

MINUTES

SECAC

January 9, 2025

In Attendance

Jeanne Erdley, Kara Stone, Suzanne Oshinsky, Colleen Sasdelli, Alisa Janiski, Angela Sonnemann, Anna Gibbons, Ashley Freeman, Ashley Mundrick, April Kurth, Danielle Bedsaul, Chabre Hall, Dorothy Cline, Katia Inevil, Katie York, Kelsey Clayton, Melissa Ward, Stephanie Booth, Tiffany Effiong, Pauline Timmons, Jacob Bennett, Kim Heeter, Elianne Lanza, LoAn Fine, D.G., Heather Harrison, Michele Rey, Jin Chen, Stephanie Culver, Angela Richards

Welcome and Information Share

- I. Welcome from the SECAC Board and Introductions
- II. Elections are coming up. All board positions are open. Nominations to begin in May. Election on June 5th.
- III. Next meeting on February 6th. The topic is Supporting Behavioral and Emotional Regulation in the Context of Neurodiversity Affirming Care.

Director of Special Education – Colleen Sasdelli

- I. Achieving True Self sent flyers to HCPS Elementary schools regarding a parent workshop.
- II. The budget is anticipated to be \$60 million deficit.
- III. Swan Creek is in agreement to utilize a program with High Road (a non-public school in Belcamp).

Presentation – Dyslexia – Jacob Bennett: HCPS teacher, Literacy Advocate and Harford County Council Member

- I. Dyslexia
 - a. Definition – A specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.
 - b. Due to the child's deficit in phonological processing, it takes a tremendous amount more intrinsic cognitive load for children with dyslexia to learn the written code.
 - c. Nearly all children learn the same; working memory is the distinguishing factor.
- II. Learning To Read
 - a. We think of it as
 - i. Natural process
 - ii. Love and care = student success
 - iii. Simple and easy

- iv. Romantic
 - b. How It Actually Works
 - i. Complex and unnatural
 - ii. Takes purposeful, systematic explicit instruction
 - iii. No amount of love and care will guarantee learning
 - iv. Pragmatic
- III. Cognitive load theory
 - a. Working memory
 - i. Intrinsic – complexity of new information
 - ii. Extraneous – distracting information/sensory inputs brain must filter out
 - iii. Germane – connecting new information to old information
 - b. Long term memory
 - i. Intrinsic – simplify/break new learning down into many small steps
 - ii. Extraneous – Remove as much information/sensory inputs as possible from learning
 - iii. Germane – Maximize every lesson by involving review of previous learning and connections.
- IV. How To Best Accommodate Students with Dyslexia
 - a. First identify early
 - i. As young as 5 years old
 - ii. Warning signs include difficulty learning nursery rhymes, delayed speech development, difficulty sequencing and family history of dyslexia.
 - b. HCPS assessment such as DIBELS.
 - i. Keep track of DIBELS scores.
 - ii. Maximize repetitions in instruction
 - c. Direction instruction – Explicit instructional design in which students are taught procedurally through many small steps quickly.
 - d. Spaced retrieval practice – Instructional design in which children are frequently asked to recall previous taught information after a space of time in between. Frequent retrieval helps train the brain to see new learning concepts as important to store in long-term memory.
 - e. Interleaving instruction – Rather than teaching new skills individually in one chunk of time, jump between several interconnected skills in smaller chunks of time.
 - f. Multimodal instruction – providing opportunities to engage with senses when learning/reviewing a skill. Examples: visual or auditory.
 - g. World class response
 - i. Echo response – form of whole class response in which the teacher says a phrase then the class repeats back.
 - ii. Choral response – form of whole class response to which the teacher provides a prompt and the class responds.
 - iii. Mini white boards – way for children to respond in written form
 - h. Eliminate extraneous load from environment.
 - i. Routines
 - ii. Only change what you must
 - iii. Explicitly teach learning behaviors and hold to expectations.
 - iv. Be more specific than “reduced distractions”
- V. DIBELS
 - a. Literacy assessment is a battery of short fluency measures used for screening, assessment (benchmark) and progress monitoring in K-8th grades.

- b. It measures letter naming frequency (K-1st), phonemic segmentation fluency (K-1st), nonsense word fluency (K-3rd), word reading fluency (K-3rd) oral reading fluency (1st-8th) and maze (2nd-8th).

Q & A

Q. Speech delay and difficulty with sequencing often overlap with autism. What is the difference between the two?

A. ADHD and autism have a higher risk of dyslexia.

Q. Does auditory processing disorders overlap with dyslexia?

A. Yes but it doesn't necessarily go hand-in-hand.

Giveaway Winners

Katia Inevil, Eliane Lanza

Minutes taken by Kara Stone, Secretary/Treasurer