

# 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



**Purpose:** Families and Decoding Dyslexia Maryland regional and county leaders can use this framework to promote best practices for early identification and effective instruction for students who struggle to read or who are identified with dyslexia. Families of students who struggle to read rely on their public school professionals to provide effective interventions for dyslexia across multiple settings and to be the experts on reading instruction for all students. Parents can use the Framework to learn more about how their school and district are implementing the Technical Assistance Bulletin and how implementation can help students access effective, appropriate and evidence based reading instruction. Decoding Dyslexia Maryland chapters can also use this framework to establish a Dyslexia committee/subcommittee to review current dyslexia practices and ensure that best practices for identification and intervention are available to all students and are provided by a well trained professional. A **Guide to Establishing a Dyslexia Subcommittee** is available on request at [DecodingDyslexiaMD@gmail.com](mailto:DecodingDyslexiaMD@gmail.com).

**NOTE:** Each school district functions differently depending on staffing and needs. Be mindful when you ask questions to first find out how instruction is delivered in your school or district in the different settings (whole class, targeted and intensive instruction and special education) and then determine to whom you should ask questions. The table below assumes use of a multi-tiered instruction model as recommended by MSDE, but all districts do not use it. For information on Tiered Instruction, please consult “A Tiered Instructional Approach to Support Achievement for All Students: Maryland’s Response to Intervention Framework.”

Suggested Questions	Classroom Teacher OR Reading Teacher	General Education Curriculum Supervisor	Targeted Instruction Teacher	Targeted Instruction Administrator	Special Educator	Special Education Director
<b>Communication, Training, Awareness About the TAB</b>						
Have you received & read the dyslexia TAB?	✓	✓	✓	✓	✓	✓

How will the district use the TAB to support all students?		✓		✓		✓
Has the district provided general training on components of the TAB including definitions, characteristics, identification, instruction, and structured literacy principles and elements?	✓	✓	✓	✓	✓	✓
If yes, who provided the training, how long was the training and what was the content?	✓	✓	✓	✓	✓	✓
Are you interested in professional learning on dyslexia, dyscalculia and dysgraphia?	✓	✓	✓	✓	✓	✓
What process is the district using to distribute the TAB and ensure understanding and effective implementation?	✓	✓	✓	✓	✓	✓
Which personnel received a copy of the Dyslexia TAB?		✓		✓		✓
Would the district be willing to provide an overview of the TAB to the SECAC for parents and teachers?		✓		✓		✓
In a Partners for Success workshop for parents and teachers?						
If training is not yet planned, we would like to suggest dyslexia training be provided for all K-2 teachers. <u>The Center for Effective Reading Instruction CERI</u> offers teacher-learning modules on dyslexia through Reading Rockets online. CERI also		✓		✓		✓

<p>offers a leveled certification exam for teachers. Course Modules include: <u>Print Awareness, Phonological and Phonemic, Awareness, Phonics, Fluency, Vocabulary, Spelling, Comprehension, Writing &amp; Assessment</u></p> <p>Additionally, expert level training on dyslexia interventions is available from Maryland organizations <u>Bowman Educational Services</u> and the <u>Atlantic Seaboard Dyslexia Education Program</u>. 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.</p>						
<p>We would like to request establishment of a dyslexia subcommittee under the SECAC or a dyslexia committee within the school district or special education department. The group could review current practices on reading difficulties and make recommendations on TAB implementation. See "Dyslexia Subcommittee: Proposal to Implement the Dyslexia TAB"</p>		✓		✓		✓

### Screening & Identification

In the general education classroom there are often many struggling readers who are not identified with SLD under IDEA. Evidence shows that early intervention is a best practice and the TAB says that screening is critical for early intervention, but is not required in Maryland.

What steps has the district taken to screen all students in Kindergarten who may be at risk for reading difficulties including dyslexia?		✓		✓		✓
What is the earliest that a school will administer a screener to identify reading difficulties?	✓	✓	✓	✓		
What screening method/assessment is used?	✓	✓	✓	✓		
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?			✓	✓		
Is there a document or flow chart that delineates each level and how students move in and out of the instruction levels or tiers?		✓	✓	✓	✓	✓

### Teacher Professional Development, Structured Literacy

Find your [district results for reading on PARCC 2016](#) and use it to make a case for different instructional practices including structured literacy training opportunities for teachers. [MD College & Career Readiness Standards \(MCCRS\) require that foundational reading skills be taught to students in grades K-2.](#) Many teachers report that they

did not receive instruction/practicum in foundational reading principles and elements or on reading disabilities like dyslexia in their undergraduate or graduate studies. The TAB notes that <a href="#">structured literacy</a> is evidence based for students with reading difficulties like dyslexia. <a href="#">Find Your County Data</a>						
How is the school district addressing the teacher knowledge gap on foundational reading?		✓		✓		✓
What trainings on structured literacy and foundational reading components are planned for teachers?		✓		✓		✓
Which teachers will receive the training?		✓		✓		✓
Who is providing the professional learning/training?		✓		✓		✓
<b>Professional learning</b> is provided by Fran Bowman (Howard), ASDEC, (Montgomery) – have you reached out to these organizations to ask about training in structured literacy? (See links in first section above)		✓		✓		✓
<b>Dyslexia Specialist.</b> Does the district plan to hire or develop a dyslexia specialist to facilitate Professional learning and ensure effective and appropriate interventions are provided to students with reading difficulties/dyslexia?		✓		✓		✓
<b>Instruction: Evidence based Structured Literacy // Foundational Reading</b>						
What portion of the budget is dedicated to the purchase of reading interventions?		✓		✓		✓
Please provide a copy of the Leveled Reading		✓		✓		✓

Interventions/Core Reading Programs/Tiered Instruction for grades K-12  *AACo and SMCo have already provided copies of their tiered interventions						
Which evidence based structured language literacy programs does the district use?		✓		✓		✓
Do the programs include the principles and elements of structured literacy teaching as noted in the Dyslexia TAB?		✓		✓		✓
Are any of the interventions aligned with the International Dyslexia Association's Knowledge & Practice Standards for Teachers of Reading? <a href="#">Knowledge &amp; Practice Standards for Teachers of Reading</a>	✓	✓		✓		✓
Have teachers been provided certification and training in the available programs? For example, if Wilson Reading is used, are there any certified Wilson teachers in the district? If yes, how many?	✓	✓		✓		✓
Is a student required to have an identified learning disability in order to receive specialized instruction in reading and writing?		✓		✓		✓
If yes what programs are available for students who are not identified as eligible for special education?		✓		✓		✓
What assessments are commonly used to	Reading teacher	✓	✓	✓		

measure progress for a student in the general education classroom (Tier 1) and small group interventions (Tier 2 / Response to Intervention)?	✓					
How is the parent informed of progress in the general education classroom? In a small group intervention? A graph? Chart?	✓	✓	✓	✓		
Would parents say that measuring “progress” is easy or difficult to understand?	✓	✓	✓	✓	✓	✓
What assessments are used to measure whether a student is on grade level for reading, writing, spelling and math?	✓	✓	✓	✓	✓	✓
What assessments are used to measure whether a students is making progress on his IEP goals?	✓				✓	✓
How is the progress toward meeting IEP goals reported to parents?(Reports are required quarterly for all IEP students)					✓	✓

**IEP Development: Eligibility, Instruction, Accommodations, Dyslexia**

<p>Where Can Dyslexia be added in the IEP?</p> <ul style="list-style-type: none"> <li>• Areas affected by the disability</li> <li>• Present Levels of Academic and Functional Performance</li> <li>• Parental input</li> <li>• Educational impact statement</li> </ul>	✓				✓	✓
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<ul style="list-style-type: none"> <li>• Discussion to support decision on the Instructional and Testing Accommodations pages</li> <li>• Documentation to support decision on the Supplementary Aids and Services pages</li> <li>• Goals</li> <li>• Prior Written Notice</li> <li>• Addendum pages if notes are taken at the meeting</li> </ul>						
<b>Parent Training</b>						
<p>Is there a glossary of terms that can be provided to parents so that they can understand the reading language that schools use?</p> <p>For example: Tier I, Tier II, Tier III, Response to Intervention, Progress Monitoring (frequency and tools), Instructional Level, Independent Level, Frustration Level, grade levels, reading fluency, phonemic awareness, etc.</p>		✓		✓		✓
<p>Does the district provide workshops or instruction for parents on reading acquisition, dyslexia and other related disorders?</p>		✓		✓		✓
<p>Does the District have a Special Education Parent-Teacher Organization that could help facilitate collaboration on reading and other topics?</p>					✓	✓
<p>Is there training for parents on how to</p>		✓		✓		✓



determine if their child is on grade level for reading, writing and math? Is there training for parents on progress monitoring?						
<b>General</b>						
Does the TAB apply to students with a 504 Plan?		✓		✓		✓
<a href="#">Have you read the Dyslexia Education Task Force Report that included a Dyslexia Pilot Program?</a>  This report includes screening and response to intervention practices that may be useful to provide appropriate and effective reading instruction to students who struggle to read.	Reading Teacher  ✓	✓	✓	✓	✓	✓
Does the district plan to use the Dyslexia Task Force report to implement a dyslexia pilot program?  To create a Best Practices document for students with reading differences and dyslexia?		✓	✓	✓	✓	✓