Dyslexia Accommodations and Supports

Summer Webinar

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Mississippi Department of Education

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

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MISSISSIPPI STATE BOARD OF EDUCATION

STRATEGIC PLAN GOALS

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

4 Every School Has Effective Teachers and Leaders

5 Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 Every School and District is Rated "C" or Higher

Today's Schedule

- State Accommodations
- Access for All Guide
- Evaluations
- Student Supports
- Child Find
- IDEA

Dyslexia State Laws

No Dyslexia-Specific Laws:
- Hawaii
- Idaho
- South Dakota
- Vermont

dyslexicadvantage.org
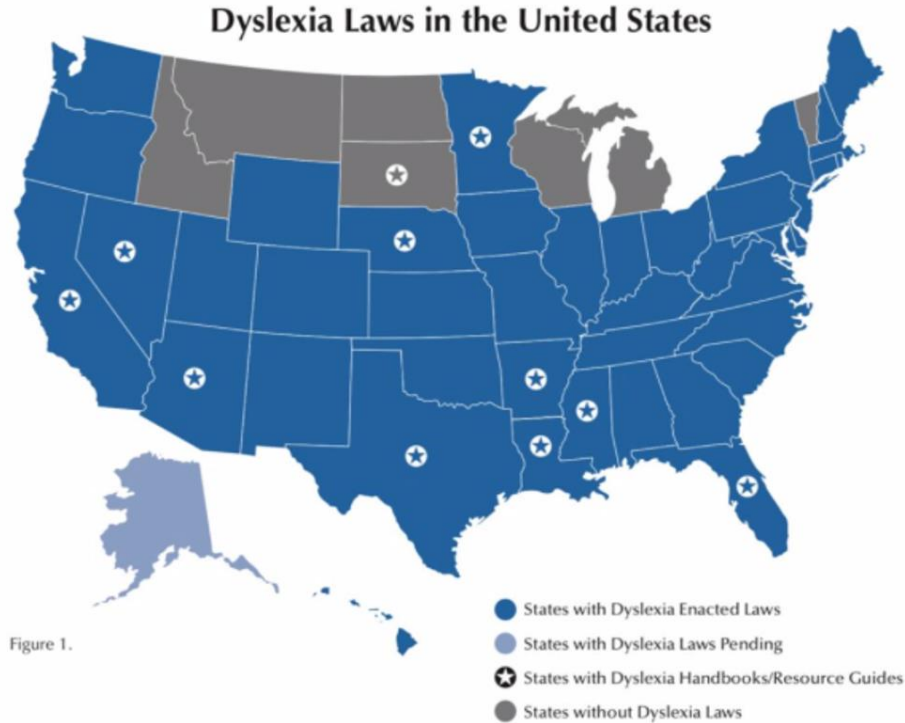
- 2020 Legislative Session

Dyslexia State Laws

Dyslexia Laws in the United States

Figure 1.

- States with Dyslexia Enacted Laws
- States with Dyslexia Laws Pending
- States with Dyslexia Handbooks/Resource Guides
- States without Dyslexia Laws

2019 Legislative Session

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Dyslexia Accommodations

State Assessments

Allowable Accommodations

Dyslexic Student Accommodations

- 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 2017 Mississippi Testing Accommodations Manual for additional information.

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Assessments

- 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)

Assessments

#	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

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Dyslexia Accommodation Documentation

Mississippi Testing Accommodations for Students with Dyslexia

Student Name:_____   MSIS #: _____

Test Date: _____

#	Accommodation	MAAP ___ELA ___ENGII ___Math ___ALG I ___5/8 Science ___BIO I ___USH		MKAS²		ACT (Prior Approval Required from ACT)		ELPT	
		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.

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- 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**

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Access for ALL Guide

Access for All Guide

Access for All Guide

The purpose of the Access for All (AFA) Guide is to provide administrators and teachers with guidance on **strategies** and **supports** for struggling learners based on deficits exhibited by the learner.

Access for All Guide

Fair doesn't mean giving every child the same thing, it means giving every child what they need.

-Rick Lavoie

What is the AFA Guide?

The Access for All Guide will provide districts with instructional implementation **strategies** and **supports** for struggling learners in the following areas:

Academic	Physical	Speech/ Language
Social/ Emotional	Behavioral	Organizational Skills

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Adaptations

Modification and Accommodations

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What are Accommodations/Modifications?

Accommodations and modifications outlined in the AFA Guide are meant to help a student **LEARN**.

What are Accommodations/Modifications?

Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction and/or assessment practices in order for students to be successful learners and to actively participate in the general education classroom and in school wide activities.

"Keep the INTENT but change the DELIVERY."

Grading

Grading is not changed or altered when you make accommodations for a student.

HOWEVER...

Modifications which substantially change the content or curriculum may impact grading.

Access for All Guide

Access for All Guide Instructional Implementation   17

DEFICIT AREA: ACADEMICS

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Access for All Guide

DEFICIT AREA: ACADEMICS

Dyslexia

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty decoding words and reading fluently?
- Does the student have difficulty spelling and getting his/her thoughts on paper?
- Does the student have family members who also struggle(d) academically?
- Does the student have difficulty memorizing information such as the alphabet, his/her address, and the days of the week or months of the year?

Possible Accommodations and/or Modifications

Classroom:

- Provide books on tape, CDs, or an electronic reader or textbook that a student can listen to especially for content areas
- Create opportunities for oral reading on a one-on-one basis and only ask the student to read aloud in class if he or she feels comfortable/volunteers to do so
- Allow students to use a highlighter to mark important parts of the text
- Used shared reading or reading buddies
- Allow the student to discuss, one-on-one, material after reading with a classroom aide, a partner student, or the teacher
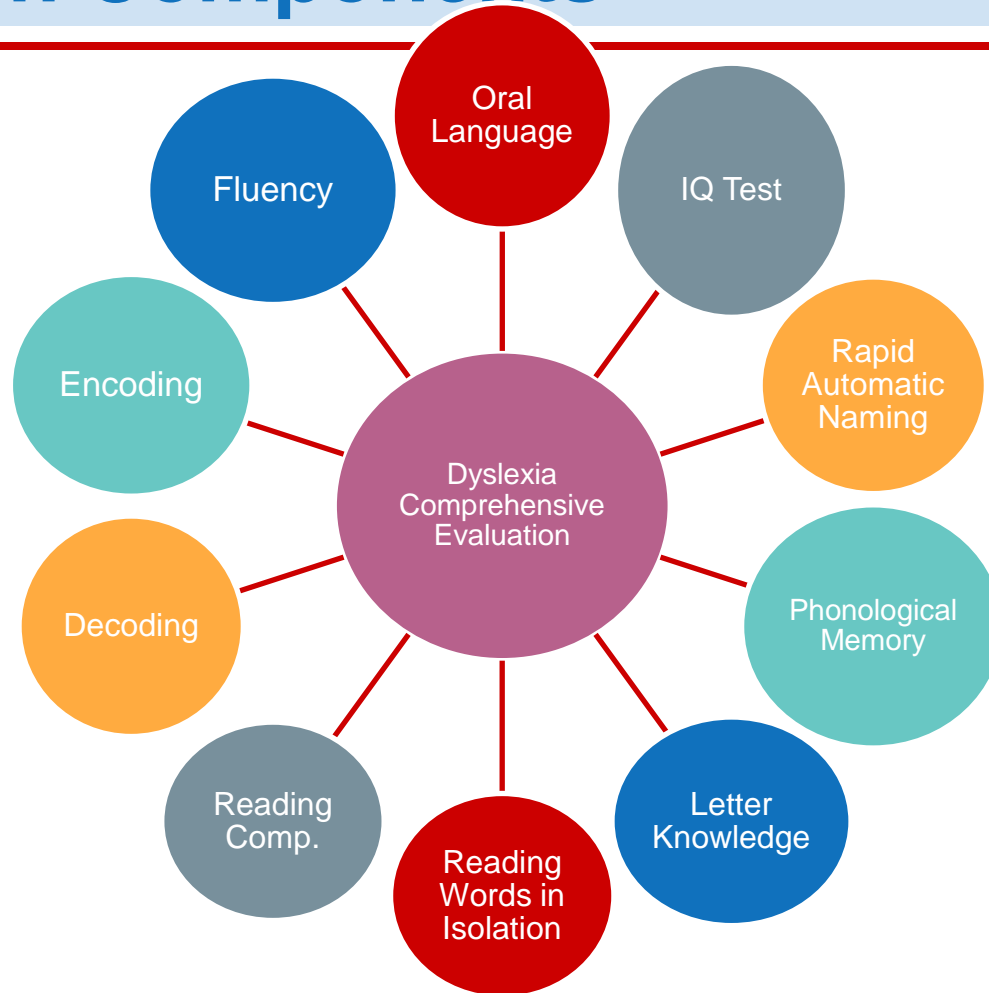
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Access for All Guide

Suggestions for Instruction

- Teach using all multisensory systems through all learning pathways: visual, auditory, kinesthetic, and tactile
- Break tasks down into smaller chunks
- Teach from easiest to most challenging material
- Systematically review concepts to enhance students' memory
- Teach phonemic awareness and letter knowledge, giving explicit instruction in sound identification, matching, segmentation, and blending, when linked appropriately to sound-symbol associations
- Have students apply their decoding skills to fluent, automatic reading of text
- Have students process word meanings to develop an understanding of words and their uses as well as connections among word concepts
- Make sure students understand what they are reading by frequently asking questions and having them stop and summarize as they read parts of the text
- Teach students to compose writing in stages: generating and organizing ideas, initially with a group or partner; producing a draft; sharing ideas with others for the purpose of gaining feedback; revising, editing, proofreading, and publishing
- Use editing checklists

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Evaluating for Dyslexia

Evaluation Components

Dyslexia Comprehensive Evaluation

- Oral Language
- IQ Test
- Rapid Automatic Naming
- Phonological Memory
- Letter Knowledge
- Reading Words in Isolation
- Reading Comp.
- Decoding
- Encoding
- Fluency

Other Considerations

- Family history / genetics

- Rote memory, such as alphabetic sequence

- Auditory discrimination

- Cognitive ability

- Educational history

- Behavior and attention

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Evaluation Requirements

- Accept dyslexia evaluations administered by a licensed psychologist, psychometrist, or speech language pathologist.
  (Miss. Code 37-173-1 et seq.)

- Each local school district shall make an initial determination of whether a student diagnosed with dyslexia qualifies under the IDEA to receive services and funding under the provisions of the IDEA before proceeding to the development of a 504 Plan for each dyslexic student eligible for educational services or equipment under Section 37-23-1 through 37-23-157.

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Evaluation Requirements

- Each local school district shall develop interventions and strategies to address the needs of those students diagnosed with dyslexia which provide the necessary accommodations to enable the student to achieve appropriate educational progress.

- The interventions and strategies 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.

Providing Supports

Screening Components

- Phonological Awareness and phonemic awareness

- Sound symbol recognition

- Alphabet knowledge

- Decoding skills

- Encoding skills

- Rapid naming

- Phonological Awareness

  - Refers to a student's awareness of speech and speech segments that are larger than a phoneme

  - Students are able to manipulate units of oral language (syllables, onset and rime, phonemes)

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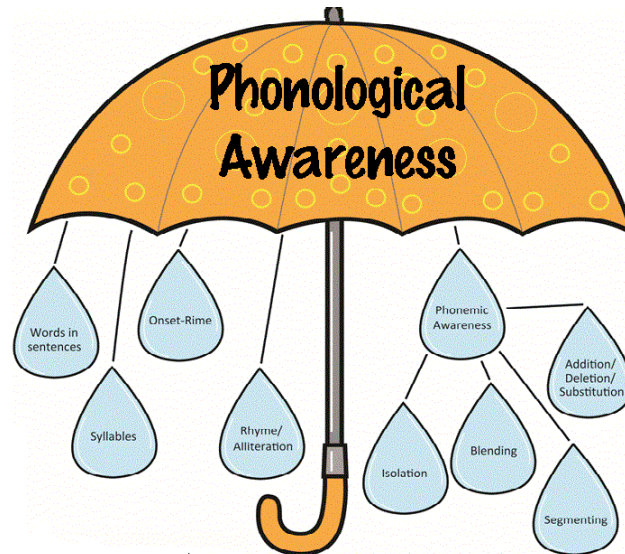
- Phonemic Awareness

  - 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

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- <u>Onset and rime</u>-recognition and production of rhyming words depend on the ability to break any syllable into two parts

cat	dog
bat	fog
hat	log
rat	hog

- <u>Phonemes</u>-the individual speech sounds that distinguish words

  - /s/ /m/ /ar/ /t/

  - /ē/ /t/

Phonological Awareness and Phonemic Awareness

- Phonemic awareness tasks

  - Compare or match sounds in words

    - Which word does not begin with /h/?

      - **hat, hair, wind, house**

  - Isolate and pronounce separate speech sounds

    - Say the last sound in **rich**.

  - Put words together from their separate sounds (blending)

    - /sh/ /ou/ /t/ - Say it fast (**shout**)

- Phonemic awareness tasks

  - Break words apart into their component phonemes (segmentation)

    - Say the sounds in **crash**.

      - (/k/, /r/, /a/, /sh/)

  - Add, change, or delete phonemes from words (phoneme manipula

    - Say   d? (**hard**)

fish - /f/ = "ish"

rake - /r/ + /l/ = lake

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

- 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

- Process of translating print into speech by rapidly matching a letter to its sound

- Recognizing sound-symbol correspondence in order to pronounce a word correctly

- Accurate word reading depends on the ability to decode unknown words by recognizing the sounds the letters represent

Decoding

- Decoding real words or nonsense words

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

Encoding Skills

- The foundation of reading and the greatest component of writing

- Involves translating auditory sounds into visual symbols

- Speech to print

Encoding Skills

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

Rapid Naming

- The reading of names and pictures or random letters presented in rows quickly

- This can be assessed through colors, printed objects, letters, or numerals

- The process of moving from letters and symbols to word reading

- It can be used to predict future reading skills

Rapid Naming

- The ability to retrieve easily and rapidly verbal (phonetic) information that is held in the long-term memory

- To get the best information the evaluator should only test items the child knows well

Form A

Rapid Color Naming

Child Find

Follow Child Find Procedures

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.

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IDEA

Dyslexia Diagnosis

District Guidance

District Guidance

- Examine your district policies and procedures to ensure that they fully align with the state and federal regulations

- Consider implementing policies that allow for the use of the terms dyslexia, dyscalculia, and dysgraphia on IEP's, if the child's comprehensive assessment supports the use of these terms, if dyslexia is the condition that is the basis for the determination of the child's disability.

- Address the unique educational needs of children with SLD resulting from dyslexia, dyscalculia, and dysgraphia during IEP Team meetings with parents under IDEA

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District Guidance

- Recognize that some students already have an official diagnosis

- Recognize that some students may qualify for Special Education Services under the eligibility category of Specific Learning Disability (SLD)

- Consider additional Red Flags (chronic medical problems, low academic performance, absenteeism, parent history, parent request etc.)

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District Guidance

- Recognize that students suspected of having a disability continue to receive Tier I High Quality Classroom Instruction and supports

- Understand that the Special Education does not require all students go through the MTSS process prior to a comprehensive evaluation

- Realize that the MTSS can not be used to deny or to delay the appropriate evaluation of a child suspected of having a disability

- Acknowledge that the student may have a disability

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District Considerations

District Considerations

- 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?

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Next Steps

Next Steps

- We are in the process of updating the dyslexia handbook

- Dyslexia Conference Planning

- Sending out a link for you to share topics that you would like to have covered in upcoming dyslexia webinars

Dyslexia Webinar Topics

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Possible Upcoming Topics

- When to dismiss a student from dyslexia therapy

- Dyslexia screening and intervention for middle/high school students

- Dyslexia Awareness

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Any Questions

Resources

- www.dyslexiasw.com

- www.dyslexia.com

- http://dyslexiahelp.umich.edu

- http://dyslexia.yale.edu

- www.dyslexicadvantage.org

Dyslexia Website

https://mdek12.org/OAE/OEER/Dyslexia

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