **Examples**: Rubrics, proficiency scales, and assessments aligned with educational standards.
   3. **Use**: Determines if students have met predetermined criteria for success.
3. **Portfolio Assessment**:
   1. **Purpose**: To collect and evaluate a student's work and progress over time.
   2. **Examples**: Student portfolios containing assignments, projects, and reflections.
   3. **Use**: Demonstrates growth, development, and achievement in various areas.



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Common Skills to Assess in Struggling Readers and Spellers: We can find Qualitative Data in most of these assessments

- Phonological Awareness
- Rapid Automatic Naming – speed of naming objects, colors, digits, or letters
- Phonics Skills – understanding of the symbol (letter) to the sound(s) relationship
- Decoding –ability to use symbol-sound associations to read words
- Oral Reading Fluency
- Reading Words in Isolation
- Spelling
- Writing

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How these skills are often assessed.

- Comprehensive Test of Phonological Processing-2 (CTOPP-2)
- Gray Oral Reading Test –5 (GORT-5)
- Test of Word Reading Efficiency-2 (TOWRE-2)
- Woodcock-Johnson IV Tests of Achievement (WJ-IV)
- Test of Written Language - Fourth Edition (TOWL-4)
- Gray Silent Reading Tests (GSRT)
- Test of Auditory Processing (TAPS -3)
- Test of Written Spelling (TWS-5)
- Wechsler Individual Achievement Test (WIAT III)
- Nelson-Denny Reading Test

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Where to find each type of data

Qualitative Data

- Writing Samples
- Timed and untimed
- Behaviors during reading and spelling
- Spelling
- Reading Miscues
- Classroom and home Observations
- Outside tutoring input
- Student's own voice

Quantitative Data

- Standardized Scores
- Percentile Ranks
- Reading Levels
- Reading Rate

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First…A Refresher Course

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What do we learn from this?

Nathan had a standard score of 95 in this and an 89 in that and a 100 in that and 75 this and when we look at the scores combined, he is the average range.



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Raw Scores

If I told you that you had 16 correct answers on a test? What do you know about your score?



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So, what is a Raw Score?

A raw score is the number of questions answered correctly on a test or subtest.

For example, if a test has 59 items and the student gets 23 items correct, the raw score would be 23.

Raw scores are converted to percentile ranks, standard scores, grade equivalent and age equivalent scores.

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Raw scores are useful for…

- Grading
- Progress Monitoring

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Standard Scores

Now you have a SS of 100. What information do you have?

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What is a Standard Score?

Standard Scores (SS) are raw scores that have been transformed to have a mean and standard deviation. They describe how far an examinee's score lies from the mean of the distribution in terms of the standard deviation.

Standard scores indicate how a student's performance compares to the performance of a reference group, typically a normative group or a representative sample of students. This comparison helps educators and researchers understand whether a student's performance is above average, average, or below average compared to peers.

For example, the WISC IV has a mean standard score of 100, with each standard deviation being 15 points. A standard score of 85 would be one standard deviation below the mean.

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Standard Deviation (SD)

SD is the extent to which scores deviate from the mean.

What is the mean, you ask?

A mean score is calculated by adding all individual student scores and dividing by the number of total scores.

The mean is the average.

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Composite Scores

"Composite" = made up of smaller (subtest, etc.) scores



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What about subtests?

- A group of test items that measure a specific area (i.e., math calculation and reading comprehension).
- Several subtests make up a test and create a composite score.
- Dyslexia can be found in the subtests
- On some assessments, subtest scores are called scaled scores.
- The mean scaled score is 10 with an SD of 3.



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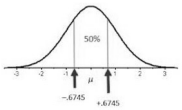
Percentile Ranks

Percentiles are scores that permit us to determine an individual's position relative to the standardization sample.

If 63 percent of the scores fall below a given score, then that score is at the 63rd percentile rank.



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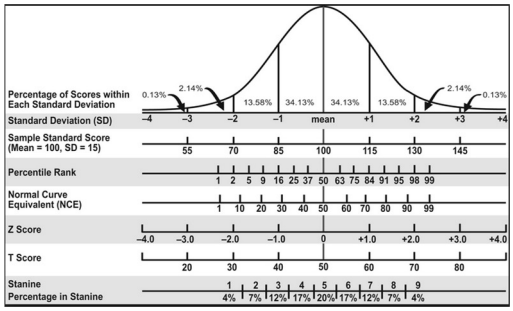
What Does it all Mean on a Bell Curve?



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So, now what do we learn from this?

Nathan had a standard score of 95 in this and an 89 in that and a 100 in that and 75 this and when we look at the scores combined, he is the average range.



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Those scores were accompanied by…

- Reading Miscue analysis
- Spelling mistake analysis
- Behavioral observations
- Interviews

25

But what if those scores were accompanied by…

- Reading Miscue analysis

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"Determine the cueing system the student is using the most (largest ratio) and the least." – Fountas and Pinnell

Nope.

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Use miscue analysis to determine what the student needs to learn in order to decode a new or unfamiliar word.

It can be used to determine what they are doing when they come to a new word.



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Types of Miscues

- Omission (reading 'My color is yellow' rather than 'My favorite color is yellpw')
- Insertion (reading 'The fast red car' rather than 'The red car')
- Correction (reading 'One hot - horrible - dragon' rather than 'One horrible dragon')
- Repetition (reading 'I know - know - she is hiding')
- Reversal (reading 'from' instead of 'form')
- Substitution (reading 'Katie ate some' instead of 'Katie ate soup')



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Figure 31. Quick Miscue Analysis Table: Student #1

	Written Word	Spoken Word	Graphophonetic	Syntax	Semantic
1	exciting	extra	yes- first part	yes	no
2	snow	now	yes- except s	yes	yes
3	trouble	trains	yes- first part	yes	no
4	learned	listened	yes- first and end	yes	no
5	forget	figure	yes- first and middle	yes	no
6	driver	door	yes- first and last	yes	no
7	snowing	snake	yes- first part	no	no
8	driving	dumping	yes- first and end	yes	no
9	passengers	pencils	yes- first and last	yes	no
10	boy	baby	yes- first and last	yes	yes
		%	100%	90%	20%

Source: Fuchs & Fuchs. *Using CBM for progress monitoring in reading*

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What do his miscues tell us?
What do we observe?



Pets like the sun.

Cats play in the sun.

Dogs run in the sun.

Do pets have fun?

Yes! Pets like the sun.

Pets do not like the rain.

Cats get wet. Dogs get wet.

Do pets have fun?

No! No! Not in the rain.

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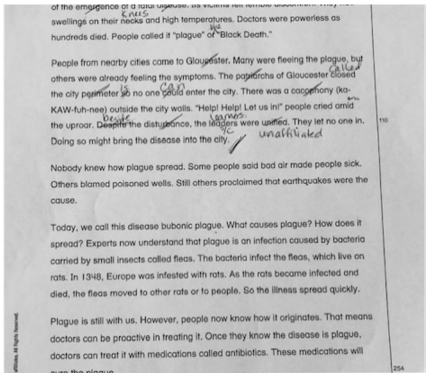

swellings on their necks and high temperatures. Doctors were powerless as hundreds died. People called it "plague" or "Black Death."

People from nearby cities came to Gloucester. Many were fleeing the plague, but others were already feeling the symptoms. The patriarchs of Gloucester closed the city perimeter so no one could enter the city. There was a cacophony (ka-KAW-fuh-nee) outside the city walls. "Help! Help! Let us in!" people cried amid the uproar. Despite the disturbance, the leaders were unified. They let no one in. Doing so might bring the disease into the city.

Nobody knew how plague spread. Some people said bad air made people sick. Others blamed poisoned wells. Still others proclaimed that earthquakes were the cause.

Today, we call this disease bubonic plague. What causes plague? How does it spread? Experts now understand that plague is an infection caused by bacteria carried by small insects called fleas. The bacteria infect the fleas, which live on rats. In 1348, Europe was infested with rats. As the rats became infected and died, the fleas moved to other rats or to people. So the illness spread quickly.

Plague is still with us. However, people now know how it originates. That means doctors can be proactive in treating it. Once they know the disease is plague, doctors can treat it with medications called antibiotics. These medications will

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GORT-5 states:
'the booklet allows the examiner to conduct an oral reading miscue analysis and note other reading behavior displayed by the examinee.' (page 3, GORT-5).

went for want	other for our	rough for roof
but for by	for for roof	waits for always
and for a	goes for got	present for pretty
that for his	used for under	grill for girl
friend for father	logged for laughed	him for I am

- Many of Bianca's mistakes reveal a tendency to guess at the words based on the shape of the word and its beginning letters.
- For the most part her guesses are not going to help her with comprehension, because the substituted words change the meaning of the sentence or clause being read.
- For example, substituting the noun (not a verb in this example) *party* for *pretty* is substituting a noun for an adjective.
- This is evidence that she is also not monitoring her comprehension.

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What did we learn?

Bianca miscues were usually a result of guessing at words.

She did not make an attempt to figure out how the grapheme/phoneme relationship would affect the pronunciation (decoding) of the word.

Biance did not demonstrate a skilled understanding of the structure of the English language, and she did not self-correct when the word did not make sense in the sentence.

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What does she need?

Move away from the guessing:

Spell the word out loud. This helps the student focus on the letters/graphemes that are in the word. This also help with noticing patterns and morpheme boundaries.

Ex. Roof (rough), father (friend), girl (grill)

Source: Pete Bowers, Ph.D.

Move away from the guessing:

Instruction in knowing how to pronounce a word either by syllables or morpheme boundaries.

Morphology – phot(o) + graph

Syllables – pho + to (ə) + graph

Move away from the guessing:

During a task that ***is focused on reading comprehension***, learn to check to see if the word makes sense.

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A Note About Nonsense Words

- Take a look at the spelling of the nonsense words.
- Is there more than one possible pronunciation?

chim

- Take a look at the spelling of the nonsense words.
- Is it a multisyllabic word?
- Then where would the stress be?

contract - contract

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Nonword	Accepted Pronunciations	Real words with same letter string	Orthographic Observation
Single Syllable Nonwords			
mip	[mɪp]	None	This letter string does not occur in English.
mib	[mɪb]	None	This letter string does not occur in English.
shum	[ʃʌm]	None	This letter string does not occur in English.

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Multisyllabic Words

progus	[prɑ], [proʊ] & [ʌs]	None	This letter string does not occur in English. Additionally, <pro> is a common prefix that is often
			unstressed. It is unknown how it would properly be pronounced and the schwa is not provided as an option

2or 3 pronunciation option in this one sentence

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But what if those scores were accompanied by…

Spelling Mistake Analysis

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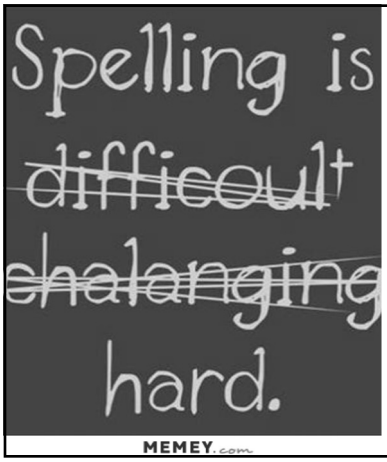

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Everything I need to know about a student's understanding of the English writing system is in his or her spelling.

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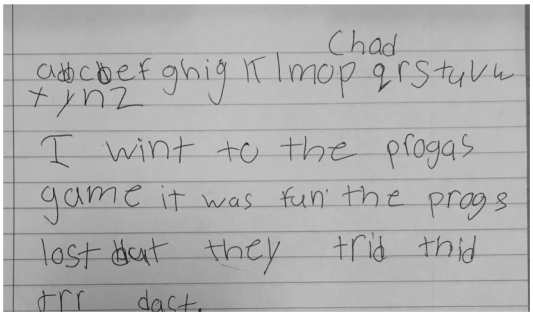

Third Grade

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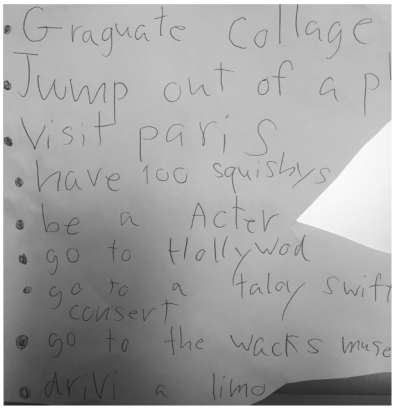

Sixth grade

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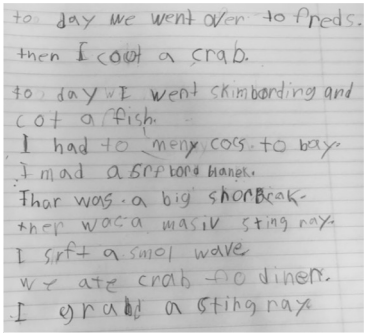
8th Grade



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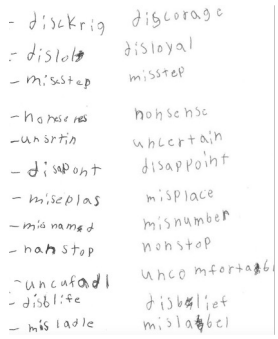

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Spelling Analysis

Word	Student's Spelling	Reason for misspelling	Analysis	Instructional Needs
graduate	graguate	Spelling by sounding it out.	Student does not understand the that the <d> in words can fluctuate based on the morphemes surrounding it/ graduate, individual, education	Becoming aware of the morphophonemic nature of the English language. Learning to locate bases and suffixes in order to understand the spellings.
actor	acter	Spelling by sounding it out.	Student doesn't understand and/or remember that some suffixes (-or) can be used to create nouns from quality, state, *or* condition. doctor, mentor, actor	Instruction in sight words and basic English spelling conventions.
tried	trid	Spelling by sounding it out.	Student does hear all the phonemes in this word, but does not understand how to spell the past tense .	Instruction in understand that in many cases we spell the past tense in –ed.

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went	wint	Spelling by sounding it out.	This student doesn't understand the role stress plays in the English language and how words might be pronounced differently in context.	Build an understanding that sometimes pronunciation shifts but spelling does not.
massive	masiv	Spelling by sounding it out.	Student has difficulty remembering sight words. Student also does not know the English convention that words will not end in <v>.	Instruction in understanding that the meaning of words sometimes supersede the phonology. Also, build an understanding that sometimes pronunciation shifts but spelling does not.
surfed	srft	Spelling by sounding it out.	Student doesn't understand that each spoken syllable needs a vowel and we spell past tense with an –ed.	Instruction in understand that in many cases we spell the past tense in –ed.

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Spelling Analysis

Word	Student's Spelling	Reason for misspelling	Analysis	Instructional Needs
been	ben	Spelling by sounding it out.	Student has difficulty remembering sight words. Student also does not understand that <been> is be + en —> been	Instruction in sight words and morphology
have	hav	Spelling by sounding it out.	Student has difficulty remembering sight words. Student also does not know the English convention that words will not end in <v>.	Instruction in sight words and basic English spelling conventions.
every	evry	Spelling by sounding it out.	This student does not understand that spoken syllables don't always match written syllables. Also has a mistaken notion that there is a direct sound-symbol correlation between spoken words and written words.	Instruction in understand that the meaning of words sometimes supersede the phonology. Also, needs instruction in the role of the schwa in English.

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health	helth	Spelling by sounding it out.	This student is spelling based on a strict sound-symbol relationship. Student also having difficulty remembering 'tricky' health is heal + th —> health.	Instruction in understanding that the meaning of words sometimes supersede the phonology. Also, build an understanding that sometimes pronunciation shifts but spelling does not.
sure	shore	Spelling by sounding it out.	She is unaware of the different phonemes that can be represented by <s>, such as /sh/ in <sure>.	Build an understanding that sometimes pronunciation shifts but spelling does not. Talk about the pattern: sugar, sure, pension closure

Source: Dyslexia Advocate (2022)

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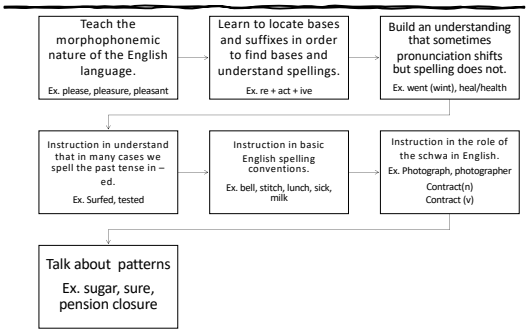
Example Instructional Plan for Spelling Derived from Qual Data



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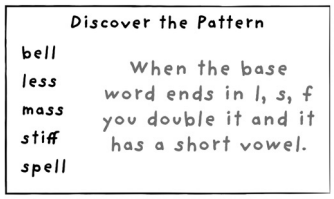
Discover the spelling pattern



Source: Dyslexia and Spelling

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But what if those scores were accompanied by…

Behavioral observations

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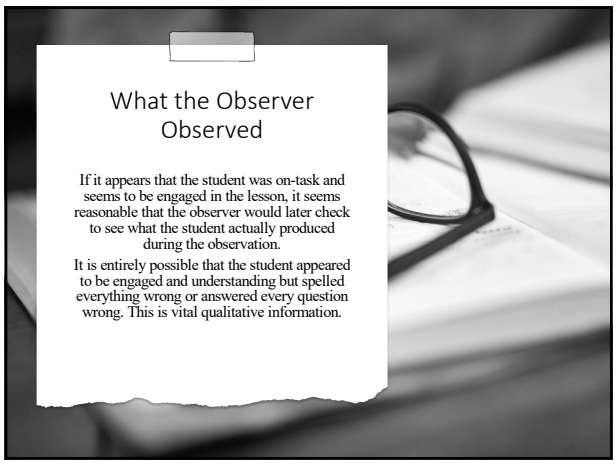
What the Observer Observed
If it appears that the student was on-task and seems to be engaged in the lesson, it seems reasonable that the observer would later check to see what the student actually produced during the observation.
It is entirely possible that the student appeared to be engaged and understanding but spelled everything wrong or answered every question wrong. This is vital qualitative information.

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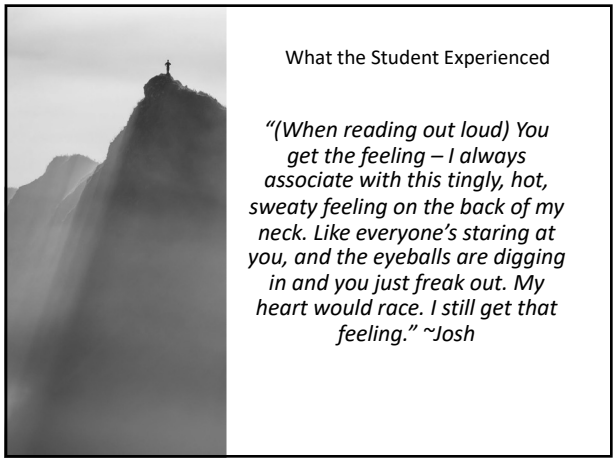
What the Student Experienced
"(When reading out loud) You get the feeling – I always associate with this tingly, hot, sweaty feeling on the back of my neck. Like everyone's staring at you, and the eyeballs are digging in and you just freak out. My heart would race. I still get that feeling." ~Josh

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What about behavioral observations?
- How long is taking to answer questions?
- What clarifying questions are they asking?
- What are they doing with the hand they are not writing with?
- Are they making sighing noises? Are they complaining about the task?
- If they are in class, are they sharpening their pencil a lot? Are they asking classmates questions about the assignment? Are they 'spacing out'?
- Are they pretending to read during class?
- Are they being disruptive in order to avoid a task?

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You should also be aware that the GORT-5 also includes sections to report other reading behaviors such as:

Posture	Word-by-word reading	Poor enunciation
Disregard of punctuation	Head movement	Finger pointing
Loss of place	Nervousness	Poor attitude

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Reading prosody, etc.

(Ex. From Gort-5)



Expression
Volume
Phrasing
Smoothness
Pacing

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Processing Time Observations

Write tick marks next to each task during an assessment like the CTOPP-2

"What is the word clap without the l? ✔ ✔ ✔
So, it took about 9 seconds to answer the question

- How long did it take him to process the question, and the answer, even though the student may have eventually provided the correct answer.
- That type of information should either be included in the report or shared at the IEP meeting, which you should be recording.
- This type of information lets us know if the student is in need or more time to process information and/or if the information is hard for her access even if she is eventually answering correctly.
- This type of additional processing can affect comprehension due to cognitive energy being spent on phonological awareness and/or decoding.

Source: *Dyslexia Screening: Essential Concepts for Schools & Parents,* Dr. Richard Selznick

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Homework Log			
Date	**Assignment**	**Amount of Time to Complete**	**Notes**
April 1	Study for Spelling Test – 20 words	60 Minutes	Spelled 16 words correctly on test – cannot spell the same words two weeks later
April 3	Write a paragraph about an animal of student's choice	45 Minutes	Zoe was able to dictate a coherent and grammatically sophisticated paragraph but she wrote with limited vocabulary and was obviously frustrated. She could do this independently.
April 3	Complete a sheet for 25 math facts – addition/subtraction	Completed in 10 minutes	Zoe had no trouble with this task and completed it independently.

Source: Dyslexia Advocate!: How to Advocate for a Child with Dyslexia within the Public Education System, 2016/2022

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But what if those scores were accompanied by…

Interviews

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- How would you describe your dyslexia?
- How would you describe what reading is like?
- What does your teacher do that works for you?
- What does your teacher do that doesn't work for you?
- What does it feel like to read in front of other people?



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Every time they 'fail to respond' to an intervention, they internalize it as their personal failure – that's painful. This 'failure to respond' also creates shame.
~ The Adult Side of Dyslexia

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Resources

Training

- Dyslexia Training Institute Online Courses
  - 4 & 6 week courses
  - 2 Certificate Programs
  - Annual Virtual Conference
- Word Works Kingston – www.wordworkskingston.com

Books

- Dyslexia Advocate by Kelli Sandman-Hurley
- Dyslexia and Spelling by Kelli Sandman-Hurley
- The Adult Side of Dyslexia by Kelli Sandman-Hurley
- Overcoming Dyslexia by Sally Shaywitz
- Proust and the Squid by Maryanne Wolf
- Reading in the Brain by Stanislas Dehaene
- The Dyslexia Empowerment Plan by Ben Foss
- The Dyslexic Advantage by Dr. Eides

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2023 DTI Virtual Advocacy Conference



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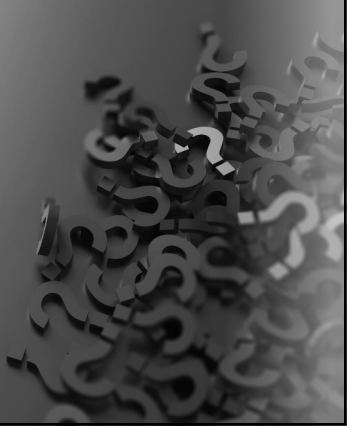
~~Queshtuns?~~
~~Questins?~~
Questions?



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