Mississippi Department of Education: Dyslexia Policy and Practice

Session 2

Laurie Weathersby
Jayda Brantley
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
<table>
<thead>
<tr>
<th><strong>State Board of Education</strong></th>
<th><strong>STRATEGIC PLAN GOALS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>ALL Students Proficient and Showing Growth in All Assessed Areas</strong></td>
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<tr>
<td><strong>2</strong></td>
<td><strong>EVERY Student Graduates from High School and is Ready for College and Career</strong></td>
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<td><strong>3</strong></td>
<td><strong>EVERY Child Has Access to a High-Quality Early Childhood Program</strong></td>
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<td><strong>4</strong></td>
<td><strong>EVERY School Has Effective Teachers and Leaders</strong></td>
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<tr>
<td><strong>5</strong></td>
<td><strong>EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes</strong></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>EVERY School and District is Rated “C” or Higher</strong></td>
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</tbody>
</table>
Agenda

- Evaluations
- MTSS/Interventions
- Accommodations/Adaptations
- Scholarships
- Grants
- Additional Considerations
Presenter Information

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

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

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

Includes all information gathered from family, school, and outside professionals who know the student.
Districts must accept a diagnosis from any of the individuals listed above.

- Licensed Psychologist
- Licensed Psychometrist
- Licensed Speech Pathologist
Evaluation Components
### Components of a Dyslexia Evaluation

Evaluations should contain a number of the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>IQ Test</td>
<td>Rapid Naming</td>
</tr>
<tr>
<td>Reading Fluency</td>
<td>Letter-Word Identification</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Passage Comprehension</td>
</tr>
<tr>
<td>Word Reading/Oral Reading</td>
<td>Word Attack</td>
</tr>
<tr>
<td>Written Expression/Writing Samples</td>
<td>Vocabulary Knowledge</td>
</tr>
<tr>
<td>Spelling/Encoding</td>
<td>Phonological Awareness</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>Phonological Memory</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td></td>
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</tbody>
</table>
Components of a Dyslexia Evaluation

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

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)
Components of a Dyslexia Evaluation

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

https://youtu.be/L75doodZ170
Dyslexia and Multi-Tiered Systems of Support (MTSS)
MTSS Defined
What is MTSS?

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 students.
MTSS Essential Components

- 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?

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

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

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)
Who Serves Students with Dyslexia?

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

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

Use data to make informed decisions regarding a comprehensive evaluation.
C. Who should serve a student with dyslexia?
Allowable Supports
Allowable Accommodations

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.
Allowable State Testing Accommodations

• 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)
## Allowable State Testing Accommodations

<table>
<thead>
<tr>
<th>#</th>
<th>Accommodation</th>
<th>MAAP*</th>
<th>MKAS2</th>
<th>ACT</th>
<th>ELPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/23</td>
<td>Extended time until the end of the school day.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>24</td>
<td>Administer the test over several sessions, specifying the duration of each session.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>25</td>
<td>Administer the test over several days, specifying the duration of each day’s sessions.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Mississippi Testing Accommodations for Students with Dyslexia

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>MAAP</th>
<th>MKAS$^2$</th>
<th>ACT (Prior Approval Required from ACT)</th>
<th>ELPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended time until the end of the school day, <em>Not applicable to the K-Readiness Assessment.</em></td>
<td>Yes</td>
<td>Used</td>
<td>Yes</td>
<td>Yes – The test is untimed</td>
</tr>
<tr>
<td>Administer the test over several sessions, specifying the duration of each session.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes (Excludes the Speaking Domain)</td>
</tr>
<tr>
<td>Administer the test over several days, specifying the duration of each day’s sessions.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes (Excludes the Speaking Domain)</td>
</tr>
</tbody>
</table>

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.
Allowable State Testing Accommodations

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

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.
• 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
What is Access for All?

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

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
Morphological Instruction

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
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

Allowable Supports
https://youtu.be/ojX9-uNuo1o
Available Scholarships and Grants
Scholarship
Scholarships for Students with Dyslexia

• 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
<table>
<thead>
<tr>
<th>Special Purpose Non-Public Schools</th>
<th>Magnolia Speech School: Jackson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3D School: Petal</td>
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<tr>
<td></td>
<td>Lighthouse Academy: Ocean Springs</td>
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</table>
Dyslexia Grants

3 Year Cycle
Dyslexia Grants

• 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
### Dyslexia Grants

<table>
<thead>
<tr>
<th>District</th>
<th>Award Amount</th>
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<tr>
<td>Chickasaw County School District</td>
<td>Each district receives $45,000 per year for 3 years for a total of $135,000</td>
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<tr>
<td>George County School District</td>
<td></td>
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<tr>
<td>Jones County School District</td>
<td></td>
</tr>
<tr>
<td>Lauderdale County School District</td>
<td></td>
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<tr>
<td>Neshoba County School District</td>
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</tbody>
</table>

Most of these districts are using funds toward salary of a therapist.
https://youtu.be/SMQH7Pcgw-0
Additional Considerations
ADHD and Other Related Disorders
• 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
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
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

1. Acknowledge: Acknowledge social emotional struggles
2. Praise: Praise hard work—even if it isn’t perfect
3. Assist: Assist them in recognizing strengths
4. Talk: Talk with them about where to find help when needed
G. What are some social-emotional struggles that might be observed in a student with dyslexia?
Supporting EVERY Student with Dyslexia
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
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
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
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.


• Reading Rockets https://www.readingrockets.org/article/how-most-children-learn-read
Resources

• Johns Hopkins Medicine
  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/
Resources

• Reading Rockets  
  www.readingrockets.org/helping/target/phonologicalphonemic

• Heggerty  
  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  
Resources

- Orton Gillingham Online Academy
  https://ortongillinghamonlinetutor.com/13-characteristics-of-dyslexia/

- Reading Rockets
  https://www.readingrockets.org/helping/target/fluency

- Great Speech

- Reading Rockets
  https://www.readingrockets.org/article/types-reading-disability
• Scholastic

• Developing Early Literacy: Report of the National Early Literacy Panel
Special Thanks

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