

# Mississippi Department of Education: Dyslexia Policy and Practice

Session 2

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[mdek12.org](https://mdek12.org)



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Fall 2021



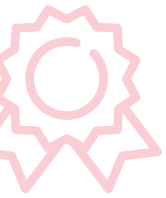
## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

**ALL** Students Proficient and Showing Growth in All Assessed Areas



2

**EVERY** Student Graduates from High School and is Ready for College and Career



3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School Has Effective Teachers and Leaders

4



**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



**EVERY** School and District is Rated “C” or Higher

6



- **Evaluations**
- **MTSS/Interventions**
- **Accommodations/Adaptations**
- **Scholarships**
- **Grants**
- **Additional Considerations**





## Presenter Information

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- Laurie Weathersby
- Licensed Dyslexia Therapist
- Certified Academic Language Therapist
- Bureau Director of Office of Intervention Services at MDE
- 20+ years in education



# Presenter Information

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- Jayda Brantley
- Licensed Dyslexia Therapist
- Certified Academic Language Therapist
- Academic Intervention Specialist at the MDE
- 25+ years in education



### New Section 37-173-16, MS Code of 1972

- The Department of Education shall require school districts to conduct four hours of awareness training for dyslexia and other related disorders to all licensed educators and paraprofessionals responsible for instruction
- Standards 1 and 2 of the International Dyslexia Association’s “Knowledge and Practice Standards for Teachers of Reading” 2018 Edition (KPS) shall be the minimum content used for the dyslexia training



# Dyslexia Evaluations

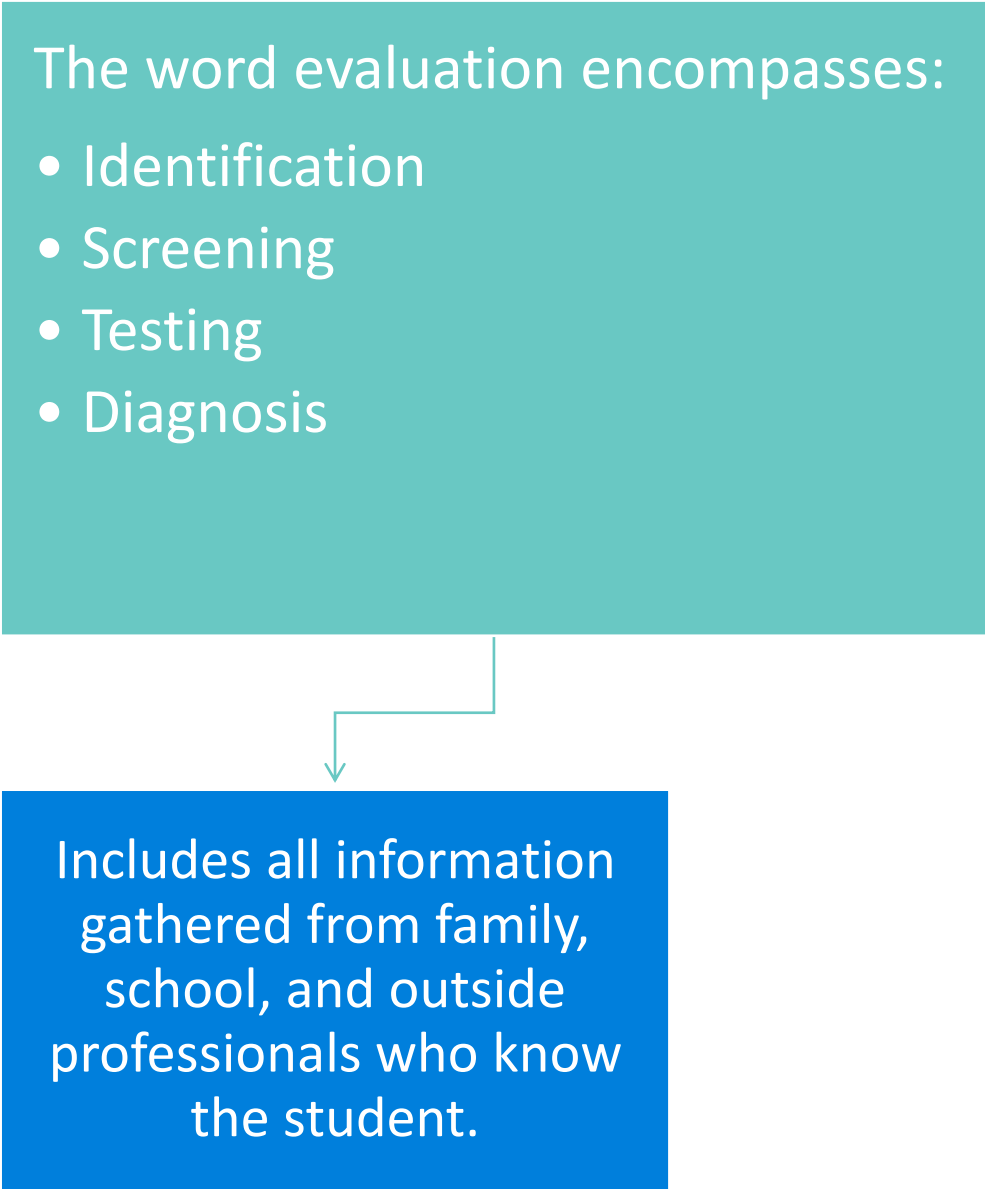




# Evaluations

The word evaluation encompasses:

- Identification
- Screening
- Testing
- Diagnosis



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graph TD; A["The word evaluation encompasses:  
• Identification  
• Screening  
• Testing  
• Diagnosis"] --> B["Includes all information gathered from family, school, and outside professionals who know the student."];
```

Includes all information gathered from family, school, and outside professionals who know the student.

Licensed  
Psychologist

Licensed  
Psychometrist

Licensed  
Speech  
Pathologist

**Districts must accept a diagnosis from any of the individuals listed above.**



# Evaluation Components

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Evaluations should contain a-number-of the following components:

IQ Test	Rapid Naming
Reading Fluency	Letter-Word Identification
Reading Comprehension	Passage Comprehension
Word Reading/Oral Reading	Word Attack
Written Expression/Writing Samples	Vocabulary Knowledge
Spelling/Encoding	Phonological Awareness
Oral Expression	Phonological Memory
Listening Comprehension	

# Components of a Dyslexia Evaluation

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Evaluations might not contain every single component listed; however, they should provide enough documentation to determine if dyslexia is present.



Assessment Names:

Comprehensive Test of Phonological Processing (CTOPP-3)

Lindamood Auditory Conceptualization Test-Third Edition (LAC-3)

Test of Auditory Analysis Skills (TAAS)

Woodcock-Johnson Psycho-Educational Battery-Third Edition (WJ-3)

Texas Primary Reading Inventory (TPRI-revised)

Phonological Awareness Test (PAT)

Woodcock Reading Mastery Test-Revised (WRMT-R)

Assessment Names:

Decoding Skills Test (DST)

Wide Range Intelligence Test (WRAT-3)

Gray Oral Reading Test-5 (GORT-5)

Test of Word Reading Efficiency (TOWRE)

Oral and Written Language Scales (OWLS-2)

\*\*\*\*Districts independently decide the process for assessing students who are suspected of having dyslexia. The process may vary. Each district should have procedures for addressing parent requests for testing.

## Session 2 Handout

A. List 3 individuals from which Mississippi public school districts must accept a diagnosis of dyslexia.





<https://youtu.be/L75doodZ170>



# Neshoba County School District

# Dyslexia and Multi-Tiered Systems of Support (MTSS)

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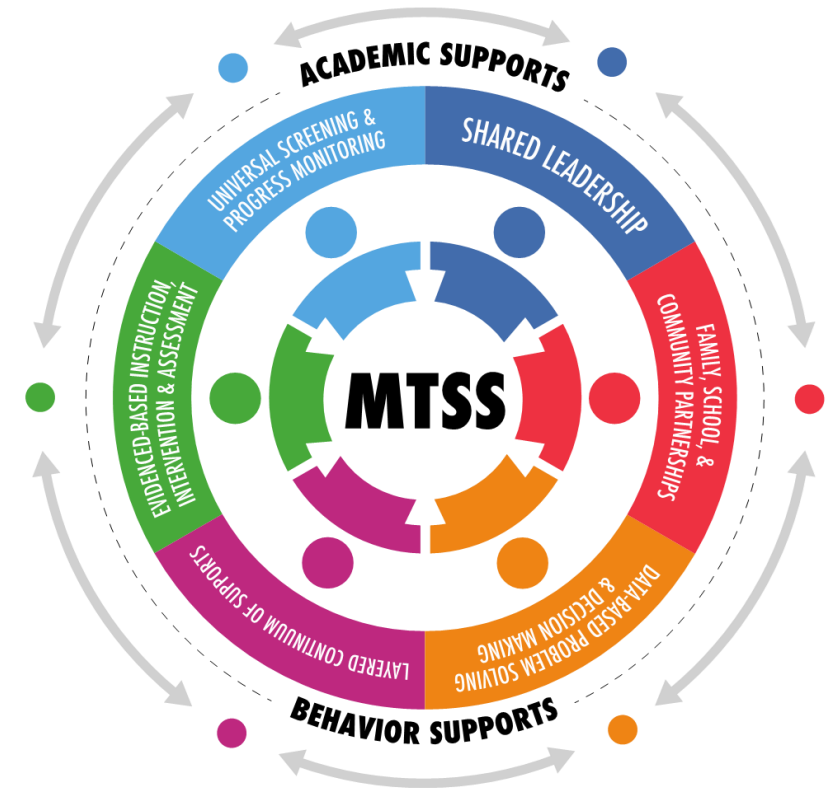


# MTSS Defined

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A framework for effective **team-based** problem solving that is **data-informed**, **evidence-based**, and **flexible** enough to meet the **academic** and the **behavioral** needs of all student.

- Shared leadership
- Universal screening and progress monitoring
- Evidence-based interventions
- Family, school and community partnerships
- Layered continuum of supports
- Data-based problem solving and decision making



# What is MTSS?

IS	IS Not
A framework for effective problem solving to improve academics and behavioral outcomes for ALL students	A single curriculum or program
For ALL students including those who need enrichment	Just for struggling students
Flexible to meet the unique needs of districts and schools	A one size fits all prescription
Data-informed and evidence-based	Based on assumptions or anecdotal info
Collaborative team-based decision making	The responsibility of one person
A framework to make decisions about the need for further services	A pre-referral process

# State Board Policy

## 41.1



Interventions

## Purpose

- Behavioral and academic needs of every student are met through a tiered instructional model
- Every school district will follow the instructional model, which consists of three tiers of instruction:
  - Tier I: Quality Classroom instruction based on MS Curriculum Frameworks
  - Tier II: Focused supplemental instruction
  - Tier III: Intensive interventions specifically designed to meet the individual needs of students





## Interventions will be:

- Designed to address the deficit areas
- Evidence based
- Implemented as designed by the TST
- Supported by data regarding the effectiveness of interventions



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## Determining Intervention Supports

While the law specifically states that interventions, strategies, and accommodations must be provided to enable the student to achieve appropriate educational progress, the interventions and strategies are determined locally.



**Intensity, frequency and duration of instruction should correspond to the degree of dyslexia (mild, moderate, severe)**

- Students with dyslexia are often inconsistent
- No two people with dyslexia have the exact same issues or react to treatment in the same way
- Primary disability, comorbid disorders

The background of the slide is a composite image. On the left, there is a close-up of hands writing on a blueprint with a pen. A yellow and black spirit level is visible in the lower-left corner. On the right, there is a bright orange wall with a large white question mark cutout. The floor is made of light-colored wooden planks. The overall scene suggests a professional or educational setting focused on problem-solving or planning.

## Session 2 Handout

B. Who is responsible for creating and implementing an intervention plan for a student with dyslexia?

# Progress Monitoring

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When determining progress for students with dyslexia consider progress monitoring data from:

- Dyslexia therapy or tiered intervention
- Classroom formative and summative assessments
- Screeners/benchmark assessments
- State test results
- Progress checks provided by other sources (EL teacher, SPED teacher, outside sources when applicable)

# Child Find Study



Students should be served by the individuals who are most qualified to provide the services that the student needs:

- Special Education Teacher
- Dyslexia Therapist
- Interventionist
- Classroom Teacher
- Outside Professionals



- **Child Find** is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and a result of those disabilities.

*Note: A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student's need for special education and related services.*

Use data to make informed decisions regarding a comprehensive evaluation.

Consider time in intervention or dyslexia therapy and amount of growth.

If the team decides not to move forward with testing, the IEP door is still open for future consideration of eligibility.





## Session 2 Handout

C. Who should serve a student with dyslexia?



# Allowable Supports



# Allowable Accommodations

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State Assessments

- This information pertains to students with a documented diagnosis of dyslexia on file that were evaluated by a licensed psychologist, psychometrist, or speech language pathologist (Miss. Code 37-173-1 et seq.)
- There may be other accommodations that are needed as related to a students' disability.
- See the Mississippi Testing Accommodations Manual (2017) for additional information.

- Mississippi Academic Assessment Program (MAAP)
  - ✓ MAAP ELA and Math - Grades 3-8, English II, Algebra I
  - ✓ MAAP Science - Grades 5 and 8, Biology I
  - ✓ MAAP U.S. History
- Mississippi K-3 Assessment Support System (MKAS2)
- American College Testing (ACT)
- English Language Proficiency Test (ELPT)

#	Accommodation	MAAP*	MKAS2	ACT	ELPT
20/23	Extended time until the end of the school day.	Yes	Yes	Yes	Yes
24	Administer the test over several sessions, specifying the duration of each session.	Yes	Yes	Yes	Yes
25	Administer the test over several days, specifying the duration of each day's sessions.	Yes	Yes	Yes	Yes



## Mississippi Testing Accommodations for Students with Dyslexia

Student Name: \_\_\_\_\_

MSIS #: \_\_\_\_\_

Test Date: \_\_\_\_\_

#	Accommodation	MAAP		MKAS <sup>2</sup>		ACT (Prior Approval Required from ACT)		ELPT			
		___ ELA ___ Math ___ 5/8 Science ___ USH	___ ENGL ___ ALG I ___ BIO I	Allowable	Used	Allowable	Used	Allowable	Used	Allowable	Used
20/23	Extended time until the end of the school day. *Not applicable to the K-Readiness Assessment.	Yes		Yes		Yes		Yes		Yes – The test is untimed	
24	Administer the test over several sessions, specifying the duration of each session.	Yes		Yes		Yes		Yes		Yes (Excludes the Speaking Domain)	
25	Administer the test over several days, specifying the duration of each day's sessions.	Yes		Yes		Yes		Yes		Yes (Excludes the Speaking Domain)	

For the above listed assessments, students with disabilities (SWDs), English learners (ELs), and students with a diagnosis of dyslexia that were evaluated by a licensed psychologist, psychometrist, or speech language pathologist (HB 1031, July 2012) may be afforded these extended time accommodations. These accommodations must be listed in the student's IEP or Section 504 Plan and specified for these assessment areas or students must have a documented diagnosis of dyslexia on file in accordance with Miss. Code 37-173-1 et seq.

### Schools Should:

- Retain the student's dyslexia diagnosis in the **classroom** and in the **cumulative record**
- Complete the **MS Testing Accommodation for Students with Dyslexia**
- Maintain the **MS Testing Accommodation for Students with Dyslexia** documentation form in the **classroom** and in the **cumulative record**

# Classroom Supports

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Allowable Adaptations

# Multi-Sensory Teaching

Multisensory (VAKT): Teaching uses all learning pathways in the brain (i.e., visual, auditory, kinesthetic- tactile) simultaneously or sequentially in order to enhance memory and learning.





# ACCESS FOR ALL

## GUIDE 2.0

- Ensures equal access as students work toward grade level standards
- Provides adaptations for ALL students
- There are allowable adaptations that might not be listed in AFA 2.0



Academic

Physical

Speech/  
Language

Social  
Emotional


Behavioral

Organizational

The Access for All Guide will provide districts with instructional implementation **strategies** and **supports** for struggling learners.

# Adaptations

Be careful of the number of accommodations implemented



Implement supports that students feel comfortable utilizing and will utilize correctly

# Determining Supports

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**Classroom supports should be:**

- Determined locally
- Provided to enable the student to achieve appropriate educational progress
- Allowable for ALL students, when needed, at Tier I, Tier II, Tier III
- Driven by data





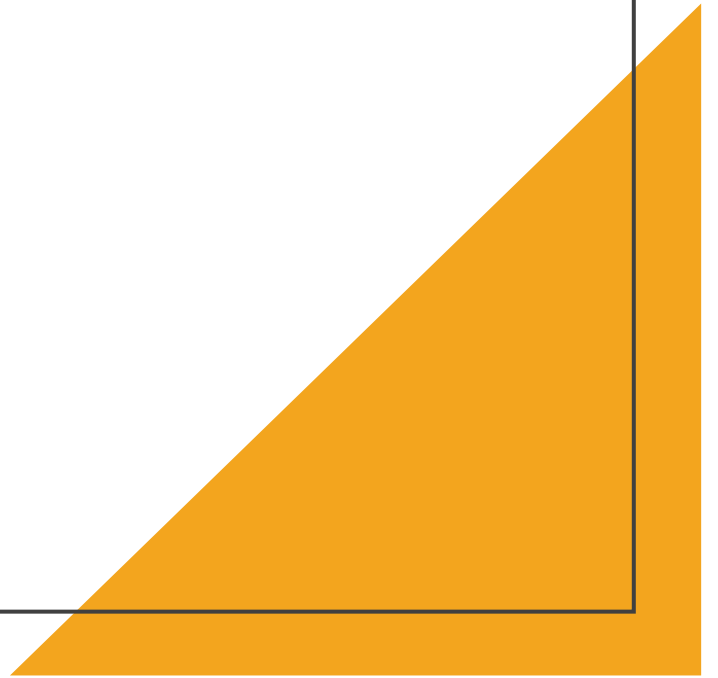
# Supporting Students with Dyslexia

## Teach students

- Time management skills
- Organizational skills
- Advocacy skills

Model expectations

Utilize visuals



# Morphological Instruction

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## Morphological Instruction

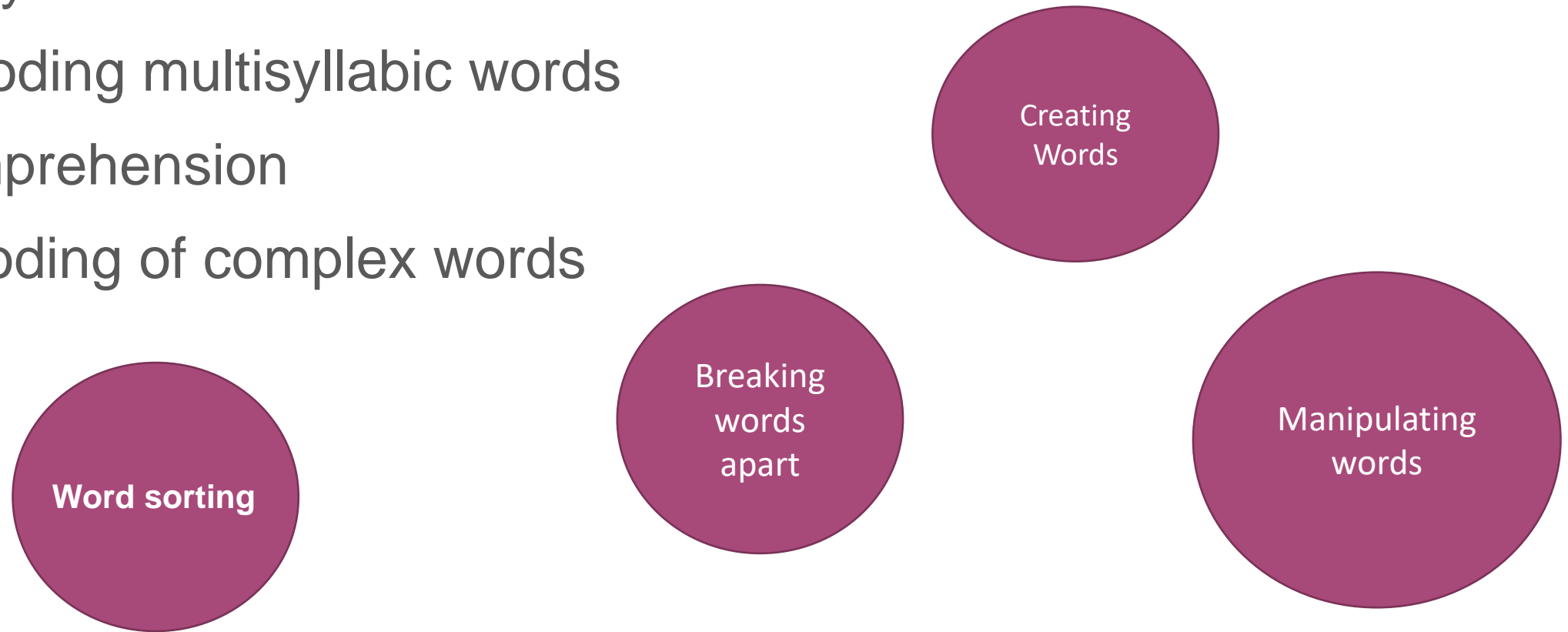
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Morphological awareness enhances students' existing skills by providing them with an additional tool to use when they encounter a challenging word (Goodwin, Lipsky, & Ahn, 2012).



Morphological awareness provides a powerful tool for improving literacy

- Decoding multisyllabic words
- Comprehension
- Encoding of complex words



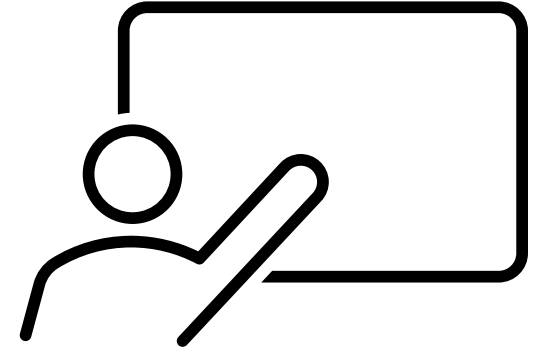
[https://youtu.be/RT\\_W5AWRue4](https://youtu.be/RT_W5AWRue4)



# Session 2 Handout

D. Which students are allowed to receive classroom adaptations/accommodations?

E. What type of instruction is best for students with dyslexia?



# Assistive Technology

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Allowable Supports

<https://youtu.be/ojX9-uNuo1o>





A young Black woman with long braids is focused on writing in a notebook. She is wearing a white t-shirt. In the background, other students are also working at their desks in a classroom setting. The lighting is warm and the atmosphere is studious.

# Available Scholarships and Grants

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# Scholarship

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- Provides the option to attend a public school other than the one to which assigned
- Funds students to attend qualified special purpose non-public school that offers Orton-Gillingham based instruction provided by a licensed dyslexia therapist 5 days a week
- Re-distributes public school funds from the public school to the special purpose non-public school
- Approximately \$7,152,315.06 has been awarded to date

**Special  
Purpose  
Non-  
Public  
Schools**

Magnolia Speech School: Jackson

3D School: Petal

Lighthouse Academy: Ocean Springs

# Dyslexia Grants

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3 Year Cycle

- 3-year grant to public school districts
- Supports students with dyslexia and/or related reading disorders in general education
- Funds the purchase of a dyslexia screener, dyslexia interventions, instructional resources and pre- and post-assessments
- Pays up to 80% of the dyslexia therapist salary
- Funds professional development related to dyslexia for teachers, administrators, and parents

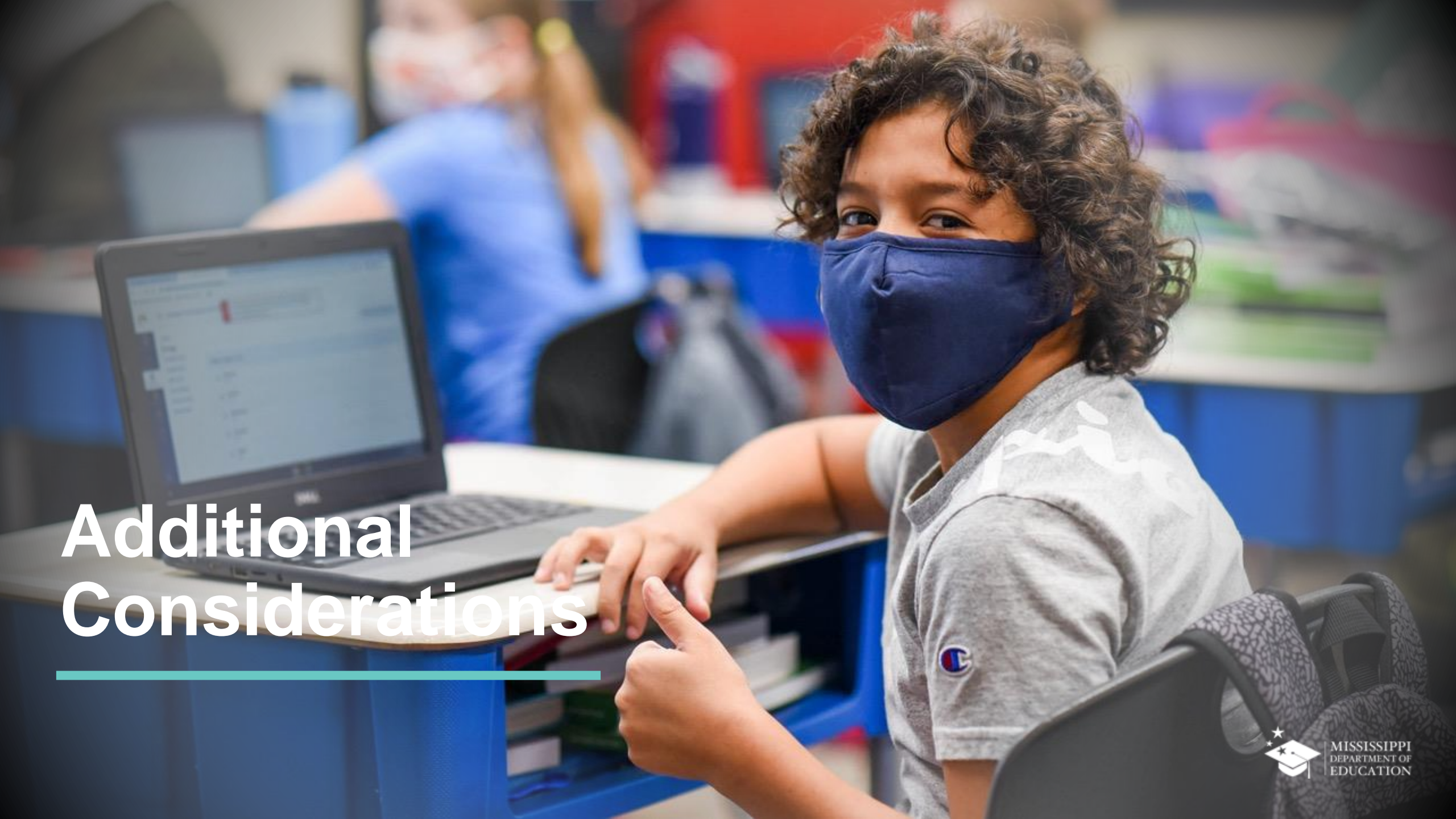
District	Award Amount
Chickasaw County School District	Each district receives \$45,000 per year for 3 years for a total of \$135,000
George County School District	
Jones County School District	
Lauderdale County School District	
Neshoba County School District	

**Most of these districts are using funds toward salary of a therapist.**

<https://youtu.be/SMQH7Pcgw-0>







# Additional Considerations

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# ADHD and Other Related Disorders

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- Often co-exists with dyslexia
- 3 types of ADHD
  - ✓ Inattentive
  - ✓ Hyperactive-Impulsive
  - ✓ Combined
- Familial
- Similar characteristics as dyslexia

## Classroom supports for students with dyslexia and ADHD

### Provide specific organizational training

- time management
- planning
- materials

### Keep expectations clear and consistent

### Revisit expectations as needed

# ADHD

## Classroom supports for students with dyslexia and ADHD

- Limit distractions
- Provide immediate and frequent feedback
- Provide opportunity for brain breaks
- Break down assignments into manageable chunks
- Offer alternatives when necessary
- Be flexible

## Session 2 Handout

F. Circle the tasks that a student with dyslexia and ADHD might struggle with.

1. Time management
2. Organization
3. Communicating with teachers regarding his/her struggles

A wide range of social emotional characteristics can emerge in students with dyslexia

- Anxiety
- Withdrawal
- Feeling of inadequacy
- Frustration



# Social Emotional

Acknowledge

Acknowledge social emotional struggles



Praise

Praise hard work-even if it isn't perfect



Assist

Assist them in recognizing strengths



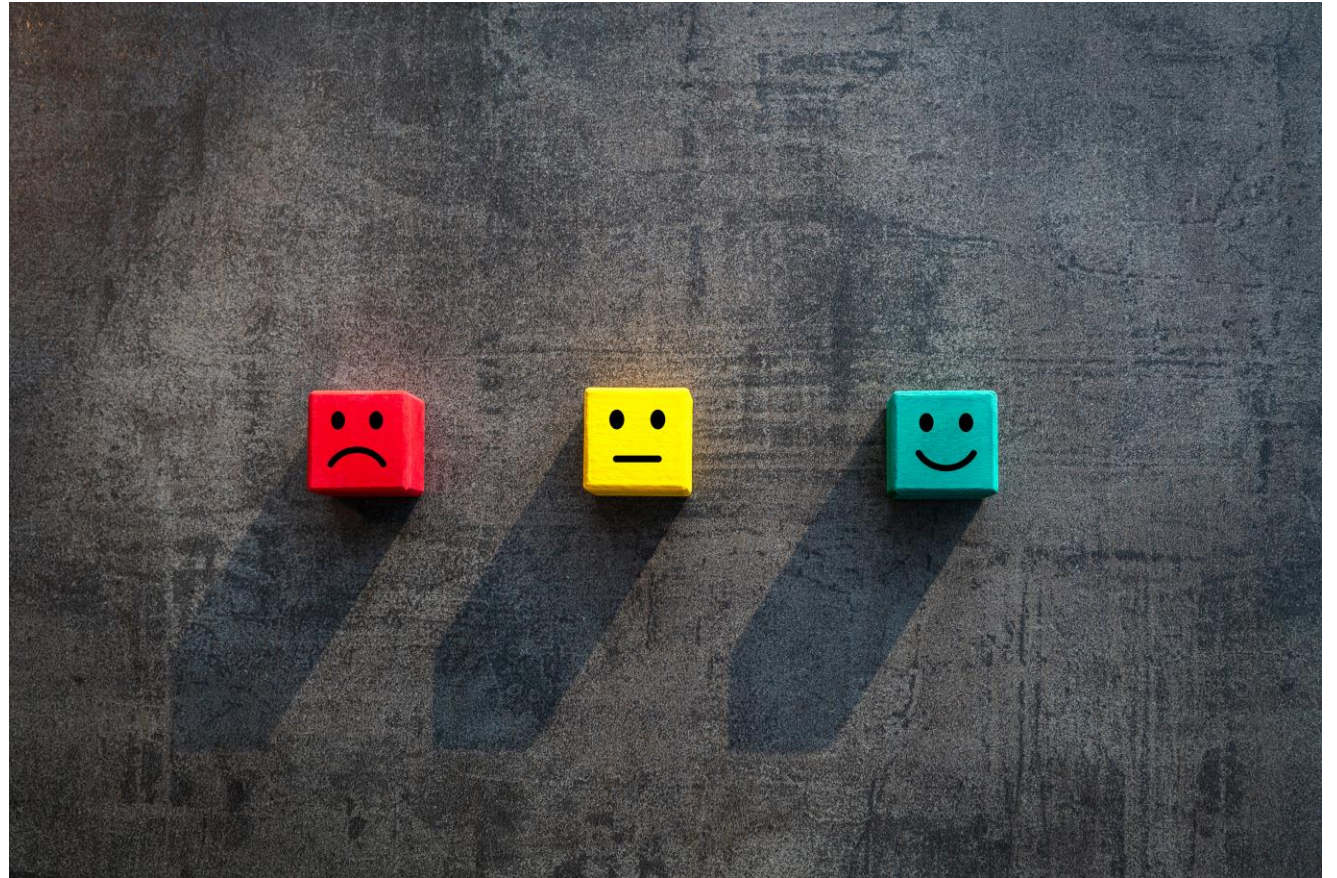
Talk

Talk with them about where to find help when needed



## Session 2 Handout

G. What are some social-emotional struggles that might be observed in a student with dyslexia?



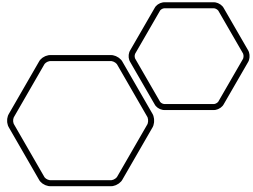
# Supporting EVERY Student with Dyslexia

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English Learners are often missed in identification of dyslexia

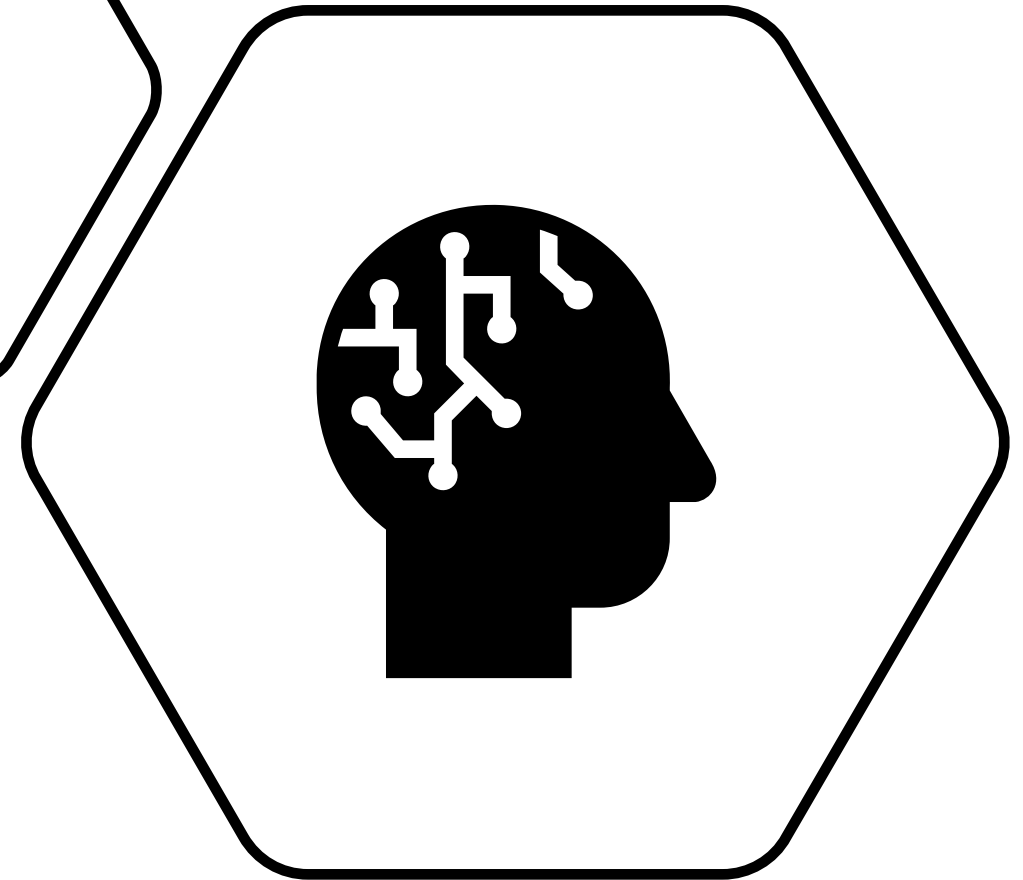
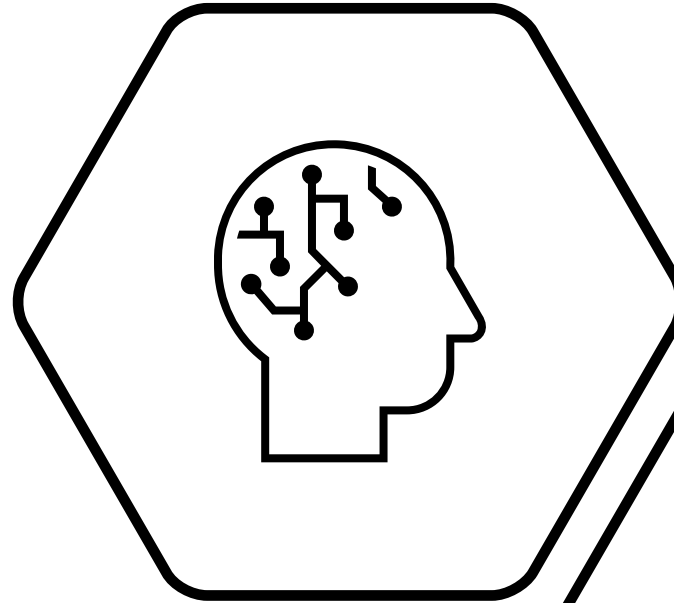
Things to Consider:

- Has the student been provided opportunity to learn to read?
- Is the student provided with sufficient home support in learning English?
- How long has the student been learning English



# Gifted Students

- Gifted students are often overlooked when reading difficulties occur
- Gifted students with dyslexia are termed as twice exceptional
  - ✓ Intellectually gifted
  - ✓ Learning disabled



# Students Receiving Speech Services

Support speech students with dyslexia by:

Practicing oral language skills in sentence structure and syntax to help develop understanding of words

Providing vocabulary development activities

Working collaboratively with the speech language pathologist to reinforce goals

A photograph of a classroom setting. In the foreground, a young boy with red hair is partially visible on the left, looking towards the center. In the middle ground, a young boy with a visible facial disability is sitting at a table, looking towards the right. To his right, another young boy is sitting at the table, holding a blue pen. The background shows a classroom with a bulletin board, a door, and yellow triangular decorations hanging from the ceiling.

## Session 2 Handout

H. Dyslexia might affect which of the following students?

1. Gifted
2. English Learners
3. Students receiving speech services

# District Supports

<https://youtu.be/wnmXT4rsHPw>



# Dyslexia Handbook

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# 2022 Dyslexia Handbook

- Section 1: Introduction
- Section 2: Dyslexia Legislation
- Section 3: Screening Students for Dyslexia
- Section 4: General Characteristics
- Section 5: Supporting Students with Dyslexia
- Section 6: Child Find
- Section 7: Accommodations and Modifications
- Section 8: Additional Considerations
- Section 9: Role of the Family
- Section 10: Glossary of Terms
- Section 11: Resources
- Appendices



A hand with light skin and orange nail polish holds a teal rotary telephone receiver. The background is a soft pink color with a white, torn-paper-like cutout on the right side. The text is positioned within this white area.

## **What questions do you still have about dyslexia?**

Please feel free to reach out if you have any questions regarding the covered content, or any questions about dyslexia and related reading disorders.

# Resources

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- International Dyslexia Association. (2018, March). *Knowledge and Practice Standards for Teachers of Reading*. Retrieved from <https://dyslexiaida.org/knowledge-and-practices/>
- American Speech-Language-Hearing Association <https://www.asha.org/practice-portal/clinical-topics/spoken-language-disorders/language-in-brief/>
- Reading Rockets <https://www.readingrockets.org/article/how-most-children-learn-read>

- Johns Hopkins Medicine  
[https://www.hopkinsmedicine.org/news/media/releases/brocas\\_area\\_is\\_the\\_brains\\_scriptwriter\\_shaping\\_speech\\_study\\_finds](https://www.hopkinsmedicine.org/news/media/releases/brocas_area_is_the_brains_scriptwriter_shaping_speech_study_finds)
- International Dyslexia Association  
<https://dyslexiaida.org/event/a-20th-year-celebration-of-scarboroughs-reading-rope/>
- Literacy for All Instruction  
<http://literacyforallinstruction.ca/alphabet-phonological-awareness/>

- Reading Rockets  
[www.readingrockets.org/helping/target/phonologicalphonemic](http://www.readingrockets.org/helping/target/phonologicalphonemic)
- Heggerty [www.heggerty.org/blog/phonological-awareness-and-phonemic-awareness/](http://www.heggerty.org/blog/phonological-awareness-and-phonemic-awareness/)
- Pearson Higher Ed  
<https://www.pearsonhighered.com/assets/samplechapter/0/1/3/2/0132837803.pdf>
- Frontiers in Psychology  
<https://www.frontiersin.org/articles/10.3389/fpsyg.2021.614996/full>

- Orton Gillingham Online Academy  
<https://ortongillinghamonlinetutor.com/13-characteristics-of-dyslexia/>
- Reading Rockets  
<https://www.readingrockets.org/helping/target/fluency>
- Great Speech <https://greatspeech.com/7-signs-of-reading-comprehension-problems-in-children-and-adults/>
- Reading Rockets <https://www.readingrockets.org/article/types-reading-disability>



- Scholastic  
<https://www.scholastic.ca/education/movingupwithliteracyplace/pdfs/grade4/litsupportguide/57-rdgbbehvsupportbylvl.pdf>
- Developing Early Literacy: Report of the National Early Literacy Panel <https://lincs.ed.gov/publications/pdf/NELPReport09.pdf>



**Thank you to the following individuals for contributing to this project:**

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Shelley Darby, *Neshoba Central Elementary (Parent)*

Tiffany Plott, *Neshoba Central Elementary*

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