



Welcome and Icebreaker Activity

Icebreaker

What questions do you have or supports do you need around dyslexia?





**Comprehensive
Literacy State
Development**

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Center**

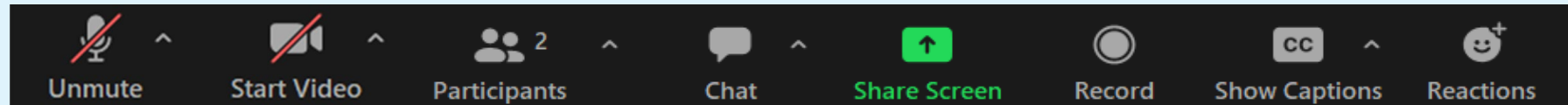


Dyslexia and SLP Implications

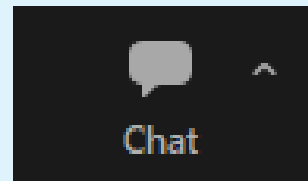
May 8, 2024

Housekeeping Notes

Toolbar

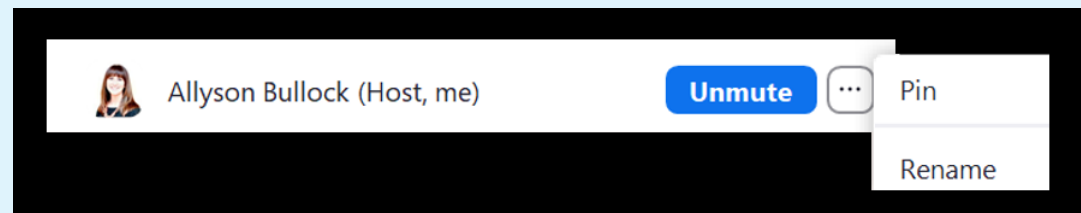


Access and Engage in Chat



Edit Your Name to Include Your SEA

- First Name, Last Name, (State Education Agency)
- Example: **Allyson Bullock (MD)**



Agenda



- Overview of Dyslexia
- Identification and Eligibility
- State Literacy Initiatives to Address Dyslexia
- Implications for State Literacy Plans (SLPs)
- Resources
- Upcoming events



Overview of Dyslexia

Characteristics of Dyslexia

- **Most often characterized as weaknesses in:**
 - Decoding
 - Word reading
 - Oral reading fluency
 - Spelling
- **Students with Dyslexia may also experience difficulty with:**
 - Writing
 - Phonemic awareness
 - Attention
- **Which means students with Dyslexia may:**
 - Choose not to read for enjoyment
 - Avoid reading aloud
 - Experience difficulty with short-term memory
 - Experience difficulty following multi-step directions
 - Find it difficult to be organized

Characteristics of Dyslexia



- Delayed speech
- Difficulty rhyming
- Difficulty learning alphabet, numbers

- Struggles to connect phonemes to graphemes
- Makes consistent reading errors
- Slow decoding

- Avoids reading aloud
- Difficulty with word problems
- Avoids writing essays

- Avoids writing and reading tasks
- Spends significant time on demanding tasks

Students with Dyslexia Excel In:

Spatial Reasoning

Creativity and
Imagination

Long-Term
Memory

Problem Solving

Observation and
Curiosity

Abstract or Three-
Dimensional
Thinking

Exhibiting
Empathy

Understanding
the Big Picture

Resiliency



Identification and Eligibility

Individuals with Disabilities Education Act

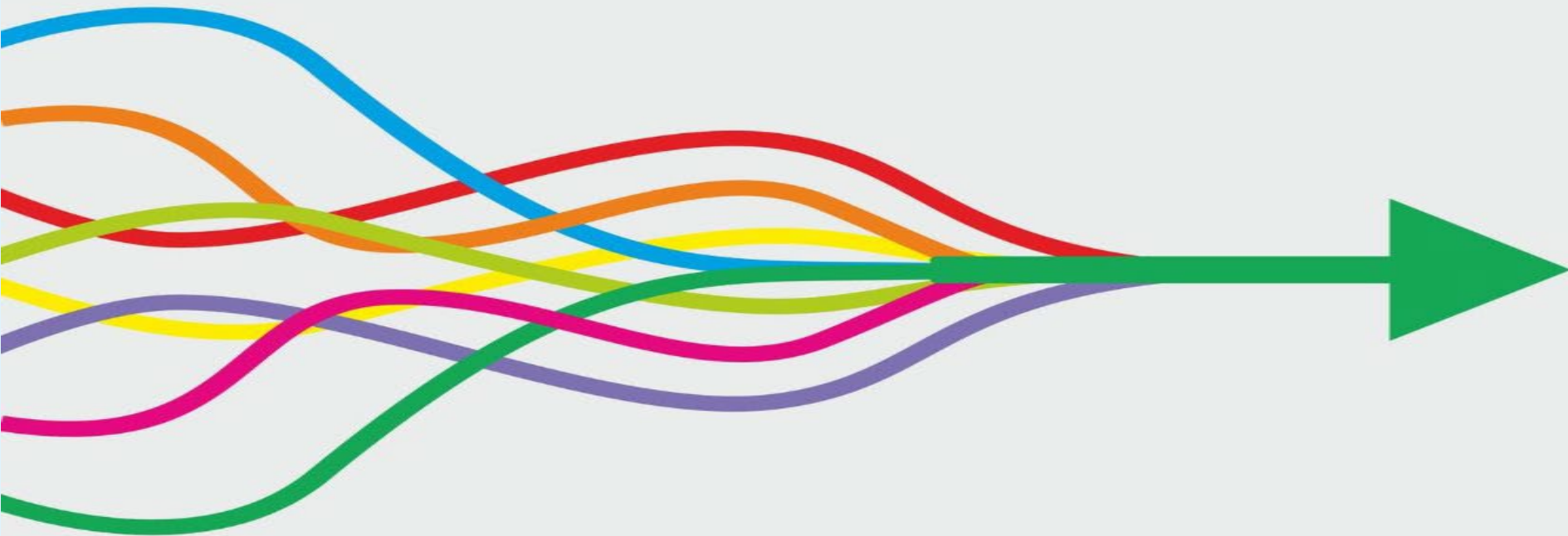
Recognizes Dyslexia as a **Specific Learning Disability (SLD)**, which is defined as a:

“Disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia**, and developmental aphasia” See 20 U.S.C. §1401 (30) and 34 CFR §300.8 (c) (10) (emphasis added) (IDEA, 2004).

Specific Learning Disability is Further Characterized As:

[A] severe discrepancy between achievement and intellectual ability in one or more of the areas:

- (1) oral expression
- (2) listening comprehension
- (3) written expression
- (4) basic reading skill
- (5) reading comprehension
- (6) mathematics calculation
- (7) mathematical reasoning.

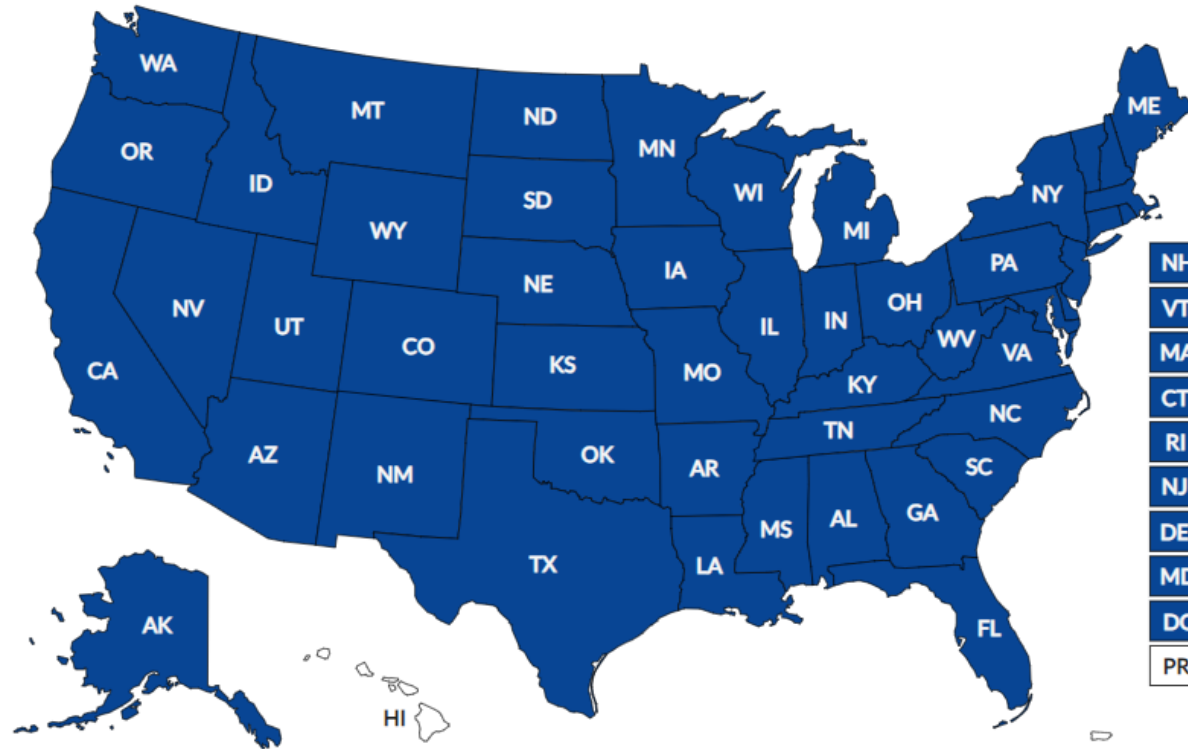


State Literacy Initiatives to Address Dyslexia

State Initiatives Designed to Improve Outcomes for Students With Dyslexia

This map provides information about states' policies concerning dyslexia and other specific reading disabilities, as well as their use of dyslexia specialists.

- SEAs Has Dyslexia Legislation ?
- Parent Opt-Out/Consent Procedures by Law ?
- SEA Recognizes IDA Definition ?
- SEA Recognizes State Definition ?
- SEA Has Dyslexia Specialist ?



Coordinating State Literacy Initiatives to Address Dyslexia

Student Focused

- Screening
- Assessment
- Intervention

Educator Focused

- Educator Competencies
- Educator Preparation Programs
- Professional Learning



Implications for SLPs

SLP Components

Cover Page and
Introduction

Infrastructure,
Legislation, and
Related Policies

Needs of Target
Populations

Alignment of SLP
with Other State
Literacy Initiatives

Goals and Activities

Effective Evidence-
Based Framework
for Literacy
Instruction

Implementation
and Continuous
Improvement at
the Local Level

Continuous
Improvement at
the State Level

Resources and
Tools

Component 2: Infrastructure, Legislation, and Related Policies



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Consistent with IDEA, a State must adopt criteria for determining if a child has a specific learning disability (as defined in 34 CFR 300.8(c)(10)).

1. Determine Procedures

- Cannot require the use of a severe discrepancy between intellectual ability and achievement
- Determine a child's response to research-based intervention
- Can use alternative research-based procedures

2. Include Team Approach

- Including a classroom teacher, special educator, school psychologist, reading specialist, speech-language pathologist

3. Define Criteria

- Student does not achieve grade-level standards adequately
- Student does not make sufficient progress in response to intervention

Criteria for Identification: IDEA Regulations (Cont.)

4. Describe Observation

- Ensure the student is observed in their classroom learning environment

5. Specify Documentation

- Documentation determination of eligibility must contain a statement of
 - Whether the child has SLD
 - Basis for determination
 - Relevant behavior
 - Educationally relevant medical findings
 - Whether student does not achieve adequately for their age or to meet grade level standards
 - Determination of the group

49 of 50 states & D.C. have passed one or more bills that address Dyslexia.

Dyslexia Legislation Requiring Screening	Dyslexia Legislation Requiring Pre-Service Training	Dyslexia Legislation Requiring In-Service Training	Dyslexia Legislation Requiring Intervention
<ul style="list-style-type: none">• 40 of 50 states• D.C.	<ul style="list-style-type: none">• 14 of 50 states	<ul style="list-style-type: none">• 29 of 50 states• D.C.	<ul style="list-style-type: none">• 31 of 50 states• D.C.

9 of 50 states require screening, pre- and in-service training, and intervention policies.

Component 3: Meeting the Needs of Target Populations

Component 3: Needs of Target Populations



What instruction works?



For which student groups?

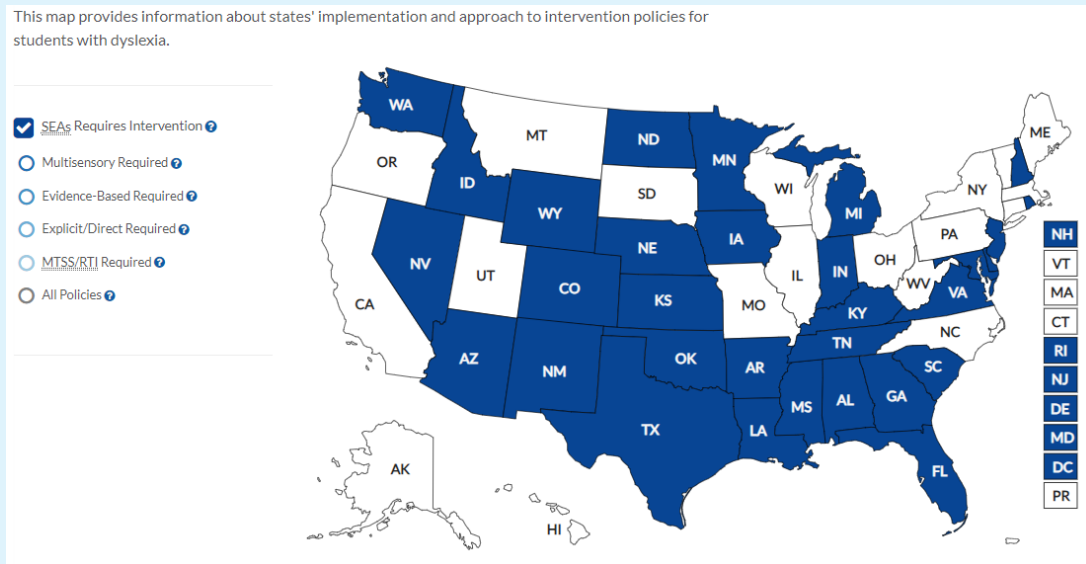


Under what conditions?

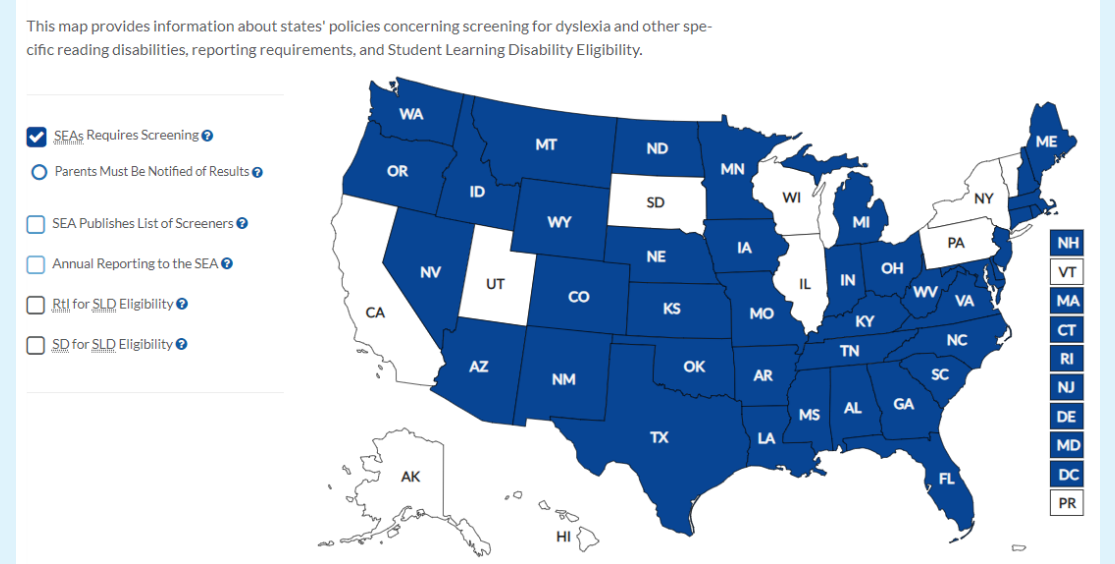
Component 4: Alignment of SLP with State Literacy Initiatives

Component 4: Alignment of SLP with Other State Literacy Initiatives

Multitiered Systems of Support (MTSS)

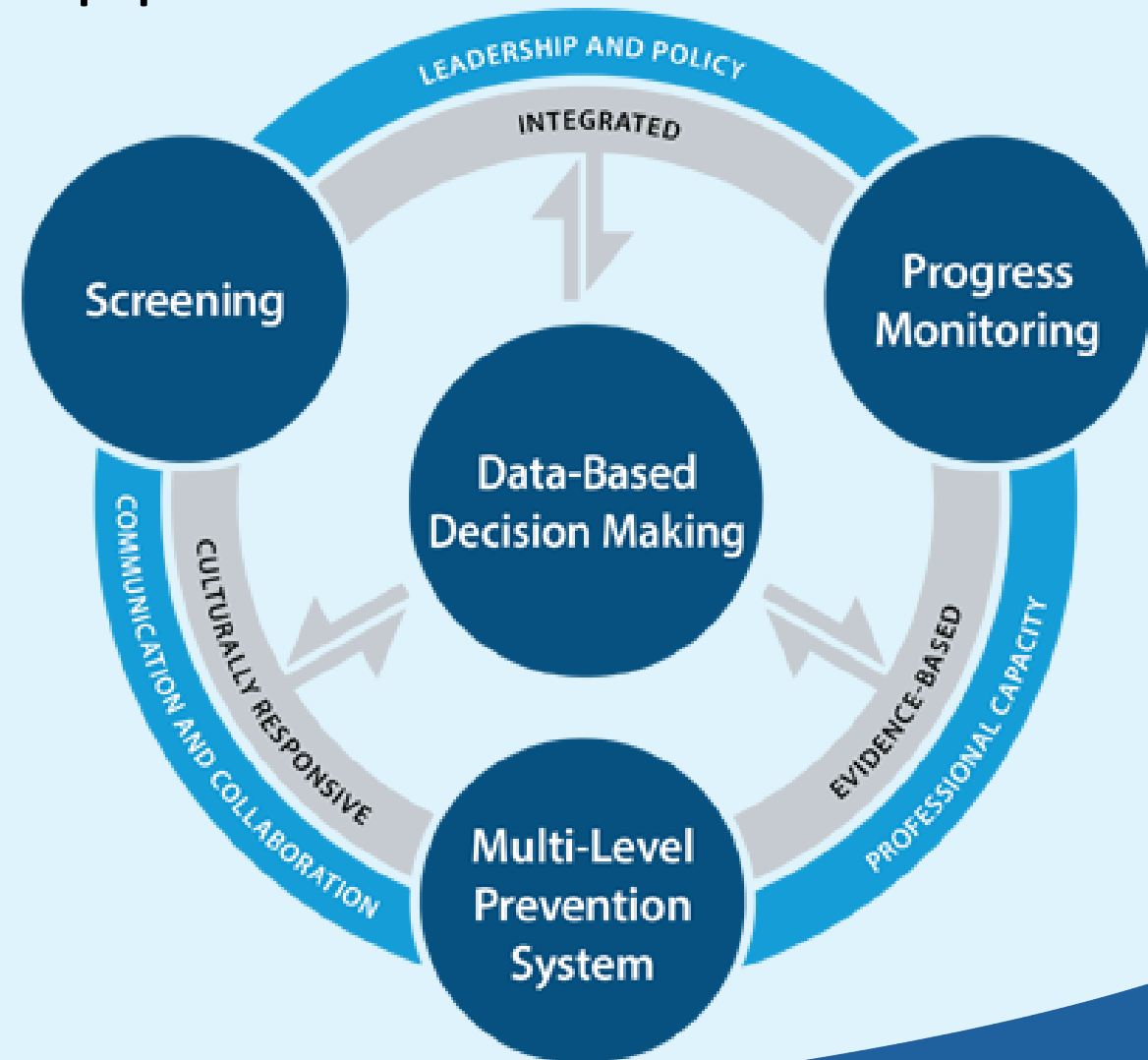


Assessment



Mult-Tiered Systems of Support

- **Tier 1:** Core Instruction
- **Tier 2:** Targeted Instruction
- **Tier 3:** Individualized Intervention



Assessment

- Build a screening process
- Include progress monitoring
- Gather data from multiple sources:
 - Observation
 - Interviews
 - Home language surveys
 - Student work samples
- Valid and reliable
- Culturally and linguistically responsive
- Accurately measure students' reading skills

Component 5: Goals and Activities



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Goals

S

Specific: Identify exactly what or whom the goal measures

M

Measurable: Provide a clear numerical goal

A

Achievable: Focus on what could be achieved within the time provided

R

Relevant: Connect the goal clearly to a need you identified

T

Time-Bound: State a specific date by which the goal must be achieved

I

Inclusive: Ensure goals are inclusive

E

Equitable: Ensure goals address equitable access and opportunity

Activities



Who is responsible for implementing the activity?
Whom will the activity effect?



What will occur as the activity is implemented?



When will the activity begin, and what is its duration?



Where will resources and support for the activity come from? What resources should your SEA provide to LEAs to facilitate implementation?



Why is this activity the best solution to achieving a goal?

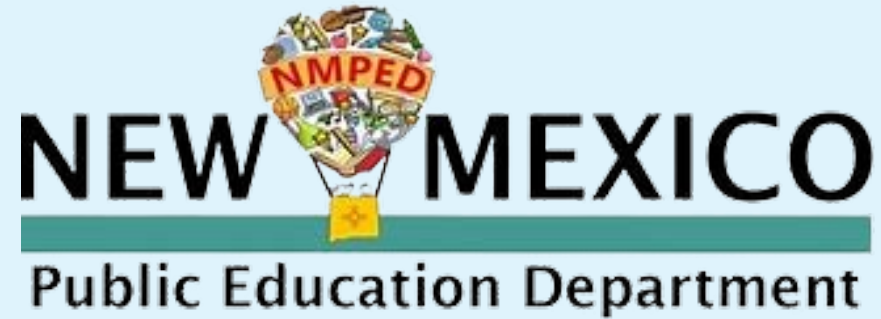


How will an activity's success be measured and reported?

Component 6: Effective Evidence-Based Framework for Literacy

Component 9: Resources and Tools

Dyslexia Handbook



3-2-1 Protocol



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Literacy State
Development**

**National Technical
Assistance for
State Literacy Plans**



Questions?



Announcements

Announcements

- Continue to check out the [SLP webpage](#) for additional resources, including those related to Dyslexia.
- May CoP: May 22, from 2:00 – 3:00 p.m. ET
- June CoP: June 4, from 2:00 – 3:00 p.m. ET

Resources

The following resources have been curated especially for SEAs developing or revising their SLPs. This section includes resources such as policy and guidance documents, products, research, and tools relevant to the four stages of SLP development: initiation, development, dissemination and implementation, and reflection.

Initiation: In this stage, the SEA lays the groundwork for an SLP by forming a State literacy team, creating a timeline for plan development, and conducting background research. The SEA also identifies data, evidence-based resources, legislation, and State priorities.

Development: In this stage, the SEA outlines the SLP and then drafts it. SEA staff members engage stakeholders to receive feedback on the SLP and, as a last step in development, make revisions based on that feedback.

Dissemination and Implementation: In this stage, the SEA designs and executes best practices around communication and outreach related to releasing and implementing the approved plan.

Reflection: In this stage, the SEA reviews an existing plan to identify missing elements, as well as strengths, and then updates or revises the plan to make it more current, increase relevance at the local level, and facilitate future implementation.

Click a development stage to view relevant resources.

Stages of SLP Development



Initiation



Development



Dissemination and
Implementation



Reflection



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