

Spotlight on Dyslexia 2021

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mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Fall 2021



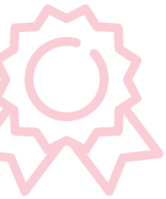
VISION

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



Today we will discuss....

- Legislation Updates
- Public School Requirements
- Best Practices for the Classroom
- Dyslexia Scholarship
- State Testing Accommodations
- Other Topics that Relate to the Bullets Above

Presenter Information

- Laurie Weathersby
- Licensed Dyslexia Therapist
- Certified Academic Language Therapist
- Bureau Director of Office of Intervention Services
at the 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





Legislation



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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



What does that mean?

- Teachers and assistants are required to receive 4 hours of dyslexia training every 3 years
- Videos available on MDE website
- In-person training is available
- If someone other than MDE provides training that person must possess MDE educator license in dyslexia therapy and be a CALT

- Local school districts are to make an initial determination of whether a student diagnosed with dyslexia meets the eligibility criteria under the Individuals with Disabilities Education Act (IDEA) to have an Individualized Education Program (IEP) developed to receive service
- If the diagnosis does not meet the eligibility requirements for an IEP, the district must proceed to determine a student's eligibility for a 504 Plan

- 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.

If a Student Qualifies for IEP:

Measurable annual goals are academic and/or functional goals that are written to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability (C.F.R. §300.320(a)(2)).

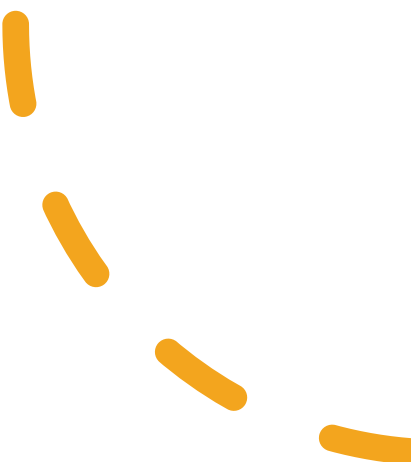
- *meaningful*
- *understandable*
- *accomplished within one school year*



Due Process

If a Student Qualifies for IEP:

Due process is a formal way to resolve disputes between school districts and parents about a child's education. A request for a Due Process hearing can be made to the Mississippi Department of Education's Office of Special Education.



Public School Requirements

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

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



Public School Requirements

Adopt

- Adopt a local board policy about screening students for dyslexia

Screen

- Screen all students during the 2nd semester of kindergarten and during the 1st semester of first grade using a state board approved dyslexia screener
- Notify family when a student fails the screener

Ensure

- Ensure that the screener addresses the following components:
 - Phonological awareness and phonemic awareness
 - Sound symbol recognition
 - Alphabet knowledge
 - Decoding skills
 - Encoding skills
 - Rapid naming

- Screen first grade students by October 22, 2021
- Screen kindergarten students by April 15, 2022
- Complete the MS Dyslexia Screener Data Information Form and submit to the Office of Student Intervention Services at dyslexiadata@mdek12.org by May 6, 2022.
- Screener Information and Forms can be accessed at <http://www.mde.k12.ms.us/ESE/dyslexia>



MISSISSIPPI DYSLEXIA SCREENER

Dyslexia Screener Data
2021-2022

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 **May 6, 2022**. Contact Laurie Weathersby at Lweathersby@mdek12.org for questions concerning the completion of the form.

DISTRICT INFORMATION

School District	<input type="text"/>	Date	<input type="text"/>
Contact Person	<input type="text"/>	Contact Position	<input type="text"/>
Contact E-mail	<input type="text"/>	Contact Phone	<input type="text"/>

Sample Parent Letter



Dyslexia Screener SAMPLE 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 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:

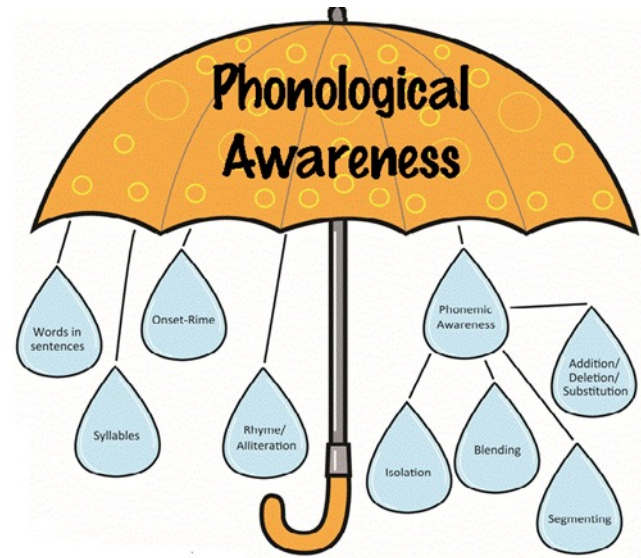
- Extra classroom reading supports that target the identified areas that have been identified on the screener
- Resources and supports that can be used at home to support your child

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,

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



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-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 real words or nonsense words

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

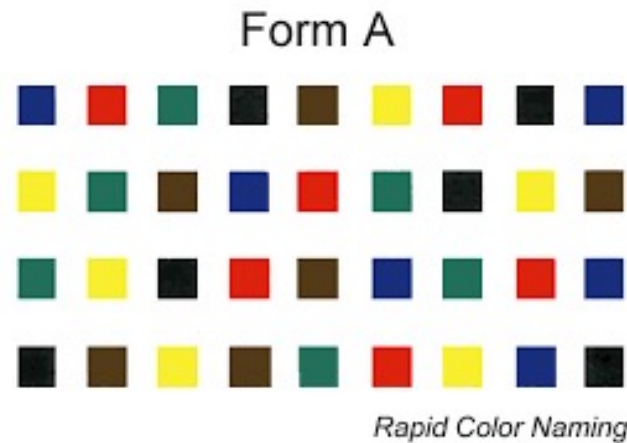


- Spelling
- Constructing of words
- Reverse of Decoding
 - cat
 - lip
 - met
 - pot
 - bug



RAN

- Ability to quickly name aloud a series of familiar items.
- Predictor of future reading ability
- May include naming of letters, numbers, colors or objects.



Approved Dyslexia Screeners



FastBridge
Learning
Illuminate
Education



Lexercise
MS Dyslexia
Screener



Mississippi
College
Dyslexia
Screener for
K, 1, 2, and 3



William
Carey
MS Dyslexia
Therapy
Association



Amplify
Screener

New
Customers

mCLASS
with DIBELS
8th Edition



Amplify
Screener

Returning
Customers

mCLASS
with
Acadience



DIBELS 8th
Edition

University of
Oregon
Center on
Teaching and
Learning



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

- 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?



District Considerations

- **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.

Scholarship

- 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
- \$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

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.



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.

- 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 ²		ACT (Prior Approval Required from ACT)		ELPT	
		____ ELA ____ Math ____ 5/8 Science ____ USH	____ ENGH ____ 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 – 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.



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 Adaptations



ACCESS FOR ALL

GUIDE 2.0

- Includes areas not included in the initial version (Early Childhood, Gifted)
- Ensures equal access as students work toward grade level standards
- Provides adaptations for ALL students

What is Access for All?

51



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.

Adaptions



Be careful of the
number of
accommodations
implemented

Implement supports
that students feel
comfortable
utilizing and will
utilize correctly

Dyslexia Handbook



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2021 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



Strategies



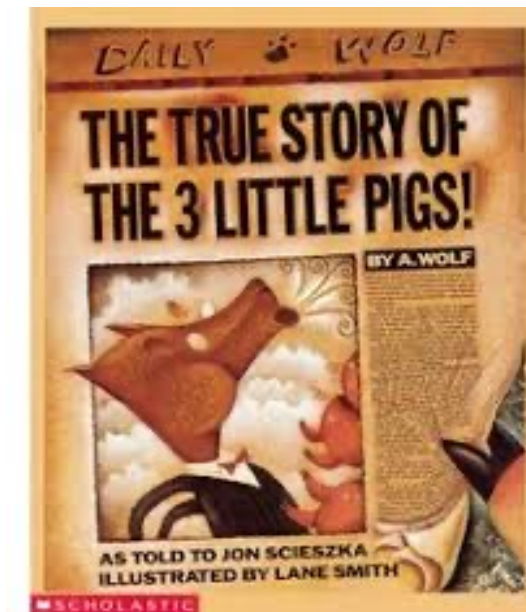
Strategies

With early intervention, many children at risk for dyslexia can become skilled readers.

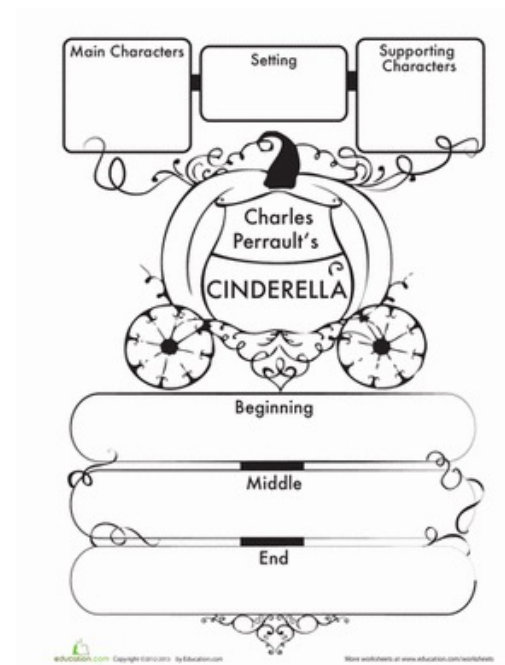
Instructional priorities should change as a student's literacy skills develop.

Implement explicit, systematic, multi-sensory and diagnostic instruction and intervention

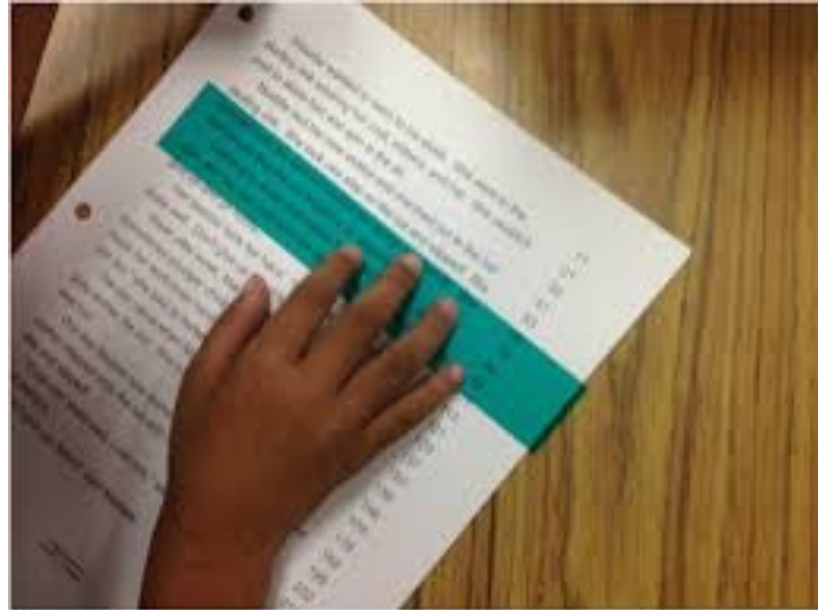
- Keep copying to a minimum, provide notes and handouts
- Allow students to make predictions while previewing the title, pictures, chapter names, and bold-faced text



- Encourage students to visualize a “mind movie” while reading
- Encourage multiple readings of text
- Provide a visual for students to take notes and write down key concepts as they read:
(story line, webs, map)



- Encourage students to use a line guide as he/she is reading to avoid skipping lines



- Give visual pictures for commonly reversed or flipped letters b/d

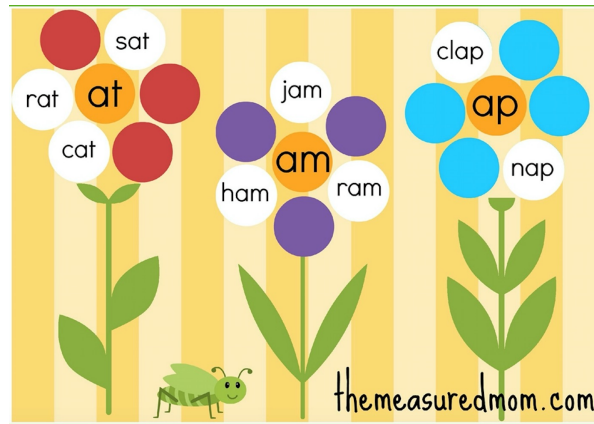


- Encourage good organizational skills:
 - use folders and dividers
 - write down exactly what is required
 - ensure that the appropriate worksheets/books are with the student to take home
 - encourage a daily routine
 - provide a set of textbooks for the students to take home

- Give manipulatives whenever possible to work on math related to time, money, or fractions (things to touch and move around)
 - Manipulatives are especially important for visual and tactile learners



- Count the number of sounds in a word and then correlate the sounds with the letters
- Explicitly teach phonics rules and review them multiple times
- Group words into word families with multiple patterns of each phonetic sound

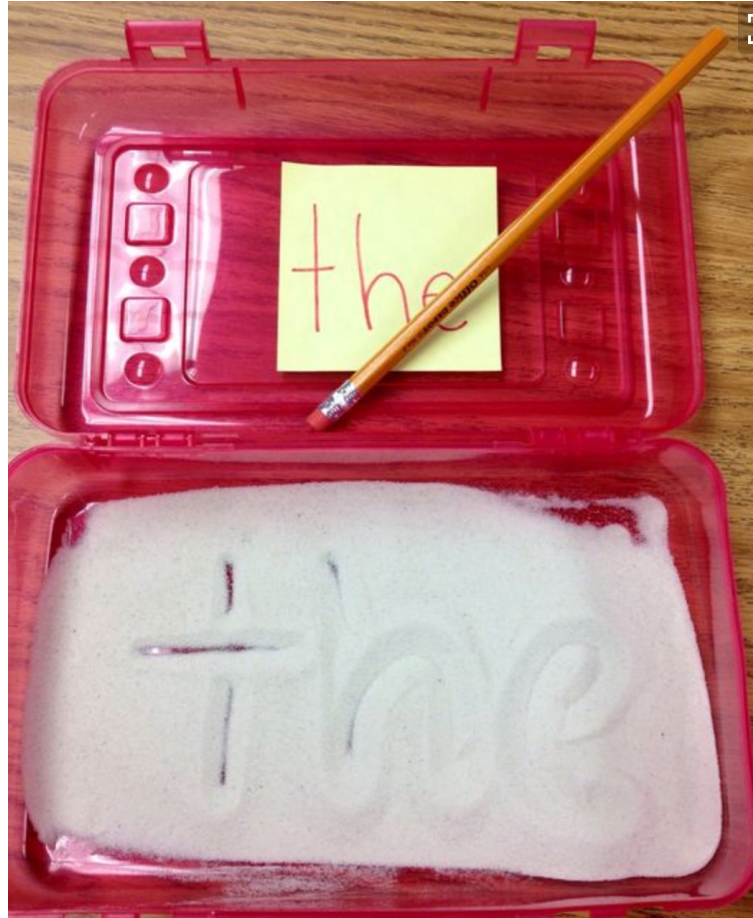


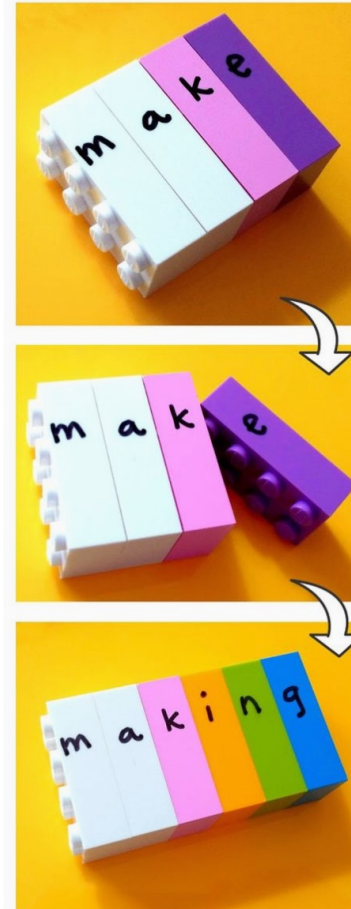
- Brainstorm key vocabulary prior to writing
- Group nouns, verbs, and adjectives together to ensure students are using a variety of words
- Emphasize the need to write in “stages” rather than completing a long narrative in one sitting

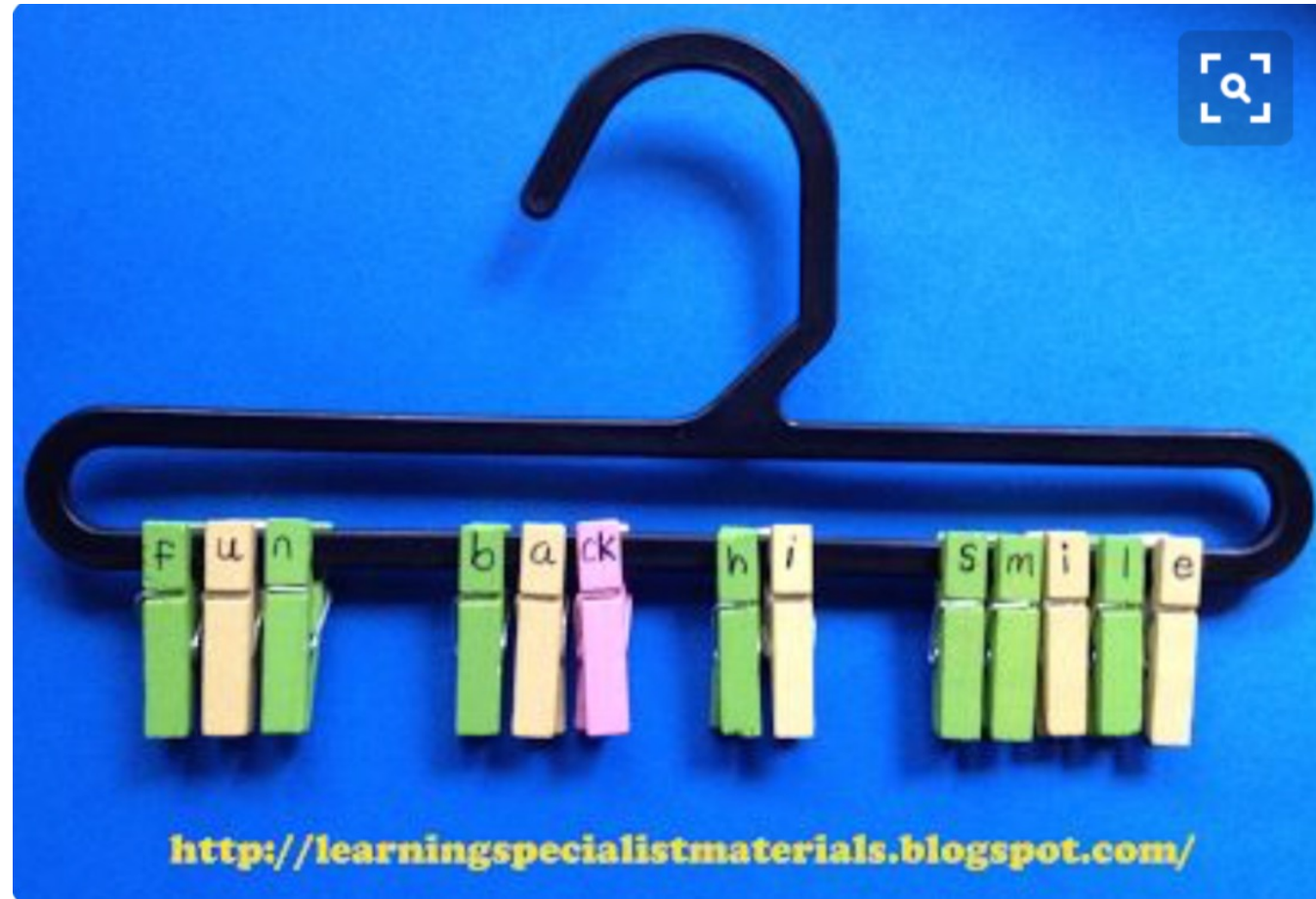
- Encourage students to study their handwriting and decide what needs more practice
- Discuss the advantages of good handwriting
- Improve penmanship with a larger pen, pencil grip and/or raised lined paper
- A cursive joined style is most helpful to children with dyslexia

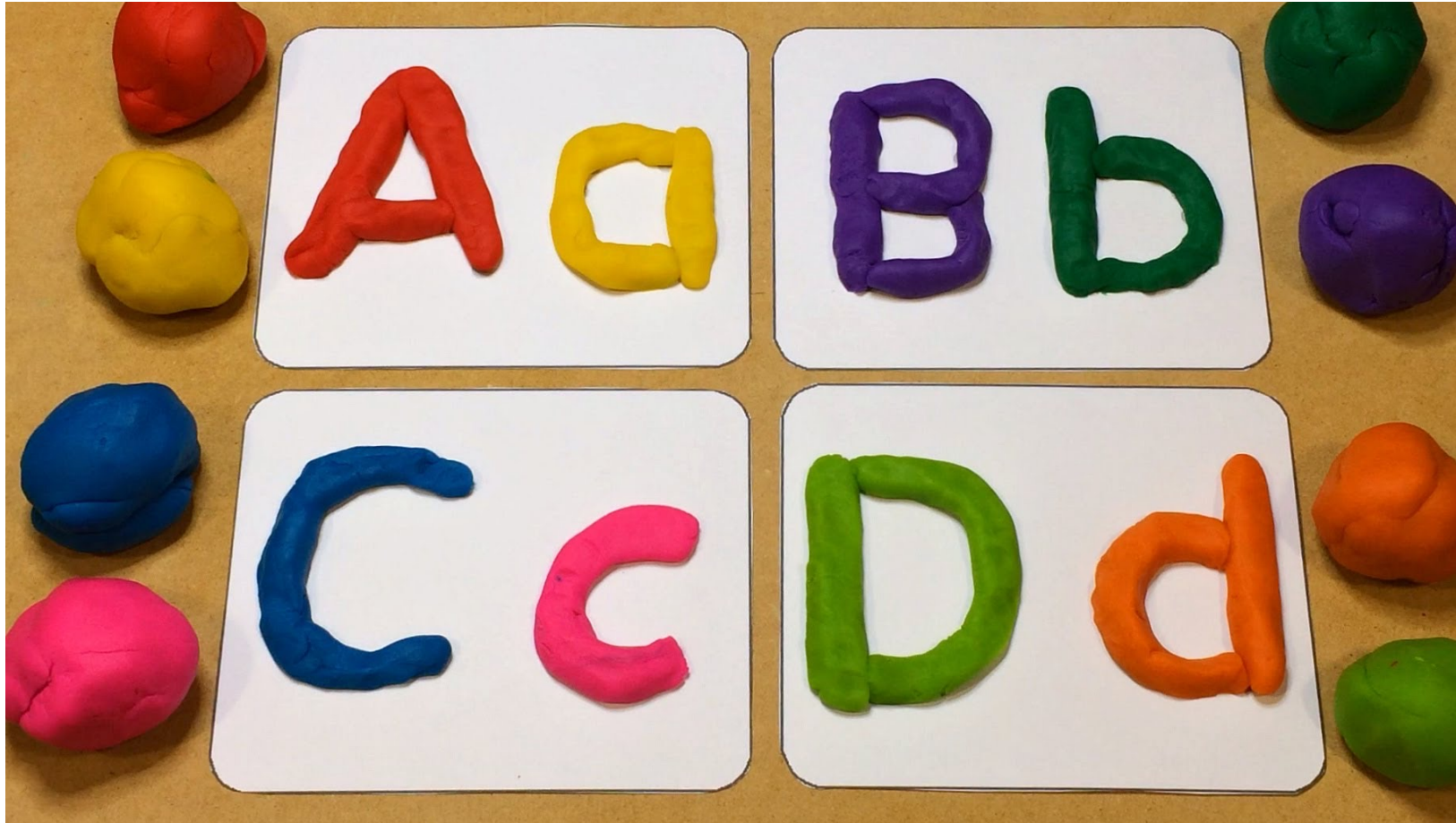
- Encourage cursive writing
- Practice spelling procedures
- Have good oral communication with your child
- Play games with your children; this will open up lines of communication and build self-esteem
- Practice, practice, practice












**This ends the
dyslexia session.....
QUESTIONS**



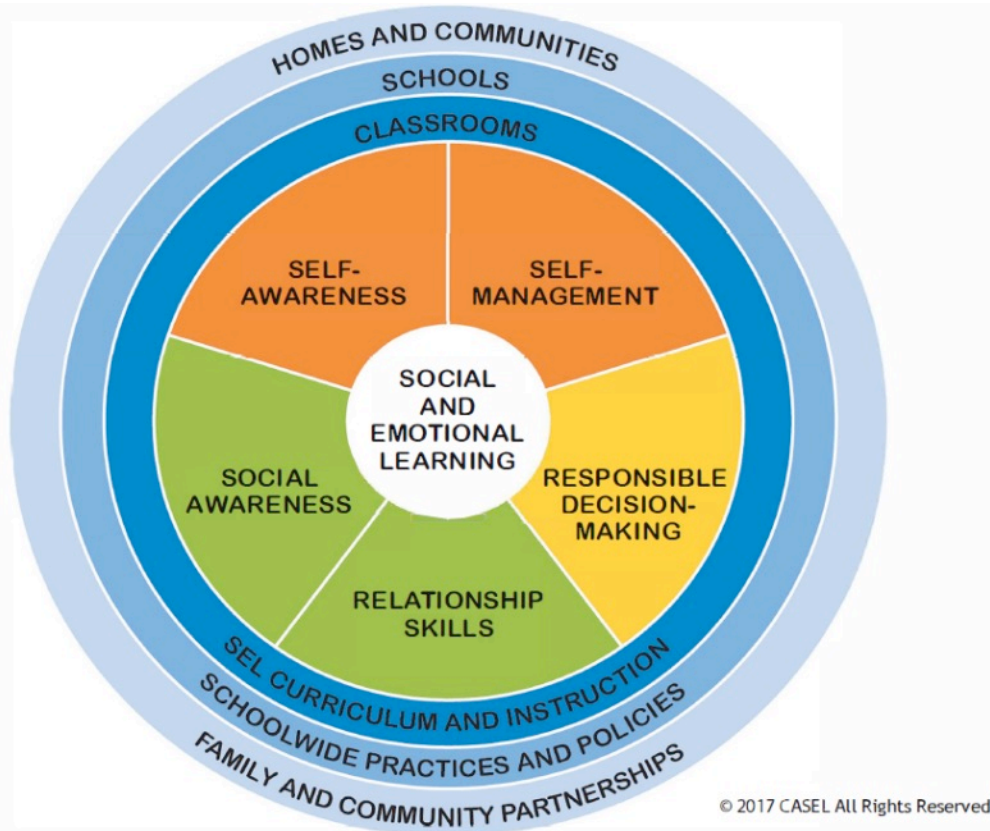
Mississippi's Recently Approved SEL Standards

A female teacher with long brown hair, wearing a tan trench coat over a dark red top, stands in a classroom. She is pointing with both hands towards a large whiteboard. Several students in the foreground have their hands raised. The whiteboard displays several multiplication problems: $(5 \times 4) \times 3$, $5 \times (4 \times 3)$, 12×5 , $(5 \times (4 \times 3))$, and $(3 \times 5) \times 4$. To the left of the whiteboard, there is a smaller board with the name 'Mrs. Dickerson' and a list of names: 'pages 19-20', 'dry erase', 'Rylen Porter', 'Katie Roe', 'Emily Camden', and 'Elliot'. The classroom has various decorations, including a calendar on the left wall and a 'Library' sign on the right wall.
$$(5 \times 4) \times 3 \quad 5 \times (4 \times 3)$$
$$(5 \times (4 \times 3)) \quad 12 \times 5$$
$$(3 \times 5) \times 4$$



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Five Core Social Emotional Competencies



The MS SEL standards are comprised of 5 domains aligned to content and the national model from the Collaborative for Academic and Social Emotional Learning (CASEL) as well as other states including Tennessee and Illinois.

<https://casel.org/>

Domain 1: Self-Awareness

Domain 2: Self-Management

Domain 3: Social Awareness

Domain 4: Relationship Skills

Domain 5: Responsible Decision Making

Each domain is divided into 4 grade bands (i.e., K-2, 3-5, 6-8, and 9-12) and contains measurable performance standards that students should be able to master before exiting the given grade band.



Resources

- 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
- 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
- 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
<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>



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