Dyslexia Screener and Child Find

SPED Directors Quarterly Meeting

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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Mississippi Department of Education

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

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
- Scholarship for Students with Dyslexia
- Public School Requirements
- Notifying Parents of Dyslexia Screener Results
- Evaluating for Dyslexia
- State Accommodations
- Child Find
- IDEA

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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
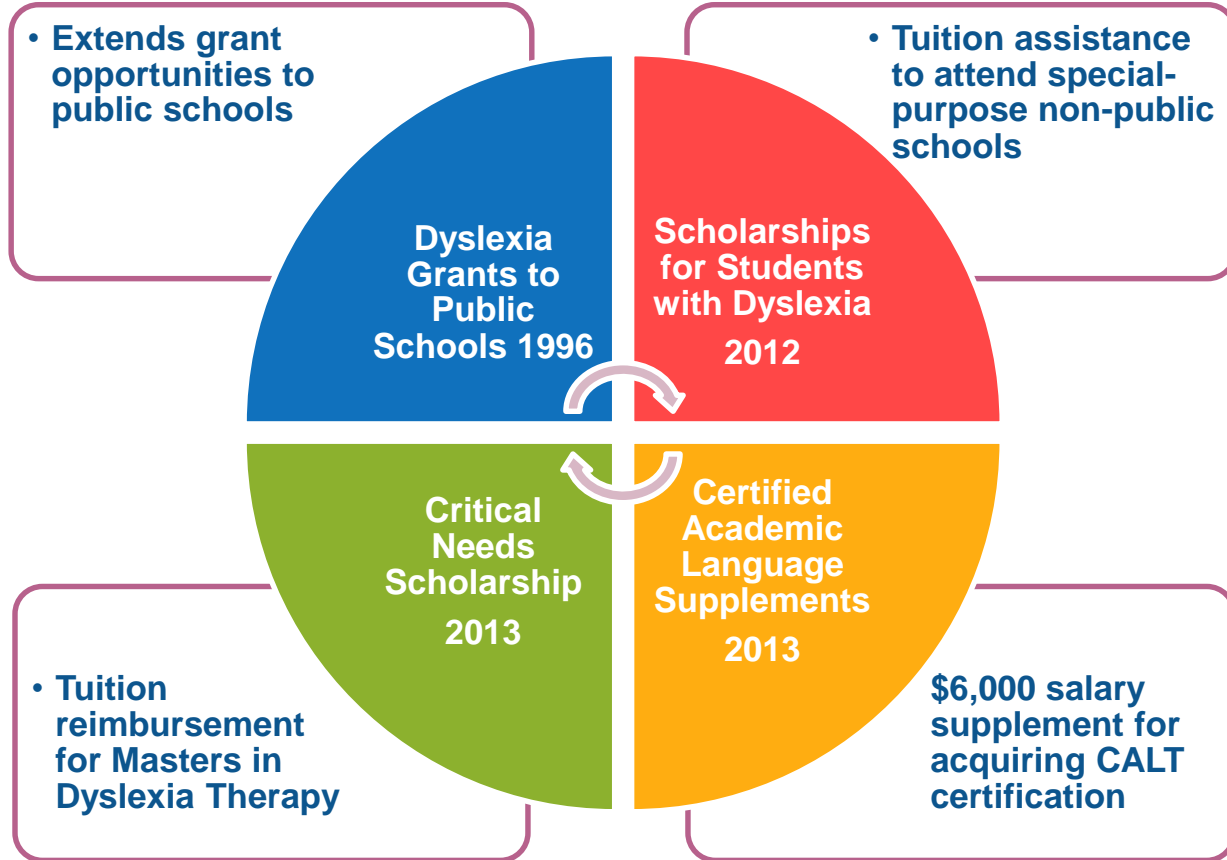
Taking a Closer Look

- 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

Improving State Supports

Key Legislation

- Extends grant opportunities to public schools

Dyslexia Grants to Public Schools 1996

- Tuition assistance to attend special-purpose non-public schools

Scholarships for Students with Dyslexia 2012

Critical Needs Scholarship 2013

Certified Academic Language Supplements 2013

- Tuition reimbursement for Masters in Dyslexia Therapy

- $6,000 salary supplement for acquiring CALT certification

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Legislative Priorities

Dyslexia Grants (est. 1996)	• 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

2018-2021 Grant Awards

District	Program	Award
Jones County	Dyslexia Therapist, Alphabetic Phonics, Barton	45,000. x 3 = 135,000.
Lauderdale	Dyslexia Therapist, Alphabetic Phonics, Barton	45,000. x 3 = 135,000.
George County	Dyslexia Therapist, Neuhaus: Basic Language Skills	45,000. x 3 = 135,000.
Neshoba County	Dyslexia Therapist, Alphabetic Phonics, Take Flight	45,000. x 3 = 135,000.
Lamar County	Dyslexia Therapist, Neuhaus: Basic Language Skills	40,550. x 3 = 121,650.

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Scholarship for Students with Dyslexia

Scholarship for Students with Dyslexia

Scholarship for Students With Dyslexia (est. 2012)	• 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 selected • Total funds awarded to date: $6,096,358.70

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Approved Special Purpose Non-Public Schools

- Magnolia Speech School: Jackson

- New Summit School: Jackson

- North New Summit: Greenwood

- South New Summit: Hattiesburg

- Petal 3D School: Petal

- Gulf Coast 3D School: Ocean Springs

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Scholarship for Students with Dyslexia

Dyslexia Therapy Scholarship for Students With Dyslexia (est. 2012)	Requires the administration of a SBE approved Dyslexia Screener in the Spring of Kindergarten and the Fall of First grade that addresses: • phonological awareness and phonemic awareness, • sound symbol recognition, • alphabet knowledge, • decoding skills, • encoding skills, and • rapid naming

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Public School Dyslexia Screener Requirements

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Public School Requirements

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

2. Screen <u>all</u> students during the 2nd semester of Kindergarten <u>and</u> during the 1st 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

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State Approved

Dyslexia Screeners

MDE-Approved Dyslexia Screeners

Dyslexia Screener	Grade Level	Cost	Admin Time	Test Type	Provides Pass/Fail Criteria	Provides Demo for Test Admin	Special Qualifications to Administer	Ordering Information
Amplify Screener mCLASS DIBELS Next and Early Literacy Measures	K – 1	$14.90 per student	8-13 minutes	Teacher Directed and Recorded	Yes	Yes	None	Monica Vincent Amplify, Senior Account Executive 404-406-9866 or mvincent@amplify.com
Lexercise Mississippi Dyslexia Screener https://www.lexercise.com/clinicians/mississippi-dyslexia-screener	K – 1	Free	15 minutes	Online Assessment Teacher Directed and Recorded	Yes	Yes	None	Free online access

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MDE-Approved Dyslexia Screeners (cont.)

Mississippi College Dyslexia Screener for Kindergarten, First, Second and Third Grades https://www.mc.edu/academics/education/dyslexia-therapy-program	K – 1 2 – 3	$35.00 per school Can be reproduced as needed	25 minutes *(estimated)*	Teacher Directed and Recorded	Yes	No, directions are explicit enough that no training will be needed	None	Shirley Tipton Mississippi College, School of Education 601-925-7667 or tipton@mc.edu
Mississippi Dyslexia Therapy Association Dyslexia Screener for Kindergarten and First Grade, 2017 Edition http://msdta.org	K – 1	$35.00 per school Can be reproduced as needed	15 minutes	Teacher Directed and Recorded	Yes	Yes	None	Cena Holifield William Carey, School of Education 601-318-6000 or cholifield@wmcarey.edu

Screener results should be considered when determining intervention supports for students.

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Public School Requirements

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.

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Notifying Parents

Sample Letter

Sample Parent Letter

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DRAFT Dyslexia Screener
Parent Notification Letter

Dear Parent/Guardian:

According to Mississippi Code 37-173-1 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 deficit areas in reading that are suggestive of dyslexia characteristics and indicative of difficulty in the critical component areas that are needed for your child to become a successful reader. This is not a comprehensive dyslexia assessment designed to diagnose your child with dyslexia. The screener will be used to identify your child's strengths and weaknesses of your child. This screener not a comprehensive assessment designed to diagnose dyslexia. The screener may be used to design specialized instruction, interventions, and classroom supports for your child.

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 if determined by a shared leadership team.

The following supports will be provided for your child:

- Additional classroom reading instructional supports to meet specific deficiencies identified on the screener
- Resources and supports that can be used at home to support your child

Additionally, an Individualized Reading Plan may be developed to otline the supports that are being provided to your child.

If you would like more information concerning this notification, contact your child's teacher at his/her school.

Phone Number:
Email address:

Sincerely,
* A shared leadership team can be but is not limited to the following team members: classroom teacher (general education, special education) parent, interventionist, principal, and counselor.
* 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.

Public School Requirements

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. Complete the MS Dyslexia Screener Data Information Form and submit to the Office of Student Intervention Services at dyslexiadata@mdek12.org by April 17, 2020. Screener Information and Forms can be accessed at http://www.mde.k12.ms.us/ESE/dyslexia
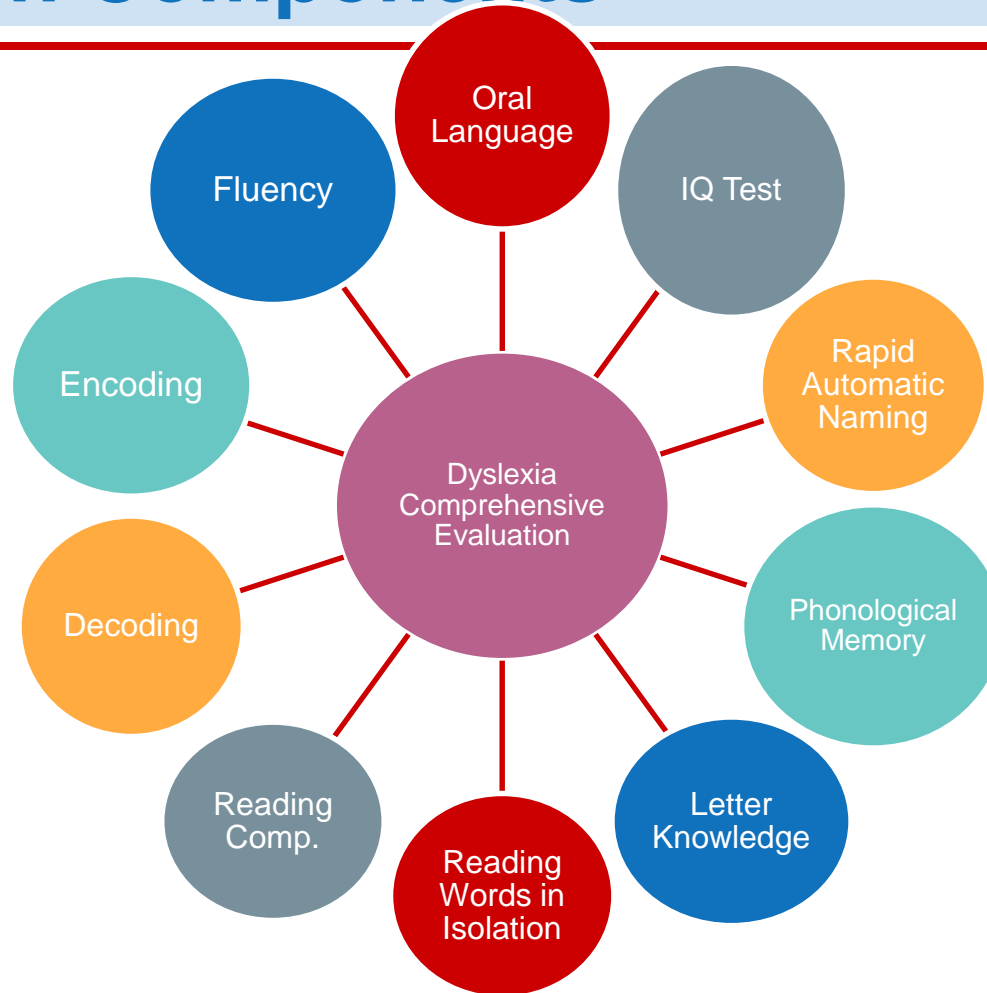
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Determining Intervention Supports

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.

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Evaluating for Dyslexia

Evaluation Components

Dyslexia Comprehensive Evaluation

- Oral Language
- IQ Test
- Rapid Automatic Naming
- Phonological Memory
- Letter Knowledge
- Reading Words in Isolation
- Reading Comp.
- Decoding
- Encoding
- Fluency

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Other Considerations

- Family history / genetics

- Rote memory, such as alphabetic sequence

- Auditory discrimination

- Cognitive ability

- Educational history

- Behavior and attention

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Dyslexia Accommodations

State Assessments

Allowable Accommodations

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Dyslexic Student Accommodations

- 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.

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Assessments

- Mississippi Academic Assessment Program (MAAP)
  - ✓ MAAP ELA and Math - Grades 3-8, English II, Algebra I, Algebra II
  - ✓ 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)

Assessments

#	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

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Dyslexia Accommodation Documentation

Mississippi Testing Accommodations for Students with Dyslexia

Student Name: _____ **MSIS #:** _____

Test Date: _____

#	Accommodation	MAAP ___ELA ___ENGII ___Math ___ALG I ___5/8 Science ___BIO I ___USH		MKAS²		ACT (Prior Approval Required from ACT)		ELPT	
		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 – The test is untimed	
24	Administer the test over several sessions, specifying the duration of each session.	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 (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.

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Documentation for Accommodations

- 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**

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Failing the Dyslexia Screener

Understanding What's Next

Child Find

Follow Child Find Procedures

Child Find is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as 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.

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District Considerations

- Recognize that some students already have an official diagnosis

- Recognize that some students may qualify for Special Education Services under the eligibility category of Specific Learning Disability (SLD)

- Consider additional Red Flags (chronic medical problems, low academic performance, absenteeism, parent history, parent request etc.)

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District Considerations

- Recognize that students suspected of having a disability continue to receive Tier I High Quality Classroom Instruction and supports

- Understand that the Special Education does not require all students go through the MTSS process prior to a comprehensive evaluation

- Realize that the MTSS can not be used to deny or to delay the appropriate evaluation of a child suspected of having a disability

- Acknowledge that the student may have a disability

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?

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Providing Supports

- Phonological Awareness

  - Refers to a student's awareness of speech and speech segments that are larger than a phoneme

  - Students are able to manipulate units of oral language (syllables, onset and rime, phonemes)

- Phonological awareness encompasses a wide range of skills that lead to and include phoneme awareness
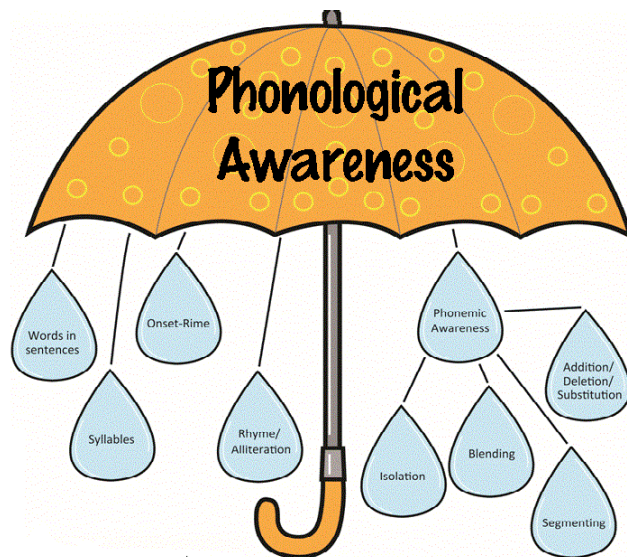
Phonological Awareness and Phonemic Awareness

- Phonemic Awareness
  - A conscious awareness of the identity of speech sounds in words and the ability to manipulate those sounds
  - It does not require the use of printed words or letters
  - Increases a student's awareness of the features of speech
  - Being sensitive to rhyme

- <u>Onset and rime</u>-recognition and production of rhyming words depend on the ability to break any syllable into two parts

cat	dog
bat	fog
hat	log
rat	hog

- <u>Phonemes</u>-the individual speech sounds that distinguish words
  - /s/ /m/ /ar/ /t/
  - /ē/ /t/

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- Phonemic awareness tasks
  - Compare or match sounds in words
    - Which word does not begin with /h/?
      - **hat, hair, wind, house**
  - Isolate and pronounce separate speech sounds
    - Say the last sound in **rich**.
  - Put words together from their separate sounds (blending)
    - /sh/ /ou/ /t/ - Say it fast (**shout**)

- Phonemic awareness tasks
  - Break words apart into their component phonemes (segmentation)
    - Say the sounds in **crash**.
      - (/k/, /r/, /a/, /sh/)
  - Add, change, or delete phonemes from words (phoneme manipulation)
    - Say **heart**. Change /t/ to /d/. What the new word? (**hard**)

fish - /f/ = "ish"

rake - /r/ + /l/ = lake

Sound Symbol Recognition

- Sound Symbol Recognition-students link the look of the letter (visual) with its sound (auditory)

- Producing the accurate sound of each letter

Alphabet Knowledge

- Alphabet Knowledge-Recognizing the 26 letters of the alphabet
- Letter Recognition-Identifying the accurate name of each letter according to its shape and structure

Uppercase Letter Identification Assessment
Child Form

W	L	U	A
S	C	H	Y
J	Q	D	M
V	O	F	Z
K	B	T	G
R	P	X	N
I	E		

Decoding

- Process of translating print into speech by rapidly matching a letter to its sound

- Recognizing sound-symbol correspondence in order to pronounce a word correctly

- Accurate word reading depends on the ability to decode unknown words by recognizing the sounds the letters represent

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Decoding

- Decoding real words or nonsense words

- pon
- bat
- fib
- sap
- lut
- bin
- teg

Encoding Skills

- The foundation of reading and the greatest component of writing

- Involves translating auditory sounds into visual symbols

- Speech to print

Encoding Skills

- Spelling
- Constructing of words
- Reverse of Decoding

- cat
- lip
- met
- pot
- bug

Rapid Naming

- The reading of names and pictures or random letters presented in rows quickly
- This can be assessed through colors, printed objects, letters, or numerals
- The process of moving from letters and symbols to word reading
- It can be used to predict future reading skills

Rapid Naming

- The ability to retrieve easily and rapidly verbal (phonetic) information that is held in the long-term memory

- To get the best information the evaluator should only test items the child knows well

Form A

Rapid Color Naming

IDEA

Dyslexia Diagnosis

District Guidance

District Responsibilities

- Examine your district policies and procedures to ensure that they fully align with the state and federal regulations

- Consider implementing policies that allow for the use of the terms dyslexia, dyscalculia, and dysgraphia on IEP's, if the child's comprehensive assessment supports the use of these terms, if dyslexia is the condition that is the basis for the determination of the child's disability.

- Address the unique educational needs of children with SLD resulting from dyslexia, dyscalculia, and dysgraphia during IEP Team meetings with parents under IDEA

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Resources

- www.dyslexiasw.com

- www.dyslexia.com

- http://dyslexiahelp.umich.edu

- http://dyslexia.yale.edu

- www.dyslexicadvantage.org

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Student Intervention Supports

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