Dyslexia Characteristics

Mississippi Guidance

August 28, 2020

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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
MISSISSIPPI STATE BOARD OF EDUCATION

STRATEGIC PLAN GOALS

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

4. Every School Has Effective Teachers and Leaders

5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. Every School and District is Rated “C” or Higher
Today’s Schedule

• Dyslexia Defined
• Key Legislation
• State-Approved Screeners
• Characteristics
Dyslexia Defined
Definition of Dyslexia

- Dyslexia is defined as a specific learning disability that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and secondary consequences which may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.
Taking a Closer Look

- Impairment of learning that may affect one or more academic area, but not others
- Structural and functional difference in the brain
- Difficulties with reading print accurately with a rate that supports comprehension
- Difficulty using phonics and structural analysis to spell and read unknown words automatically
Taking a Closer Look

• Core deficit in phonological processing skills, speech sounds are poorly processed

• Unexpected difficulties in relation to intelligence, opportunities, and instruction

• Exists in individuals with talents and abilities that enable them to be successful in many domains

• Coexists with other developmental difficulties and disabilities, including problems with attention, memory, and executive function
Key Legislation
No Dyslexia-Specific Laws:
- Hawaii
- Idaho
- South Dakota
- Vermont

dyslexicadvantage.org
Key Legislation

- $6,000 salary supplement for acquiring CALT certification
- Tuition reimbursement for Masters in Dyslexia Therapy
- Tuition assistance to attend special-purpose non-public schools
- Extends grant opportunities to public schools

Dyslexia Grants to Public Schools 1996
Scholarships for Students with Dyslexia 2012
Certified Academic Language Supplements 2013
Critical Needs Scholarship 2013
### Dyslexia Grants (est. 1996)

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<tr>
<td></td>
<td>3 year grant to public school districts</td>
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<td></td>
<td>Supports students with dyslexia and/or related reading disorders in general education</td>
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<td></td>
<td>Funds the purchase of a dyslexia screener, dyslexia interventions, instructional resources and pre- and post-assessments</td>
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<td>Pays up to 80% of the dyslexia therapist salary</td>
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<tr>
<td></td>
<td>Funds professional development related to dyslexia for teachers, administrators, and parents</td>
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## 2018-2021 Grant Awards

<table>
<thead>
<tr>
<th>District</th>
<th>Program</th>
<th>Award</th>
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</thead>
<tbody>
<tr>
<td>Jones County</td>
<td>Dyslexia Therapist, Alphabetic Phonics, Barton</td>
<td>45,000. x 3 = 135,000.</td>
</tr>
<tr>
<td>Lauderdale</td>
<td>Dyslexia Therapist, Alphabetic Phonics, Barton</td>
<td>45,000. x 3 = 135,000.</td>
</tr>
<tr>
<td>George County</td>
<td>Dyslexia Therapist, Neuhaus: Basic Language Skills</td>
<td>45,000. x 3 = 135,000.</td>
</tr>
<tr>
<td>Neshoba County</td>
<td>Dyslexia Therapist, Alphabetic Phonics, Take Flight</td>
<td>45,000. x 3 = 135,000.</td>
</tr>
<tr>
<td>Lamar County</td>
<td>Dyslexia Therapist, Neuhaus: Basic Language Skills</td>
<td>40,550. x 3 = 121,650.</td>
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</table>
Scholarship for Students with Dyslexia
<table>
<thead>
<tr>
<th>Scholarship for Students with Dyslexia (est. 2012)</th>
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<tbody>
<tr>
<td>• Provides the option to attend a public school other than the one to which assigned</td>
</tr>
<tr>
<td>• 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</td>
</tr>
<tr>
<td>• Re-distributes public school funds from the public school to the special purpose non-public school selected</td>
</tr>
<tr>
<td>• Total funds awarded to date: $6,096,358.70</td>
</tr>
</tbody>
</table>
Approved Special Purpose Non-Public Schools

- Magnolia Speech School: Jackson
- New Summit School: Jackson
- North New Summit: Greenwood
- South New Summit: Hattiesburg
- Oxford University School: Oxford
- Petal 3D School: Petal
<table>
<thead>
<tr>
<th>Dyslexia Therapy Scholarship for Students With Dyslexia (est. 2012)</th>
<th>Requires the administration of a SBE approved Dyslexia Screener in the Spring of Kindergarten and the Fall of First grade that addresses:</th>
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<tr>
<td></td>
<td>• phonological awareness and phonemic awareness,</td>
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<td></td>
<td>• sound symbol recognition,</td>
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<td></td>
<td>• alphabet knowledge,</td>
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<td></td>
<td>• decoding skills,</td>
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<td></td>
<td>• encoding skills, and</td>
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<td></td>
<td>• rapid naming</td>
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Public School Dyslexia Screener Requirements
Public School Requirements

1. Adopt a local board policy about screening students for dyslexia.

2. Screen **all** students during the 2\textsuperscript{nd} semester of Kindergarten and during the 1\textsuperscript{st} semester of First Grade using a State Board of Education approved Dyslexia Screener.

3. Ensure that the screener addresses the following components:
   - Phonological awareness and phonemic awareness
   - Sound symbol recognition
   - Alphabet knowledge
   - Decoding skills
   - Encoding skills
   - Rapid naming
4. Notify parents if a student fails the dyslexia screener.

5. Accept dyslexia evaluations administered by a licensed psychologist, psychometrist, or speech language pathologist.

6. Determine whether a student diagnosed with dyslexia qualifies under IDEA before proceeding to the development of a 504 Plan. If a student's diagnosis of dyslexia does not result in a disability determination, then in developing the written 504 Plan, there shall be a presumption that proficiency in spelling, reading and writing are essential for the student to achieve appropriate educational progress.
7. Develop interventions and strategies to provide accommodations to enable the student to achieve appropriate educational progress. The interventions and strategies developed shall include, but not be limited to, the use of the 3-Tier Instructional Model and the utilization of provisions of the IDEA and Section 504 to address those needs.
8. Screen first grade students by October 23, 2020
9. Screen kindergarten students by April 9, 2021
10. Complete the MS Dyslexia Screener Data Information Form and submit to the Office of Student Intervention Services at dyslexiadata@mdek12.org by April 23, 2021.

* Screener Information and Forms can be accessed at http://www.mde.k12.ms.us/ESE/dyslexia
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.
State Approved Dyslexia Screeners

- We released a Request for Qualifications in April.
- The list of dyslexia screeners was approved at the June Board Meeting.
# State Approved Dyslexia Screeners

<table>
<thead>
<tr>
<th>Dyslexia Screener</th>
<th>Grade Level</th>
<th>Cost</th>
<th>Admin Time</th>
<th>Test Type</th>
<th>Provides Pass/Fail Criteria</th>
<th>Provides Demo for Test Admin</th>
<th>Special Qualifications to Administer</th>
<th>Ordering Information</th>
</tr>
</thead>
</table>
| **Amplify Screener** (New Customers)                        | K – 1       | $14.90 per student | 8-13 minutes | Teacher Directed and Recorded    | Yes                         | Yes                         | None                                   | Wayne Hebert Amplify, Senior Account Executive  
  whebert@amplify.com  
  337-298-7833                                      |
<p>| <strong>Amplify Screener</strong> (Returning Customers)                  |             |                 |            |                                  |                             |                             |                                        |                                        |
| mCLASS with DIBELS 8th Edition, RAN, and Spelling            |             |                 |            |                                  |                             |                             |                                        |                                        |
| mCLASS with Acadience (formerly DIBELS Next) and the         |             |                 |            |                                  |                             |                             |                                        |                                        |
| Early Literacy Measures (ELM)                                |             |                 |            |                                  |                             |                             |                                        |                                        |</p>
<table>
<thead>
<tr>
<th>State Approved Dyslexia Screeners</th>
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<tr>
<th>DIBELS 8th Edition</th>
<th>K – 8</th>
<th>$1.00 per student per year</th>
<th>3-7 minutes per student</th>
<th>Teacher-directed One-on-one assessment</th>
<th>Comprehension measure is</th>
<th>Yes</th>
<th>Yes</th>
<th>None</th>
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<tr>
<td>University of Oregon Center on Teaching and Learning</td>
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<tr>
<td><a href="https://dibels.uoregon.edu/">https://dibels.uoregon.edu/</a></td>
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</table>

support@dibels.uoregon.edu
888-497-4290
# State Approved Dyslexia Screeners

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
<th>Cost</th>
<th>Time</th>
<th>Type</th>
<th>Can Be Used for Identification</th>
<th>Can Be Used for Evaluation</th>
<th>Training Required</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>FastBridge Learning</td>
<td>K – 2</td>
<td>$7.50 per student Annual subscription</td>
<td>5 minutes for each measure</td>
<td>Teacher-directed with an on-line scoring tool</td>
<td>Yes</td>
<td>Yes</td>
<td>None</td>
<td>Geb Bull&lt;br&gt;<a href="mailto:gbull@illuminateed.net">gbull@illuminateed.net</a>&lt;br&gt;337-280-0816</td>
</tr>
<tr>
<td>Lexercise</td>
<td>K – 1</td>
<td>Free</td>
<td>15 minutes</td>
<td>Online Assessment Teacher Directed and Recorded</td>
<td>Yes</td>
<td>Yes</td>
<td>None</td>
<td>Free online access</td>
</tr>
</tbody>
</table>

[https://www.lexercise.com/clinicians/mississippi-dyslexia-screener](https://www.lexercise.com/clinicians/mississippi-dyslexia-screener)
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<tr>
<th>State Approved Dyslexia Screeners</th>
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<tr>
<td><strong>Mississippi College</strong></td>
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<tr>
<td>Dyslexia Screener for Kindergarten, First, Second and Third Grades</td>
</tr>
<tr>
<td><a href="https://www.mc.edu/academics/education/dyslexia-therapy-program">https://www.mc.edu/academics/education/dyslexia-therapy-program</a></td>
</tr>
<tr>
<td>K – 1</td>
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<tr>
<td>2 – 3</td>
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| **William Carey University/Mississippi Dyslexia Therapy Association** |
| Dyslexia Screener for Kindergarten and First Grade, 2017 Edition (now available in digital format) |
| [http://msdta.org](http://msdta.org) |
| K – 1 | $35.00 per school | 15 minutes | Teacher Directed and Recorded | Yes | Yes | None |
| Can be reproduced as needed | | | | | Cena Holifield William Carey, School of Education |
| | 601-318-6000 or cholifield@wmcarey.edu | | | | |
Dyslexia Data

MISSISSIPPI DYSLEXIA SCREENER

Dyslexia Screener Data
2020-2021

Effective July 1, 2017, Section 37-173-15 of House Bill 1046 mandates that each local school district screen students for dyslexia in the spring of Kindergarten and the fall of Grade 1 using a State Board of Education (SBE) approved screener. Please complete the information below and submit completed forms to the Office of Student Intervention Services at dyslexiadata@mdek12.org by April 23, 2021. Contact Laurie Weathersby at lweathersby@mdek12.org for questions concerning the completion of the form.

DISTRICT INFORMATION

<table>
<thead>
<tr>
<th>School District</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Contact Position</th>
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<table>
<thead>
<tr>
<th>Contact E-mail</th>
<th>Contact Phone</th>
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</table>

Check the SBE approved screener that was used for this assessment:

- [ ] Amplify Screener mCLASS with DIBELS 8th Edition, RAN, and Spelling (New Customers)
- [ ] Lexercise Mississippi Dyslexia Screener
- [ ] Amplify Screener mCLASS DIBELS Next and Early Literacy Measures (Returning Customers)
- [ ] Mississippi College: Dyslexia Screener for Kindergarten, First, Second, and Third Grade
- [ ] DIBELS 8th Edition University of Oregon Center on Teaching and Learning
- [ ] William Carey/Mississippi Dyslexia Therapy Association Dyslexia Screener for Kindergarten and First Grade, 2017 Ed.
- [ ] FastBridge Learning Illuminate Education
Notifying Parents

Sample Letter
Dear Parent/Guardian:

According to Mississippi Code 37-17-3-1, all students in grades kindergarten and first grade are required to be screened for dyslexia using a Mississippi State Board of Education approved screener. Kindergarten students must be screened during the spring semester and first grade students must be screened during the fall semester.

The screener is designed to identify the areas of concern and components of reading that may suggest characteristics of dyslexia. The screener will be used to identify your child's strengths and weaknesses and may be used to design specialized instruction (i.e., individual support using learning styles, student interests, and visuals), interventions (intentional instruction that is aimed at a specific identified area), and classroom supports for your child which may include the three tiers of support.

This is not a comprehensive dyslexia assessment designed to diagnose your child with dyslexia.

On [enter date], [enter child's name] was administered the [enter screener name] dyslexia screener and did not pass the following components of the screener:

- Phonological awareness and phonemic awareness (rhyming, syllabication, manipulation)
- Sound symbol recognition (letter sounds)
- Alphabet knowledge (letter identification)
- Decoding skills (reading)
- Encoding skills (spelling)
- Rapid naming (letter, color, or object naming)

Your child’s performance indicates that additional instructional support may be needed. The following supports will be provided for your child:

- Extra classroom reading supports that target the identified areas that have been identified on the screener
- Resources and supports that can be used at home to support your child

Also, an Individualized Reading Plan (IRP) may be developed to plan extra supports. If you would like more information concerning this notification feel free to contact your child’s teacher at his/her school.

Phone Number:
Email address:

Sincerely,
District Considerations
District Considerations

How many students that failed the screener were referred to MTSS?

How many students who failed the Dyslexia Screener were referred to MET?

How many of those students were found eligible for Special Education Services?

How many students failed the screener in Kindergarten and First Grade?

Are you considering multiple sources of data?

Has the parent been notified and expressed concern?
Characteristics
Preschool Years

- Trouble learning common nursery rhymes
- Difficulty learning names of letters in the alphabet
- Unable to recognize letters in his/her own name
- Mispronounces familiar words
- Does not recognize rhyming patterns
- Family history of reading difficulties
Kindergarten and First Grade

- Reading errors that show no connection to the sounds of the letters on the page (puppy – dog)
- Does not understand that words come apart
- Complains about how hard reading is
- History of reading problems in parents or siblings
- Trouble sounding out simple words (cat, map, nap)
Second Grade through High School

• Very slow in acquiring reading skills
• Reading is slow and awkward
• Trouble reading unfamiliar words, often making wild guesses
• No strategy for reading new words
• Avoids reading out loud
Student Intervention Supports

**Bureau Director**
Laurie Weathersby
lweathersby@mdek12.org

**Academic Intervention Specialist**
Jayda Brantley
jbrantley@mdek12.org

**Academic Intervention Specialist**
Mathis Sheriff
msheriff@mdek12.org

**Behavior Specialist**
Ginger Koestler
gkoestler@mdek12.org

**English Learner Specialist**
Sandra Elliott (PreK – 12)
selliott@mdek12.org

**Gifted Specialist**
Jen Cornett
jcornett@mdek12.org

**Technology Specialist**
Melissa Banks
mbanks@mdek12.org
Laurie Weathersby
Jayda Brantley
Ginger Koestler
Student Intervention Specialists
lweathersby@mdek12.org
jbrantley@mdek12.org
gkoestler@mdek12.org