



Dyslexia in Maryland Public Schools

A Guide to the MSDE Technical Assistance Bulletin On SLD: Focus on Dyslexia, Dysgraphia & Dyscalculia to #ChangeEducation



Decoding Dyslexia Maryland 2017

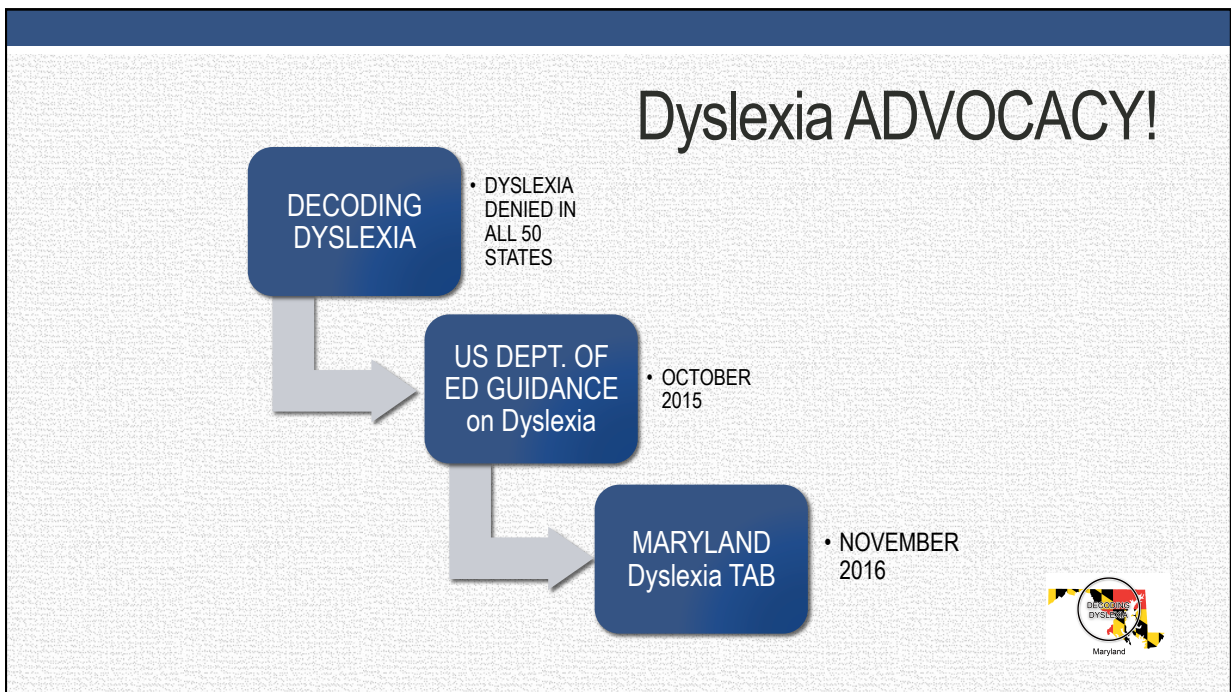
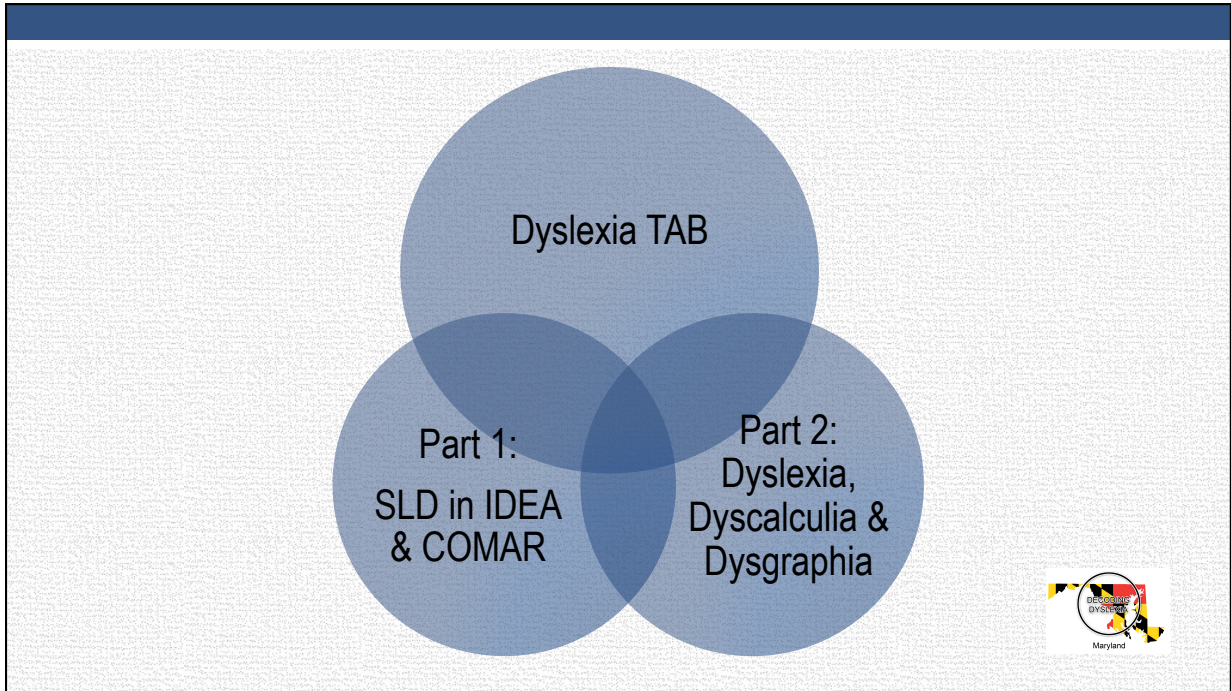
You Will Learn...

1. The components of the Technical Assistance Bulletin on SLD [Focus on Dyslexia, Dysgraphia & Dyscalculia](#)
Fondly known as → Dyslexia TAB
2. How to USE the Dyslexia TAB to **help students**
3. How to USE the Dyslexia TAB to **change your school district**

Your Toolbox:

- Questions to Ask Your School & Team
- Coming Soon: Effective Instruction Checklist
- Coming Soon: Dyslexia Goal Bank





TAB Part 1 → State & Federal Law

P. 1-4

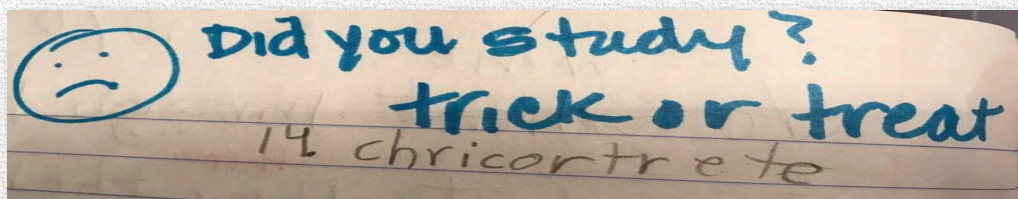
1. Purpose of TAB (see box at bottom)
2. Defines SLD
3. [IEP Team Members](#)
4. [Areas of Academic Achievement Impacted by SLD](#)
5. Eligibility: How to determine if achievement is not adequate
6. How to determine if a student received appropriate instruction
7. [Required Observation](#)
8. [Exclusionary Factors](#): Visual, hearing, or motor; intellectual; emotional; cultural; environmental or economic; or limited English
9. [SLD Documentation Process for an SLD Determination](#)
10. [Evaluation Procedures](#) Specially designed instruction that targets the identified needs of the student

Purpose: To assist IEP teams with evaluation of students and to highlight that the IEP team may find it helpful to include information about a specific condition [like dyslexia] underlying a student's disability.



TAB Part 2: SLD Supplement Focus on Dyslexia, Dysgraphia & Dyscalculia

P. 4-12



Part 2: Dyslexia TAB Components

- | | |
|--------------------|--------------------|
| 1. Introduction | 5. Characteristics |
| 2. Definitions | 6. Instruction |
| 3. Identification | 7. Summary |
| 4. IEP Development | 8. References |



TAB Introduction: A Declaration, p. 5, para. 1

There is nothing in Maryland **law, policy, procedures or practice** that prohibits the use of the terms **dyslexia, dyscalculia and dysgraphia** by Individualized Education Program (IEP) teams as it relates to:


Evaluations
Eligibility
IEP Documents



**WHAT WILL
HAPPEN NEXT?!**





TAB Introduction: Refers to Federal Guidance

Remember: 

The IEP Team may find it helpful to include information about the **specific condition** underlying the student's disability for the purpose of **instructional planning** and appropriate **IEP implementation**.


Dyslexia TAB, p. 5

TAB Definitions → Dyslexia

[IDA Definition of Dyslexia](#), Nov. 12, 2002:

<ul style="list-style-type: none"> ✓ dyslexia is a specific learning disability that is neurobiological in origin ✓ difficulties with accurate and/or fluent word recognition ✓ poor spelling and decoding abilities ✓ difficulties typically result from a deficit in the phonological component of language ✓ often unexpected in relation to other 	<p>cognitive abilities and the provision of effective classroom instruction</p> <ul style="list-style-type: none"> ✓ secondary consequences may include <ul style="list-style-type: none"> ▪ problems in reading comprehension ▪ reduced reading experience that can impede growth of vocabulary and background knowledge
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TAB Definitions → Dyscalculia

- ✓ neurologically based specific learning disability
- ✓ characterized by unusual difficulty solving arithmetic problems
- ✓ grasping math concepts
- ✓ most common problem is with “number sense”

This is an intuitive understanding of how numbers work and how to compare and estimate quantities. Students may know *what* to do in math class, but not understand *why* they are doing it because the logic behind the calculation is missing.

Source: www.understood.org



TAB Definitions → Dysgraphia

- ✓ neurologically based specific learning disability
- ✓ dysgraphia can present as difficulties with spelling
- ✓ poor handwriting
- ✓ trouble putting thoughts on paper
- ✓ it can be a language based and/or non-language based disorder
 - ✓ when it is language based, a student may have difficulty converting the sounds of language into written form, or knowing which alternate spelling to use for each sound.
 - ✓ when it is non-language based, a student may have difficulty performing the controlled fine motor skills required to write. Students with dysgraphia may speak more easily and fluently than they write.

Source: www.dsf.net.au/what-is-dysgraphia/



TAB: Identification of Dyslexia

Q: My school tells me it screens for reading problems. Is that true?

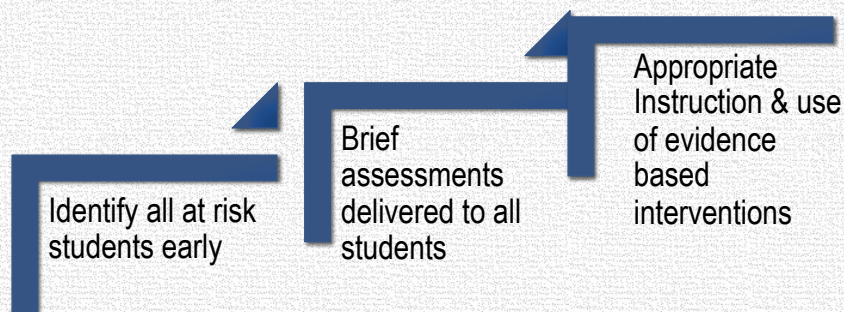
A: Many Maryland schools use Diebels (Dynamic Indicators of Basic Early Literacy Skills) which can be used as a literacy screener and progress monitoring tool.

The problem: Diebels doesn't catch all children and requires additional screeners and training to ensure students don't fall through the cracks.



TAB: Screening for Dyslexia, p. 6 #1

"Is Reading/Dyslexia Screening Required in Maryland? NO
Is Screening a Critical Component of Early Identification? Yes"



What Does the Research Say About Early Intervention?

"Torgesen reviewed many studies on **early intervention** and found that when intervention began in the **1st grade**, the expected incidence of **reading disability** of 12%-18% was **reduced to 1.6%-6%.**"

American Academy
of Pediatrics, 2011

"The **BEST** current **approach** to the problem of **reading failure** is to allocate resources for **prevention and early identification.**

The **beneficial** effects of **early identification** and intervention are **apparent** in many studies."



TAB: Who Can "Diagnose" Dyslexia?



IDENTIFY TAB: Who Can Diagnose Dyslexia?



School Psychologist



Speech Language Pathologist



Remedial Reading Teacher



Outside Source (can diagnose)



TAB: Identification Requirements for School Personnel

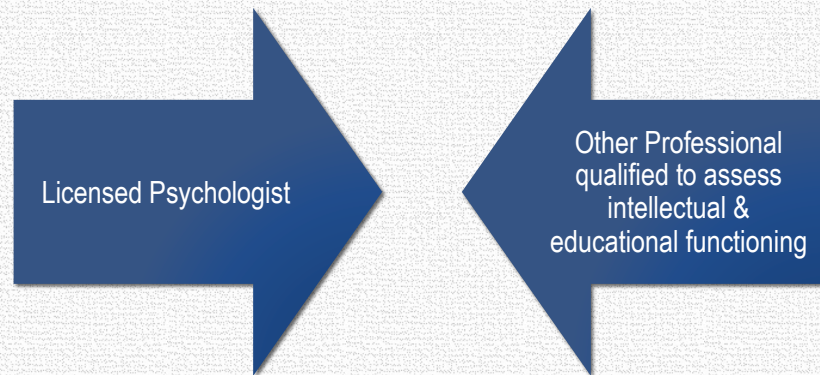
SLD Must be qualified to conduct diagnostic examinations to identify Learning Disabilities

SLD Must be certified or licensed to conduct & interpret results for the IEP Team

Dyslexia Qualified person will interpret the results and may identify that the data is consistent for someone presenting w/ dyslexia



TAB: Requirements for Outside Personnel



Determination of SLD eligibility rests with the IEP team



TAB: Identification: The BIG Question

Does having dyslexia, dysgraphia and/or dyscalculia qualify a student for services under IDEA?

NO

- Refer back to Part I – eligibility for SLD. It's a process with many requirements.
- Students not “deemed” eligible but who have a dyslexia identification should ask for a Section 504 Plan.
- Students with disabilities are protected under the [Americans with Disabilities Act \(ADA\)](#) which now includes dyslexia in the definition of disability under Title II.



TAB: The IEP: Where Can Dyslexia be Referenced in the IEP?

- Eligibility Determination
- Areas affected by the disability
- Present Levels of Academic and Functional Performance: should describe strengths and needs resulting from identified disability and how it affects involvement and progress in the curriculum
- Parental input
- Educational impact statement
- Meeting Notes (including students where dyslexia is suspected but not yet identified)
- Discussion to support decision on the Instructional and Testing Accommodations pages
- Documentation to support decision on the Supplementary Aids and Services pages
- Goals
- Prior Written Notice

Source: Dyslexia TAB & Brenda Brown, Montgomery County Public Schools



Characteristics of Dyslexia

Difficulties with:

- Phonological Processing
- Alphabetic Principles
- Decoding
- Articulation
- Written Expression
- Spelling

Elementary Difficulties

TAB: Bottom p. 7, Call Out Box (not a comprehensive list)

- Word Recall – difficulty finding the right word
- Reading and Math Fluency
- Rhyming
- Differentiating between words that begin with the same sound
- Pronunciation
- Rapid letter naming
- Using non-specific words like “stuff” or “thing”
- Family History of spoken or written language problems



Characteristics Dyscalculia

General Characteristics

- Recalling basic math facts
- Time management
- Poor sense of direction
- Understanding graphs or charts
- Understanding math concepts such as > or <
- Identifying math symbols
- Making change (\$)

What This Looks Like
in Elementary School

Difficulty Learning to
Count

Characteristics of Dysgraphia

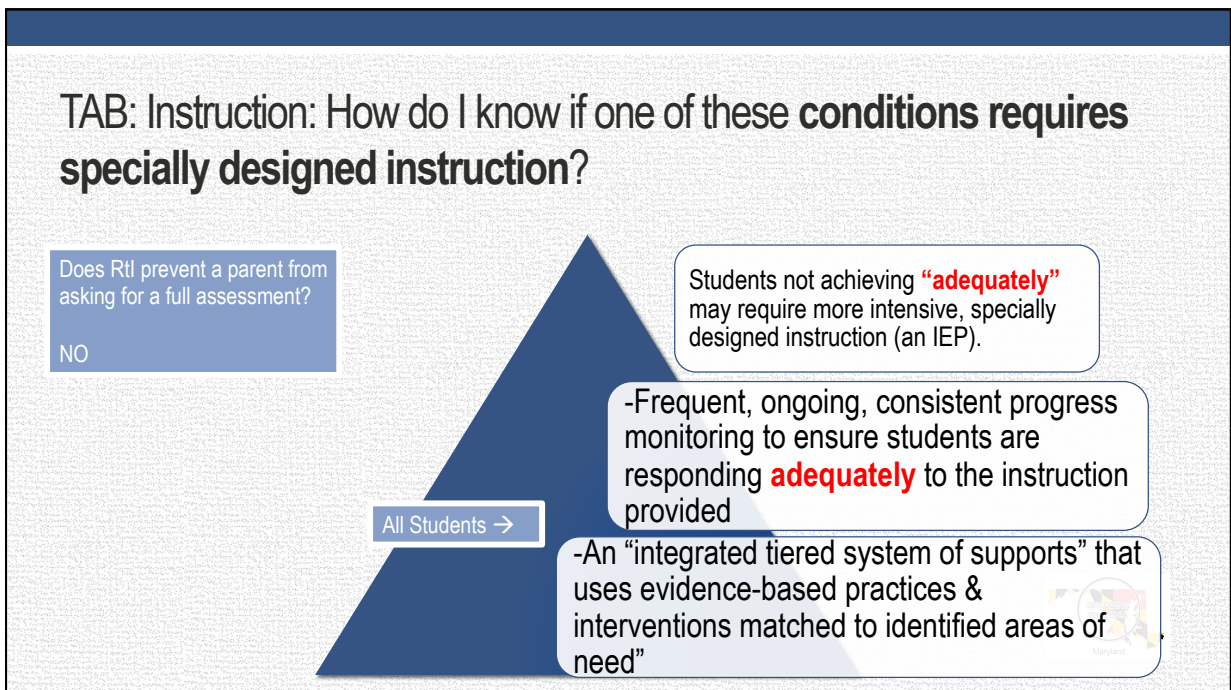
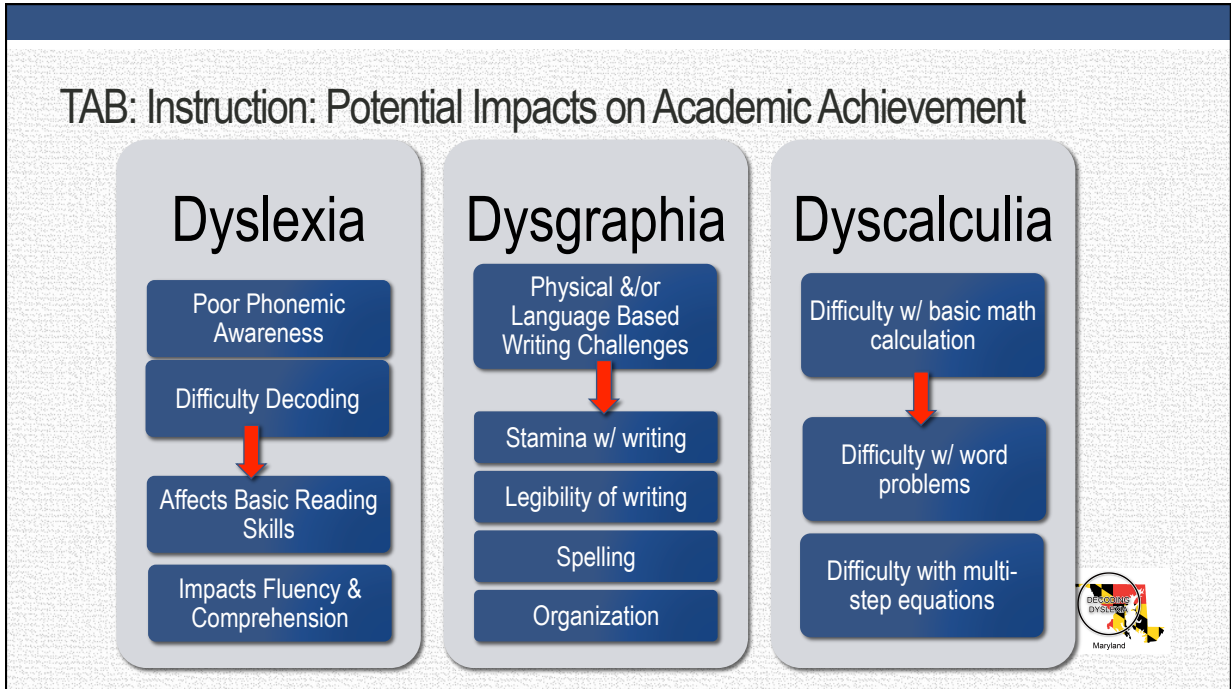
Difficulties with:

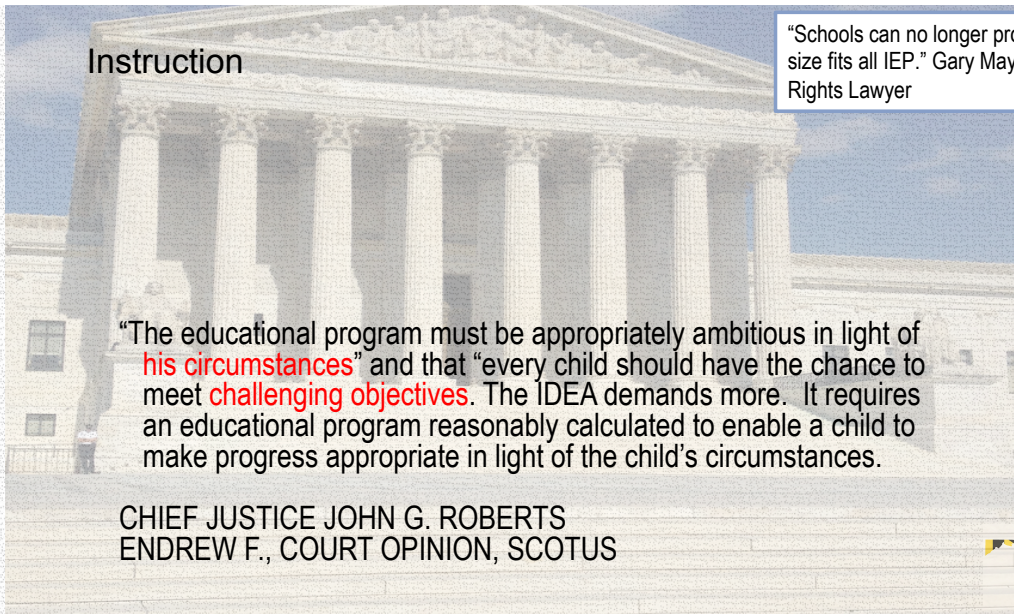
- Spelling
- Handwriting
- Putting thoughts on paper
- Organizing writing on the page
- Body awareness, feedback in hands
- Poor endurance for writing

Elementary Problems

- Writing letters slowly
- Wiggling around; not able to get comfortable to write or draw
- Spelling the same word differently
- Filling paper w/ erasures & cross-outs
- Using vague words or repeating same words in sentences
- Misusing or omitting punctuation

TAB: p. 8, call out box






Instruction

“Schools can no longer provide a one size fits all IEP.” Gary Mayerson, Civil Rights Lawyer

“The educational program must be appropriately ambitious in light of **his circumstances**” and that “every child should have the chance to meet **challenging objectives**. The IDEA demands more. It requires an educational program reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.

CHIEF JUSTICE JOHN G. ROBERTS
ANDREW F., COURT OPINION, SCOTUS



TAB: Identification (p. 9)

Disability	Assessment & Observation
Dyslexia	Phonemic Awareness Phonics Decoding Rapid Automatized Naming and Rapid Automatized Spelling – assesses letter naming and letter sound associations
Dyscalculia	Ability to recognize numbers and symbols Connect numbers to real life situations Identify and sort patterns
Dysgraphia	Memory retrieval of letters and sounds Pen/Pencil grip Handwriting posture Visual spacing



TAB: Instruction: Eligibility for Specially Designed Instruction



Struggler

Not all students who struggle to read, write, or understand math require special education



Rtl

Response to instruction is a critical indicator of the nature & severity of academic difficulties



IEP

Must consider the “rate of growth” as a result of interventions



TAB: Instruction: What is Specially Designed Instruction?

The IEP team must rely on multiple sources of information and data and to plan for specially designed instruction that...

Targets the identified and unique needs of the student (p. 4, TAB)

Ensures access to the general education curriculum (p. 6, TAB)

“Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction.” IDEA 2004




TAB: Instruction: Evidence-Based Interventions for Dyslexia

Structured Literacy


Elements	Principles
<ul style="list-style-type: none"> <input type="checkbox"/> Phonology <input type="checkbox"/> Sound-Symbol Association <input type="checkbox"/> Syllable Instruction <input type="checkbox"/> Morphology <input type="checkbox"/> Syntax <input type="checkbox"/> Semantics 	<ul style="list-style-type: none"> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Cumulative <input type="checkbox"/> Diagnostic <input type="checkbox"/> Intensity of Instruction <input type="checkbox"/> Fidelity of Instruction <input type="checkbox"/> Customization (Individualization)

TAB, p. 10, Source: <https://dyslexiaida/effective-reading-instruction/>

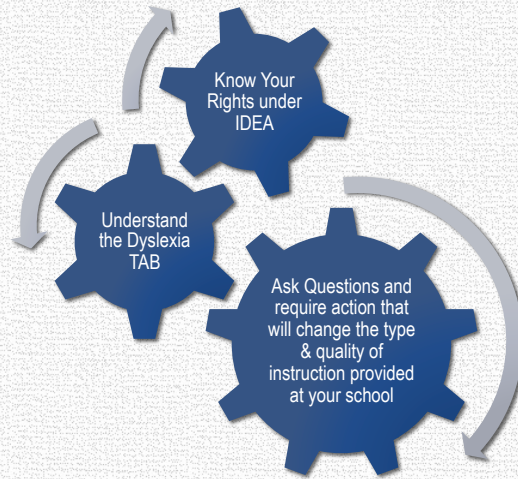


TAB: Instruction: Evidence-Based Interventions

Dysgraphia	Dyscalculia
<ul style="list-style-type: none"> <input type="checkbox"/> Handwriting instruction that is explicit & targets foundational skills such as letter formation, automaticity and fluency <input type="checkbox"/> Typing <input type="checkbox"/> Speech to text input <input type="checkbox"/> Shortened responses <input type="checkbox"/> Alternative methods of output <input type="checkbox"/> Multi-sensory techniques and modeling 	<ul style="list-style-type: none"> <input type="checkbox"/> Avoid reliance on language <input type="checkbox"/> Avoid reliance on auditory memory <input type="checkbox"/> Chunking Information <input type="checkbox"/> Focus on key elements <input type="checkbox"/> Build strong connections between prior and new knowledge



Dyslexia TAB: How to Help Your Student



How to Use the TAB to Help Your Student



Tough Questions

-Use the document: "Questions for School Districts Framework" to prepare for IEP meetings, teacher meetings and other school based meetings for your student.

-Follow up to ensure you get answers.

-Make sure your questions are documented in the IEP or eligibility meeting notes.

-Ask for answers in writing.

Questions for School Districts: A Framework to Implement the Maryland Technical Assistance Bulletin, [Specific Learning Disability & Supplement: Focus on Dyslexia, Dysgraphia & Dyscalculia](#), MSDE, November 7, 2016



What steps has the district taken to screen all students in Kindergarten who may be at risk for reading difficulties including dyslexia?

Would the district be willing to provide an overview of the TAB to the SECAC for parents and teachers?

What is the earliest that a school will administer a screener to identify reading difficulties?

In a Partners for Success workshop for parents and teachers?

What screening method/assessment is used?

If training is not yet planned, we would like to suggest dyslexia training be provided for all K-2 teachers. The Center for Effective Reading Instruction CERI offers teacher-learning modules on dyslexia through Reading Rockets online. CERI also offers a leveled certification exam for teachers. Course Modules include: [Print Awareness](#), [Phonological and Phonemic Awareness](#), [Phonics](#), [Fluency](#), [Vocabulary](#), [Spelling](#), [Comprehension](#), [Writing & Assessment](#)

When a child is identified with a reading difficulty by a screener, what action is next?


How long does a student typically remain in a Tier 2 intervention before they are evaluated for special education?

How to Use the Tab to Change Your School District

- **Meetings: Awareness & Implementation**
 - Superintendent
 - General Education Staff
 - Supervisor for Instruction
 - Special Education Directors/Supervisors
 - State Legislative Delegation
 - [Child Find](#) / Judy Centers
 - USE your questions toolbox to create your meeting agenda/s
- **School Board Presentations**
 - 5-6 people provide 3 minute presentations, including students
 - Individual Meetings w/ Board Members
- **Dyslexia Subcommittee: Special Education Advisory Committee (SECAC):**
 - Attend district SECAC meetings
 - Present to the SECAC Board & membership
 - Formally request a Dyslexia Subcommittee
- **Partnerships**
 - Dyslexia Schools like Odyssey, Summit, Jemicy, Highlands, Chelsea, Lab, Sienna,
 - SECACs
 - PTA - establish a Special Education PTA in your county or explore volunteering as the [special education PTA liaison in your district](#).
- **Workshops on Dyslexia & the TAB**
 - Partners for Success
 - Special Education Parent Liaisons
 - Parents Place
 - [SECACs](#): request a presentation from the district to the SECAC on dyslexia



Partnerships & Workshops: SECAC, Partners for Success, Parent's Place



To learn more about Anne Arundel County Public Schools visit our Website:
www.aacps.org

To learn more about Partners for Success Resource Center, visit our Website:
www.aacps.org/partnersforinvolvement.asp

THE PARTNERS FOR SUCCESS RESOURCE CENTER
Point Pleasant Annex
1460 Furnace Ave
Glen Burnie, MD 21060

The purpose of the Center is to provide skills and knowledge that will enable families of children and youth with disabilities, ages 3-12, and professionals to function as partners in the educational decision making process and to assist families in accessing services for children.


Partners for Success Resource Center
Katy Schieman, Parent Liaison
Cristine Westes, Parent Liaison
410-222-3805
partnersforsuccess@aacps.org

Chris Mason-Giardin, Parent Educator
410-699-3376
cmason-giardin@aacps.org
Division of Special Education
Mary Tiller, Director
410-222-5410

The purpose of the Resource Center is to support you and your child!

PARTNERS FOR SUCCESS RESOURCE CENTER
Point Pleasant Annex
1460 Furnace Ave
Glen Burnie, MD 21060

410-222-3805
partnersforsuccess@aacps.org



The Partners for Success Resource Center provides families, professionals, and the community with information, training, and support.

Services include:

- ★ Special education / disabilities resour
- ★ Information and referral
- ★ Assistance with the IEP process
- ★ Workshops
- ★ Lending library
- ★ Calendar of Events
- ★ Networking with local Support Grou

Baltimore City: "What Is Dyslexia?" – a Free Parent Workshop sponsored by the BCPS Partners for Success Resource Center

WEDNESDAY, APRIL 26, 2017 FROM 5:30 PM - 7:30 PM

What is Dyslexia?
Do you know the signs, symptoms, and supports for dyslexia?
Has your child been diagnosed with dyslexia, or do you suspect it? Do you want to learn about dyslexia? We will discuss how to access resources available both locally and online.

Please Join Us
Wednesday, April 26, 2017 - 5:30 to 7:30 p.m.
Presenter: Barbara Wolf, Dyslexia Tutoring Program


All workshops are FREE, but registration is required and limited! Email Michelle Grant-Thomson at phg@bcps.k12.md.us, or call the Parent Resource Center at 410-887-5443.

Office of Special Education Resource Center
Located @ White Oak School

410-887-5443

Parent Coordinator
Jean Considine
jconsidine@bcps.org

Parent Resource Assistants
Lisa Diffenderfer
ldiffenderfer@bcps.org



Create a Dyslexia Subcommittee: Instructions Included!

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.



Board of Education Presentations

- 3 minutes provided
- Local rules in effect
- Public Input
- Go as a group
- Wear Red
- Plan your remarks to flow one after the other
- Talk about the TAB
- Explain it to other parents



Thank You!
DCIDA & Odyssey School
~Happy Advocacy~

