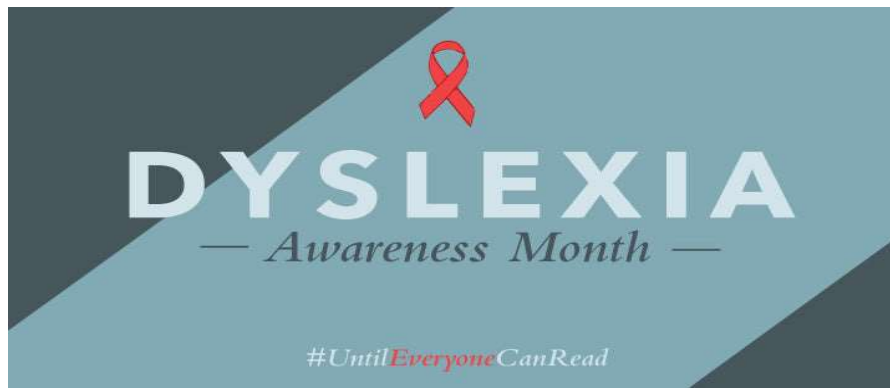


Disability Awareness Focus on Dyslexia

**HCPS Board Of Education
October 21, 2024**

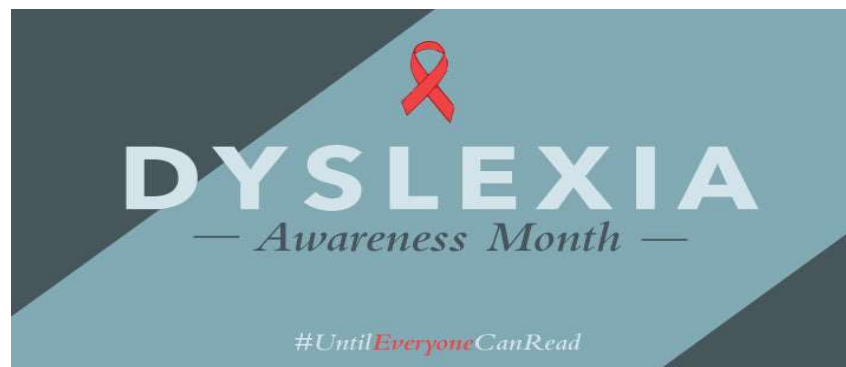
Disability Awareness



Disability Awareness

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.**

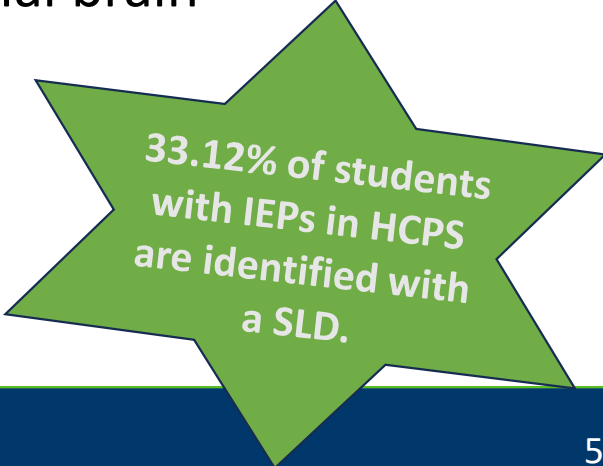
Secondary consequences may include:

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

Specific Learning Disability (SLD)

- 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)



33.12% of students
with IEPs in HCPS
are identified with
a SLD.

Ready to Read Act 2019

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.

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

HCPS Universal Screening Guidance

2024-2025

Kindergarten	DIBELS Screener
Beginning of Year	All students tested
Middle of Year	All students tested
End of Year	All students tested
Additional Assessments	
<ul style="list-style-type: none"> Kindergarten Readiness Assessment (KRA) 	

First Grade	DIBELS Screener
Beginning of Year	All students tested
Middle of Year	Students who tested in the Below or At-Risk range during the BOY assessment
End of Year	Students who tested in the Below or At-Risk range during the MOY assessment
Additional Assessments	
<ul style="list-style-type: none"> iReady for students scoring in the At or Above Benchmark level on DIBELS 	

Second Grade	DIBELS Screener
Beginning of Year	Students who tested in the Below or At-Risk range during the EOY assessment in first grade
Middle of Year	Students who tested in the Below or At-Risk range during the BOY assessment
End of Year	Students who tested in the Below or At-Risk range during the MOY assessment
Additional Assessments	
<ul style="list-style-type: none"> iReady for students scoring in the At or Above Benchmark level on DIBELS 	

Third Grade	DIBELS Screener
Beginning of Year	Students who tested in the At-Risk range during the EOY assessment in second grade
Middle of Year	Students who tested in the At-Risk range during the BOY assessment
End of Year	Students who tested in the At-Risk range during the MOY assessment
Additional Assessments	
<ul style="list-style-type: none"> iReady for students scoring in the Below, At or Above Benchmark level on DIBELS 	

Integrated Tiered System of Supports

Tier 1 Core Instruction +

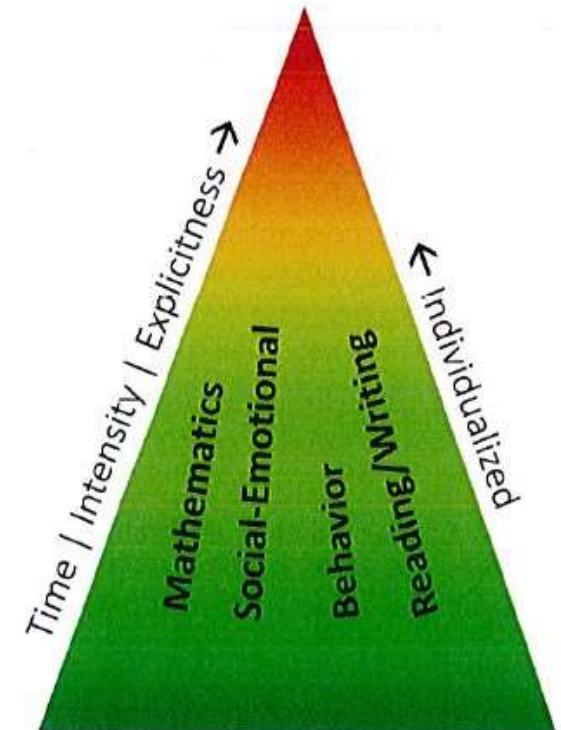
- Universal screening for ALL students
- Formative and summative assessment
- Explicit teaching of behavior expectations
- Differentiated instruction
- Lessons designed with the UDL frameworks

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



Structured Literacy: An Approach Grounded in the Science of Reading

Students and Instructors The "WHO"

Tier 1:
General Education
Classroom Teacher

Tier 2:
General or Special Education Teacher,
Reading Specialist, Intervention Personnel

Tier 3:
Dyslexia Specialist,
Special Education Teacher*

Structured Literacy

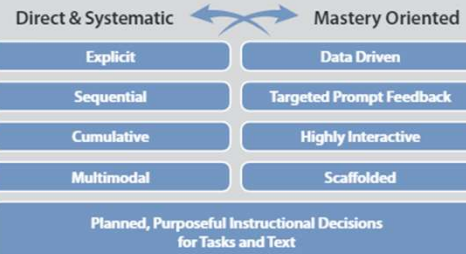
The "WHAT"

Instructional content integrates the domains of language as they pertain to reading (word recognition and comprehension) and written expression (handwriting, spelling, and composition).



The "HOW"

Essential principles of instruction guide how content is taught for both reading and written expression. These principles are beneficial for all students and necessary for struggling students.



Science of Reading

The "WHY"

Scientific evidence from accumulated research on reading/writing acquisition provides the underlying basis for the content and principles of Structured Literacy.

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Structured Literacy: An Introductory Guide is available from www.DyslexiaLibrary.org. This brief can be downloaded after logging into the IDA digital library.

*For individuals with dyslexia and other reading difficulties, Structured Literacy must be delivered with more individualization and intensity and by a highly qualified instructor.

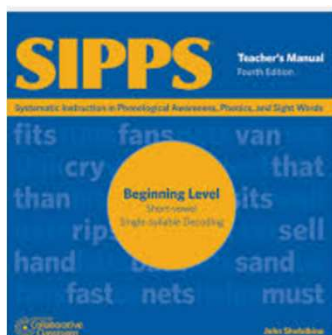
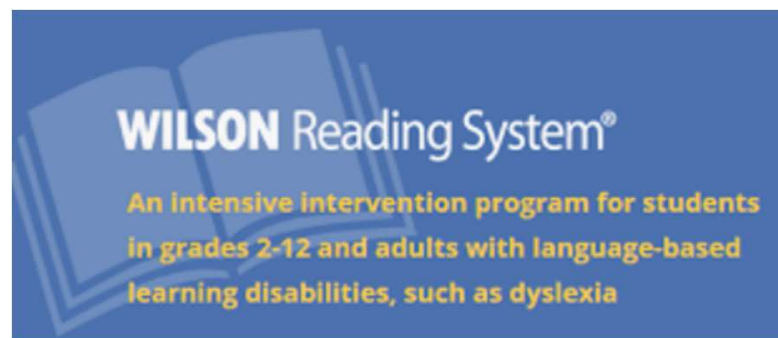
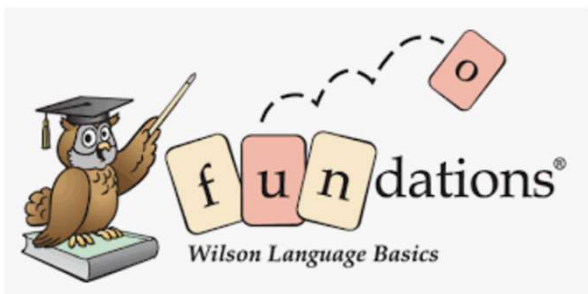
See Accreditation Plus <https://tinyurl.com/2p8v3hcf> and <https://tinyurl.com/5bvrr8hz>.

(rev. 10/25/23)

Key Features of a Structured Literacy Approach

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

Structured Literacy Intervention



Additional Training aligned with the Science of Reading

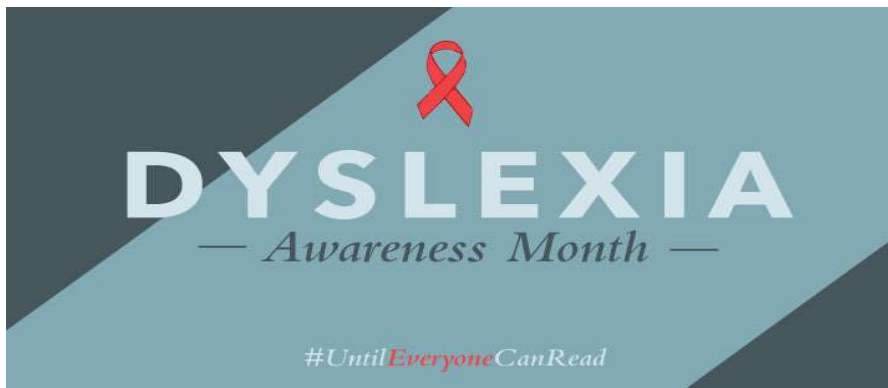


Harford County Public Schools

May 2024



Disability Awareness



QUESTIONS



Resources

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