

Literacy Instruction in MTSS: Connecting Dyslexia Legislation and MTSS

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A background image showing a group of young children in a classroom. In the foreground, a young girl with dark hair and a yellow shirt has her hands raised high in the air, looking up with an excited expression. Behind her, another child is visible, also with hands raised. The image is partially covered by a teal overlay on the left side where the text is located.

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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I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Coast Salish, Cowlitz, and Nisqually Tribes.



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

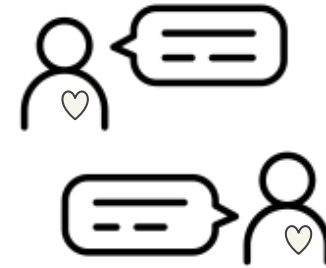


Stay engaged



Created by Eucalyp

Non-Judgment Zone



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



Agenda/Goals

- ❑ Introductions & Framework
- ❑ Legal Requirements
- ❑ Implications for Educational Teams
- ❑ Interventions & Supports
- ❑ Q&A



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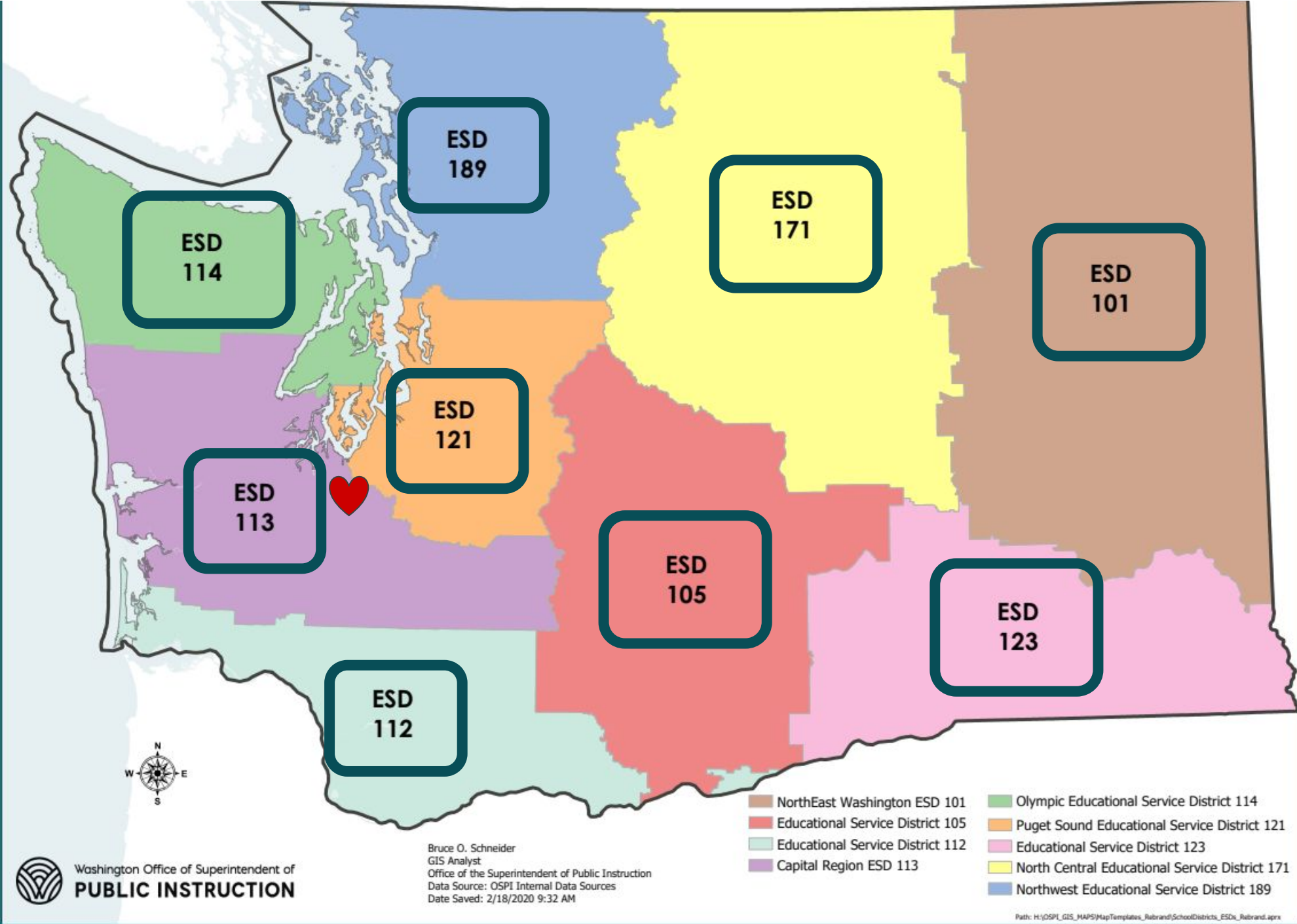


Introductions and Framework

Where is home?



Stand when your ESD is named.



Introductions



Rebecca Estock
OSPI

- BA Elementary Education
- M.S. Curriculum & Instruction
- Certified school administrator
- National Board Certified: Exceptional Needs
- Certified Dyslexia Interventionist



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



Our Partners

Annie Pennell, MEd, Learning Assistance Program Supervisor

Denise Davis, Executive Director of Elementary Education Content

Dr. Heidi Aijala, Associate Director Secondary ELA

Carey Kirkwood, Associate Director Elementary ELA

Dr. Kristin Percy Calaff, Director of Multilingual Education

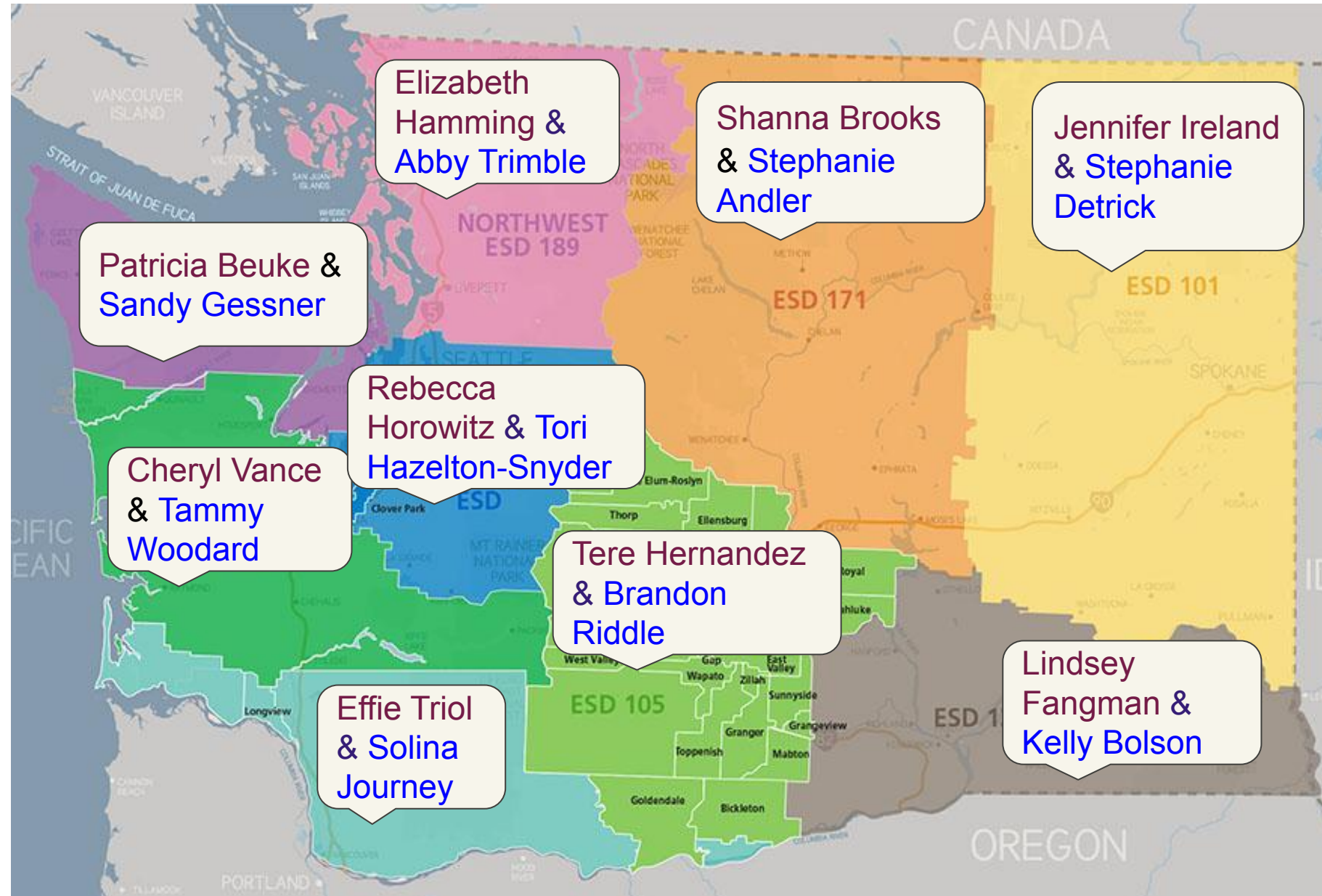
Dr. Tania May, Assistant Superintendent, Special Education

Yoona Park, WaKIDS Assessment Specialist, Early Learning

Dr. Liz Stewart, SPED Program Improvement Supervisor



In Your Region



Framework

Systems and Structures

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

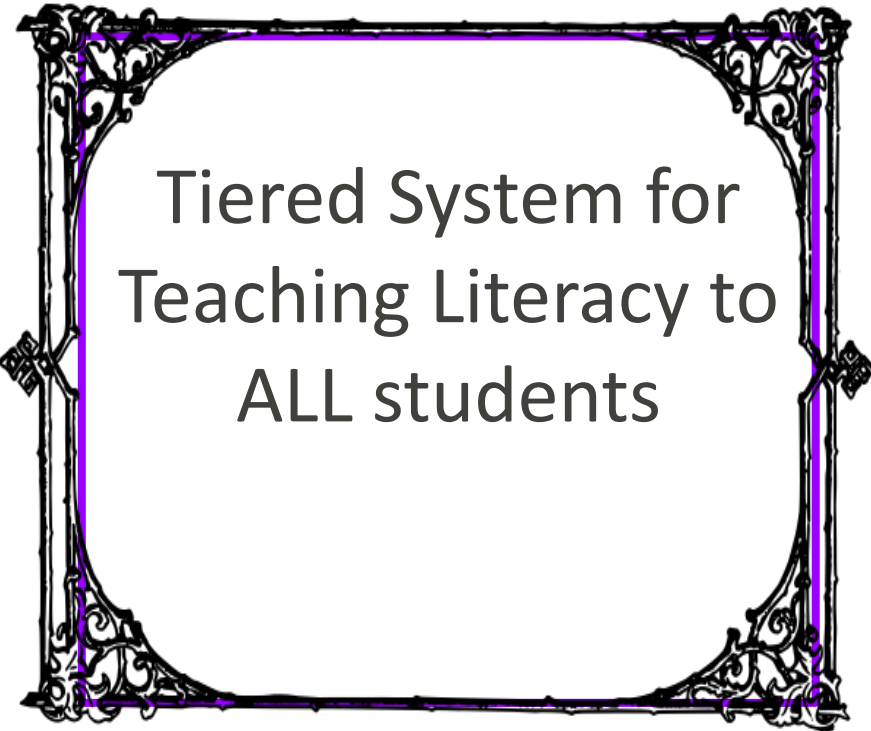


Instruction and Curriculum

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

Regional Implementation Coordinators for MTSS

Regional Literacy Coordinators



Tiered System for Teaching Literacy to ALL students



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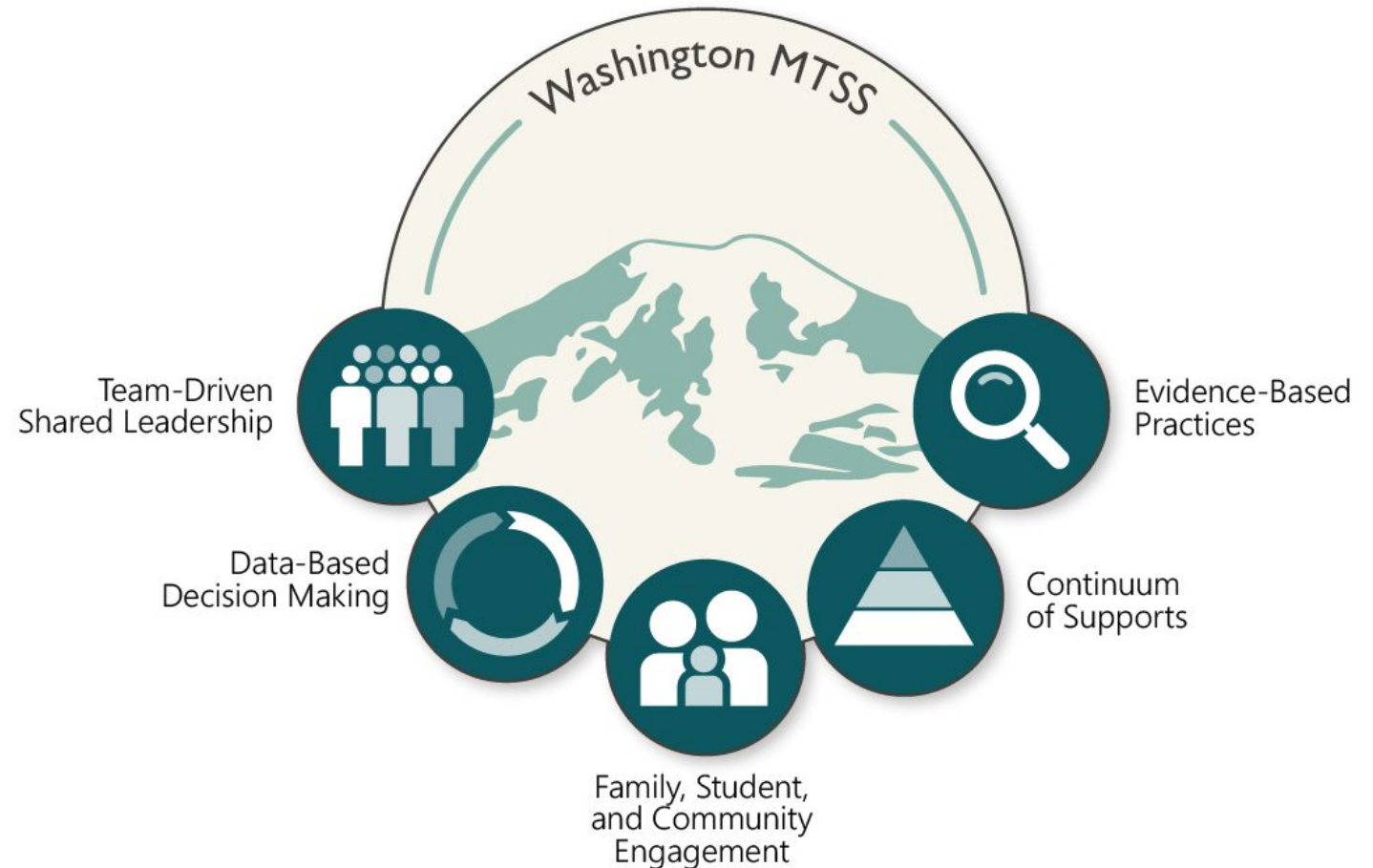


Multi-Tiered System of Supports

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:

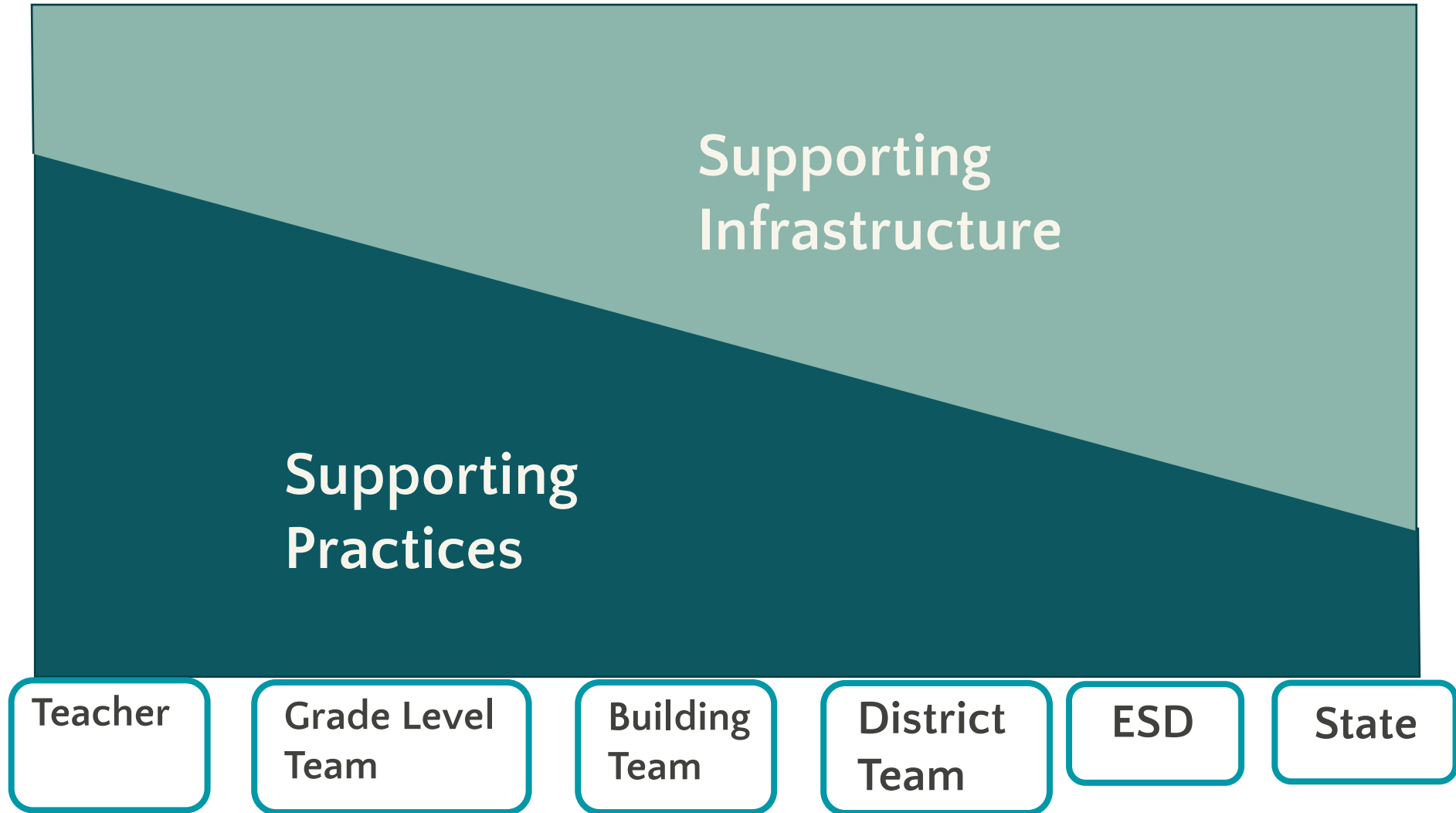
<https://www.k12.wa.us/mtss>



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Contextual Focus



Unit of Implementation

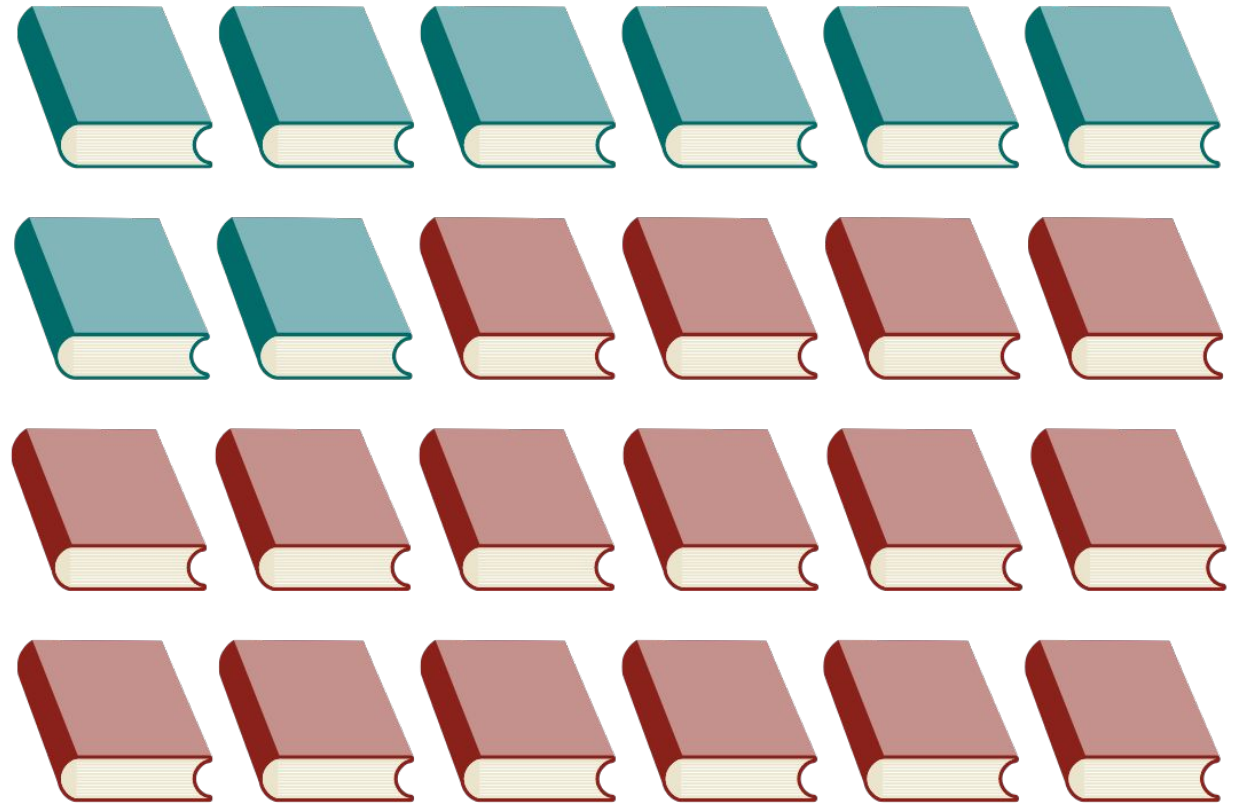


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Source: Steve Goodman

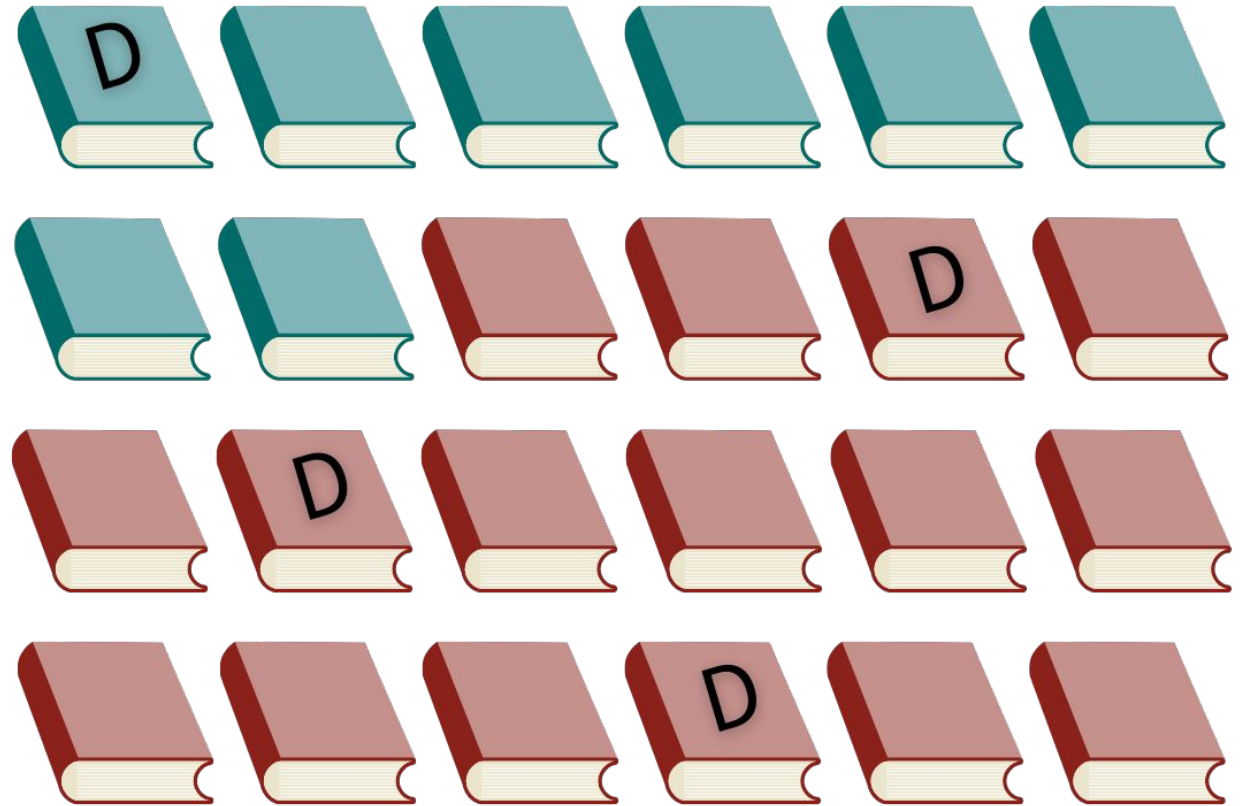
Why Dyslexia?

- 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?

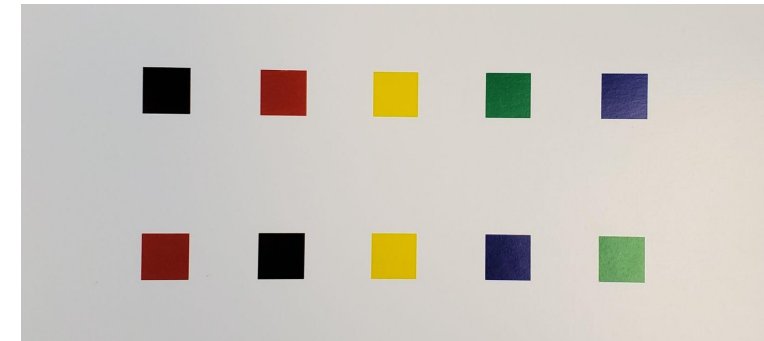
- Up to **20%** of the population may have symptoms of dyslexia
- Students with dyslexia are more likely to read below basic
- Some students with dyslexia may read at or above basic*



Why Dyslexia?

Skills that indicate weaknesses of or indicators of dyslexia are those that ALL students need to learn to read and write:

- Phonological Awareness
- Phonemic Awareness
- Letter Sound Knowledge
- Rapid Automatized Naming (RAN)



Prevention Paradigm



“Adults are advised to undergo screening for high cholesterol levels, which can indicate an increased risk of developing heart disease. Patients diagnosed with high cholesterol **do not automatically receive a diagnosis of heart disease.** They are, however, provided with **an evidence-based “response to screening,”** generally a combination of prescribed exercise, dietary changes, and/or medication. This may prevent the development of the disease, or at least lessen its severity. **The goal is to reduce the prevalence** of heart disease, by encouraging individuals to take preventative action, **and to improve the outcomes of those who will develop it** by prompting them to implement lifestyle changes earlier, prior to a diagnosis.” (Gaab, 2019)



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Implementing Early Screening of
Dyslexia

From Jan Hasbrouck's Conquering Dyslexia





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Implementing Early Screening of
Dyslexia

National Center on Improving Literacy, 2009



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?
- Were any of your assumptions challenged?



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Implementing Early Screening of
Dyslexia





Legal Requirements

E2SSB 6162 Statute



- Definition of Dyslexia
- Requirements for School Districts
 - Skills to Be Screened
- Requirements for the Dyslexia Advisory Council
- Requirements for OSPI with the Dyslexia Advisory Council



Definition

Dyslexia is 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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. ([E2SSB 6162](#))

Law

In accordance with RCW 28A.320.260, each school district must use a Multi-Tiered System of Supports (MTSS) to:

- **Screen:** Screen students in grades K-2 for indications of below-grade level literacy development, including indications of, or areas of weakness associated with dyslexia.
- **Intervene:** Provide evidence-based multisensory structured literacy interventions to students in grades K-2 who display indications of below-grade level literacy development, including indications of, or areas of weakness associated with dyslexia.
- **Communicate:** For students who show indications of, or areas of weakness associated with, dyslexia, districts must notify the student's family and caregivers of the identified indicators from the literacy screening results and intervention plan and regularly update them on the student's progress throughout the year.

Intent

Why

- Focus on K–2 literacy development
- The earlier the better for intervention

What

- Foundational literacy skills

How

- Identify & meet students' needs



Pause to Reflect: Legal Requirements

Notice

Wonder



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Implications for Educational Teams



Data-Based Decisions

Fidelity Data

- Are we implementing as intended?

Perception Data

- What are students, families, staff experiencing?

Student Data

- What is the benefit to students?
- What are the needs of students?



Special Education

Receipt of additional support and supplemental services does not remove the requirement for screening of each student; individual assessment adaptations may only be made by an IEP team.

If after receiving interventions, further screening tools and resources indicate that the student continues to display areas of weakness associated with dyslexia, the school district* **must** recommend to the student's family and caregivers that the student be evaluated for a specific learning disability, such as dyslexia.**





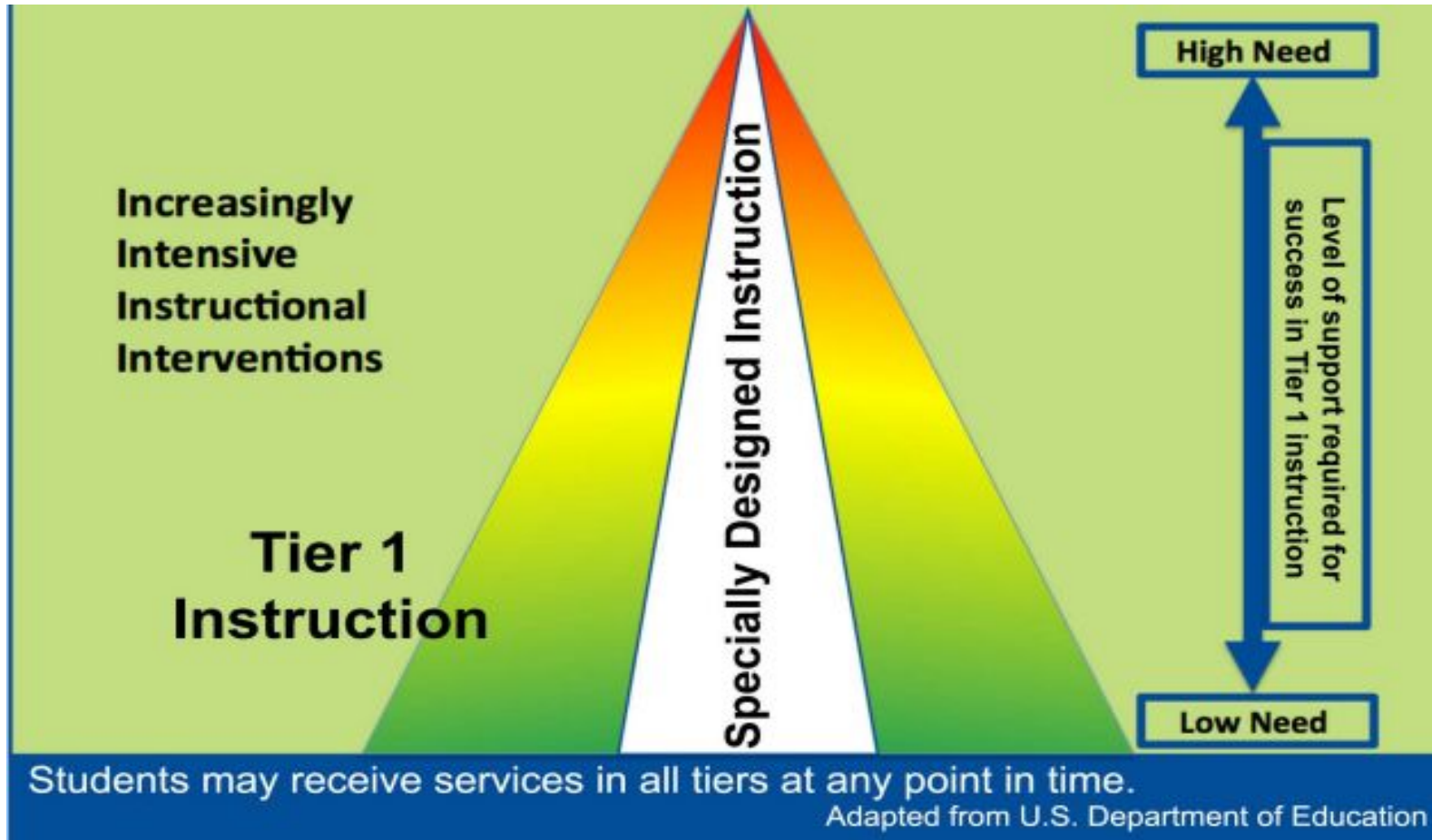
Communicate

NOTE:

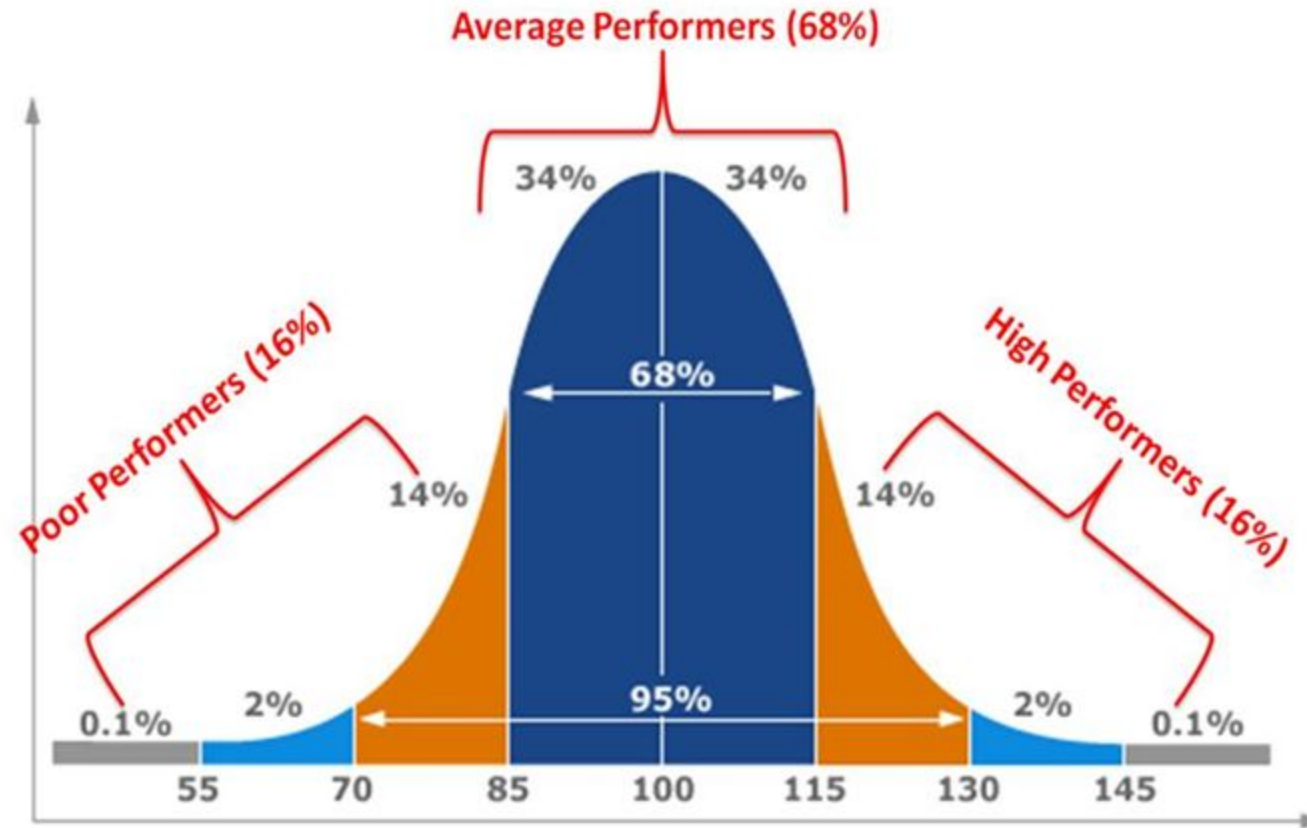
E2SSB 6162 does NOT require that schools screen FOR dyslexia. It requires that schools screen for “indications of, or areas of weakness associated with, dyslexia”. It is important to say this, as only personnel licensed to make such identifications can do so; school screening tools do not do this.

As the school district screens students, our goal is to identify students who need particular interventions and provide them early to avoid a gap in learning.

Specially Designed Instruction



Dyslexia Exists on a Continuum



“Reading ability and reading disability occur along a continuum; reading disability is represented within the lower tail of a normal bell-shaped distribution of reading ability.” (American Academy of Pediatrics, 2011)

Pause to Reflect: Implications

Notice

Wonder



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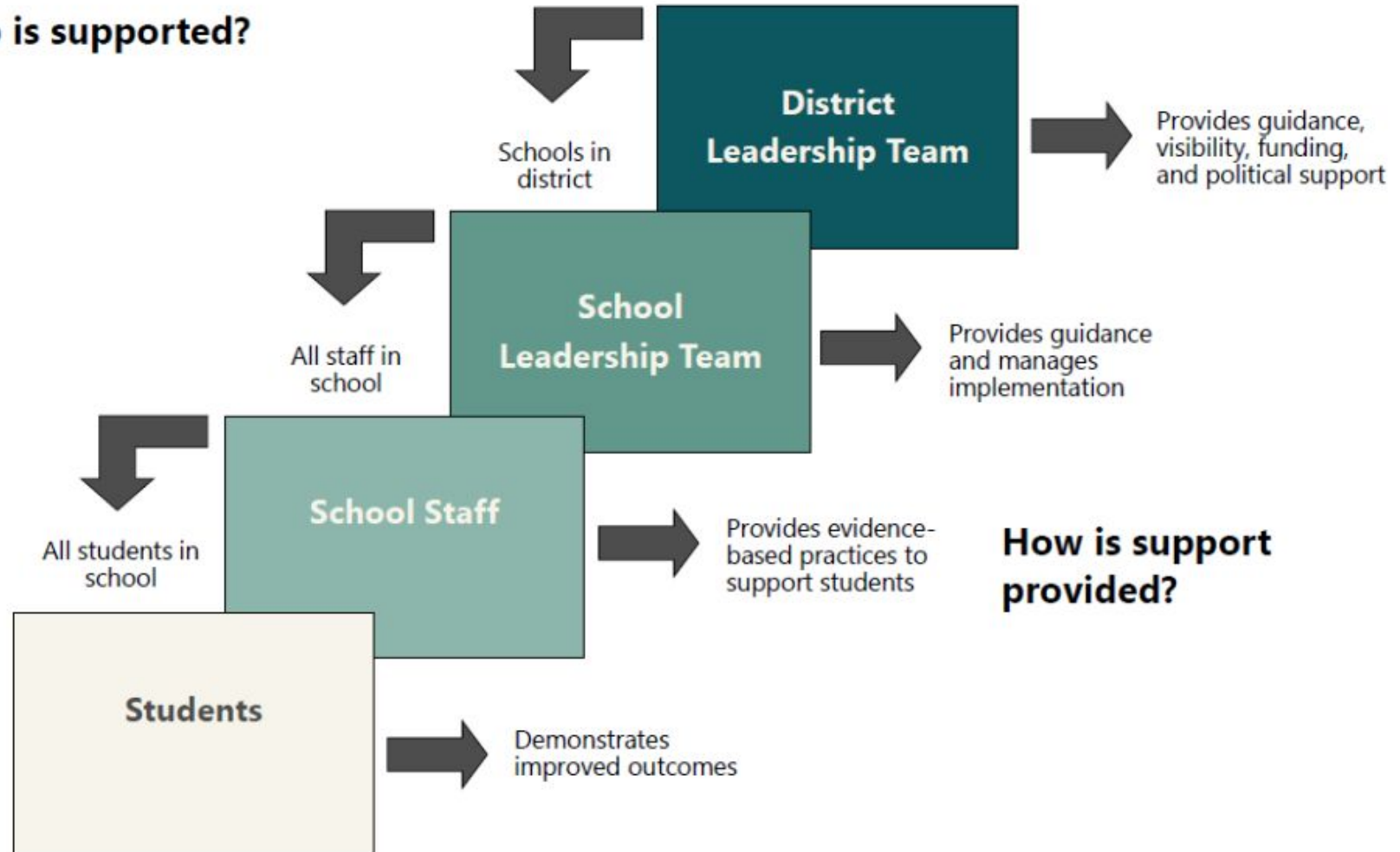




Interventions & Supports

Cascading Supports

Who is supported?





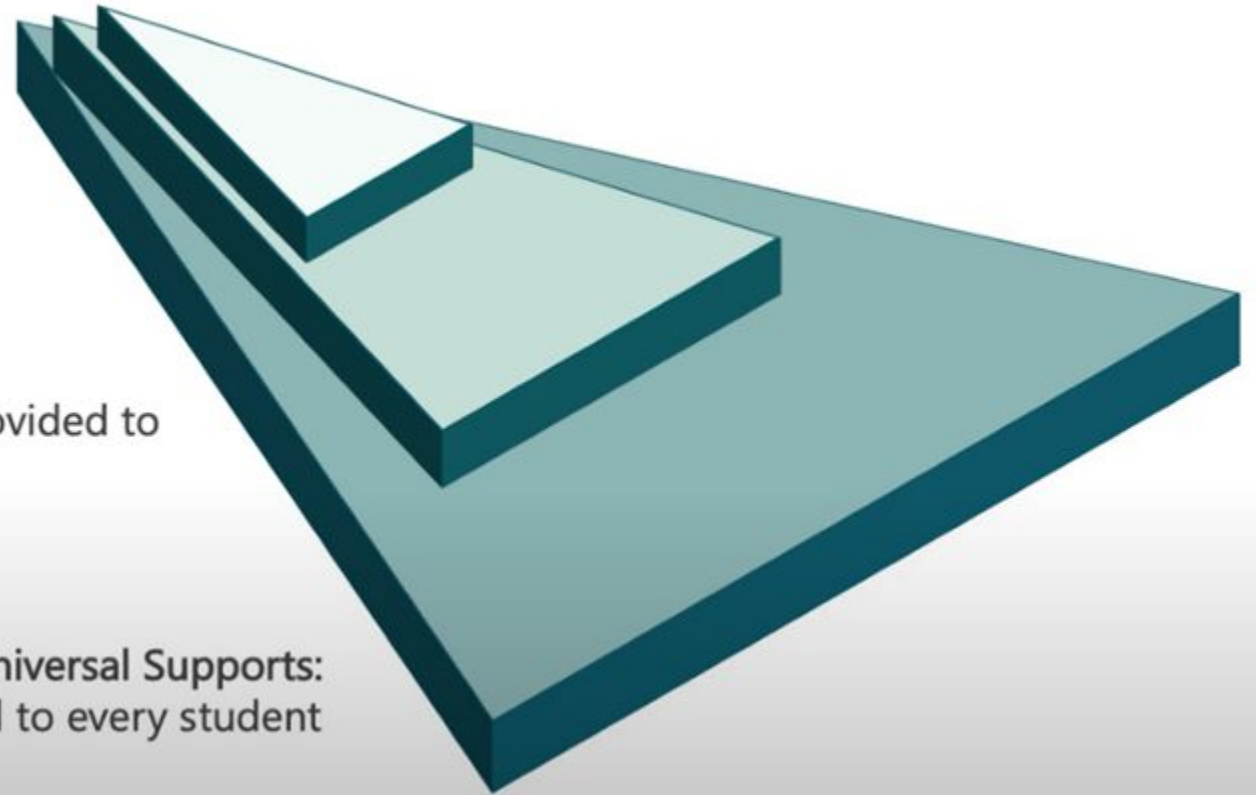
Continuum of Supports



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

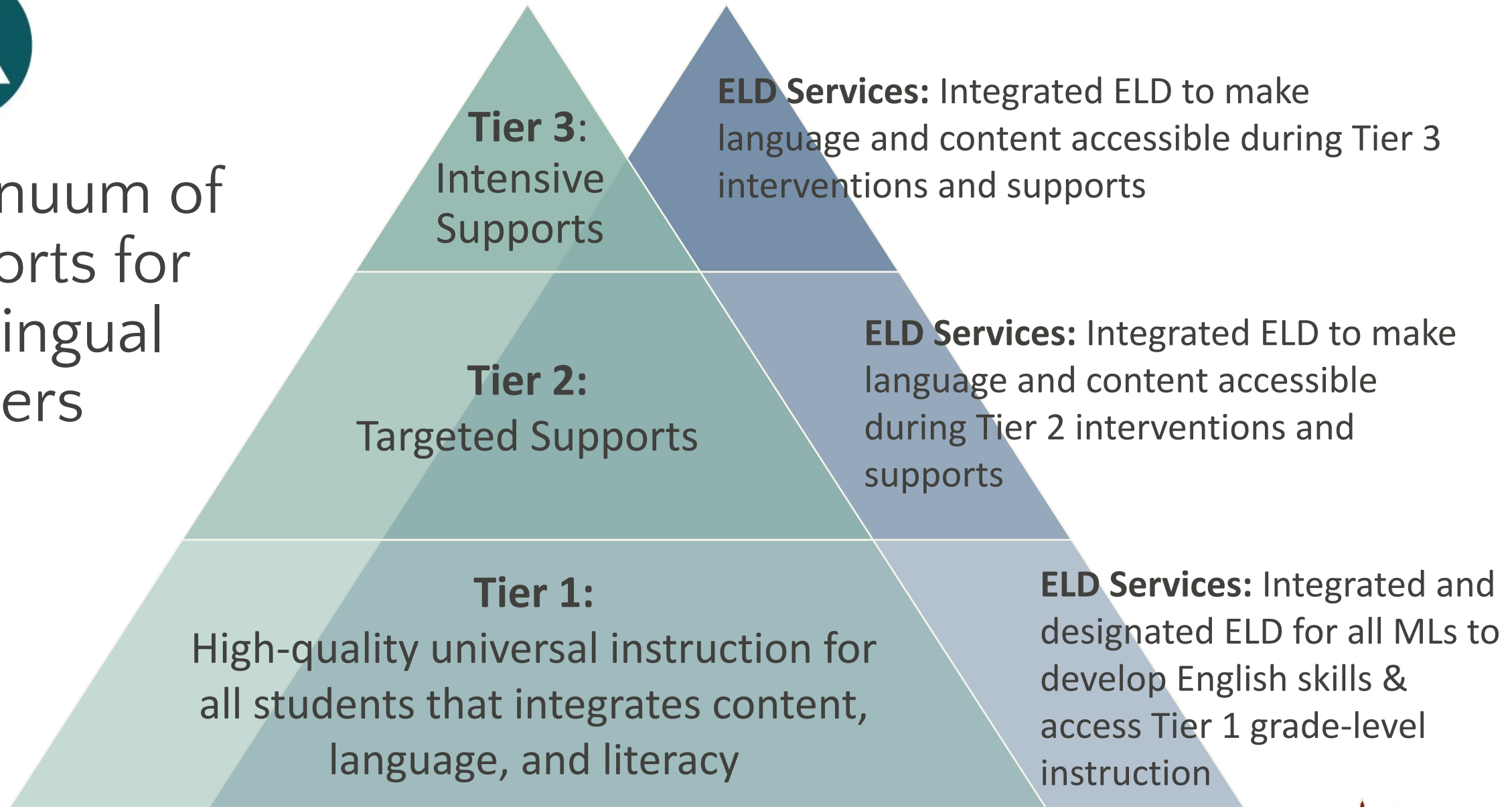
Tier 2/Targeted Supports:
Supplementary support provided to
some students

Tier 1/Universal Supports:
Provided to every student





Continuum of Supports for Multilingual Learners





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Supports for Individual Students



Strengths



Struggles



**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



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Pause to Reflect: Interventions & Supports

Notice

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Questions & Answers

Contact Information

- Alicia Roberts Frank, Ed.D
 - 360-464-6843
arobertsfrank@esd113.org
- General questions
 - dyslexia@k12.wa.us
- Rebecca Estock, NBCT
 - 360-972-5258
rebecca.estock@k12.wa.us
- Resources
 - <https://tinyurl.com/OSPIAboutDyslexia>
 - <https://tinyurl.com/WAStructuredLiteracyOverview>





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