Dyslexia & Related Disorders Parent Training

11/22/2024

JILL BRACAMONTE, M.A.

KARENA HAYES, M.ED.

JULIE JOESEL, LSSP

Welcome & Introductions

Jill Bracamonte, M.Ed.

- Master's degree in Educational Leadership from Texas State University
- Certifications: Elementary 1-8, SPED PK-12, ESL Supplemental, Principal
- Trained in MTA and Wilson

Karena Hayes, M.Ed.

- Master's degree from Texas State University in Special Education
- Certified Teacher in EC-6, SPED K-12, ESL
- CALT in training, MTA curriculum

Julie Joesel, M.A., LSSP

- Master's degree from Texas State University in School Psychology
- Current Lead School Psychologist for the district

Welcome & Introductions

Additional Interventionists

UT Charter Schools:

Maria Figuera, M.Ed.
Trained in Wilson and MTA

Rebecca Vore
Trained in MTA

Trish Clifford
Trained in MTA
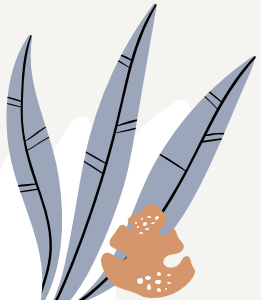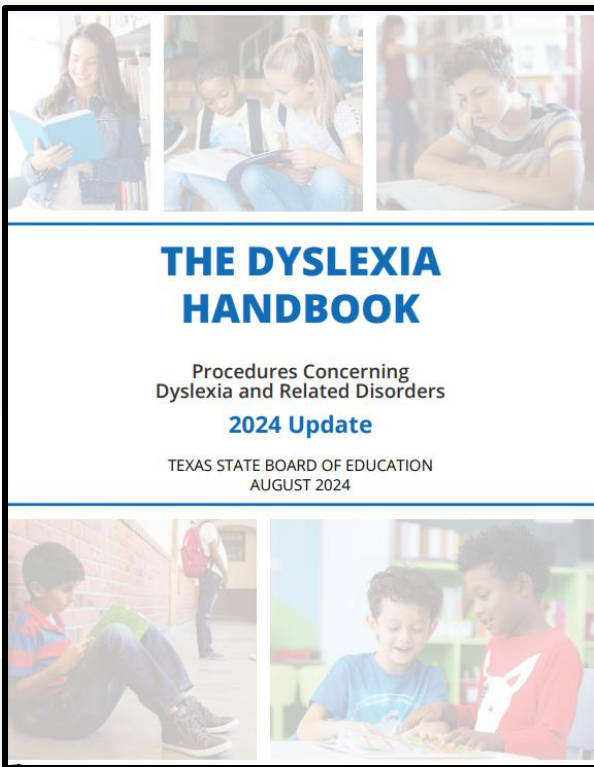
UT Elementary School:

Katharine Dryer
Trained in Wilson and
Reading by Design

Overview & Objectives

Gain an understanding of
- **Dyslexia** (Definition, Signs, Risk Factors)
- **Dysgraphia** (Definition, Characteristics)
- **Evaluation Process**
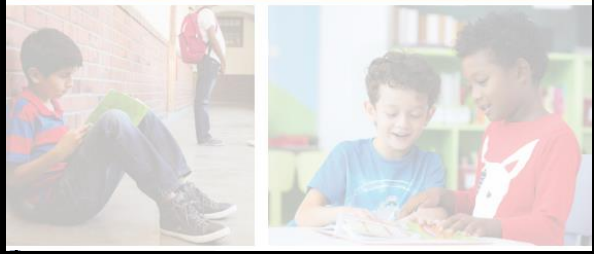- **Dyslexia Intervention**
- **Parent Resources**

Overview of Special Education for Parents

TEA — Texas Education Agency

WHAT IS SPECIAL EDUCATION?

When a child receives special education, it means that a public school provides custom services and instruction specific to the needs of that student. Special education is available because of a federal law called the Individuals with Disabilities Education Act (IDEA), which provides students with disabilities and their parents special legal rights to receive these individualized learning opportunities.

Special education is a service, not a place.

How can special education services help your child?

► If your child is eligible for special education services, your child will have access to services and supports that are specially designed to meet your child's unique needs.

► Special education services provide individualized programming at NO cost to you and may include special education teachers and service providers such as occupational therapists, physical therapists, speech-language pathologists, and providers of dyslexia instruction.

SPECIAL EDUCATION PROCESS:

Parents have a right to request a special education evaluation at any time. Schools are required to refer a student for an evaluation when a disability is suspected that might require special education services. It's important to understand the steps of the special education process.

Steps to Begin Special Education:

1 Referral
2 Consent to Evaluate
3 Evaluation
4 Determine Eligibility (ARD)
5 Develop the IEP

Receiving Special Education Services:

→ Implement the IEP

More information about your rights as a parent can be found below:

SPEDTEX — Special Education Information Center
Special Education Help for Parents
spedtex.org
1-855-773-3839

Parents Guide to the ARD Process
bit.ly/ParentsARD

Notice of Procedural Safeguards
bit.ly/ParentsNPS

While there are other federal laws that also offer certain protections for students with disabilities - such as Section 504 of the Rehabilitation Act of 1973 - IDEA has specific rights only available under that law. This document summarizes those rights.

   TEA.TEXAS.GOV/TEXASSPED   August 2023

https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders

Dyslexia- What is it?

Dyslexia is a **specific learning disabilit**y that is **neurobiological** in origin.

It is characterized by difficulties with **accurate** and/or **fluent word recognition** & by poor **spelling** & **decoding** abilities.

These difficulties **typically** result from a deficit in the **phonological component of language** that is **often unexpected** in relation to other cognitive abilities & the provision of effective classroom instruction.

Secondary consequences may include problems in **reading comprehension** & reduced reading experience that can impeded growth of **vocabulary** & **background knowledge.**

Primary Characteristics

Individuals demonstrate difference in degree of impairment and may not exhibit all the characteristics listed above

(2021 Dyslexia Handbook pg 1)

Difficulty with:

reading words in isolation

decoding unfamiliar words
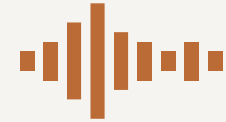
spelling

oral reading (slow, inaccurate or labored without prosody)

Primary Characteristics

<u>The reading/spelling characteristics are most often associated with the following:</u>

• Segmenting, blending, and manipulating sounds in words (phonemic awareness)

• Learning the names of letters and their associated sounds

• Holding information about sounds and words in memory (phonological memory)

• Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

<u>Consequences of dyslexia may include the following:</u>

• Variable difficulty with aspects of **reading comprehension**

• Variable difficulty with aspects of **written language**

• **Limited vocabulary growth** due to reduced reading experiences

Dyslexia Basics

Genetic Component

Genetic element, often a family member link

Across Demographics

It is found across different languages, genders, socioeconomic status

Early Intervention

Intervention takes 4x as long in 4th grade vs. late kinder. (IDA 2022)

Not New

First documented cases in 17th century
Wagner et.al 2020

Neurodevelopmental

Ongoing research on the brain & reading
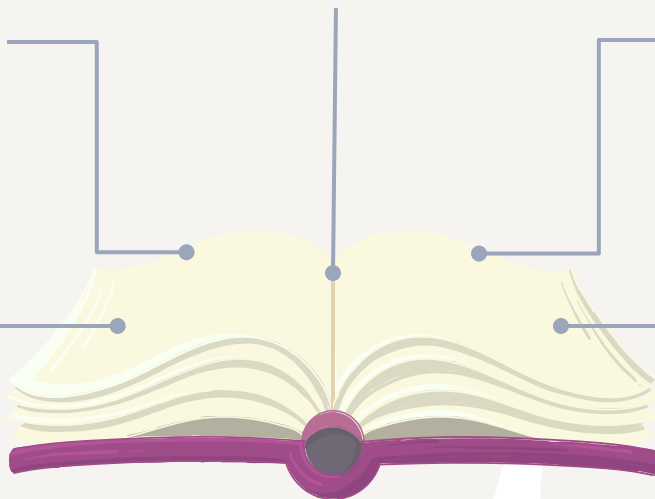
Risk Factors by Grade

Difficulty With:
- Syllables
- Rhyming
- Names of letters
- Orders of alphabet
- Remember sounds
- Decoding
- Spelling

Difficulty with:
- Reading aloud
- Avoidance
- Reading fluently
- Less vocabulary
- Decoding
- Simple words for writing

Difficulty with:
- Pronouncing names, remembering names
- Word retrieval
- Notetaking
- Remembering sequences (math/science formulas)

2-3

K-1

4-5

6-12

Post-Secondary

Difficulty with:
- Sight words
- Decoding
- Letter patterns
- Reading fluently
- Written expression

Difficulty with:
- Volume of reading & writing
- Frustration with time & energy for reading
- Decoding
- Written assignments
- Reading fluency
- Foreign languages
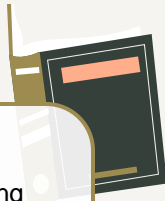
Dyslexic Thinking Strength
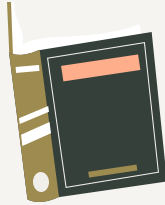
Dyslexic thinking skills

MADE BY DYSLEXIA

Visualising
Interacting with space, senses, physical ideas & new concepts.

(75% of dyslexics are above average at Visualising).

Imagining
Creating an original piece of work, or giving ideas a new spin.

(84% of dyslexics are above average at Imagining).

Communicating
Crafting & conveying clear & engaging messages.

(71% of dyslexics are above average at Communicating).

Reasoning
Understanding patterns, evaluating possibilities & making decisions.

(84% of dyslexics are above average at Reasoning).

Connecting
Understanding self; connecting, empathising & influencing others.

(80% of dyslexics are above average at Connecting).

Exploring
Being curious & exploring ideas in a constant & energetic way.

(84% of dyslexics are above average at Exploring).

Implications for Math/Science/Social Studies

Difficulties

Sequencing
Formulas
Numbers/Calculations
Rote Memorization
Rapid recall of facts
Directionality

Strengths

Visual/Spatial Thinking

Big Picture

Reasoning/Pattern Recognition

Geometry/3D Shapes
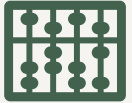
Dyslexia Screening Process

DIBELS

- Dyslexia Screener is in addition to the reading assessment in K-2
  - Kinder - end of the year
  - 1st grade - mid-year
  - 2nd graders * - beginning of the year

7th Grade

- TMSFA reading assessment is provided in the beginning of the year

who have not previously been screened
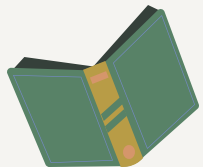
Dysgraphia - What is it?

A review of recent evidence indicates that dysgraphia is best defined as a **neurodevelopmental disorder**,

manifested by **illegible and/or inefficient handwriting** due to difficulty with letter formation.

This difficulty is the result of deficits in **graphomotor function** (hand movements used for writing) and/or **storing and retrieving orthographic codes** (letter forms) (Berninger, 2015).

Secondary consequences may include problems with **spelling and written expression.**

The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

Texas Dyslexia Handbook, Ch.5

Dysgraphia Characteristics

- Variably shaped and poorly formed letters

- Excessive erasures and cross-outs

- Poor spacing between letters and words

- Letter and number reversals beyond early stages of writing

- Awkward, inconsistent pencil grip

- Heavy/inconsistent pressure and hand fatigue

- Slow writing and copying with legible or illegible handwriting

- Multiple spelling errors

- Mixture of capital & lower-case letters within words

- Lack of letter anchoring on lines- (swimming/floating letters)

- Simple word choice that does not reflect vocabulary abilities

- Lack of punctuation, capitalization, and paragraph indentation

- Written output does not match oral language skills

- Frustration/writing avoidance

Dysgraphia - What it is NOT?

- Evidence of a damaged motor nervous system

- Part of a developmental disability that has fine motor deficits (e.g., intellectual disability, autism, cerebral palsy)

- Secondary to a medical condition (e.g., meningitis, significant head trauma, brain trauma)

- Association with generalized developmental motor or coordination difficulties (Developmental Coordination Disorder)

- Impaired spelling or written expression with typical handwriting (legibility and rate) (Berninger, 2004)"

Formal Evaluation for Dyslexia/ Dysgraphia

After a request for testing, the evaluation team will contact you to review the process.

The school has **45 school days** to complete the evaluation.

Evaluation consists of **formal and informal measures** as determined by the evaluator.

Process of evaluation includes consideration of **all possible Learning Disability categories.**
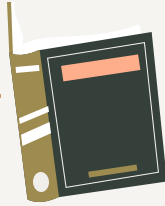
Identification Process: Dyslexia

Based on the student's academic difficulties, characteristics, and/or language acquisition, additional areas related to vocabulary, listening comprehension, oral language proficiency, written expression, and other cognitive abilities may need to be assessed. Areas for evaluation are provided below in Figure 3.4.

Figure 3.4. Areas for Evaluation		
Academic Skills	**Cognitive Processes**	**Possible Additional Areas**
• Letter knowledge (name and associated sound)	• Phonological/phonemic awareness	• Vocabulary
• Reading words in isolation	• Rapid naming of symbols or objects	• Listening comprehension
• Decoding unfamiliar words accurately		• Verbal expression
• Reading fluency (rate, accuracy, and prosody are assessed)		• Written expression
• Reading comprehension		• Handwriting
• Spelling		• Memory for letter or symbol sequences (orthographic processing)
		• Mathematical calculation/reasoning
		• Phonological memory
		• Verbal working memory
		• Processing speed
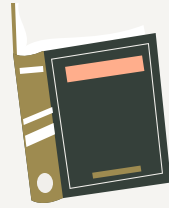
Identification Process: Dysgraphia

The process of handwriting requires the student to rely on memory for letters or symbol sequences, also known as orthographic processing. Memory for letter patterns, letter sequences, and the letters in whole words may be selectively impaired or may coexist with phonological processing weaknesses. When spelling, a student must not only process both phonological and orthographic information, but also apply their knowledge of morphology and syntax (Berninger & Wolf, 2009).

Figure 5.2. Areas for Evaluation of Dysgraphia

Academic Skills	Cognitive Processes	Possible Additional Areas
• Letter formation	• Memory for letter or symbol sequences (orthographic processing)	• Phonological awareness
• Handwriting		• Phonological memory
• Word/sentence dictation (timed and untimed)		• Working memory
• Copying of text		• Letter retrieval
• Written expression		• Letter matching
• Writing fluency (both accuracy and fluency)		

Berninger, V. W., & Wolf, B. (2009). *Teaching students with dyslexia and dysgraphia lessons from teaching and science*. Baltimore, MD: Paul H. Brookes Publishing.
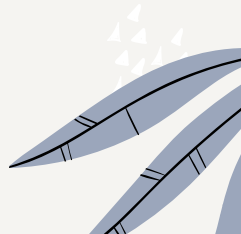
Dyslexia Evaluation Practices

- Dyslexia identification is based on the **preponderance of evidence.**

- If the ARD committee determines that the student exhibits **weaknesses in reading and spelling**, the committee will then examine the student's data to determine whether these difficulties are **unexpected** in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction.

- It is not one single indicator but a **preponderance of data (both informal and formal)** that provides the committee with evidence for whether these difficulties are unexpected.
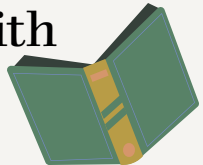
Dyslexia Evaluation Practices

HB 3928 FAQ document provides **three guiding questions:**

Does the data show:	Do these result from a deficit in the phonological component on language	Are these unexpected
Difficulty with poor/accurate word reading · Poor Spelling · Poor Decoding	(average phonological scores alone do not rule out dyslexia)	for the student's age in relation to the students' other abilities and provision on effective classroom instruction
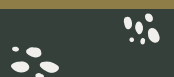
Figure 3.8. Pathway for the Identification and Provision of Instruction for Students with Dyslexia

Pathway for the Identification and Provision of Instruction for Students with Dyslexia

1 | Universal screening for kindergarten and first grade students

Does the screener show the student is at risk for dyslexia?

In all grades, is the student suspected of having dyslexia?

NO → Continue grade level, evidence-based core reading instruction. (Tier 1)

YES

YES

2 | Collect and review quantitative and qualitative data

Does the analysis show that the student exhibits characteristics of dyslexia?

NO → Continue grade level, evidence-based core reading instruction (Tier 1) and provide any other appropriate tiered interventions.

YES

3 | Seek parental consent for a **Full Individual and Initial Evaluation (FIIE)**

Does the parent give consent for an FIIE?

NO

YES

4 | Conduct **FIIE and ARD Committee Meeting**

Does the ARD committee determine that the student has dyslexia and needs evidence-based dyslexia instruction?

NO → Continue grade level, evidence-based core reading instruction (Tier 1) and provide any other appropriate tiered interventions.

Consider whether the student should be referred for a **Section 504** evaluation.

YES

The student is eligible for special education and related services and an individualized education program (IEP) is developed.

Changes to the Law regarding 504 students – Review of changes that took effect in 23-24

- If current 504 student receiving Dyslexia Direct Intervention services, the student **MUST be** evaluated for consideration of Special Education eligibility. Guidance is requiring that All students who are served by Section 504 for Dyslexia who continue to need an Evidenced Based Dyslexia Program (direct Dyslexia intervention) will be assessed by the end of the 2024-25 school year.

- **Direct Dyslexia intervention will no longer be available through Section 504.** This Intervention is now categorized as a Special Education Service. Due to this, students who require direct Dyslexia Intervention MUST be evaluated and eligible for Special Education. Once eligible, direct Dyslexia Intervention services will be available for the student. If a parent does not give consent for a Special Education Evaluation, the student will not be able to access the Special Education service of direct Dyslexia Intervention. **This is a change and will only impact students who currently receive Direct Dyslexia Intervention through Section 504. This will not impact new referrals for evaluation.**

Changes to the Law regarding 504 students

- **If a parent does not give consent for an FIIE when dyslexia is suspected or for the provision of special education and related services when dyslexia is identified, what happens?**
- "Beginning with the 2023-2024 school year, which is the school year in which HB 3928 first applies, a student will not be entitled to receive an evidence-based dyslexia program if a parent refuses to consent to the provision of special education and related services following an FIIE or after an ARD committee has determined that the student is eligible for special education based on the identification of dyslexia and a need for an evidence-based dyslexia program."

- To rephrase: Starting this school year, a student will no longer be able to receive Direct Dyslexia Intervention services **UNLESS** they are eligible and receiving Special Education services with parent consent.

Changes to the Law regarding 504 students

- **If a student no longer needs an evidence-based dyslexia program (Direct Dyslexia Intervention), might that student eventually be exited from special education and placed on a Section 504 plan?**

- If the student is considered to be ON GRADE level, BUT still requires Direct Dyslexia Intervention, this student will continue to qualify for Special Education Services based on the need for Direct Dyslexia Intervention.

- When an ARD committee determines a student with dyslexia no longer requires a Direct Dyslexia Intervention, it might determine that the student still would benefit from regular education aids and services (e.g., instructional accommodations). In that case, if a Direct Dyslexia Intervention was the only special education and related services the student received, the ARD committee could determine that the student no longer meets criteria and exit the student from special education, and transition the student to a Section 504 plan as necessary.

Teaching Strategies, Interventions, and Accommodations/Modifications

Dyslexia Instruction
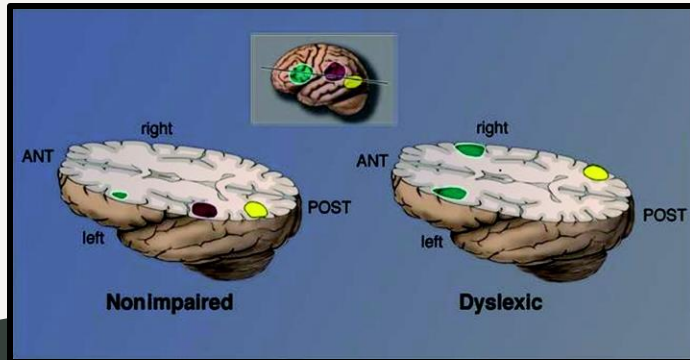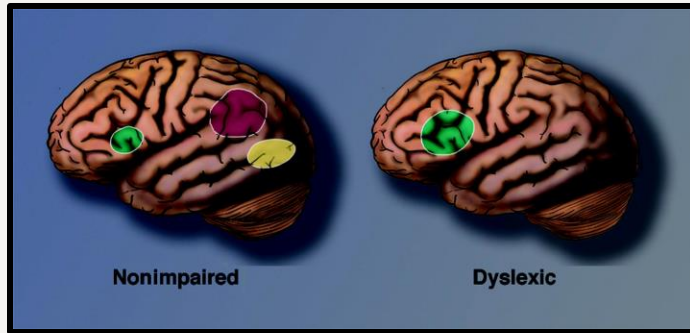
Repetitions of Foundational Reading Skills
1-4 gifted student
4-14 typical student
14-40 struggling reader
40-200 student with a Dyslexia or LD

Originally from p 66 of A Principal's Primer for Reading Achievement by Pati MontgomeryDallas Branch of International Dyslexia Association
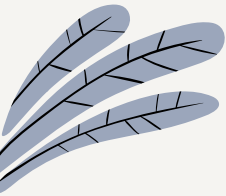
Dyslexia Instruction

Effective

- Systematic, Explicit, Multi-Sensory Instruction
- Evidenced-based
- Addresses
  - Phonology
  - Sound-symbol association
  - Syllabication
  - Orthography
  - Morphology
  - Syntax
  - Comprehension
  - Fluency

Ineffective

- Color Overlays
- Balance Therapy
- Special lighting
- Vision Therapy
- "Quick Fix" programs

*For additional information see pg 39-41, 53 of the Texas Dyslexia Handbook

MTA Intervention

MTA Schedule

ABCDEFGHIJKLMNOPQRSTUVWXYZ

A J T Z R Q V O B

M F W U C H D I

Y P G N E S L X K

COLLABORATIVE STRATEGIC READING
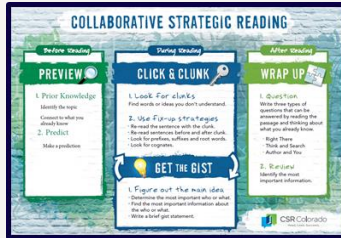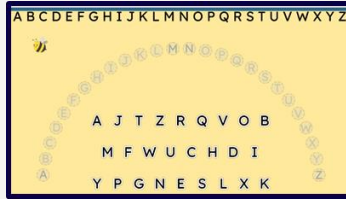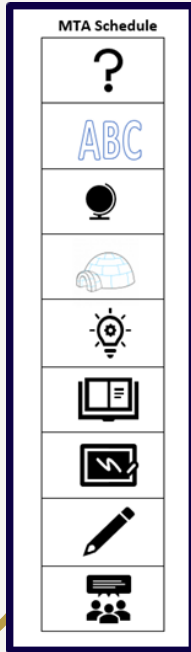
Components
Phonological Awareness
Sound-Symbol Association
Syllabication
Orthography (spelling patterns)
Morphology (affixes)
Syntax (grammar, written expression)
Reading Comprehension
Reading Fluency

MTA Intervention
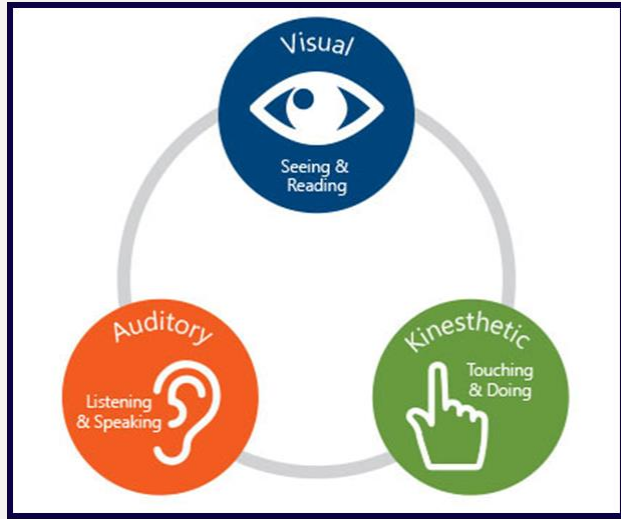
Delivery
VAKT- Simultaneous & Multisensory
Systematic & Cumulative
Explicit Instruction
Diagnostic teaching to automaticity
Synthetic Instruction
Analytic Instruction
Provided by trained Interventionist

MTA Intervention

Intensity
Groups of 4 or less
4-5 days a week
45 minutes+ sessions

180-240 minutes per week

3-5 year program- progress based on individual needs

Amplio Platform- curriculum integrated into an online platform, virtual option

Trained instructor

MTA Progress Report

- 6 Weeks

- Curriculum Progress

- Kits 1-7, Reading Probes, Additional areas

- In addition to IEP goal

Accommodations & Modifications

Accommodations

HOW-
Changes to materials, procedures, techniques

Lower level reading text to access science curriculum
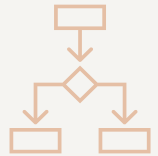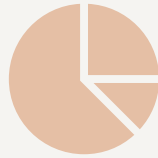
Modifications

WHAT-
Changes to the level on instruction provided or tested

Lower level reading text to access reading fluency/comprehension

Prerequisite skill

TEKS

Common Accommodations

<u>Reading/Writing</u>
- Oral Administration of tests & assignments
- Oral response to short answer when possible
- Text-to-Speech
- Speech-to-text
- Word Predication
- Cloze notes/guided notes/copy of class notes

<u>Working Memory/Organization</u>
- Graphic Organizers
- Writing Checklists
- Time-lines
- Visuals
- Calculator
- Formula Charts
- Graph paper to line up math problems

<u>General</u>
- Alternate assessment when possible- multimedia presentation, use of art/poster projects, hands-on demonstration of knowledge
- Preferential seating
- Extra Time
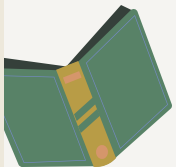
Tech Tools

- Immersive Reader

- One-Note Speech/Text

- Google Docs Speech/Text

- Accessibility Features

- Learning Ally Audio Books

Resources for Parents

Books
Overcoming Dyslexia
by Sally Shaywitz, M.D. and Johnathan Shaywitz, M.D.
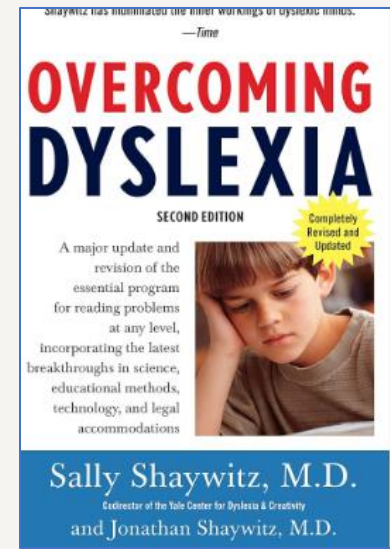
Websites
Madebydyslexia.org

Dyslexiaida.org - International Dyslexia Association

Understood.org
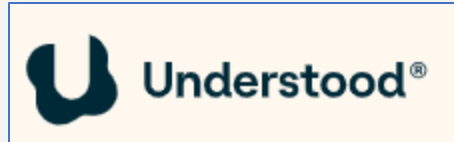
Dyslexia.yale.edu - The Yale Center for Dyslexia & Creativity
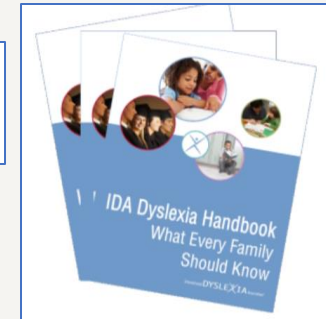
Resources for Parents

TEA Resources

https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders

Dyslexia & Related Disorders Website

- The Dyslexia Handbook
- Additional information
- Documents in both English & Spanish

Region 10 Statewide Dyslexia Page

https://www.region10.org/programs/dyslexia-statewide/overview/
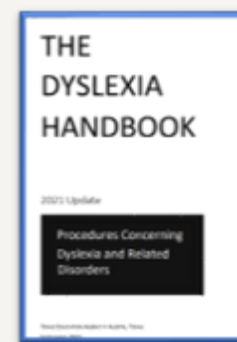
Resources for Parents

Audiobook Resources

Talking Book Program
https://www.tsl.texas.gov/tbp/index.html
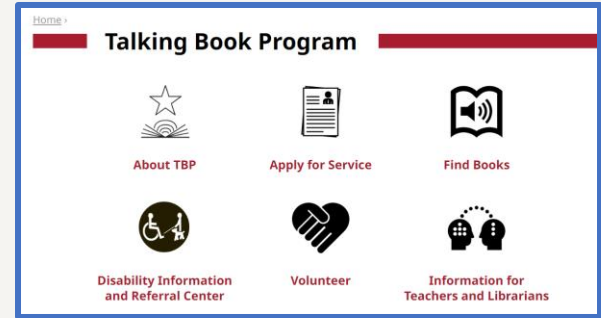
Learning Ally
Learningally.org

Lexia Parent Resource Hub

www.lexialearningresources.com/lexia-at-home.html

Core 5
- Home Activities List
- Lesson Overviews
- Flash Cards/Letter Tiles
- Skill Builders

PowerUp
- Newsletter Activities
- Lesson Overviews
- Anchor Charts
- Skill Builders

Parent Handouts

Signs of Dyslexia by Age

Common Misconceptions

Resource List

Stages of Writing Development

Parent Handouts

https://utelementary.org/dyslexia-services/
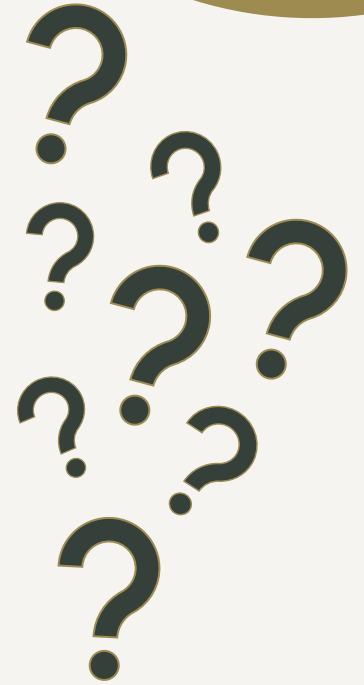
https://utcharter.org/dyslexia-services/

Question
&
Answer

Contact Information

UTCSS Dyslexia Program
Karena Hayes, M.Ed. – Dyslexia Interventionist, CALT in-training
 Karena.hayes@austin.utexas.edu, 859-319-8727

Jill Bracamonte MA- Dyslexia Interventionist
Jill.bracamonte@ausitn.utexas.edu

UTES Dyslexia Program
Katharine Dryer,
katie.dryer@austin.utexas.edu

UTES/UTCSS Special Education Department
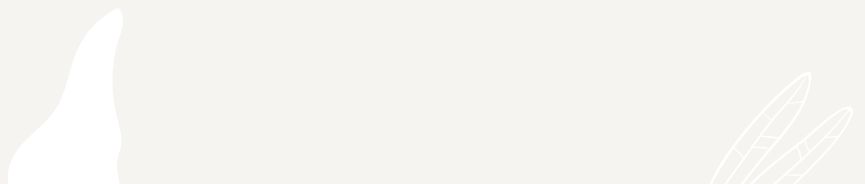Janina Roberts, Ed.D, LSSP – Director of Special Programs
Jroberts@austin.utexas.edu

Julie Joesel, MA, LSSP – Lead School Psychologist
jjoesel@austin.utexas.edu, 512-923-3322

Citations

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Thanks!

youremail@freepik.com | +00 240 576 092 | yourcompany.com