

# Addressing the Needs of Students with Dyslexia

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Tonight, we will...

- Define Dyslexia.
- Describe screening, intervening, and progress monitoring of students who are at risk for reading difficulties.
- Discuss instructional practices to address weaknesses associated with Dyslexia.
- Share information about structured literacy interventions used in HCPS.

## Defining Dyslexia

According to  
the  
International  
Dyslexia  
Association

Dyslexia is a specific learning disability that is:

- **neurobiological** in origin, and
- characterized by difficulties with **accurate and/or fluent word recognition, poor spelling and decoding abilities.**

These difficulties typically result from a **deficit in the phonological component of language** that is unexpected in relation to **other cognitive abilities** and the **provision of effective classroom instruction.**

Secondary consequences may include:

- **problems with reading comprehension,** and
- **reduced reading experience** that can **impede** growth of **vocabulary** and **background knowledge.**

# Screening, Intervening, and Progress Monitoring

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- Local school systems are required to **screen** all kindergarten students and first, second, and third students who have been identified as being at risk for reading difficulties.
- Local school systems must provide **supplemental reading instruction** for at-risk students.
- Local school systems must **monitor progress** of at-risk students receiving supplemental instruction; must report progress annually to MSDE; and must evaluate the screening program.

Ready to Read Act of 2019

COMAR 13A.03.08, Supporting Students with Reading Difficulties

# Screening

## Dynamic Indicators for Basic Early Literacy Skills (DIBELS 8; University of Oregon, 2018)

| Measure                             | Measurement Areas   |
|-------------------------------------|---|
| Letter Naming Fluency (LNF)         | Risk Indicator  |
| Phonemic Segmentation Fluency (PSF) | Phonological Awareness  |
| Nonsense Word Fluency (NWF)         | Alphabetic Principle and Phonics  |
| Word Reading Fluency (WRF)          | Alphabetic Principle and Phonics<br>Accuracy and Fluency                  |
| Oral Reading Fluency (ORF)          | Alphabetic Principle and Phonics<br>Accuracy and Fluency<br>Comprehension |
| Maze                                | Comprehension   |

Branching  
Rules  
Kindergarten  
and First Grade  
2023-2024

| Composite Score | Performance Question   | Yes/No   | Grade Level Expectations  | Placement  |
|-----------------|--|--|---|--|
| DIBELS Red      | Does the student's composite score reflect classroom performance?  | <b>YES:</b> Place in an appropriate intervention and use progress monitoring tool to assess progress | Is the student meeting grade level expectations according to the Fountas and Pinnell Benchmark Assessment?                    | <b>YES:</b> Continue to monitor progress and provide targeted small-group support  |
|                 |  | <b>NO:</b> Assess using the Fountas and Pinnell Benchmark Assessment                                 |   | <b>NO:</b> Place in an appropriate intervention and use progress monitoring tool to assess progress  |
| DIBELS Yellow   | Do you have any concerns about the student's academic performance as indicated by: <ul style="list-style-type: none"> <li>Below Level Classroom Performance</li> <li>Anecdotal Notes/ Formative Assessments</li> </ul> | <b>YES:</b> Assess using the Fountas and Pinnell Benchmark Assessment                                | Is the student within 2 levels of meeting grade level expectations according to the Fountas and Pinnell Benchmark Assessment? | <b>YES:</b> Continue to monitor progress and provide targeted small-group support  |
|                 |  | <b>NO:</b> Continue to monitor progress and provide targeted small-group support                     |   | <b>NO:</b> Place in an appropriate intervention and use progress monitoring tool to assess progress  |
| DIBELS Green    |  | <b>Optional:</b> Assess using the Fountas and Pinnell Benchmark Assessment                           | Is the student meeting grade-level expectations?  | <b>YES:</b> Continue to provide Tier 1 Core instruction.<br><b>NO:</b> Continue to monitor progress and provide targeted small-group support |
| DIBELS Blue     | Would this student benefit from enrichment support as indicated by: <ul style="list-style-type: none"> <li>Above Level Classroom Performance</li> <li>Anecdotal Notes/ Formative Assessments</li> </ul>                | <b>YES:</b> Assess using the Fountas and Pinnell Benchmark Assessment                                | Is the student more than a year above grade level expectations according to the Fountas and Pinnell Benchmark Assessment?     | <b>YES:</b> Share the student's testing information with appropriate school personnel to determine enrichment opportunities.                 |
|                 |  | <b>NO:</b> Continue to monitor progress and provide targeted small-group support                     |   | <b>NO:</b> Continue to monitor progress and provide targeted small-group support   |

# Integrated Tiered System of Supports

## Tier 1 Core Instruction +

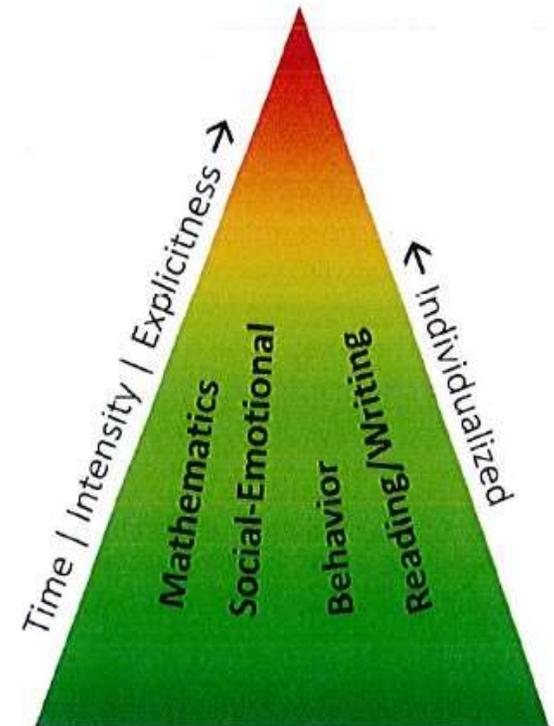
- Universal screening for ALL students
- Formative and summative assessment
- Explicit teaching of behavior expectations
- Differentiated instruction
- Lessons designed with the UDL frameworks

## Tier 2 Supplemental Instruction

- Input from specialists
- Diagnostic assessment
- Integrates behavior & academic data
- Monthly or bi-monthly progress monitoring
- More intensive instruction

## Tier 3 Intensive Intervention

- Designed to remedy error patterns
- Weekly or daily progress monitoring
- Integrates comprehensive behavior supports
- Family involvement
- Individual student planning



# Assessment & Identification

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## Specific Learning Disability

- Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written
- Impacts the ability to listen, think, speak, read, write, spell, or do mathematical calculations
- Includes perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia**, dysgraphia, dyscalculia and developmental aphasia

34 CFR § 300.8; COMAR 13A.05.01.03B(73)

# Two Processes of SLD Identification

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**The IEP team may consider evaluative data and appropriate assessments to determine whether the student:**

- 1) Does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the 8 academic areas when using a process based on the student's response to evidence-based intervention; or
- 2) Exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development.**

# Full and Comprehensive Evaluation

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Cognitive Assessment



Educational Assessment



Speech Language Assessment



Classroom Observation

- The IEP Team conducts a full and comprehensive evaluation, using a multi-disciplinary approach.
- Multiple assessments are used to identify a pattern of strengths and weaknesses that is indicative of a specific learning disability.
- Formal and informal assessment data must be used to determine if a student's achievement is inadequate in one or more of these areas of literacy.
  - Oral Expression
  - Listening Comprehension
  - Basic Reading Skills
  - Reading Fluency Skills
  - Reading Comprehension
  - Written Expression

# Instructional Practices

# Students with Dyslexia Need...

Structured Literacy with increased intensity that includes much repetition/practice to bring skills to automaticity.

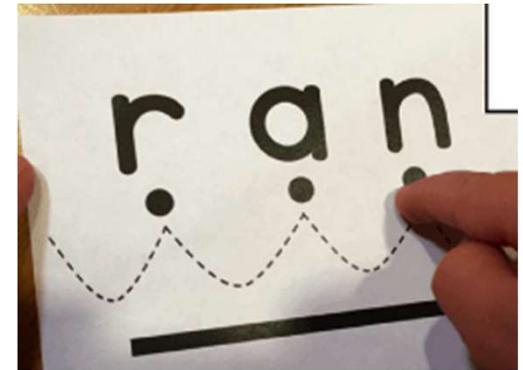
## Key Features of Structured Literacy Approaches

- Systematic and cumulative
- Explicit
- Diagnostic
- Intensive
- Multisensory
- Applied to purposeful reading and writing

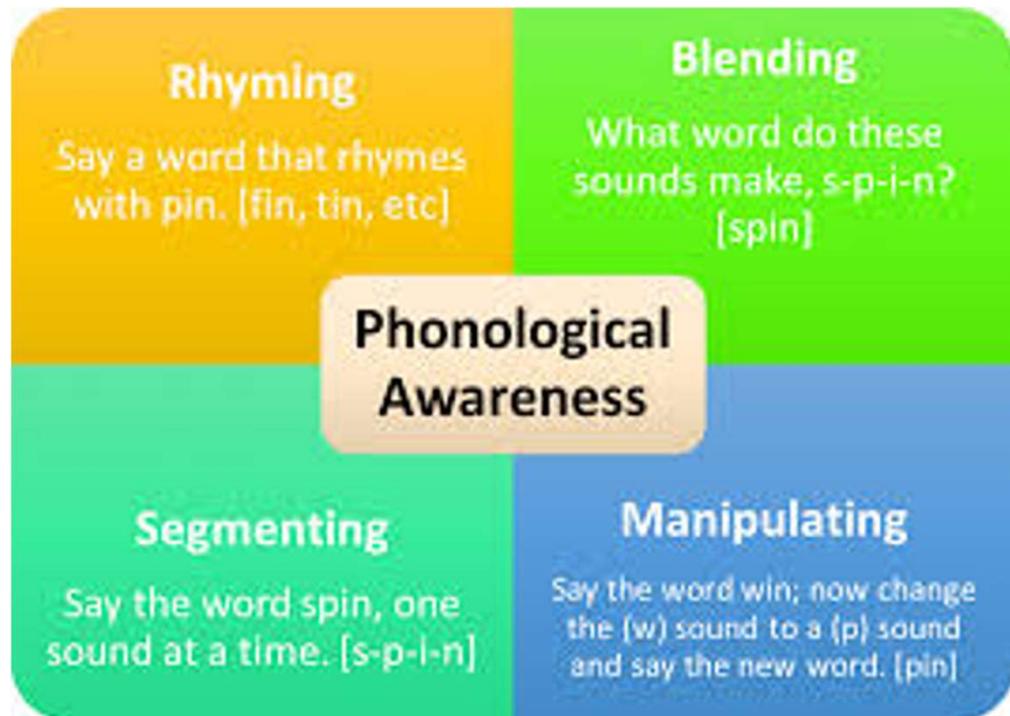
# Decoding with Phonics

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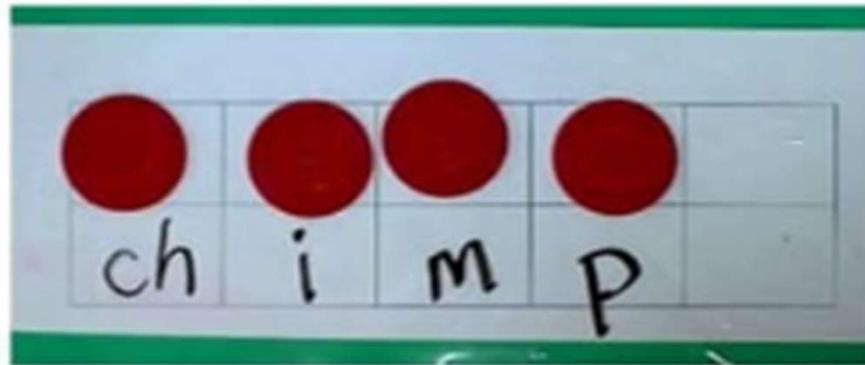
- Explicit instruction in:
  - Letter/Sound Correspondence
  - Blend sounds together in order
  - 6 syllable types
  - Dividing syllables for multisyllabic words
  - Identification of irregular (non-phonetic) words
- Apply phonics skills using decodable text
- Build fluency with repetition and practice



# Phonological Awareness



# Connecting Phonemic Awareness to Spelling



# HCPS Structured Literacy Interventions

# Fundations

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- Structured literacy approach for students in grades K-2.
- Teaches phonological awareness, print awareness, phonics/decoding, word attack, vocabulary development, fluency, comprehension, writing skills and conventions.

Used in our county since fall of 2010.

Used in all elementary schools by:

- General Educators
- Special Educators
- Reading Specialists/Literacy Leaders

# Wilson Reading Systems

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- Tier 3 structured literacy program for students in grades 2-12.
- Based on phonological research and principles of Orton-Gillingham.
- Systematic, explicit, cumulative, intensive and focused approach to teach the structure of the English Language.
- Teaches decoding, morphology, study of word elements, encoding, orthographic mapping, high frequency word instruction, oral reading fluency, vocabulary, and comprehension.

# Wilson Reading Systems

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- Training has been provided since Winter of 2006.
- All Elementary Schools
  - Special Educators
  - Reading Specialist/Literacy Leaders.
- 8 Middle Schools
  - Special Educators
  - Language Art Teachers

75 elementary students

11 middle school students

# OG Plus (Fran Bowman)

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- Tier 3 evidence-based instructional program based on the principles of Orton-Gillingham for students in grades K-12.
- Highly engaging and structured, though not scripted.
- Teachers adjust the pacing to meet individual needs (maximum of 3 students in a group).
- Robust multisensory component uses a variety of “tools” to aid in learning.
- Teaches phonemic awareness, orthographic mapping, decoding, morphology, irregular words, oral reading fluency and spelling.

# OG Plus Program Stats

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- 182 certificated staff have been trained since July 2020.
- All Elementary Schools
  - Special Educators
  - Reading Specialists/Literacy Leaders
  - Reading Interventionists
- All Middle Schools
  - Special Educators
  - Language Arts Teachers
- 4 High Schools
  - Special Educators

273 elementary school students

14 middle school students

6 high school students

# The research shows and we believe...

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- Early identification of reading difficulties and early intervention are essential.
- Effective instruction to address dyslexia is multi-sensory, explicit and systematic.
- Increased practice and immediate feedback is crucial to the development of automatic word recognition.
- With proper instruction, students with dyslexia can learn to read and write.

# Resources

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- [International Dyslexia Association](#)
- [Structured Literacy Grounded in the Science of Reading](#)
- [Wilson Language Training](#)
- [OG Plus-Bowman](#)
- [Decoding Dyslexia Maryland](#)