Understanding Dyslexia

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Purpose for today

1) What is the proposed legislation regarding Dyslexia and what does it say?
2) What is Response to Intervention (RTI) and how does Quincy's RTI model work?
3) What types of Assessments are currently being used to screen for Dyslexia?
4) How is student progress monitored to ensure that interventions are working?
5) What are the Literacy and Special Education programs used to address children's needs who struggle learning to read?
6) What kind of professional development do teachers receive?
7) What effect does the proposed legislation have on current practices?

1) What is the proposed legislation regarding Dyslexia and what does it say?

Dyslexia Defined

According to proposed legislation (filed on 1/16/2015)

- Dyslexia is defined as “a specific learning disability that is neurobiological in origin with indicators that include but not limited to, difficulty in acquiring language skills; inability to comprehend oral or written language; difficulty in rhyming words; difficulty in naming letters, recognizing letters, matching letters to sounds, and blending sounds when speaking and reading words; difficulty recognizing and remembering sight words; consistent transposition of number sequences, letter reversals, inversions, and substitutes and trouble replication of content.”

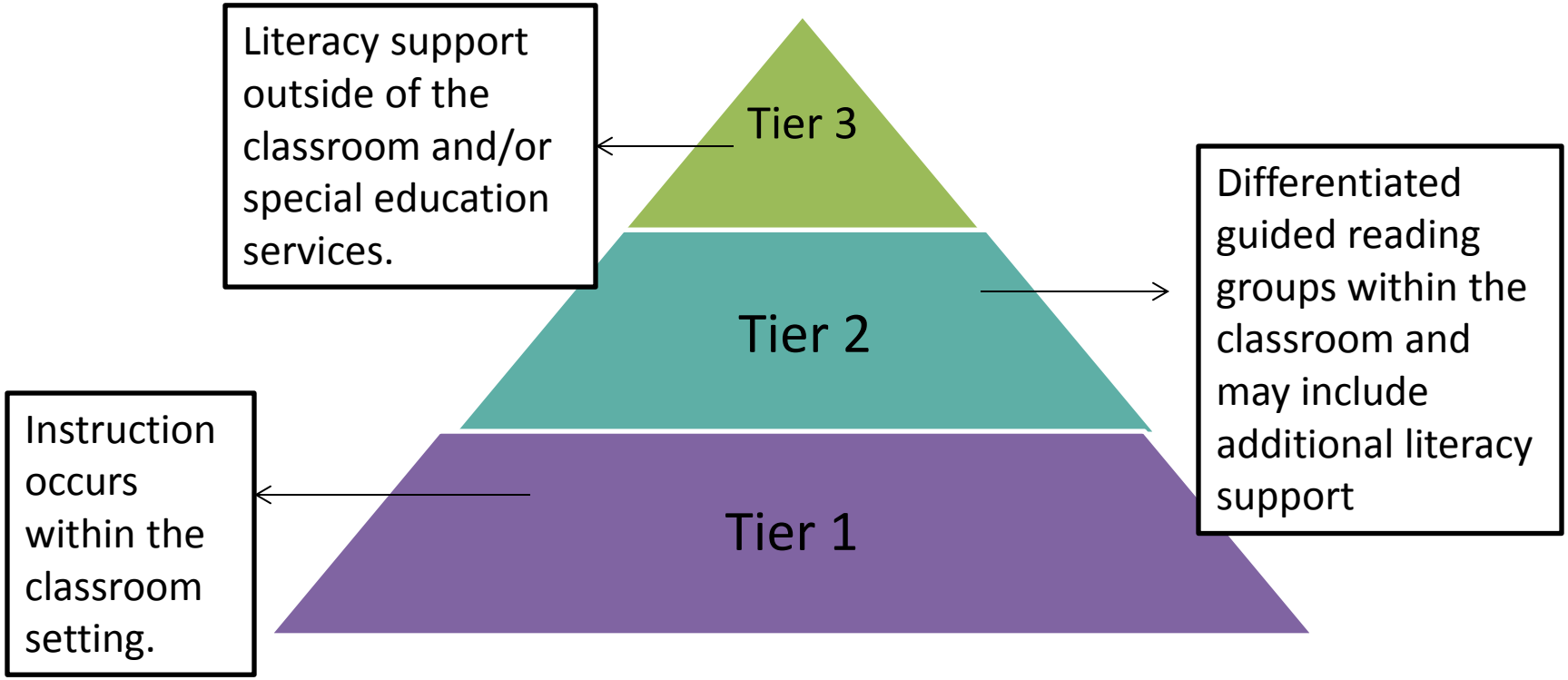
Proposed Legislation

- All students will be screened for Dyslexia no later than the first semester of the second grade.
- The Department of Elementary and Secondary Education will develop screening procedures and identify instruments.

2) What is Response to Intervention (RTI) and how does Quincy's RTI model work?

Response to Intervention (RTI)

Response to Intervention (RTI) is a multi-tier educational approach aimed at early identification and support of students whose who are struggling with foundational reading skills, comprehension and fluency. It involves "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educating decisions" (Batsche et al., 2005)



Quincy's Response to Intervention Cycle

1) Student has made great progress and is ready to return to the classroom, progress monitoring will continue.

2) Current intervention continues may include changes based on data.

3) Student is referred to Special Education.

Fall, Winter, Spring Integrated Learning Team Meetings (ILT) student progress is reviewed.

Progress is monitored through the use of benchmark assessments (DIBELS), formative assessments, criterion reference assessments (DRA)

Student is identified as being at risk and in need of support. Literacy Services begin.

Types of interventions are decided based upon the individual needs of the student.

Students participate in the chosen intervention. Progress is monitored every 3 to 4 weeks.

After 6-8 weeks student if student is not making progress the changes are made to the intervention.

Usually occurs at a Student Support Team Meeting.

Student participates in intervention and progress is monitored every 3-4 weeks.

3) What types of Assessments are currently being used to screen for Dyslexia?

Assessment

Screening Assessments (Typically given by the classroom teacher or the Literacy Specialist)

- DIBELS Next *(all grades)*
- Developmental Reading Assessment (DRA) *(end of K-2)*
- Observation Survey *(K-1)*
- MAP Assessment *(grade 3)*
- CTOPP (given by the Literacy Specialist or Special Education Teacher) *(all grades)*
- Test of Phonological Awareness (given by the Literacy Specialist or Special Education Teacher) *(K-4)*

Progress monitoring Assessments

- DIBELS Next
- MAP Checklists *(grade 3)*
- Lexia

Fall, Winter, Spring Integrated Learning Team Meetings (ILT) student progress is reviewed.

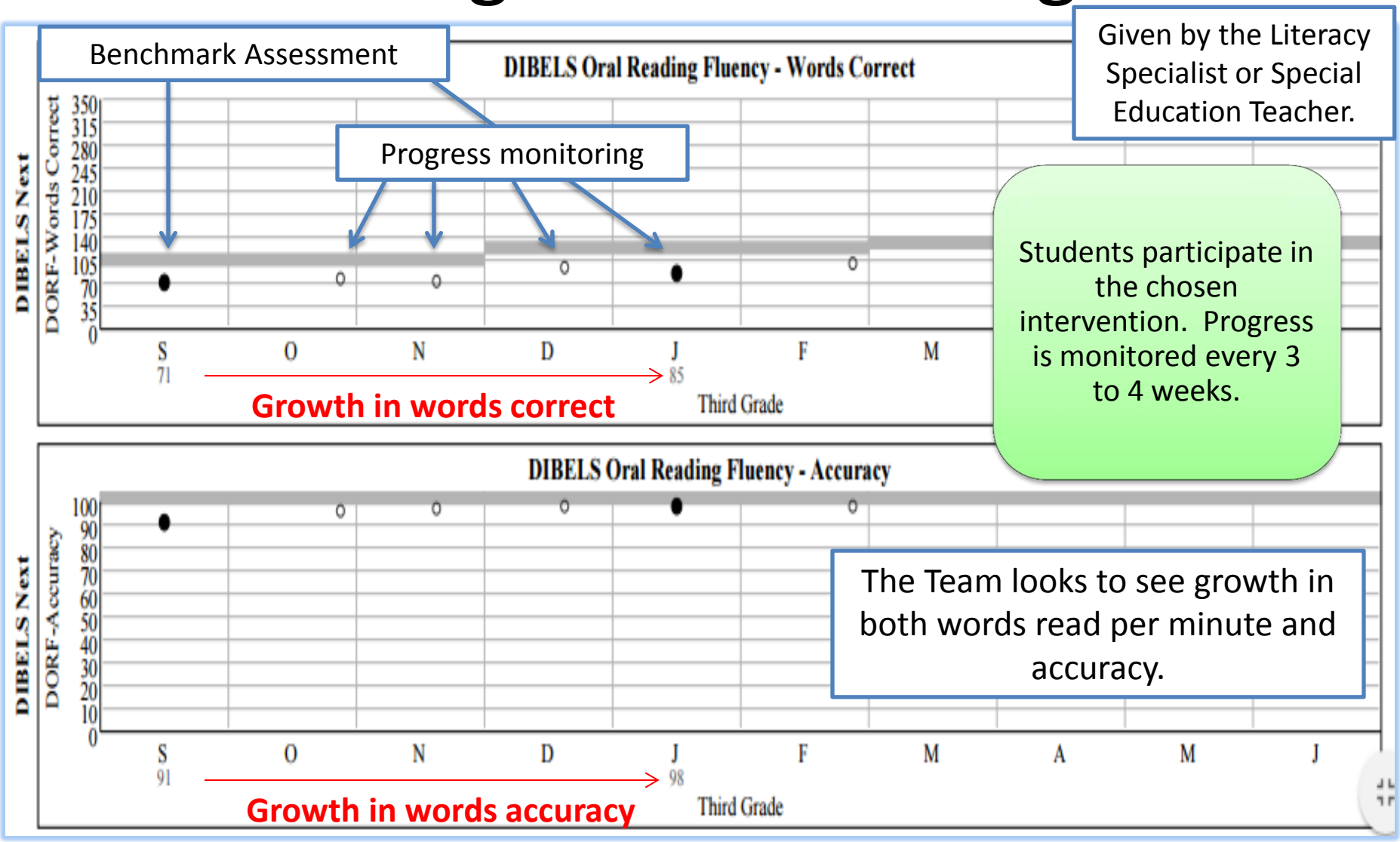
Special Education Assessments

- CTOPP
- Woodcock Johnson Test of Achievement IV
- Gray Oral Reading
- Test of Written Language
- WADE Assessment
- Lindamood Auditory Conceptualization Test

4) How is student progress monitored to ensure that interventions are working?

Student is identified as being at risk and in need of support. Literacy Services begin.

Progress Monitoring



Progress Monitoring MAP Skills Checklist

Currently given in Grade 3 by the Literacy Specialist or the Special Education Teacher.

Assesses mastery of a skill and measures the success of the lesson or lessons.

Students participate in the chosen intervention. Progress is monitored every 3 to 4 weeks.

Test Date	Jan 29, 2016
Overall Score	47%
Skills / Sub-skills	
Initial Blends	64 %
spl	100 %
sm	100 %
sl	0 %
sk	100 %
pl	100 %
gr	0 %
gl	0 %
fr	100 %
fl	0 %
dr	0 %
cr	100 %
tw	100 %
cl	100 %
br	100 %
bl	100 %
sc	100 %
scr	100 %

Progress Monitoring using Lexia

Addresses five components of reading.

Progress describes how much of the activity the student has completed.

Rate is how quickly the student responds to the prompt.

Started on March 15, 2016. Last used on March 17, 2016. **22%** Completed Skills **0** of 5 Units **15** of 67

	Skill - Activity Common Core Reference #	Progress	Total Attempts	Accuracy	Time on Task (hh:mm)	Rate
	Simple Word Chains L.K.2d, RFS.K.2e, RFS.K.3d	50% on Unit 5: Medial and Final Substitution	4	High	0:10	Average
	Medial Vowels RFS.K.3b	50% on Unit 6: Medial a, o, e	5	High	0:07	Average
	Picture-Word Match 1 RFS.1.3b	60% on Unit 7: CVC Words with Same Initial Sounds	6	High	0:12	Average
	Sight Words 2 RFS.K.3c, RFS.K.4	Not Started	---	n/a	0:00	n/a
	Sequencing 2 RL.K.1, RL.K.10, RL.K.7, SL.K.2	Not Started				n/a

Accuracy describes how accurate the student was with the given activity.

Currently used by Special Education, Literacy, and ELL in all grades.

5) What are the Literacy and Special Education programs used to address children's needs who struggle learning to read?

After 6-8 weeks student if student is not making progress the changes are made to the intervention.

Tier 3 Literacy Interventions

Interventions are designed to support the five components of reading

Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Early Reading Inventory	Early Reading Inventory	Great Leaps	Elements of Reading - Vocabulary	Project Read Story Form
Earobics	Project Read Phonology	Read Naturally		Project Read Report Form
Marilyn Adams Phonemic Awareness	LIPS	Quick Reads		Keys to Literacy
	Lexia			Nancy Boyles Comprehension
	Orton-Gillingham			Reading Toolkit for Journeys
	Lively Letters			Visualizing and Verbalizing

After 6-8 weeks student if student is not making progress the changes are made to the intervention.

Special Education Tier 3 Interventions

- Orton- Gillingham: An approach

Fall, Winter, Spring Integrated Learning Team Meetings (ILT) student progress is reviewed.

3) Student is referred to Special Education.

Tier 3 Interventions

- ***Telian Lively Letters***:The Lively Letters program is used as a supplement to the core reading curriculum in grades Pre-K - 2. It is also used as a powerful intervention program.
- ***LIPS***- The program of an oral-motor, visual, and auditory feedback system.
- ***Wilson Language***-A structured literacy program based on phonological-coding research and Orton-Gillingham principles.

Supplemental Tier 3

- ***LEXIA Reading***: CORE 5- Based on O-G: Phonological Awareness, Phonics, Structural Analysis, Fluency, Vocabulary and Comprehension.

Additional Specific Learning Disability programs

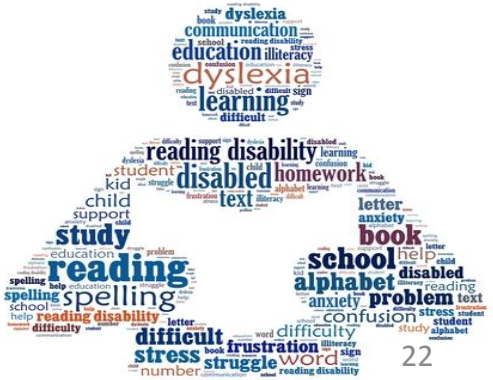
- Seeing Stars: *Fluency- Spelling*
- Visualizing and Verbalizing: *Comprehension & Thinking*
- Explode the Code: *Phonics*
- SPIRE: *Phonics*
- Language!: *Core Reading*
- Read Well: *Core Reading*
- Landmark Writing

6) What kind of professional development do teachers receive?

Professional Development

Special Education, Literacy, English Language Learners

- ***Project Read*** *:* ***ACT, Literacy, Special Education***
- ***LIPS:*** ***Literacy, Special Education***
- ***Telian****:* ***ACT (PK &K), Literacy, Special Education***
- ***Handwriting without Tears****:* ***Literacy, English Language Learners, Occupational Therapists, ACT, Special Education***
- ***ORTON-GILLINGHAM*** ***: Special Education, Literacy, English Language Learners***
- ***LEXIA READING: CORE 5:*** ***Special Edu English Language Learners***



Special Education Interventions

School	Last Name	First Name	Telian Lively Letters	Orton-Gillingham	Lexia Core 5	Wilson	LIPS	Visualizing and Verbalizing	Landmark Writing
Snug PK	Carthas	Megan	x						
	Kelly	Kerry	x						
	Riley	Sarah	x						
	Brown	Jill	x						
ECC PK	Iannilli	Kathryn	x						
	Cahill	Lori	x						
	Norwood	Sarah	x						
	Murphy	Jen	x						
	Harris	Amanda	x						
Atherton Hough	Guerriero	Lauren		x	x				x
	Kirwin	Kathryn		x	x				x
	Babcock	Diane		x	x				x
	Beatty	Laura		x	x				x
	Dyer	Carol		x	x	x			x
	Lau	Emily		x	x		x		x
	Chrisos	Megan		x	x				x
BW	Higgins	Lori		x	x	x			x
BZ	Casinelli	Nancy		x	x	x	x	x	x
CM	MacGillvray	Laureen		x	x				
	MacDonald	Annie		x	x			x	
	McPartlin	Nancy		x	x				
	Fatseas	Nancy		x	x				
Lincoln-Hancock	Jordon	Laurie		x	x	x		x	x
	Subatis	Lina		x	x	x			x
MM	Hodges	Allison		x	x				
Montclair	McLean	Meghan		x	x	x		x	x
Parker	King	Jessica		x	x			x	x
	Painter	Michelle		x	x				
Snug Harbor	Conneely	Karen		x	x				x
	Bouton	Jean		x	x				x
	Guarino	Kelli		x	x				x
Squantum	Ell	Katherine	x	x	x	x			
	MacPherson	Catherine		x	x			x	
Wollaston	Delany	Linda		x	x	x	x	x	

The Resource Room Perspective

CHANGES

- Professional Development
- Tools/ Resources
- Determining Eligibility sooner
- Collaboration
- Intervention

7) What effect does the proposed legislation have on current practices?

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Dyslexia Legislation

LEGISLATION	Quincy Public Schools
Screen by 2nd grade	Currently screens in all grades K-5
Assessments to be Determined by the Department of Elementary and Secondary Education	QPS uses a host of evaluative tools
Appropriate Intervention	Appropriate Intervention

Thank you

QUESTIONS?