

# Dyslexia Subcommittee

Proposal to Implement the [Dyslexia Technical Assistance Bulletin](#)



---

## ***Purpose, Scope, Goals, Membership & Resources***

### **Purpose**

The Dyslexia Subcommittee will facilitate implementation, awareness, and understanding of the forthcoming **Maryland State Department of Education (MSDE) SLD/Dyslexia Technical Assistance Bulletin, which is based on the October 2015 Dyslexia Guidance from the U.S. Department of Education (USDOE).**

### **Scope of the Dyslexia Subcommittee**

To ensure that parents, students and educational staff have information and resources available to identify, educate and support students experiencing difficulty and/or students who have an identified learning disability in reading, writing and math (dyslexia, dysgraphia, and dyscalculia). The subcommittee would facilitate and help guide implementation and awareness of the Dyslexia Technical Assistance Bulletin and Dyslexia, Dysgraphia and Dyscalculia.

### **Suggested Goals**

1. **Determine current practices** for students with dyslexia, dysgraphia and dyscalculia in [insert county] including, but not limited to:
  - a. Identification
  - b. professional development on dyslexia
  - c. interventions and supports currently available to students with dyslexia
  - d. characteristics of dyslexia
  - e. professional development in evidenced-based dyslexia interventions
  - f. accommodations
2. **Identify areas of need/strengths and offer recommendations** to the Curriculum Department for English/Language Arts, Department of Special Education and other relevant department on reading difficulty/dyslexia Identification/Screening, Instruction, IEP development, characteristics, professional learning and awareness.
3. **Collaborate on Best Practices.** Explore opportunities to work with Special Education Citizens Advisory Committees (SECACs) across Maryland and with the Special Education State Advisory Committee (SESAC) to share information and promote best practices to implement the MSDE Dyslexia Technical Assistance Bulletin.
4. **Professional Learning on Dyslexia and Reading Difficulties.** Explore options for teacher professional learning. The [Center for Effective Reading Instruction](#) offers online modules with [Reading Rockets](#). Expert training is available from Maryland organizations [Bowman Educational Services](#) and the [Atlantic Seaboard Dyslexia Education Program](#). Both ASDEC

and BES offer evidence based practices to remediate dyslexia and reading difficulties which allows teachers to be diagnostic, prescriptive and thus individualize instruction.

5. **Explore a post IEP family survey** to determine: 1) If the team knew about the TAB 2) Used it during the team or eligibility meeting 3) were satisfied that the district met the criteria in the TAB 4) have suggestions for the district
6. **Provide Resources to the District Community:** Collaborate with parent organizations like Partners for Success, Parents Place of Maryland, the school district website, the SECAC website and Maryland Learning Links to connect families to information and resources on dyslexia, dyscalculia and dysgraphia. At this time, there is very limited information on district websites and other parent information websites.

## 7. Suggested Membership

- Parents of students with IEPs, 504 Plans
- K-5 Teachers
- Special education department heads and supervisors
- Special educators
- IEP team members including Speech Language, Occupational Therapists, Counselors, School Nurse
- 504 Plan Personnel (called something different in each district)
- PST (problem solving team -- small group intervention teacher -- many names)
- Reading specialist
- Principals K-12
- Instructional Supervisors ELA, Math and Writing
- Board of Education member
- Instructional Resource Teacher (small group intervention teacher)
- Paraprofessional

## Suggested Resources for District Websites, SECACs, PTAs

[Federal Dyslexia Guidance Letter](#), October 2015

Decoding Dyslexia Maryland, [Guidance Letter Summary](#), 2015

[Survey: Does Your School Say Dyslexia?](#)

[MSDE SLD/Dyslexia Technical Assistance Bulletin](#)

[SLD Identification](#), MSDE

[Identification of SLD in Maryland](#), DDMD

[A Tiered Instructional Approach to Support Achievement for all Students in Maryland](#)

See "Questions for School Districts: A Framework to Implement the Dyslexia Technical Assistance Bulletin"

Excerpt from Federal [DOE Guidance Letter](#):

*"In implementing the IDEA requirements discussed above, OSERS encourages SEAs and LEAs to consider situations where it would be appropriate to use the terms dyslexia, dyscalculia, or dysgraphia to describe and address the child's unique, identified needs through evaluation, eligibility, and IEP documents. OSERS further encourages States to review their policies, procedures, and practices to ensure that they do not prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in evaluations, eligibility, and IEP documents.*