

Dyslexia Characteristics

Mississippi Guidance

August 28, 2020



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

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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

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

- Dyslexia Defined
- Key Legislation
- State-Approved Screeners
- Characteristics

Dyslexia Defined

Definition of Dyslexia

- Dyslexia is defined as a **specific learning disability** that is **neurological in origin**, characterized by difficulties with accurate and **fluent word** recognition and **poor spelling** and **decoding** abilities, which typically result from a deficit in the **phonological component** of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and secondary consequences which may include problems in **reading comprehension** and reduced reading experience that can impede growth of **vocabulary** and **background knowledge**.

Taking a Closer Look

- Impairment of learning that may affect one or more academic area, but not others
- Structural and functional difference in the brain
- Difficulties with reading print accurately with a rate that supports comprehension
- Difficulty using phonics and structural analysis to spell and read unknown words automatically

Taking a Closer Look

- Core deficit in phonological processing skills, speech sounds are poorly processed
- Unexpected difficulties in relation to intelligence, opportunities, and instruction
- Exists in individuals with talents and abilities that enable them to be successful in many domains
- Coexists with other developmental difficulties and disabilities, including problems with attention, memory, and executive function

Key Legislation

Dyslexia State Laws

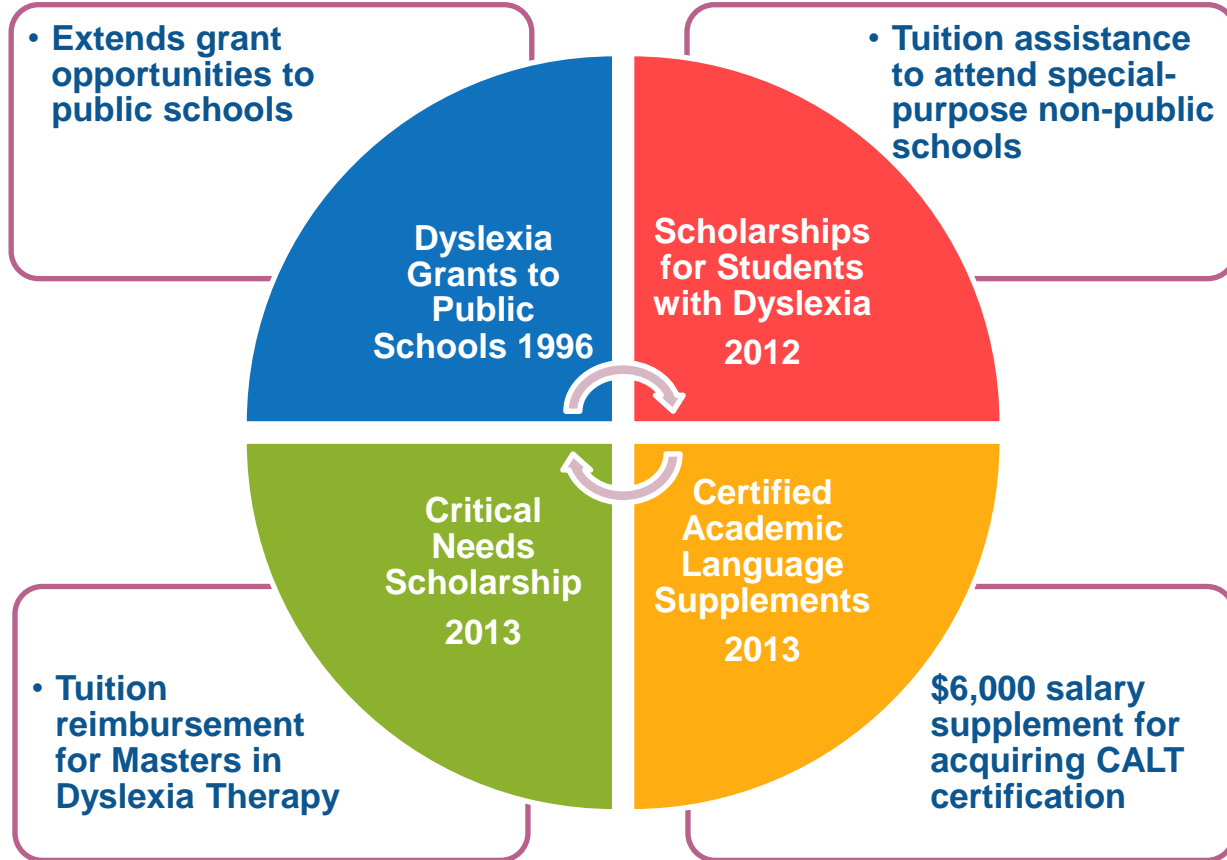
No Dyslexia-Specific Laws:

- Hawaii
- Idaho
- South Dakota
- Vermont



dyslexicadvantage.org

Key Legislation



Legislative Priorities

Dyslexia Grants (est. 1996)

- 3 year grant to public school districts
- Supports students with dyslexia and/or related reading disorders in general education
- Funds the purchase of a dyslexia screener, dyslexia interventions, instructional resources and pre- and post-assessments
- Pays up to 80% of the dyslexia therapist salary
- Funds professional development related to dyslexia for teachers, administrators, and parents

2018-2021 Grant Awards

District	Program	Award
Jones County	Dyslexia Therapist, Alphabetic Phonics, Barton	45,000. x 3 = 135,000.
Lauderdale	Dyslexia Therapist, Alphabetic Phonics, Barton	45,000. x 3 = 135,000.
George County	Dyslexia Therapist, Neuhaus: Basic Language Skills	45,000. x 3 = 135,000.
Neshoba County	Dyslexia Therapist, Alphabetic Phonics, Take Flight	45,000. x 3 = 135,000.
Lamar County	Dyslexia Therapist, Neuhaus: Basic Language Skills	40,550. x 3 = 121,650.

Scholarship for Students with Dyslexia

Scholarship for Students with Dyslexia

Scholarship for Students With Dyslexia (est. 2012)

- Provides the option to attend a public school other than the one to which assigned
- Funds students to attend qualified special purpose non-public school that offers Orton-Gillingham based instruction provided by a licensed dyslexia therapist 5 days a week
- Re-distributes public school funds from the public school to the special purpose non-public school selected
- Total funds awarded to date: \$6,096,358.70

Approved Special Purpose Non-Public Schools

- Magnolia Speech School: Jackson
- New Summit School: Jackson
- North New Summit: Greenwood
- South New Summit: Hattiesburg
- Oxford University School: Oxford
- Petal 3D School: Petal

Scholarship for Students with Dyslexia

Dyslexia Therapy Scholarship for Students With Dyslexia (est. 2012)

Requires the administration of a SBE approved Dyslexia Screener in the Spring of Kindergarten and the Fall of First grade that addresses:

- phonological awareness and phonemic awareness,
- sound symbol recognition,
- alphabet knowledge,
- decoding skills,
- encoding skills, and
- rapid naming

Public School Dyslexia Screener Requirements

Public School Requirements

1. Adopt a local board policy about screening students for dyslexia.
2. Screen all students during the 2nd semester of Kindergarten and during the 1st semester of First Grade using a State Board of Education approved Dyslexia Screener.
3. Ensure that the screener addresses the following components:
 - Phonological awareness and phonemic awareness
 - Sound symbol recognition
 - Alphabet knowledge
 - Decoding skills
 - Encoding skills
 - Rapid naming

Public School Requirements

4. Notify parents if a student fails the dyslexia screener.
5. Accept dyslexia evaluations administered by a licensed psychologist, psychometrist, or speech language pathologist.
6. Determine whether a student diagnosed with dyslexia qualifies under IDEA before proceeding to the development of a 504 Plan. If a student's diagnosis of dyslexia does not result in a disability determination, then in developing the written 504 Plan, there shall be a presumption that proficiency in spelling, reading and writing are essential for the student to achieve appropriate educational progress.

Public School Requirements

7. Develop interventions and strategies to provide accommodations to enable the student to achieve appropriate educational progress. The interventions and strategies developed 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.

Public School Requirements

8. Screen first grade students by October 23, 2020
 9. Screen kindergarten students by April 9, 2021
 10. Complete the MS Dyslexia Screener Data Information Form and submit to the Office of Student Intervention Services at dyslexiadata@mdek12.org by April 23, 2021.
- * Screener Information and Forms can be accessed at <http://www.mde.k12.ms.us/ESE/dyslexia>

Determining Intervention Supports

While the law specifically states that interventions, strategies, and accommodations must be provided to enable the student to achieve appropriate educational progress, the interventions and strategies are determined locally.

State Approved

Dyslexia Screeners

State Approved Dyslexia Screeners

- We released a Request for Qualifications in April.
- The list of dyslexia screeners was approved at the June Board Meeting.

State Approved Dyslexia Screeners

Dyslexia Screener	Grade Level	Cost	Admin Time	Test Type	Provides Pass/Fail Criteria	Provides Demo for Test Admin	Special Qualifications to Administer	Ordering Information
Amplify Screener (New Customers) mCLASS with DIBELS 8 th Edition, RAN, and Spelling	K – 1	\$14.90 per student	8-13 minutes	Teacher Directed and Recorded	Yes	Yes	None	Wayne Hebert Amplify, Senior Account Executive whebert@amplify.com 337-298-7833
Amplify Screener (Returning Customers) mCLASS with Acadience (formerly DIBELS Next) and the Early Literacy Measures (ELM)								

State Approved Dyslexia Screeners

<p>DIBELS 8th Edition University of Oregon Center on Teaching and Learning https://dibels.uoregon.edu/</p>	K – 8	\$1.00 per student per year	3-7 minutes per student	Teacher-directed One-on-one assessment Comprehension measure is	Yes	Yes	None	support@dibels.uoregon.edu 888-497-4290
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group administered

State Approved Dyslexia Screeners

FastBridge Learning Illuminate Education	K – 2	\$7.50 per student Annual subscription	5 minutes for each measure	Teacher-directed with an on-line scoring tool	Yes	Yes	None	Geb Bull gbull@illuminateed.net 337-280-0816
Lexercise Mississippi Dyslexia Screener https://www.lexercise.com/clinicians/mississippi-dyslexia-screener	K – 1	Free	15 minutes	Online Assessment Teacher Directed and Recorded	Yes	Yes	None	Free online access

State Approved Dyslexia Screeners

<p>Mississippi College Dyslexia Screener for Kindergarten, First, Second and Third Grades</p> <p>https://www.mc.edu/academics/education/dyslexia-therapy-program</p>	<p>K – 1 2 – 3</p>	<p>\$35.00 per school</p> <p>Can be reproduced as needed</p>	<p>25 minutes <i>(estimated)</i></p>	<p>Teacher Directed and Recorded</p>	<p>Yes</p>	<p>No, directions are explicit enough that no training will be needed</p>	<p>None</p>	<p>Shirley Tipton Mississippi College, School of Education 601-925-7667 or tipton@mc.edu</p>
<p>William Carey University/Mississippi Dyslexia Therapy Association Dyslexia Screener for Kindergarten and First Grade, 2017 Edition (now available in digital format)</p> <p>http://msdta.org</p>	<p>K – 1</p>	<p>\$35.00 per school</p> <p>Can be reproduced as needed</p>	<p>15 minutes</p>	<p>Teacher Directed and Recorded</p>	<p>Yes</p>	<p>Yes</p>	<p>None</p>	<p>Cena Holifield William Carey, School of Education 601-318-6000 or cholifield@wmcarey.edu</p>

MISSISSIPPI DYSLEXIA SCREENER

Dyslexia Screener Data 2020-2021

Effective July 1, 2017, Section 37-173-15 of House Bill 1046 mandates that each local school district screen students for dyslexia in the spring of Kindergarten and the fall of Grade 1 using a State Board of Education (SBE) approved screener. Please complete the information below and submit completed forms to the Office of Student Intervention Services at dyslexiadata@mdek12.org by **April 23, 2021**. Contact Laurie Weathersby at Lweathersby@mdek12.org for questions concerning the completion of the form.



DISTRICT INFORMATION

School District	<input type="text"/>	Date	<input type="text"/>
Contact Person	<input type="text"/>	Contact Position	<input type="text"/>
Contact E-mail	<input type="text"/>	Contact Phone	<input type="text"/>

Check the SBE approved screener that was used for this assessment:

- | | |
|--|--|
| <input type="checkbox"/> Amplify Screener mCLASS with DIBELS 8th Edition, RAN, and Spelling (New Customers) | <input type="checkbox"/> Lexercise Mississippi Dyslexia Screener |
| <input type="checkbox"/> Amplify Screener mCLASS DIBELS Next and Early Literacy Measures (Returning Customers) | <input type="checkbox"/> Mississippi College: Dyslexia Screener for Kindergarten, First, Second, and Third Grade |
| <input type="checkbox"/> DIBELS 8th Edition University of Oregon Center on Teaching and Learning | <input type="checkbox"/> William Carey/Mississippi Dyslexia Therapy Association Dyslexia Screener for Kindergarten and First Grade, 2017 Ed. |
| <input type="checkbox"/> FastBridge Learning Illuminate Education | |

Notifying Parents

Sample Letter

Sample Parent Letter



Dyslexia Screener SAMPLE Parent Notification Letter

Dear Parent/Guardian:

According to Mississippi Code 37-173-1, all students in grades kindergarten and first grade are required to be screened for dyslexia using a Mississippi State Board of Education approved screener. Kindergarten students must be screened during the spring semester and first grade students must be screened during the fall semester.

The screener is designed to identify the areas of concern and components of reading that may suggest characteristics of dyslexia. The screener will be used to identify your child's strengths and weaknesses and may be used to design specialized instruction (i.e., individual support using learning styles, student interests, and visuals), interventions (intentional instruction that is aimed at a specific identified area), and classroom supports for your child which may include the three tiers of support.

This is **not** a comprehensive dyslexia assessment designed to diagnose your child with dyslexia.

On (enter date), (enter child's name) was administered the (enter screener name) dyslexia screener and did not pass the following components of the screener:

- Phonological awareness and phonemic awareness (rhyming, syllabication, manipulation)
- Sound symbol recognition (letter sounds)
- Alphabet knowledge (letter identification)
- Decoding skills (reading)
- Encoding skills (spelling)
- Rapid naming (letter, color, or object naming)

Your child's performance indicates that additional instructional support may be needed. The following supports will be provided for your child:

- Extra classroom reading supports that target the identified areas that have been identified on the screener
- Resources and supports that can be used at home to support your child

Also, an Individualized Reading Plan (IRP) may be developed to plan extra supports. If you would like more information concerning this notification feel free to contact your child's teacher at his/her school.

Phone Number:
Email address:

Sincerely,

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?

Characteristics

Preschool Years

- Trouble learning common nursery rhymes
- Difficulty learning names of letters in the alphabet
- Unable to recognize letters in his/her own name
- Mispronounces familiar words
- Does not recognize rhyming patterns
- Family history of reading difficulties

Kindergarten and First Grade

- Reading errors that show no connection to the sounds of the letters on the page (puppy – dog)
- Does not understand that words come apart
- Complains about how hard reading is
- History of reading problems in parents or siblings
- Trouble sounding out simple words (cat, map, nap)

Second Grade through High School

- Very slow in acquiring reading skills
- Reading is slow and awkward
- Trouble reading unfamiliar words, often making wild guesses
- No strategy for reading new words
- Avoids reading out loud

Student Intervention Supports

Bureau Director

Laurie Weathersby
lweathersby@mdek12.org

Academic Intervention Specialist

Jayda Brantley
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Academic Intervention Specialist

Mathis Sheriff
msheriff@mdek12.org

Behavior Specialist

Ginger Koestler
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English Learner Specialist

Sandra Elliott (PreK – 12)
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Gifted Specialist

Jen Cornett
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Technology Specialist

Melissa Banks
mbanks@mdek12.org



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