

Addressing the Needs of Students with Dyslexia

Tonight, we will...

- Define Dyslexia.
- Describe screening, intervening, and progress monitoring of students who are at risk for reading difficulties.
- Discuss instructional practices to address weaknesses associated with Dyslexia.
- Share information about structured literacy interventions used in HCPS.

Defining Dyslexia

According to
the
International
Dyslexia
Association

Dyslexia is a specific learning disability that is:

- **neurobiological** in origin, and
- characterized by difficulties with **accurate and/or fluent word recognition, poor spelling and decoding abilities.**

These difficulties typically result from a **deficit in the phonological component of language** that is unexpected in relation to **other cognitive abilities** and the **provision of effective classroom instruction.**

Secondary consequences may include:

- **problems with reading comprehension,** and
- **reduced reading experience** that can **impede** growth of **vocabulary** and **background knowledge.**

Screening, Intervening, and Progress Monitoring

- Local school systems are required to **screen** all kindergarten students and first, second, and third students who have been identified as being at risk for reading difficulties.
- Local school systems must provide **supplemental reading instruction** for at-risk students.
- Local school systems must **monitor progress** of at-risk students receiving supplemental instruction; must report progress annually to MSDE; and must evaluate the screening program.

Ready to Read Act of 2019

COMAR 13A.03.08, Supporting Students with Reading Difficulties

Screening

Dynamic Indicators for Basic Early Literacy Skills (DIBELS 8; University of Oregon, 2018)

Measure	Measurement Areas
Letter Naming Fluency (LNF)	Risk Indicator
Phonemic Segmentation Fluency (PSF)	Phonological Awareness
Nonsense Word Fluency (NWF)	Alphabetic Principle and Phonics
Word Reading Fluency (WRF)	Alphabetic Principle and Phonics Accuracy and Fluency
Oral Reading Fluency (ORF)	Alphabetic Principle and Phonics Accuracy and Fluency Comprehension
Maze	Comprehension

Branching
Rules
Kindergarten
and First Grade
2023-2024

Composite Score	Performance Question	Yes/No	Grade Level Expectations	Placement
DIBELS Red	Does the student's composite score reflect classroom performance?	YES: Place in an appropriate intervention and use progress monitoring tool to assess progress	Is the student meeting grade level expectations according to the Fountas and Pinnell Benchmark Assessment?	YES: Continue to monitor progress and provide targeted small-group support
		NO: Assess using the Fountas and Pinnell Benchmark Assessment		NO: Place in an appropriate intervention and use progress monitoring tool to assess progress
DIBELS Yellow	Do you have any concerns about the student's academic performance as indicated by: <ul style="list-style-type: none"> Below Level Classroom Performance Anecdotal Notes/ Formative Assessments 	YES: Assess using the Fountas and Pinnell Benchmark Assessment	Is the student within 2 levels of meeting grade level expectations according to the Fountas and Pinnell Benchmark Assessment?	YES: Continue to monitor progress and provide targeted small-group support
		NO: Continue to monitor progress and provide targeted small-group support		NO: Place in an appropriate intervention and use progress monitoring tool to assess progress
DIBELS Green		Optional: Assess using the Fountas and Pinnell Benchmark Assessment	Is the student meeting grade-level expectations?	YES: Continue to provide Tier 1 Core instruction. NO: Continue to monitor progress and provide targeted small-group support
DIBELS Blue	Would this student benefit from enrichment support as indicated by: <ul style="list-style-type: none"> Above Level Classroom Performance Anecdotal Notes/ Formative Assessments 	YES: Assess using the Fountas and Pinnell Benchmark Assessment	Is the student more than a year above grade level expectations according to the Fountas and Pinnell Benchmark Assessment?	YES: Share the student's testing information with appropriate school personnel to determine enrichment opportunities.
		NO: Continue to monitor progress and provide targeted small-group support		NO: Continue to monitor progress and provide targeted small-group support

Integrated Tiered System of Supports

Tier 1 Core Instruction +

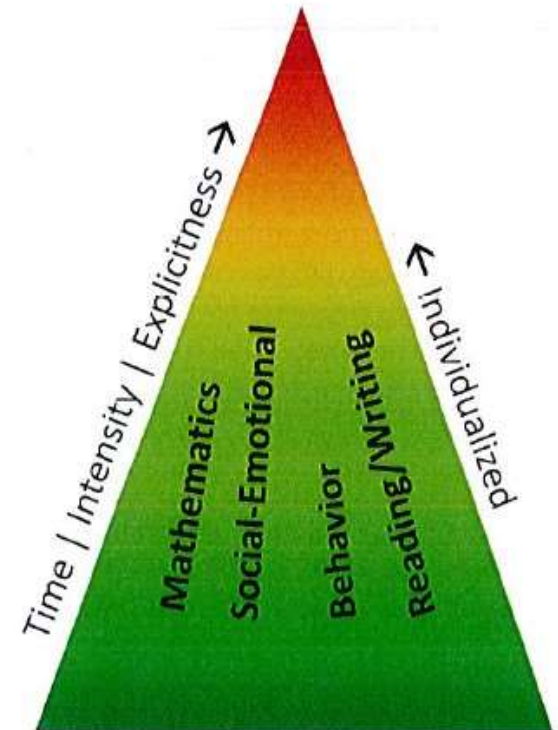
- Universal screening for ALL students
- Formative and summative assessment
- Explicit teaching of behavior expectations
- Differentiated instruction
- Lessons designed with the UDL frameworks

Tier 2 Supplemental Instruction

- Input from specialists
- Diagnostic assessment
- Integrates behavior & academic data
- Monthly or bi-monthly progress monitoring
- More intensive instruction

Tier 3 Intensive Intervention

- Designed to remedy error patterns
- Weekly or daily progress monitoring
- Integrates comprehensive behavior supports
- Family involvement
- Individual student planning



Assessment & Identification

Specific Learning Disability

- Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written
- Impacts the ability to listen, think, speak, read, write, spell, or do mathematical calculations
- Includes perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia**, dysgraphia, dyscalculia and developmental aphasia

34 CFR § 300.8; COMAR 13A.05.01.03B(73)

Two Processes of SLD Identification

The IEP team may consider evaluative data and appropriate assessments to determine whether the student:

- 1) Does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the 8 academic areas when using a process based on the student's response to evidence-based intervention; or
- 2) Exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development.**

Full and Comprehensive Evaluation



Cognitive Assessment



Educational Assessment



Speech Language Assessment



Classroom Observation

- The IEP Team conducts a full and comprehensive evaluation, using a multi-disciplinary approach.
- Multiple assessments are used to identify a pattern of strengths and weaknesses that is indicative of a specific learning disability.
- Formal and informal assessment data must be used to determine if a student's achievement is inadequate in one or more of these areas of literacy.
 - Oral Expression
 - Listening Comprehension
 - Basic Reading Skills
 - Reading Fluency Skills
 - Reading Comprehension
 - Written Expression

Instructional Practices

Students with Dyslexia Need...

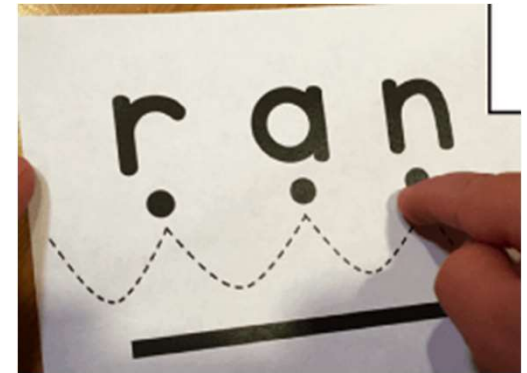
Structured Literacy with increased intensity that includes much repetition/practice to bring skills to automaticity.

Key Features of Structured Literacy Approaches

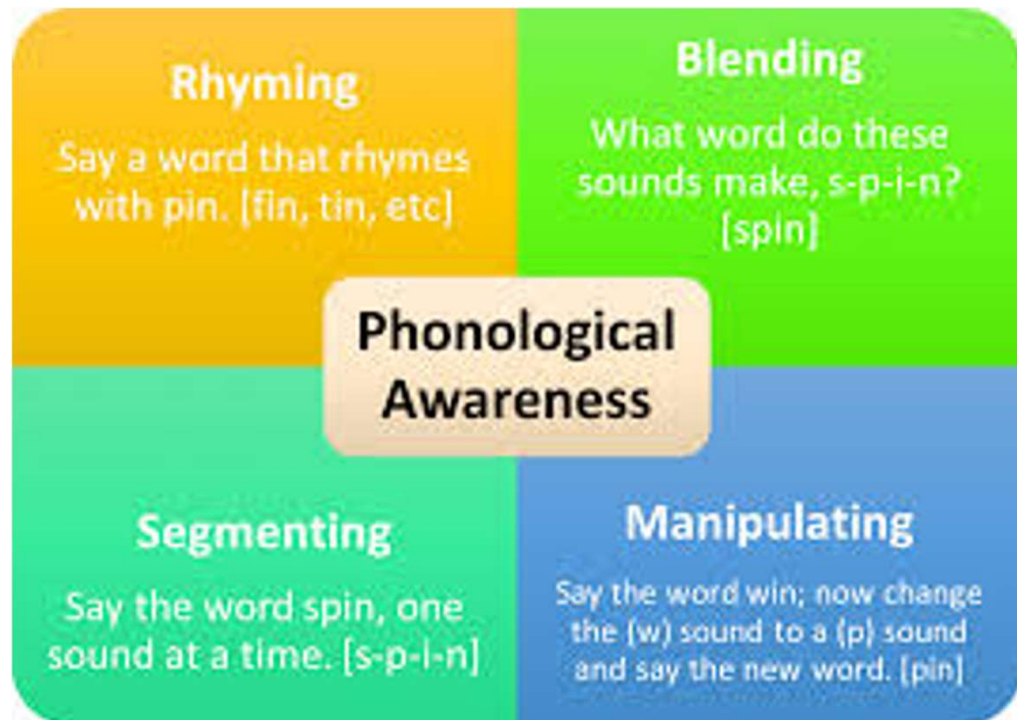
- Systematic and cumulative
- Explicit
- Diagnostic
- Intensive
- Multisensory
- Applied to purposeful reading and writing

Decoding with Phonics

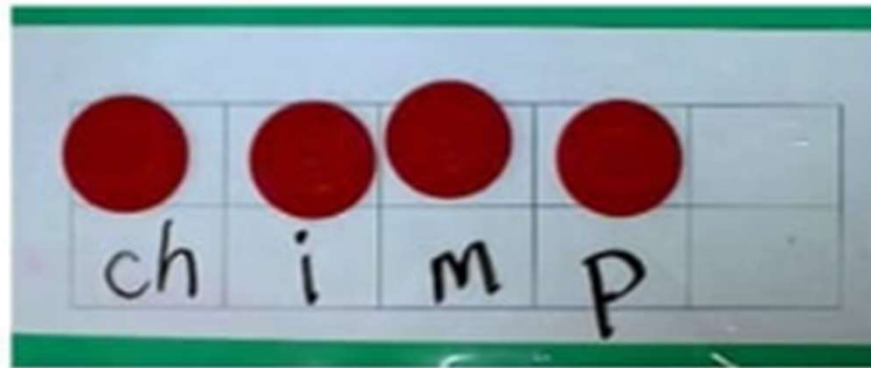
- Explicit instruction in:
 - Letter/Sound Correspondence
 - Blend sounds together in order
 - 6 syllable types
 - Dividing syllables for multisyllabic words
 - Identification of irregular (non-phonetic) words
- Apply phonics skills using decodable text
- Build fluency with repetition and practice



Phonological Awareness



Connecting Phonemic Awareness to Spelling



HCPS Structured Literacy Interventions

Fundations

- Structured literacy approach for students in grades K-2.
- Teaches phonological awareness, print awareness, phonics/decoding, word attack, vocabulary development, fluency, comprehension, writing skills and conventions.

Used in our county since fall of 2010.

Used in all elementary schools by:

- General Educators
- Special Educators
- Reading Specialists/Literacy Leaders

Wilson Reading Systems

- Tier 3 structured literacy program for students in grades 2-12.
- Based on phonological research and principles of Orton-Gillingham.
- Systematic, explicit, cumulative, intensive and focused approach to teach the structure of the English Language.
- Teaches decoding, morphology, study of word elements, encoding, orthographic mapping, high frequency word instruction, oral reading fluency, vocabulary, and comprehension.

Wilson Reading Systems

- Training has been provided since Winter of 2006.
- All Elementary Schools
 - Special Educators
 - Reading Specialist/Literacy Leaders.
- 8 Middle Schools
 - Special Educators
 - Language Art Teachers

75 elementary students

11 middle school students

OG Plus (Fran Bowman)

- Tier 3 evidence-based instructional program based on the principles of Orton-Gillingham for students in grades K-12.
- Highly engaging and structured, though not scripted.
- Teachers adjust the pacing to meet individual needs (maximum of 3 students in a group).
- Robust multisensory component uses a variety of “tools” to aid in learning.
- Teaches phonemic awareness, orthographic mapping, decoding, morphology, irregular words, oral reading fluency and spelling.

OG Plus Program Stats

- 182 certificated staff have been trained since July 2020.
- All Elementary Schools
 - Special Educators
 - Reading Specialists/Literacy Leaders
 - Reading Interventionists
- All Middle Schools
 - Special Educators
 - Language Arts Teachers
- 4 High Schools
 - Special Educators

273 elementary school students

14 middle school students

6 high school students

The research shows and we believe...

- Early identification of reading difficulties and early intervention are essential.
- Effective instruction to address dyslexia is multi-sensory, explicit and systematic.
- Increased practice and immediate feedback is crucial to the development of automatic word recognition.
- With proper instruction, students with dyslexia can learn to read and write.

Resources

- [International Dyslexia Association](#)
- [Structured Literacy Grounded in the Science of Reading](#)
- [Wilson Language Training](#)
- [OG Plus-Bowman](#)
- [Decoding Dyslexia Maryland](#)