



The Basics of Dyslexia

Facilitator's Guide

LOS ANGELES UNIFIED DISTRICT

DIVISION OF SPECIAL EDUCATION,
K-12 INSTRUCTION &
DIVISION OF INSTRUCTION

Dyslexia Mandated
Tuesday Professional
Development

Time allotted:
1 hour & 45 minutes


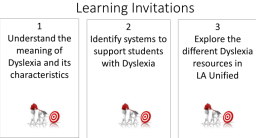

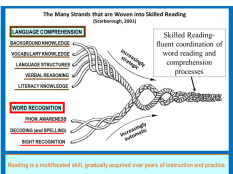
Purpose: To increase awareness in defining Dyslexia and its characteristics as well as its impact on student learning. This guide outlines the information to be delivered at all K-12 sites in LAUSD. It is highly recommended for a Special Education and General Education representative from the school to co-present.



Objectives:





1. Understand the meaning of Dyslexia and its characteristics
2. Identify systems to support students with Dyslexia
3. Explore the different Dyslexia resources in LA Unified

Materials:

LCD Projector, Speakers, Computer/Laptop, Chart Paper, Handouts, Writing Utensils, and Power Point.

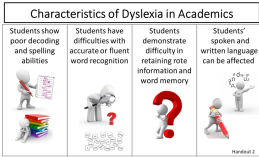
Slide Number	Notes	Items to be used/ Reminders
<p>1</p> 	<p>30 seconds</p> <p>Say: Welcome to the Basics of Dyslexia.</p>	
<p>2</p> 	<p>1 minute</p> <p>Say: In this module we are inviting you to learn about three big ideas. These are as follow: Number 1 Understand the meaning of Dyslexia and its characteristics Number 2 Identify systems to support students with Dyslexia Number 3 Explore the different Dyslexia resources in LA Unified</p>	
<p>3</p> 	<p>30 seconds</p> <p>Say: Let's start with learning invitation #1 Understand the meaning of Dyslexia and its characteristics</p>	
<p>4</p> 	<p>3 minutes</p> <p>Say: We already know that reading is, a complex act. "Acquiring literacy competencies is an on-going process that continues to develop throughout a reader's life". Because we also know that reading has two main parts, language comprehension and word recognition, interweaving background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge, phonological awareness, decoding, and sight recognition are important to help students become skilled readers (Scarborough 2001) (Hollis) Learning to read and write is not natural or easy for many—if not most—students. Learning to read requires mastery of a complex web of underlying language skills that, for the large majority, must be explicitly taught and learned over several years.</p>	<p>Optional: This slide can be printed out as a handout.</p>

	<p>As you can see in the following visual, there are many strands that are woven into skilled reading (Scarborough 2001, Hollis), and we can say that reading is complex. The following components are part of skilled reading. Let's review them:</p> <p>In the bucket of word recognition students need to have a strong phonological awareness, be able to decode, and have solid sight recognition.</p> <p>In the bucket of language comprehension students need to have background knowledge, vocabulary knowledge, understanding of language structures – this includes knowledge of grammar and syntax needed for comprehending complex sentence structure. In addition, they need to have verbal reasoning – higher order thinking skills and literacy knowledge which includes text structure and reading different types of text for different purposes</p> <p>When our students do not have a solid foundation of the elements, then we are faced with non-readers or struggling readers.</p>	
<p>5</p> <p>What is Dyslexia?</p> <p><small>*Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties in accurate and/or fluent word reading and by poor spelling and 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 and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.</small></p>	<p>3 minutes</p> <p>Say: And so how does Dyslexia impact reading? Let's take a closer look at the definition of Dyslexia. According to the International Dyslexia Association, "Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties in accurate and/or fluent word reading and by poor spelling and 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 and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge." After seeing this definition, what do you think are the impacts of Dyslexia? Take a few minutes to think about it.</p>	
<p>6</p> <p>Stop and Jot</p> <p><small>Jot some of the ideas you collect from the video you will be watching.</small></p>  	<p>1 minute</p> <p>Say: Let's dig deeper into the definition provided by watching a short video. In preparation for the video, please use the circle map to jot some of the ideas you collect from the video you will be watching. Let's get ready.</p>	<p>Refer to handout #1.</p> <p>Optional: You can use a chart to jot down participants' ideas when it is time to share.</p>

<p>7</p> <p>What is Dyslexia?</p> 	<p>PLAY VIDEO</p> <p>It is 4:34 minutes long</p>	<p>Check audio before playing video.</p> <p>Encourage participants to write down some ideas on handout #1.</p> <p>Play video.</p> <p>Allow some time for participants to finish jotting down their ideas.</p>
<p>8</p> <p>Most Important Point</p> <ul style="list-style-type: none"> Select the most important point from your circle map. Share your most important point with a partner.  	<p>3-4 minutes</p> <p>Say: Now that we have finished watching the video, and you have taken some notes, please select the most important point from your circle map.</p> <p>When done, share your most important point with a partner.</p>	<p>Refer to handout #1. Have participants select most important point and share with a partner.</p>
<p>9</p> <p>We have learned that...</p> 	<p>3 minutes</p> <p>Say: Some of the most important points we would like to share on our end are that:</p> <ul style="list-style-type: none"> Dyslexia is a language-based disability, it is not a problem with vision or intelligence. Difficulty in phonological awareness is key predictor of Dyslexia. Brains of those with Dyslexia rely more on the right side of the brain and the frontal lobe. This is a neurobiological difference. Those with Dyslexia can physically change their brain and improve their reading through a Structured Literacy Approach. Those with Dyslexia respond to intensive multisensory intervention that breaks the language down and teaches them to decode. 	
<p>10</p> <p>Areas affected by Dyslexia</p> <ul style="list-style-type: none"> Phonological awareness and Phonics Fluency and Comprehension Spelling and Written Expression Social-Emotional Growth 	<p>1 minute</p> <p>Say: The areas affected by Dyslexia are:</p> <ul style="list-style-type: none"> Phonological awareness and Phonics Fluency and comprehension Spelling and written expression 	

- And Social-Emotional Growth

11



3 minutes

Say: Also shared in the video were the characteristics of Dyslexia in academics.

Students may show poor decoding and spelling abilities. For example, a student might have a great imagination when writing a story but many of the words written on the page are misspelled and hard to read. Students may have difficulties with accurate or fluent word recognition. For example, they may not be able to read words in a story that was just practiced.

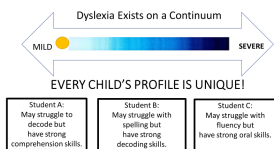
Students might have difficulty in retaining rote information. They may have difficulty with retaining letter sound associations, times tables, or months of the year. It could be that they studied all week long for a test and then still might not be able to remember the information studied.

We can also notice that a student's spoken and written language can be affected. They may have trouble deciphering multisyllabic words. They could say push-si-fic instead of specific or their written output can be impoverished because writing and spelling are difficult for them to acquire.

Refer to handout #2.

Optional: You can laminate or insert this handout in a sheet protector.

12



3 minutes

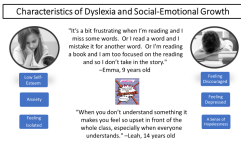

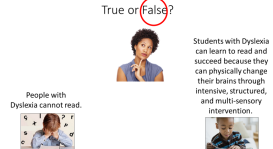
Say: One of the things we know about Dyslexia is that it exists on a continuum. (CLICK) Some children may have mild Dyslexia while others may have severe Dyslexia. The degree of difficulty a child with Dyslexia has with reading, spelling, and/or fluency varies due to inherited differences in brain development, as well as the type of teaching the person receives.

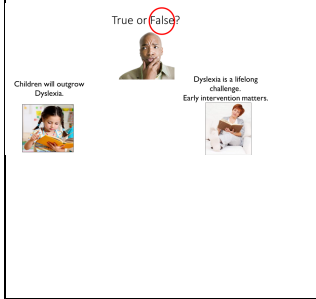

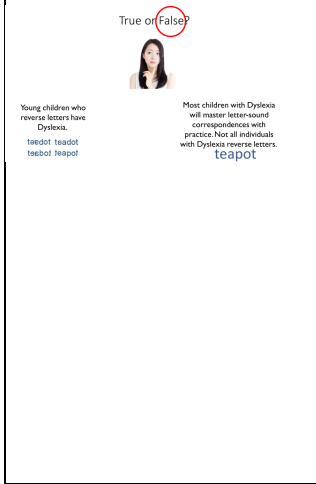

Students with Dyslexia may have challenges in different areas. (CLICK) Some may struggle with decoding but have strong comprehension skills.

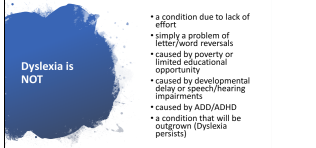

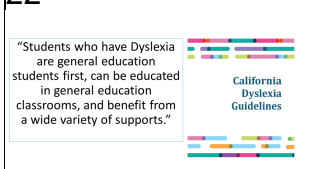
(CLICK) Others may struggle with spelling but have strong decoding skills.

(CLICK) Still others might struggle with fluency but have strong oral skills.

It is important to remember that because each child with Dyslexia is unique, they may need interventions and social-emotional supports that are different from each other. There is no one size fits all approach.

<p>13</p>  <p>Characteristics of Dyslexia and Social-Emotional Growth</p> <p>"It's a bit frustrating when I'm reading and I miss some words. Or I read a word and I mistake it for another word. Or I'm reading a book and I am too focused on the reading, and so I don't take in the story." -Ernie, 9 years old</p> <p>"When you don't understand something it makes you feel so upset in front of the whole class, especially when everyone understands." -Leah, 14 years old</p>	<p>3 minutes</p> <p>Say: Let's take a look at the characteristics of Dyslexia and Social-Emotional Growth.</p> <p>It has been shown that Dyslexia can result in a cycle whereby negative emotions and social experiences reciprocally interact with a student's reading disorder, limiting cognitive capacity and sustaining reading failure. (Hoeft, 2016.)</p> <p>Let's hear what these students have to say about their feelings.</p> <p>(CLICK) "It's a bit frustrating when I'm reading and I miss some words. Or I read a word and I mistake it for another word. Or I'm reading a book and I am too focused on the reading and so I don't take in the story."</p> <p>(CLICK) "When you don't understand something it makes you feel so upset in front of the whole class, especially when everyone understands."</p> <p>(CLICK) Students with Dyslexia may have low self-esteem, have anxiety, or feel isolated.</p> <p>(CLICK) They may feel discouraged or depressed. They may also have a sense of hopelessness.</p> <p>It is for this reason that social-emotional learning is so important for our students with Dyslexia.</p>	<p>Optional: You can have some of the participants read out loud the student statements.</p>
<p>14</p>  <p>Quick Quiz</p>	<p>30 seconds</p> <p>Say: Now that we have taken in all this information, it is time for a quick quiz.</p> <ul style="list-style-type: none"> Let's review what we know about Dyslexia so far. As each statement is read, decide if you think the information given is either true or false. If you think the statement is true, put a thumbs up like this (Model thumbs up, put thumb close to chest so that those who might be hesitant in responding can still participate.) If you think the statement is false, put a thumbs down like this (again model thumbs down close to chest.) 	
<p>15</p>  <p>True or False?</p> <p>People with Dyslexia cannot read.</p> <p>Students with Dyslexia can learn to read and succeed because they can physically change their brains through intensive, structured, and multi-sensory intervention.</p>	<p>1 minute</p> <p>Say: People with Dyslexia cannot read.</p> <p>(Click) True or false?</p> <p>(Wait five seconds for a response)</p>	

	<p>(Click) Students with Dyslexia can learn to read and succeed because they can physically change their brains through intensive, structured, and multi-sensory intervention.</p>	
<p>16</p> <p>True or False?</p>  <p>Children will outgrow Dyslexia.</p> <p>Dyslexia is a lifelong challenge. Early intervention matters.</p>	<p>1 minute</p> <p>Say: Let's try this one. Children will outgrow Dyslexia. Thumbs up for true, thumbs down for false. (Wait five seconds for a response)</p> <p>(Click) False. Dyslexia is a lifelong challenge. Early intervention matters. Dyslexia never goes away. Those with Dyslexia learn strategies that help us be successful in our everyday life.</p>	
<p>17</p> <p>True or False?</p>  <p>Individuals with high intellectual ability can have Dyslexia.</p> <p>Many highly intelligent people have Dyslexia.</p>	<p>1 minute</p> <p>Say: Next, individuals with high intellectual ability can have Dyslexia. Thumbs up or thumbs down? (Wait five seconds for a response)</p> <p>(Click) True. Many highly intelligent people have Dyslexia. Dyslexia does not have anything to do with how smart someone is or his or her IQ.</p>	
<p>18</p> <p>True or False?</p>  <p>Young children who reverse letters have Dyslexia.</p> <p>Most children with Dyslexia will master letter-sound correspondences with practice. Not all individuals with Dyslexia reverse letters.</p>	<p>1 minute</p> <p>Say: Young children who reverse letters have Dyslexia. Thumbs up for true, thumbs down for false. (Wait five seconds for a response)</p> <p>(Click) False. Thumbs down. Most children with Dyslexia will master letter-sound correspondences with practice. Not all individuals with Dyslexia reverse letters. This is a common misconception. In addition, it is also important to note that just because a child reverses letters does not mean he or she has Dyslexia. It can be common for a student who is still mastering letters to mix up b, d, p, and q.</p>	
<p>19</p> <p>True or False?</p>  <p>Dyslexia is a rare disorder.</p> <p>About 1 in 5 people (some estimate 15-20%) of the population has mild to severe Dyslexia.</p>	<p>1 minute</p> <p>Say: Try this last one. Dyslexia is a rare disorder. (Wait five seconds for a response)</p> <p>(Click) Thumbs down, false. About 1 in 5 people (some estimate 15-20%) of the population has mild to severe Dyslexia.</p>	

	<p>Look around the room. How many of us in this room right now might have struggled to learn to read, or still read slowly, and/or even have spelling challenges?</p>	
<p>20</p>  <p>Dyslexia is NOT</p> <ul style="list-style-type: none"> • a condition due to lack of effort • simply a problem of letter/word reversals • caused by poverty or limited educational opportunity • caused by developmental delay or speech/hearing impairments • caused by ADD/ADHD • a condition that will be outgrown (Dyslexia persists) 	<p>2 minutes</p> <p>Say:</p> <ul style="list-style-type: none"> • It is equally important to understand what Dyslexia is not. There are great misconceptions and myths about Dyslexia which makes it that much more difficult for someone with Dyslexia to receive help and be understood. • It is important to know that Dyslexia is not.... • a condition due to lack of effort. Students with Dyslexia are not lagging behind because they are unmotivated or simply need to put in “more time” with reading. • simply a problem of letter/word reversals. Reversals can often be seen in students thru 2nd grade. Not all individuals with Dyslexia reverse letters. And individuals who do not have Dyslexia but struggle in reading and writing often read and spell words in which letters are not in the right order. • Dyslexia is not caused by poverty or limited educational opportunity. • It is not caused by developmental delay or speech/hearing impairments • It is not caused by ADD/ADHD • Dyslexia is also not a condition that will be outgrown. Dyslexia persists. 	
<p>21</p>  <p>Learning Invitation #2</p> <p>Identify systems to support students with Dyslexia</p>	<p>30 seconds</p> <p>Say: Let’s move on to our second learning invitation; identify systems to support identification of students with Dyslexia.</p>	
<p>22</p>  <p>“Students who have Dyslexia are general education students first, can be educated in general education classrooms, and benefit from a wide variety of supports.”</p> <p>California Dyslexia Guidelines</p>	<p>30 seconds</p> <p>Say: According to the California Dyslexia Guidelines, “students who have Dyslexia are general education students first, can be educated in general education classrooms, and benefit from a wide variety of supports.”</p> <p>The supports will vary depending on the need of the student.</p>	<p>Optional: You can give participants the link to the Dyslexia Guidelines so that they can peruse before they attend the training.</p>
<p>23</p>	<p>4 minutes</p>	

Multi-tiered System of Supports

- Tier 1 (ALL)**
 - Intensive/Individual Academic and Behavior Supports (Daily)
 - Frequent Progress Monitoring (Weekly)
 - Highly targeted evidence-based supports with focus on small incremental learning steps.
- Tier 2 (10-15% SOME)**
 - Evidence-based instructional program and strategies for academic/behavior
 - Targeted intervention with more frequent progress monitoring
 - Problem solving teams available
- Tier 3 (1-5% ALL)**
 - Core curriculum including supplemental aides and resources aligned to core
 - Core instruction
 - Universal screening with progress monitoring

Say: An important system that needs to live in every school site is the Multi-tiered System of Supports. The MTSS framework is systemic, continuous and predicated on high-quality first instruction, data-based decision making, evidence-based interventions, and assessment practices that are applied across all levels of the system to align resources and supports necessary for each student's academic, behavioral, and social success.

A Multi-tiered System of Supports describes each tier as follows:

(Click) Tier 1 is universal, it is what all students receive. It includes core instruction including all supplemental aides and resources. Core instruction and universal screening with progress monitoring are key. Approximately 80% of students will be successful with this level, as it aligns with "good first instruction."

(Click) Tier 2 is where we use an evidence-based instructional program and strategies for academics or behavior. We provide targeted intervention with more frequent progress monitoring. We can also have problem solving teams available. Approximately only 10-15% of students may fall in this category.

Background for presenter: This is where we provide academic engaged time, provide targeted intervention, and may even consider the student's situation that may need to be reviewed by the SSPT.

(Click) Tier 3, is where we provide intensive and individual academic and/or behavior supports on a daily basis. We also provide frequent progress monitoring, this may be on a weekly basis. We also must provide highly targeted evidence-based supports with focus on small incremental learning steps. Only about 1-5% of students receive this support.

In each of these tiered supports, the intensity, frequency, and duration matter.

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Multi-Tiered System of Supports

Stop, Think & Share: What do these supports look like in your class or school?

Student is not making adequate progress and is significantly below their grade level. Student may need to be referred for more intensive support or evaluation.

Student may receive an intensive intervention focused on decoding (Tier 3 support) instead of the instruction they receive in the general education classroom.

Student may receive an intervention focused on decoding (Tier 2 support) in addition to the reading instruction they receive in the general classroom.

Student is having difficulty with word-level reading despite receiving instruction (Tier 1 supports).

4-5 minutes

Say: Let's look at our Multi-Tiered System of Supports. There are many benefits of Multi-Tiered Systems of Support (MTSS), including the prevention of early reading difficulties and helping students with Dyslexia become strong readers. Good first instruction will address the needs of most students with Dyslexia.

However, tiers of instruction are designed to offer the appropriate level of intensity of instruction for a student. For example, if a student is having difficulty with word-level

reading (decoding), that student may receive an intervention focused on decoding (Tier 2 support) in addition to the reading instruction they receive in the general classroom.

Progress monitoring within the intervention is important – it allows the teacher to determine if the student is making adequate progress with the support of the additional instruction.

However, for some students who continue to struggle despite extra help, the SSPT process can be used to monitor the student and provide additional supports.

For fewer than 5% of our student population, special education services and more intensive instruction may be needed. Do note that “A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized” (Education Code Section 56303).

Now take a moment to stop and think, what do these supports look like in your class or school? Share ideas with a partner.

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Tiered Instructional Supports in Elementary

Tier 1

- Benchmark Advance
- Benchmark Advantages
- Amplify Reading

Tier 2

- Ancillary resources under distribution
- Heggerty Phonemic Awareness (Pre-K, K, Primary curricula in English & Spanish)
- Interventions for Reading Success
- Daily 5 Structures & Strategies
- Amplify Reading (Title 1 Schools)

Tier 3

- 95 Percent Intervention groups
- LANGUAGE! 4TH Ed. FOEL (core replacement program for grades 4 & 5 only)
- Learning Language Acquisition program for grades 4 & 5

ELL
A structure for differentiation
School wide and grade level mixing to ensure foundational skills instruction is provided based on students' needs

3 minutes

Say: If you are at an elementary school, you may be using any of the following in the different tiers. For instance, in elementary Title 1 schools, in tier 1 you have Benchmark Advance and Amplify Reading.

In Tier 2 you are perhaps using any of the ancillary resources that are in wide distribution such as:

- Heggerty Phonemic Awareness (Pre-K, K, Primary curricula in English & Spanish)
- Interventions for Reading Success Windmueller & Cimino
- 95 Percent Group
- Daily 5 Structures & Strategies
- Amplify Reading (Title 1 Schools)

And in Tier 3, you are perhaps using the 95 percent program in smaller intervention groups or LANGUAGE! 4TH Ed. FOEL (core replacement program for grades 4 & 5 only) It is good to note that you are also using the specific structure of ELLP. This is where we have a structure for differentiation as well as school wide and grade level mixing to ensure foundational skills instruction is provided based on students' needs.

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3 minutes

Tiered Instructional Supports in Secondary

Say: For secondary we also have tiered supports and these may vary from school to school and student needs.

For instance, in Tier 1 schools may be using:

- Collections (grades 6-12)
- Springboard (grades 6-12)
- StudySync (grades 6-12)
- myPerspectives (grades 9-12)

For Tier 2:

- HS-Various courses
- MS-Academic Literacy (School curriculum created)
- MS-Academic Literacy Cohort 1-up to 20 schools (Reader's Apprenticeship Framework)
- HS-Enhancing Literacy Cohorts 1 & 2 up to 20 schools (Get Lit/Words Ignite)

And for Tier 3 some schools use:

- Read 180 Universal (grades 6-9)
- Language! 4th Edition (grades 6-9)

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Thinking About the Variability of Learners

3 minutes

Say:

- Thinking about the variability of learners in your own classroom consider the following questions:
- Have I identified my struggling readers? Remember this list of names should be generated from data.
- What are the areas in which my struggling readers have the most challenges? DIBELS is one assessment we can use to pinpoint areas our students may be having difficulty with.
- What data do I have that shows the areas in which my students are challenged the most? (i.e., assessment results, artifacts, student work, running records, etc.) Remember to use a variety of sources so that you get a complete picture of students' challenges and areas of need
- How have I adjusted my Tier 1 instruction to address the different challenges my struggling readers face? Although the problems experience by students with Dyslexia may originate with neurological differences, we know the most effective treatment is skilled teaching and this can be done in the general

Please note that this may vary depending on the grade level your school is working with.

education classroom. (For Elementary only: For instance in elementary we have ELLP)

- What tiered supports have I provided to address the challenges my struggling readers face? Remember tier 2 supports are strategies and techniques that are evidence-based and have been designed to target specific language deficits
- What interventions have I provided to address the challenges my struggling readers face? We know explicit, structured, and multisensory, interventions are the best approach when instructing students who have Dyslexia.

(Information from the Dyslexia Awareness Guidelines)

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Students with Dyslexia have difficulty with:

Phonological awareness	Phonological memory	Processing speed	Orthographic mapping	Fast automatized naming	Working memory	Reading fluency
Blending and segmenting words	Matching words to sounds	Word length	Ability to represent a written word in a sound structure	Ability to name objects, people, places, and words quickly and accurately	Ability to hold and manipulate information	Ability to read words accurately and fluently

3 minutes

Say: Students with Dyslexia have difficulty with:
 (click) Phonological/phonemic awareness- Phonology is the study of the sound structure of spoken words and is a critical element of the Structured Language Approach. Phonological awareness includes rhyming, counting words in spoken sentence, and clapping syllables in spoken words.

An important aspect of phonological awareness is phonemic awareness or the ability to segment words into their individual sounds, which are called phonemes. For example, the word 'cap' has three phonemes (/k/, /ă/, /p/), and the word 'cake' also has 3 phonemes (/k/ă/k). Phonological awareness is often the core deficit in students with Dyslexia.

(click) Phonological decoding- Phonological decoding includes the ability to attach sounds to symbols (the alphabetic principle), for example, "S" makes the ssssss sound. It is also the ability to identify syllable types, understand affixes and blend these together to read words.

(click) Processing speed-This is the time it takes a person to do a mental task. It is the pace at which you take in information, make sense of it and begin to respond. This information can be visual, such as letters and numbers. It can also be auditory, such as spoken language. Our students with Dyslexia may struggle with this area and it may take them a long time to do a mental task. This doesn't mean that they are less intelligent, it just takes a little longer to process information.

(click) Orthographic Mapping-Orthographic Mapping is the ability to bind letter sequences (spelling) to sounds, how we recognize sight words and word families, how some

Refer to handout #3.

students can recognize that a given spelling ‘doesn’t look right. This is the ability to represent a printed word in memory and then to access the whole word pattern, a single letter, or letter cluster in that representation. Some students with Dyslexia may have an average to above average performance on phonemic awareness tasks but may still struggle with decoding because of phonological or orthographic mapping difficulties.

(click) Rapid Automatized Naming (RAN)-The ability to name things -whether it’s letters, symbols, objects- in a quick and automatic manner. Students with naming speed issues can become accurate readers and spellers, but their oral reading fluency may always be slow.


(click) Auditory working memory-Working memory allows students to identify letter sounds and blend them in accurate sequence so that fluent reading can occur. This is the reason why a student with Dyslexia may accurately decode /c/a/t/, but then blend those sounds together as “tac” or “act”. They can’t keep the order straight. Auditory working memory is often improved with a Structured Literacy Approach.

(click) Retaining rote information- Students with Dyslexia often have poor rote memory and they have difficulty remembering uncontextualized information such as the times tables, months of the year, sight words, new vocabulary words, and even names.

For more background information – <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/Dyslexia/understanding-Dyslexia>

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Classroom Profile



- Knows only 14 letters of the alphabet. Forgets the sounds of the letters he knows.
- Difficulty with multisyllabic words. Push-si-fic. Confuses letters and words that have similar sounds. Error: sil - sily.
- Spells words just the way they sound. They say: “tac”. Reluctant to read about and perform on multisyllabic words.

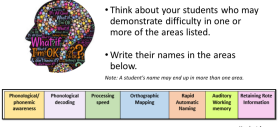
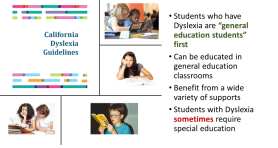
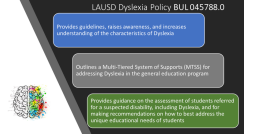
In the end, they all have a core phonological deficit in common.

3 minutes


Say: The degree of difficulty a child with Dyslexia has with reading, spelling, and/or speaking varies from person to person due to inherited differences in brain development, as well as the type of teaching each person receives. Each individual with Dyslexia is unique and exists on a continuum.

Take for instance the following students. They are all in the same classroom.


- Our first student knows 14 letters of the alphabet and forgets the sounds of the letters he knows.
- Our next student has difficulty with multisyllabic words and transposition of sounds, such as in the word specific and students may say “puh-si-fic”. May also confuse letters and words that have similar

	<p>sounds such as in the word every. A student may say “efry”.</p> <ul style="list-style-type: none"> • And our last student spells words just the way they sound such as the word they spelled as thay. This student is also reluctant to read aloud and guesses at multi-syllabic words. <p>Students just like this may be in your classroom. Since our district has established a Multi-Tiered System of Supports (MTSS) we need to use universal screeners and progress monitoring measures to determine the unique educational needs of students who exhibit characteristics of Dyslexia. This data can help us determine our plan of action when supporting these students in our classroom.</p>	
<p>30</p> <p>Reflection Time</p>  <p>• Think about your students who may demonstrate difficulty in one or more of the areas listed. • Write their names in the areas below.</p> <p><i>Note: A student's name may end up in more than one area.</i></p>	<p>4 minutes</p> <p>Say:</p> <ul style="list-style-type: none"> • Let's take a few minutes to take in everything we have heard and reflect. Think about your own students who may demonstrate difficulty in one or more of the areas listed. Participants may refer to Handout 3 for definitions of each of the listed areas. • Write their names in the areas below. <i>Note: A student's name may end up in more than one area.</i> 	<p>Refer to handout #4. Also have participants use handout #3 to guide them in the activity.</p>
<p>31</p>  <p>California Dyslexia Guidelines</p> <ul style="list-style-type: none"> • Students who have Dyslexia are “general education students” first • Can be educated in general education classrooms • Benefit from a wide variety of supports • Students with Dyslexia sometimes require special education 	<p>1 minute</p> <p>Say:</p> <p>Let's remember that students who have Dyslexia are “general education students” first and can be educated in general education classrooms.</p> <p>They also benefit from a wide variety of supports that are:</p> <ul style="list-style-type: none"> • comprehensive, evidence-based approach to reading and language instruction that is implemented by trained educators • various accommodations and assistive technology • Also note that students with Dyslexia sometimes require special education 	
<p>32</p>  <p>LAUSD Dyslexia Policy BUL 045788.0</p> <ul style="list-style-type: none"> • Provides guidelines, best practices, and resources... understanding of the characteristics of Dyslexia. • Defines a Multi-Tiered System of Supports (MTSS) for identifying Dyslexia in the general education classroom. • Provides guidance on the assessment of students referred for suspected disability, including guidelines and key writing recommendations on how to best address the unique educational needs of students. 	<p>2 minutes</p> <p>Say:</p> <ul style="list-style-type: none"> • LAUSD developed BUL 045788.0. This bulletin was a collaborative effort with Multicultural Multi-lingual Education Department (MMED), Division of Instruction, K-12 Instruction Special Education, Psychological Services. 	<p>Optional: You can print out BUL 045788.0 prior to the training to build your background.</p>

	<ul style="list-style-type: none"> • Provides guidelines, raises awareness, and increases understanding of the characteristics of Dyslexia • Outlines a Multi-Tiered System of Supports (MTSS) for addressing Dyslexia in the general education program • Provides guidance on the assessment of students referred for a suspected disability, including Dyslexia, and for making recommendations on how to best address the unique educational needs of students • One of the questions you may get asked by one of your parents is “Do you assess students for Dyslexia? How do you answer this?” • The answer is that we do assess for a learning disability which includes the processing areas and characteristics associated with Dyslexia. • However, it is important to point out that Dyslexia can be addressed in the general education classroom without formal identification. An SSPT meeting may be the first step in encouraging a discussion about the student’s current academic needs and supports that are already in place. • Holding an SSPT is also beneficial because skill specific (targeted) interventions can be put in place and carried out in their general education program. But we cannot refuse a parent request to evaluate a child for eligibility for special education, solely because we haven’t conducted an SSPT. 	
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<p>33</p> 	<p>3-4 minutes</p> <p>Say: So what if I suspect my student may be displaying signs of Dyslexia?</p> <p>We recommend for you to do the following:</p> <p>Communicate Have a conversation with the student’s parents and leadership team regarding your thoughts and/or concerns about the student’s progress using different data points such as assessments and/or grades.</p> <p>SSPT Initial Meeting A Student Success and Progress Team meeting may be held to further discuss the student’s intervention plan(s) and supports.</p> <p>SSPT Follow-Up Meeting(s) A follow-up meeting is conducted to review the student’s progress.</p> <p>No Significant Progress?</p>	<p>Refer to handout #5.</p>
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	<p>If after implementation of interventions and supports, the student does not make significant progress, then parents can be informed and they can request an evaluation.</p> <p>Parent Requests an Initial Evaluation</p> <p>Parent can initiate a request for an initial evaluation to determine whether the student has a disability.</p> <p>Timeline for Initial Evaluation</p> <p>The initial evaluation must be conducted within 60 days of receiving parental consent for the evaluation (Title 34, Code of Federal Regulations, Section 300.301[b] and [c]).</p> <p>Evaluation Results</p> <p>Parent will be invited to meet with the school IEP team to discuss the results from the evaluation.</p> <p>IEP Decision</p> <p>The school IEP team will determine if the child will be provided with an Individualized Education Plan for a Specific Learning Disability.</p>	
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<p>34</p> 	<p>3 minutes</p> <p>Say: Please be aware that in order to have a clear picture of the students' needs and abilities, we need to have a thoughtful synthesis of all the data available about the student.</p> <p>Because we understand that sometimes students' needs cannot be met in the classroom by a general education teacher, an evaluation may be necessary for a student to see if they may qualify for an IEP.</p> <p>This may include:</p> <ul style="list-style-type: none"> An informed history of the child's language development and any issues relating to attention Assessment of reading accuracy (untimed tests of reading individual words and nonsense words) Assessment of reading fluency (timed measures of reading individual words and nonwords as well as timed measures of reading connected text) Assessment of phonological processing (blending and pulling apart individual words into their basic sounds) Assessment of spelling Assessment of math, including word problems and calculations Assessment of verbal and nonverbal ability A careful history of the child's educational progress 	
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35



2 minutes

Say:

- Bulletin 045788.0 added certain boxes to the Specific Learning Disability certification page on an IEP. It now includes characteristics associated with Dyslexia.
- Here is a snapshot of the Specific Learning Disabilities Certification page.
- Boxes for Reading Fluency and Phonological Processing which are two of the indicators of Dyslexia have now been included.

36



3 minutes

Say: Once your child is given an IEP some of the accommodations may include:

For homework assignments:

- reducing homework load
- allowing students to dictate their answers
- allowing typewritten work
- allowing extended time to complete assignments

For mathematics:

- allowing students the use of a calculator or graph paper
- teacher breaking assignments into smaller steps

For reading may include:

- access to audiobooks and text-to-speech software
- the teacher not calling on a student with Dyslexia to participate in oral reading, unless the student volunteers
- allowing extra time to complete reading assignments

For spelling:

- the teacher reducing the number of items on spelling lists
- providing access to spell-check and word prediction software, and not deducting points for spelling errors

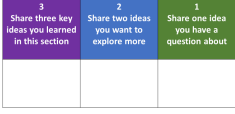


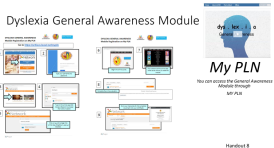
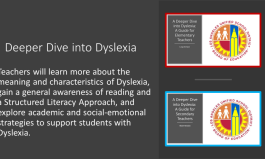
For testing:


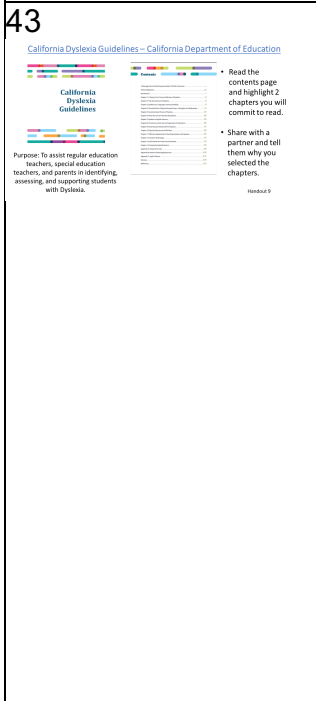
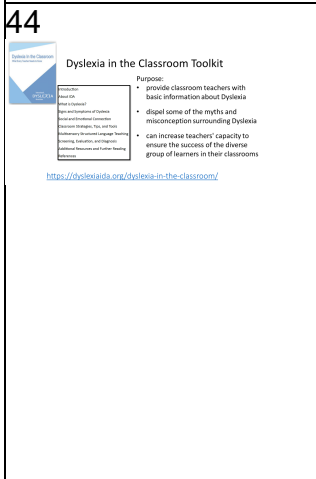
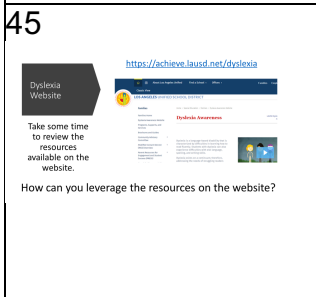
- providing students with Dyslexia with extra time
- allowing students to give answers orally
- providing a quiet testing area

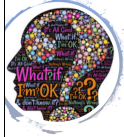

For writing may include:

- providing a student with a scribe
- providing access to speech-to-text software
- offering written or digital copies of notes
- minimizing the need to copy from the board
- providing graphic organizers

Refer to handout #6.

<p>37</p> <p>3-2-1</p> 	<p>4 minutes</p> <p>Say: Let's engage in a 3-2-1 reflection. Share three key ideas you learned in this section Share two ideas you want to explore more Share one idea you have a question about</p>	<p>Refer to handout #7.</p> <p>You will need writing utensils.</p>
<p>38</p>  <p>Learning Invitation #3</p> <p>Explore the different Dyslexia resources in LA Unified</p>	<p>30 seconds</p> <p>Say: Learning Invitation #3 Explore the different Dyslexia resources in Los Angeles Unified.</p>	
<p>39</p> <p>District Resources and Supports for School Sites</p> 	<p>2 minutes</p> <p>Say: Do note that we as a district are doing everything possible to give your students the supports necessary. The following has been developed for our district.</p> <ul style="list-style-type: none"> • General Awareness module for all stakeholders • Mandated Professional Development for all teachers • Follow-Up online training for all teachers (Level specific for elementary and secondary) • Website online resources for parents and teachers • Parent trainings throughout all districts 	
<p>40</p> <p>Dyslexia General Awareness Module</p> 	<p>1 minute</p> <p>Say:</p> <ul style="list-style-type: none"> • Last school year the Division of Special Education developed an online course on MY PLN titled Dyslexia General Awareness Module. • This module will give you more information on Dyslexia and also a foundational understanding of Dyslexia. • If you have not already done so, we encourage you to go on to My PLN and take the online module. 	<p>Refer to handout #8.</p>
<p>41</p> <p>Deeper Dive into Dyslexia</p> 	<p>1 minute</p> <p>Say: We invite you to take a deeper dive into Dyslexia. Teachers will learn more about the meaning and characteristics of Dyslexia, gain a general awareness of reading and a Structured Literacy Approach, and explore academic and social-emotional strategies to support students with Dyslexia. The professional development has been tailored for elementary and secondary teachers.</p>	
<p>42</p>	<p>1 minute</p>	

	<p>Say: As a district we have many resources to support Social Emotional Learning. Here you will find more information on the Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness. As educators, these are key areas we want to foster in our students with Dyslexia.</p>	
<p>43</p> 	<p>4 minutes</p> <p>Say:</p> <ul style="list-style-type: none"> We have already referenced the California Dyslexia Guidelines put out by the California Department of Education a few times throughout this professional development. The purpose of these guidelines are to assist regular education teachers, special education teachers, and parents in identifying, assessing, and supporting students with Dyslexia. Besides the definition of Dyslexia, it discusses characteristics of Dyslexia broken down by grade level, Dyslexia in English language learners, and effective approaches for teaching students with Dyslexia <p>Take a minute to read the contents page and highlight 2 chapters you will commit to read. Share with a partner and tell them why you selected the chapters.</p>	<p>Refer to handout #9.</p>
<p>44</p> 	<p>2 minutes</p> <p>Say:</p> <ul style="list-style-type: none"> The International Dyslexia Association created a handbook for teachers titled, "Dyslexia in the Classroom; What Every Teacher Needs to Know." Some of the items in this handbook are classroom strategies, and tips and tools to use. It also discusses how to implement a multisensory structured language teaching approach in your classroom. It can be downloaded for free at the following address. 	
<p>45</p> 	<p>5 minutes</p> <p>Say:</p> <ul style="list-style-type: none"> LA Unified School District also developed an online Dyslexia Website available for parents and schools. The link to both the California Dyslexia Guidelines and the International Dyslexia Association website (the resources from the last 2 slides) can be found here. There are also videos, links, and other 	

	<p>numerous resources you can access from this website.</p> <ul style="list-style-type: none"> • Take a few moments now to review what resources are available. <p>Take a couple of minutes to explore the website. How can you leverage the resources on the website?</p>	
<p>46</p>  <p>Reflection Time and Commitment</p> <ul style="list-style-type: none"> • What are some next steps you will take? • What commitment will you make to ensure Dyslexia is on everyone's radar at your school? 	<p>2 minutes</p> <p>Say: Take a few minutes to reflect and commit.</p> <ul style="list-style-type: none"> • What are some next steps you will take? • What commitment will you make to ensure Dyslexia is on everyone's radar at your school? 	<p>Optional: You can create a Dyslexia Committee and they can become the in-house experts. Preferably someone from general ed and someone from special ed.</p>
<p>47</p>  <p>Let's remember that our students are...</p> <p>Thank you</p> <p>Never a failure, always a lesson</p>	<p>30 seconds</p> <p>Say: Let's remember that our students are never a failure, always a lesson. Thank you.</p>	