

Understanding and Teaching Students with Dyslexia Across all Tiers of Instruction

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Dyslexia Specialist
Capital Region ESD 113

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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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We would like to begin by acknowledging that we gather today on the ancestral homelands of **The Nimiipuu (Nez Perce) and the Palus People** who have lived in the Pacific Northwest, from time immemorial.



Acknowledgment is but a first step.
It does not stand in for relationship and
action, but can begin to point toward
deeper possibilities for decolonizing
relationships with people and place.



Recommendations

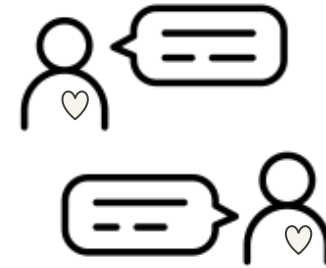


Stay engaged



Created by Eucalyp

Listen & Share Openly



Recognize
Perspectives



Expect/ accept
non-closure



Use tech to enhance
learning



Give yourselves and
each other grace



Center for
Ethical Leadership

Icons from thenounproject.com



Introductions



Dr. Alicia Roberts Frank
CRESD 113

- BS Secondary Education/English
- MATESOL
- ED.D Learning & Instruction
- 21 years experience as a special educator
 - Elementary
 - Middle
 - High
 - Teacher Preparation
 - Professional Development



Introductions



Rebecca Estock

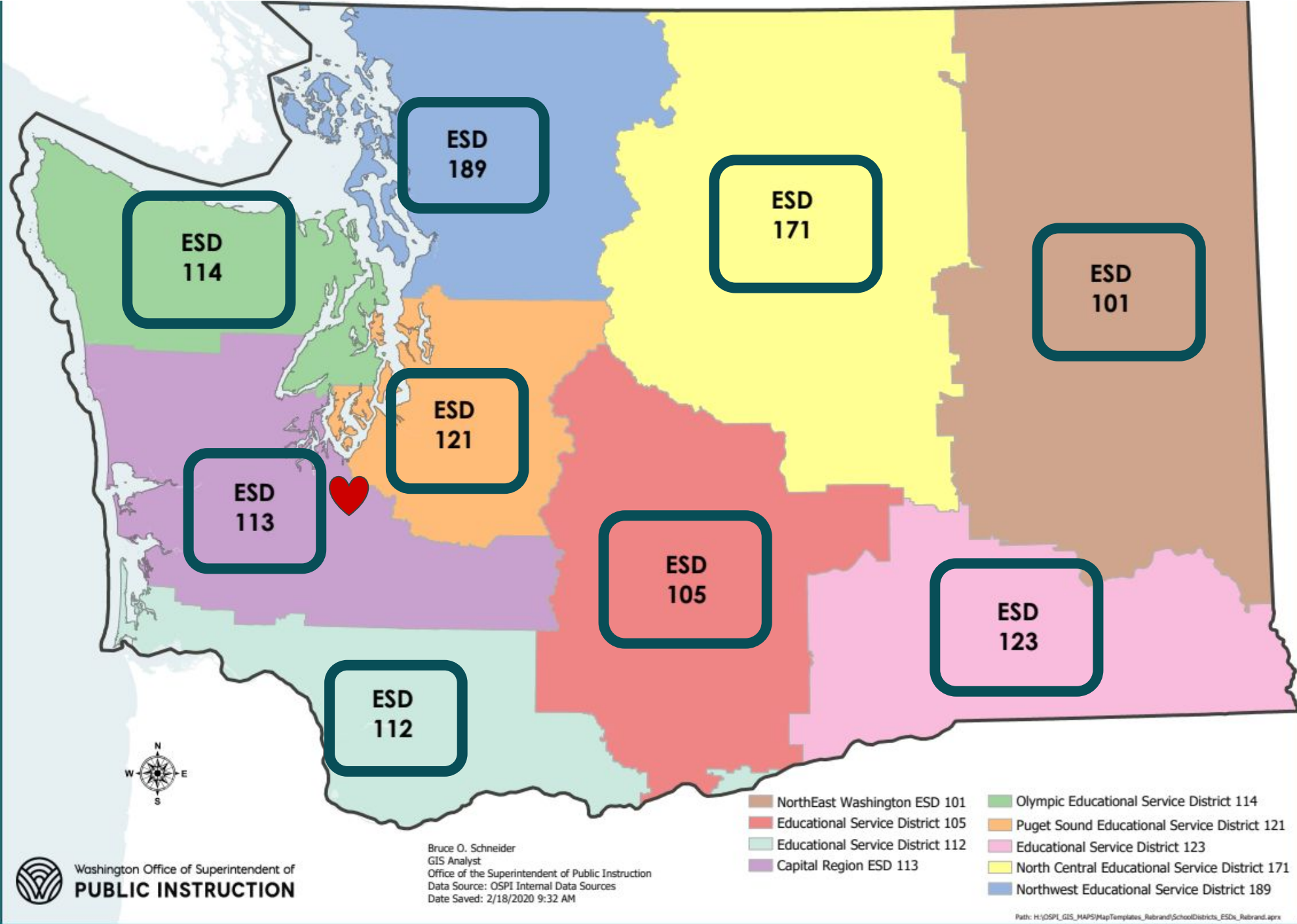
- BA Elementary Education
- M.Ed Curriculum & Instruction
- PhD Language, Literacy, and Technology (*in progress*)
- Certified school administrator
- National Board Certified: Exceptional Needs
- Certified Dyslexia Specialist



Where is home?



Raise your hand when your ESD is named.



Agenda/Goals

- ❑ Introductions & Framework
- ❑ Student Profiles
- ❑ Interventions & Supports
- ❑ Q&A



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Introductions and Framework



Lenses



Contextual Focus



Teacher

Grade Level
Team

Building
Team

District
Team

ESD

State



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Unit of Implementation

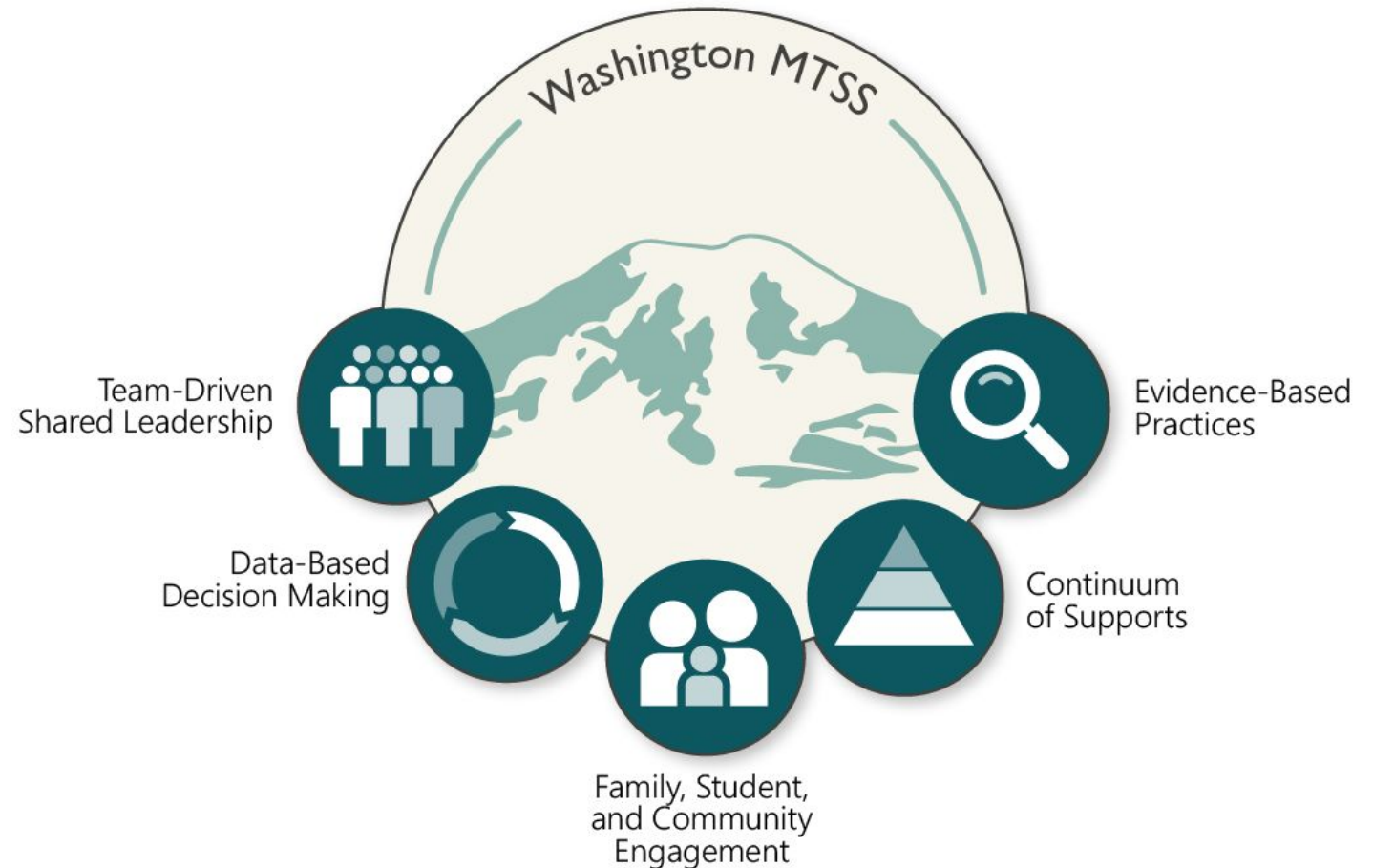
Source: Steve Goodman

Multi-Tiered System of Supports

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for **every** student.

Learn More:

<https://www.k12.wa.us/mtss>



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Requirements


Systems and Structures

Schedules, Personnel Management, Screening, Data Collection & Meetings, Diagnostic Protocols, Progress Monitoring, etc.



Instruction and Curriculum

Instruction Routines, Differentiated Instruction, 5 Components of Literacy, Systematic & Explicit Evidence Based Curriculum, Specific Interventions



Tiered System for Teaching Literacy to ALL students



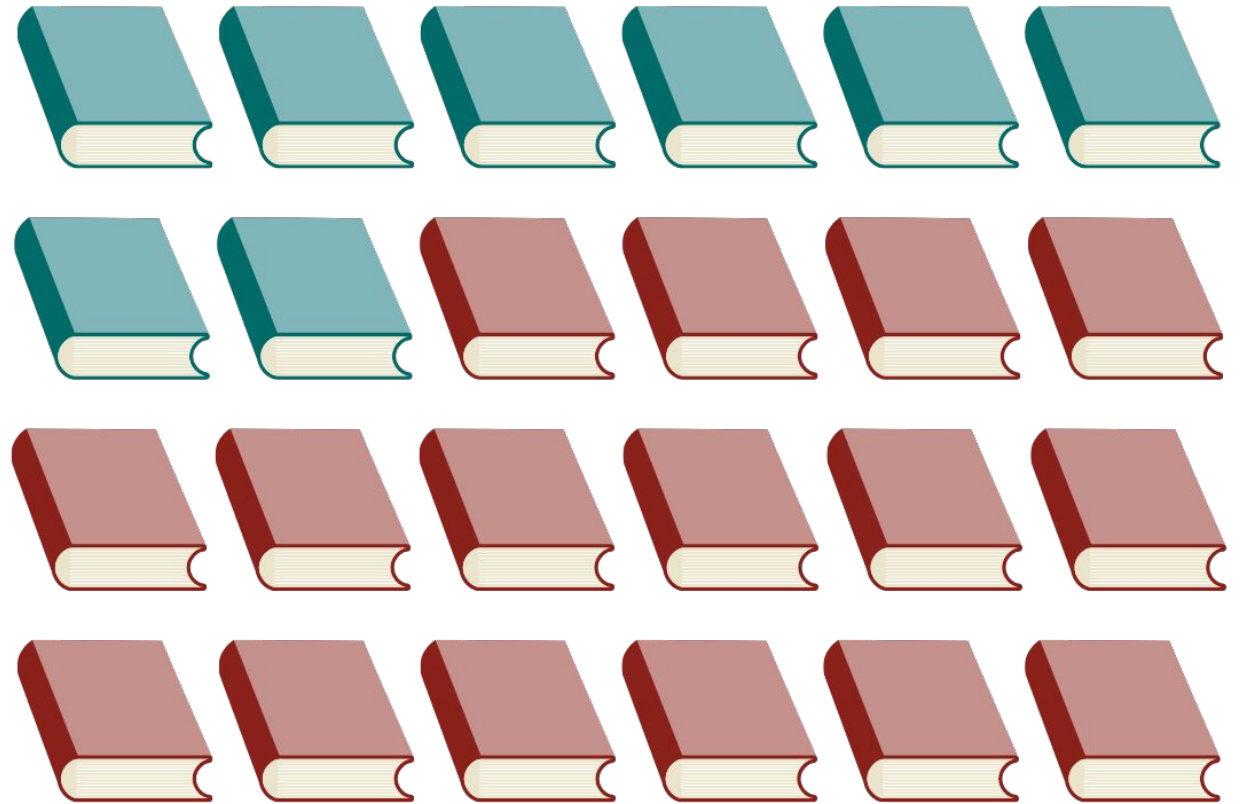
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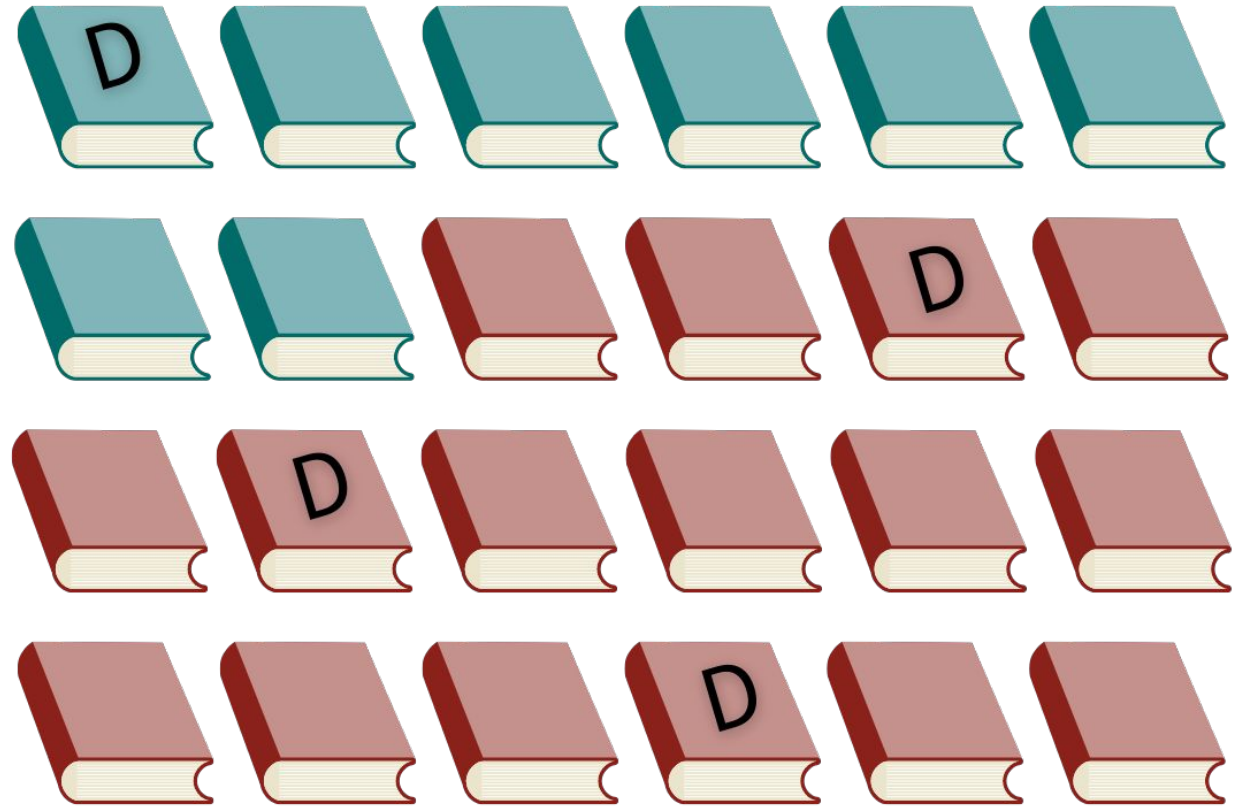
Why Dyslexia?

- In Washington, **65%** of 4th grade students read at or below the basic level.
- Students *below basic* struggle to:
 - Find information
 - Make inferences
 - Identify details
 - Interpret meanings



Why Dyslexia?

- Up to **20%** of the population may have symptoms of dyslexia
- Students with dyslexia are more likely to read below basic
- Some students with dyslexia may read at or above basic*



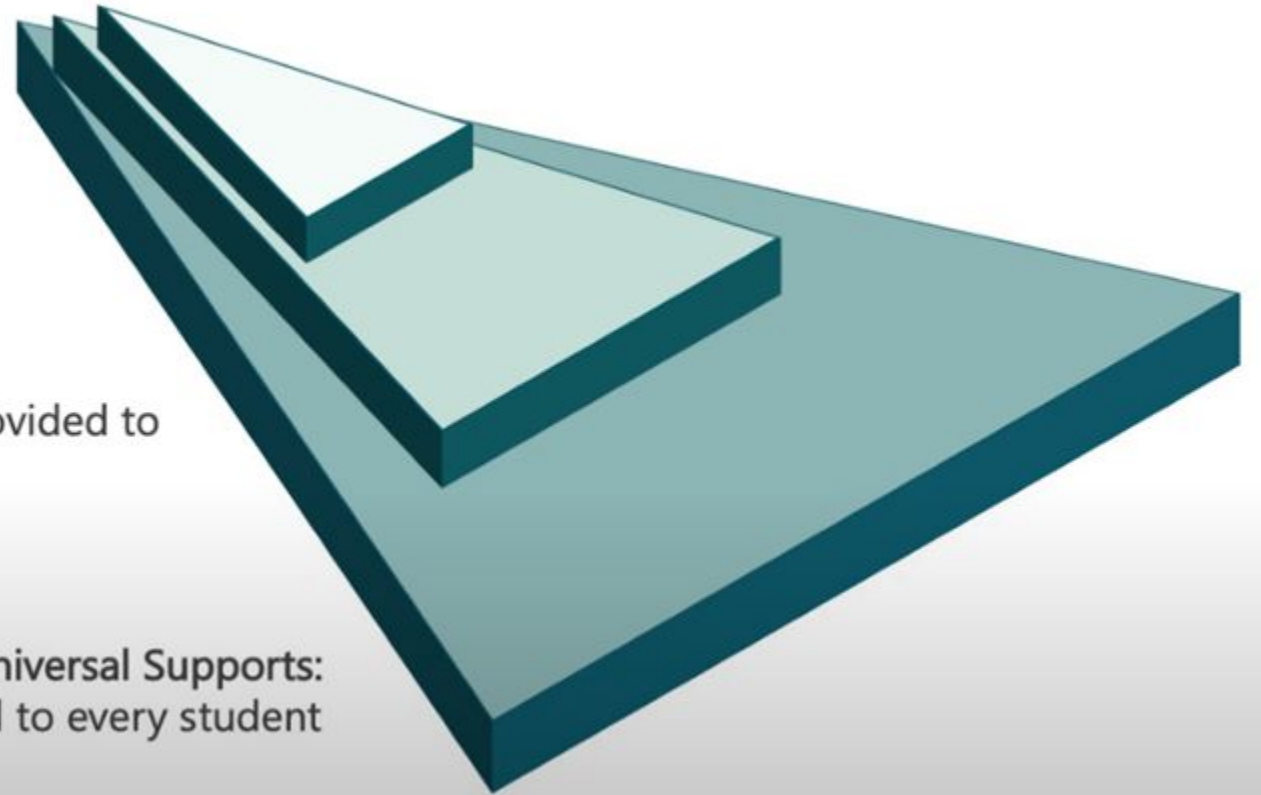


Continuum of Supports

Tier 3/Intensive Supports:
Supplementary support
provided to a few students

Tier 2/Targeted Supports:
Supplementary support provided to
some students

Tier 1/Universal Supports:
Provided to every student





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Implementing Early Screening of
Dyslexia



What is your why?

Turn & talk to your neighbor:

- What did that video make you think about?
- What connections did you make to students you know?
- How do your practices challenge screening results?



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Implementing Early Screening of
Dyslexia





Student Profiles

Reading and Writing Strengths & Challenges



Language Comprehension

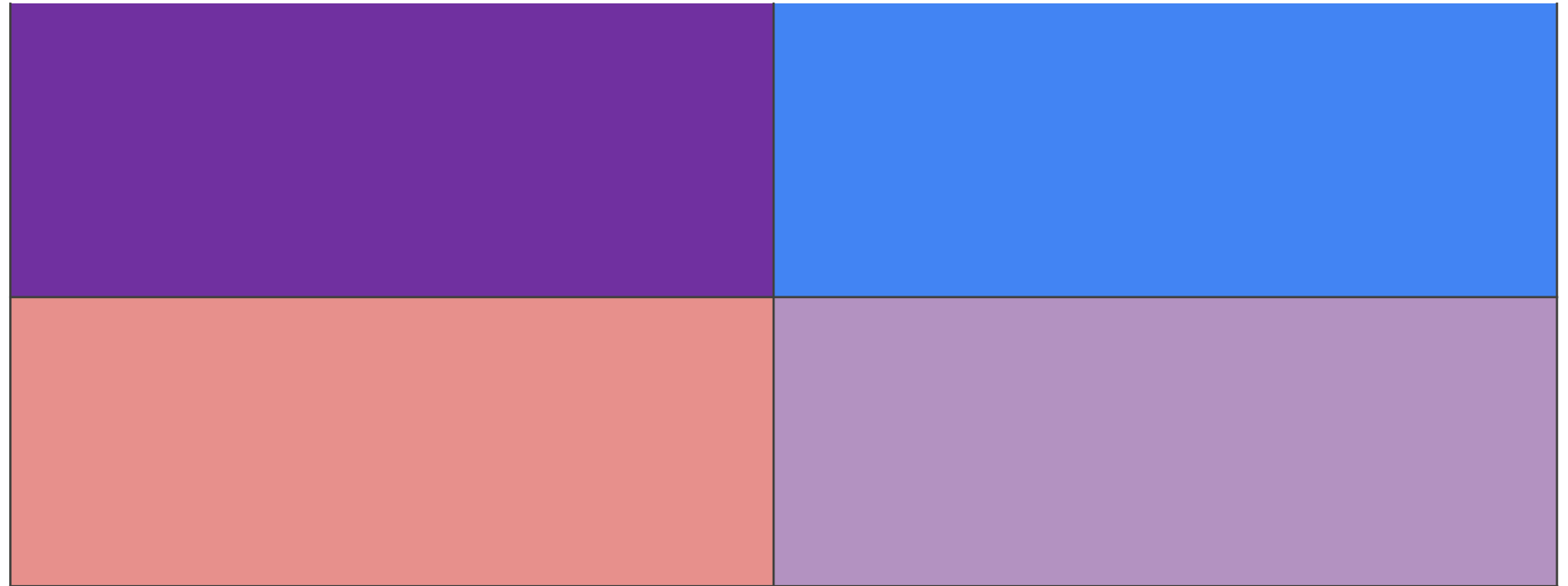
Strong

Weak

Strong

Word
Reading

Weak





Students with Strong **LC** & **WR**

- Note (implicitly) the statistical connections between letters and sounds
- May be above grade level in reading skills
- May need advanced learning opportunities
- Broad instruction enables learning at a faster pace with early transition to independent practice



Dyslexia: Strong **LC** & Weak **WR**



...a **specific learning disorder** that is neurological in origin and that is characterized by **unexpected difficulties** with accurate or fluent word recognition and by 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. In addition, the difficulties are not typically a result of ineffective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.



DLD: Strong **WR** & Weak **LC**

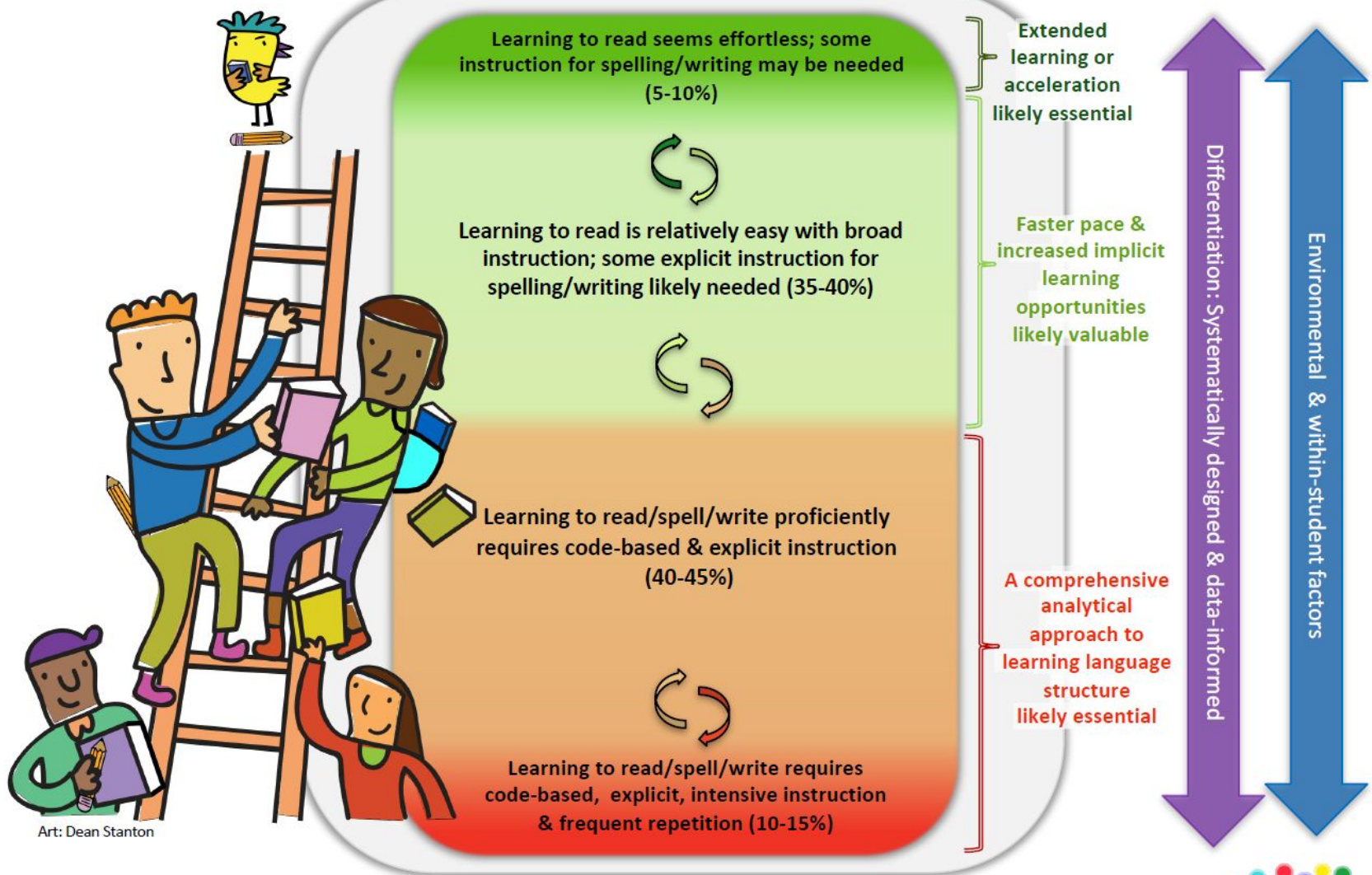
- A brain difference that affects talking & listening
- Affects roughly 1 in 14 kids (5 x more than autism)
- Common Challenges:
 - Verbal expression
 - Understanding academic information and/or following directions
 - Attention, socializing, writing

Emergent Readers/ML/Mixed Difficulties

- Need to build skills in both **WR** & **LC**
- ML needs depend on
 - L1/L2 compatibility
 - L1 abilities
 - family socioeconomic status & involvement
 - motivation, etc.



The Ladder of Reading & Writing



Art: Dean Stanton

Terms/references at
www.nancyyoung.ca

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Nancy Young

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Pause to Reflect: Student Profiles



Notice



Wonder

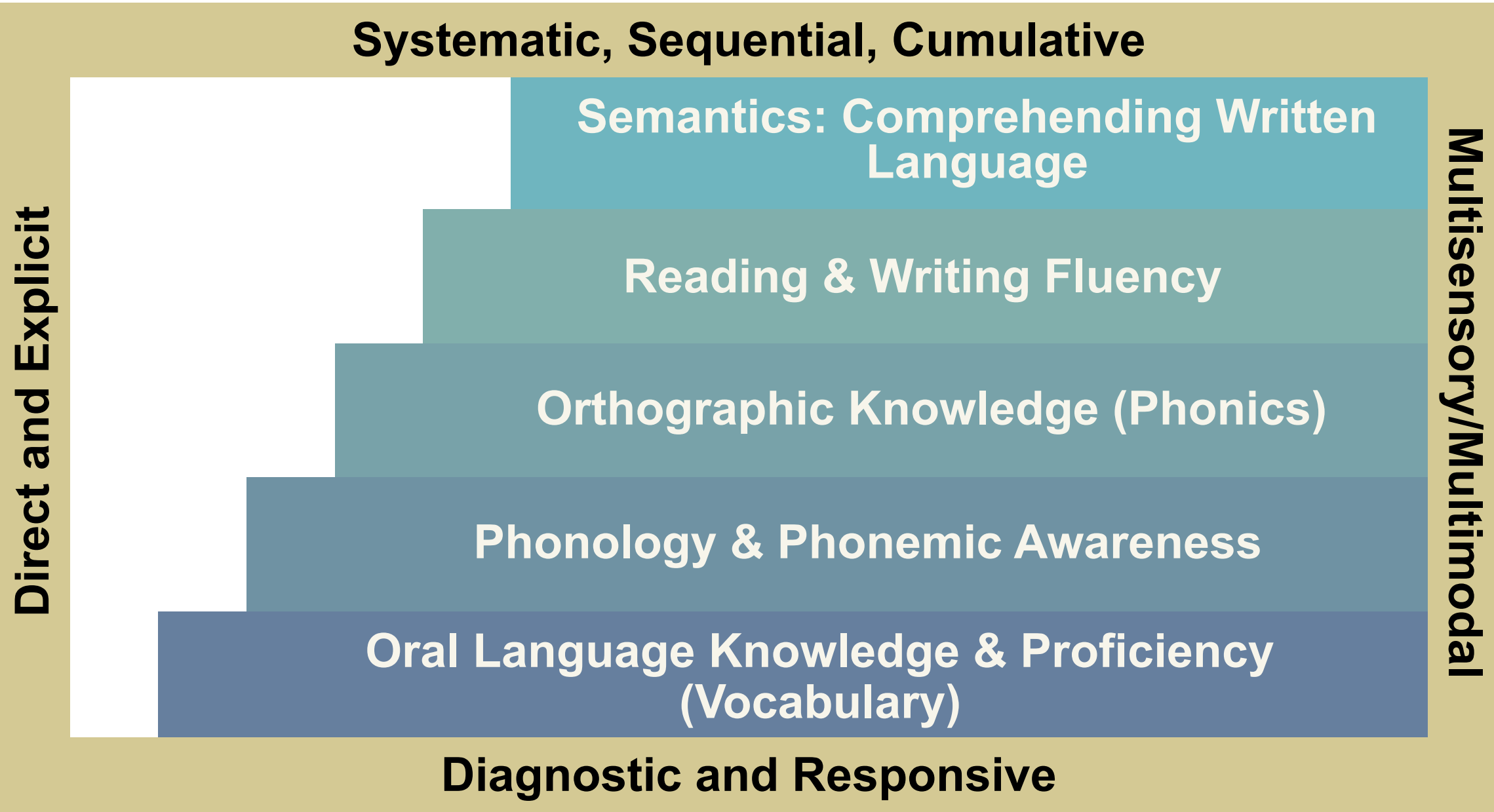




Interventions & Supports



Interventions: Structured Literacy



Aligning to Student Needs



Tier 1

Academic Acceleration; Extended Learning; Build Upon Implicit Learning



Tier 1

Brief Explicit Instruction of Skills; Build Upon Implicit Learning



Tiers 1 & 2 (And 3 as Necessary)

Explicit Instruction of Skills with Brief Teacher-Guided Practice



Tiers 1 & 2 (And 3 as Necessary)

Explicit Instruction of Skills with Abundant Teacher-Guided Practice



Supports for Student Success



Strengths

Creativity
Verbal Expression
Problem Solving
Spatial Awareness
Math
Oral Comprehension



Challenges

Word Reading
Spelling
Organization
Reading Fluency
Oral Reading
Writing



Assistive Tech

Immersive Reader
Bookshare
Onenote
Easy Spelling Aid
Google Docs
Speech to text



Accommodations

Audio books
Text to speech
Extra time
Clarify directions
Teacher support



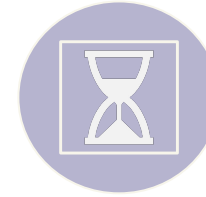
Common Accommodations



**Access to
speech to text**



**Access to text
to speech**



**Extra time on
assignments
and tests**



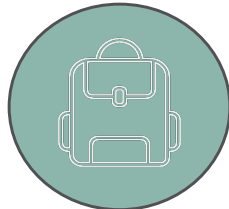
Audiobooks



**Hard copy of
notes/slides**



**Calculator for
math**



**Organizational
support**



**Focus on content
not spelling**



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Pause to Reflect: Interventions & Supports



Notice



Wonder



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Questions & Reflections



Contact Information

- Alicia Roberts Frank, Ed.D
 - 360-464-6843
 - arobertsfrank@esd113.org
- General questions
 - dyslexia@k12.wa.us

Resources

- <https://tinyurl.com/OSPIAboutDyslexia>
- <https://tinyurl.com/explicitliteracyinstruction>

Organizations

- International Dyslexia Association
- National Center for Improving Literacy





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Systems through Instructional Leadership

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