DYSLEXIA: LEGAL IMPLICATIONS & BEST PRACTICES FOR INSTRUCTION

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AGENDA/GOALS

• Introductions
• E2SSB 6162
• Understanding Dyslexia
• Recommendations for Instruction
• Closure
THE CAPITAL REGION ESD 113 TEACHING AND LEARNING DEPARTMENT BELIEVES:

- Building relationships with all students impacts positive change
- Quality teaching makes a difference in the classroom
- A well-rounded, research-based, rigorous, and data-driven curriculum actively engages all students
- Ongoing, implemented and supported professional development leads to improved achievement
- Courageous leadership requires a growth mindset

Given the above beliefs, when given the opportunity, all students can learn.
Dyslexia In WA (E2SSB 6162)

• Definition of Dyslexia

• Expectations for Districts

• Establishment of Dyslexia Advisory Council (DAC)

• Expectations for OSPI & DAC
Dyslexia is a specific learning disorder that is neurological in origin and characterized by:

- Unexpected difficulties with accurate or fluent word recognition and

- Poor spelling and decoding abilities that are not consistent with the person’s intelligence, motivation, and sensory capabilities.

These difficulties typically result from a deficit in the phonological components of language that is often unexpected in relation to other cognitive abilities.
Additionally

The difficulties are not typically a result of ineffective classroom instruction.

Secondary consequences may include:
• Problems in reading comprehension
• Reduced reading experience

That can impede growth of vocabulary and background knowledge.
Partner Talk

In your own words...
Expectations for School Districts

Starting in 2021-2022

• Use Multi-Tiered Systems of Support to provide interventions

• Screen students in K-2 for indications of, or areas of weakness associated with dyslexia

• Notify the parents and families of screening results

• Regularly update students’ parents and families of progress

(E2SSB 6162)
Dyslexia Advisory Council (DAC)

1. Advise the superintendent on matters relating to dyslexia in an academic setting

2. Identify, describe & recommend screening tools and resources (June, 2019)

3. Develop recommendations regarding: (June, 2020)
   - Screening implementation
   - Multi-Tiered Systems of Support (MTSS)
   - Educational information for Families
   - Addressing needs of students above grade expectations
Dyslexia Advisory Council Members

- Parents
- School Administrators
- Non-Profit Organizations
- School Psychologists
- Special Education Educators
- Elementary Educators
- District Administrators
- Literacy Specialists
- Higher Education Educators
- English Language Learner Educators
- OSPI and AESD Staff and Coordinators
OSPI Resources & Support

- Recommendations regarding screening best practices
- List of screening tools & resources
- Recommendations on best practices regarding:
  - Implementation of screenings
  - Use of MTSS to provide interventions
  - Addressing needs of students above grade two
- Sample educational information for parents & families
Screening Best Practices (per E2SSB 6162)

- Satisfy developmental & academic criteria that indicate typical literacy development or dyslexia, taking into account typical child neurodevelopment, including:
  - validity
  - reliability

- Identify areas of weakness highly predictive of future reading difficulty, including:
  - phonological awareness
  - phonemic awareness
  - rapid naming skills
  - letter sound knowledge
Common Strengths

- Reasoning Skills
- Critical thinking skills
- Strong oral skills
- General Knowledge
- Problem solving
- Creativity
UNDERSTANDING DYSLEXIA

Common Difficulties

→ Inability to sound out new words
→ Limited sight-word vocabulary
→ Listening comprehension exceeds reading comprehension
→ Inadequate response to effective instruction and intervention
EVIDENCE-BASED INSTRUCTION INCLUDES

- Phonology
- Sound/Symbol Association
- Syllable Instruction
- Morphology
- Syntax
- Semantics
- Systematic & Cumulative
- Explicit (and Multisensory)
- Diagnostic

From https://dyslexiaida.org/
INSTRUCTION FOR STUDENTS WITH DYSLEXIA

- Simultaneous & multisensory
  - Visual, Auditory, Kinesthetic/Tactile
- Systematic & cumulative
  - Follows the logical order of language
- Direct and explicit
  - Concepts taught, guided, & practiced
- Synthetic & analytic
  - Part-to-whole & whole-to-part
PREVENTION (TIER 1 OR 2)

• Phonological Awareness Instruction

• Explicit & Systematic Grapheme-Sound Instruction

• Opportunities to Read Connected Text

Kilpatrick, 2016
REMEDIATION (TIERS 2 & 3)

Research has shown that students with even the most severe reading disabilities can improve their word-reading skills. (Kilpatrick, 2015)

Key Elements of Successful Interventions

- Eliminate phonological awareness deficits & teach phonemic awareness to the advanced level
- Teach & reinforce phonics skills and phonic decoding as well as spelling
- Provide opportunities for reading connected text*
“The components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing.”

-- Kilpatrick, 2015
CLOSURE

Key take-aways

- Word or phrase
- Important idea
- Food for thought
CONTACT INFORMATION

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• Resources:
  • https://www.k12.wa.us/about-ospi/workgroups-committees/currently-meeting-workgroups/washington-state-dyslexia-advisory-council/about-dyslexia