Understanding Dyslexia and the Impact of AB 1369

Wendi Aghily, Ed. D.
Executive Director, Special Education/SELPA
Mt. Diablo Unified School District

Kathy Futterman, Ed.D.
Departments of Educational Psychology & Teacher Education
California State University, East Bay

Deborah Ettinger
Partner - Law Firm of Atkinson, Andelson, Loya, Ruud & Romo
AGENDA FOR THE DAY

1) Dyslexia Legislation
2) Dyslexia Basics
3) What is Dyslexia?
4) Response to Intervention & Universal Design for Learning and Reading Strategies
5) Updates CDE Dyslexia Guidelines
The mandate:

AB 1369 Requires the Superintendent of Public Instruction to develop program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia and to plan, provide, evaluate, and improve educational services to pupils with dyslexia.
It also requires the Superintendent to disseminate the guidelines through the State Department of Education's internet website and to provide related technical assistance.

The guidelines were released August 14, 2017
Relevance to Improving Equitable Outcomes

Early and accurate identification enables intervention to be provided sooner which can lead to:

- higher student achievement
- higher student self esteem
- reduced number of referrals for special education
- higher graduation rates
- reduced dropout rates
- increased employment opportunities
Dyslexia Legislation
AB 1369

Sponsored by Decoding Dyslexia CA – a grassroots movement comprised of parents, students, educators, professionals and organizations

Adds “phonological processing” to the list of basic psychological processing deficits needed to find students eligible for a Specific Learning Disability – CA Ed Code as of January 1, 2016

State Superintendent released Program Guidelines for all districts in CA to plan, provide, evaluate and improve “educational services” for students with dyslexia on August 14, 2017
CA Education Code now states:

Specific learning disability means a disorder in one or more of the basic phonological processes involved in understanding or in using language, **spoken or written**, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, **including conditions such as** perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia** and developmental aphasia.

The basic phonological processes include attention, visual processing, auditory processing, **phonological processing**, sensory-motor skills, cognitive abilities including association, conceptualization and expression.
(a) A pupil who is assessed as being dyslexic and meets eligibility criteria specified in Section 56337 and subdivision (j) of Section 3030 of Title 5 of the California Code of Regulations for the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 and following) category of specific learning disabilities is entitled to special education and related services.
(b) If a pupil who exhibits the characteristics of dyslexia or another related reading dysfunction is not found to be eligible for special education and related services pursuant to subdivision (a), the pupil's instructional program shall be provided in the regular education program.
California Education Code 56337.5

(c) It is the intent of the Legislature that the program guidelines developed pursuant to Section 2 of Chapter 1501 of the Statutes of 1990, for specific learning disabilities, including dyslexia and other related disorders, be available for use by teachers and parents in order for them to have knowledge of the strategies that can be utilized with pupils for the remediation of the various types of specific learning disabilities.
California Education Code 56337 was from 1992
Impact of the New Legislation

● You can say “dyslexia” – OSERS letter 10/23/15

● Need for professional development at both preservice and inservice level for **ALL** teachers, service providers and administrators

● Increase awareness with your parents and community members

● Evaluate strategies and reading programs for students with dyslexia and related reading disorders
Collaborative Process

- Weekly meetings
- Professional development
- Experience Dyslexia simulations
- Administrative meeting presentations
- Curriculum pre and post surveys
- University-sponsored training opportunities for teachers
Where did we start?

Defining Dyslexia:

● “Um, I know that dyslexia is um, rooted in the phonological, um, you know a lot of the research points to, that I’ve read at least, points to the fact that um you know it isn’t about letter reversals, that can be a part of it, but it’s more about the sounds of it.”
And it was not limited to just one...

- “…whereas my first couple of years in grad school, well not in grad school, well in grad school and in um and also in the profession that it wasn’t something that you know came up essentially all the time”
What is dyslexia?
What is dyslexia?

A language-based learning disability that is neurobiological in origin affecting a student’s ability to read individual words accurately and fluently and by poor spelling and decoding abilities…
Dyslexia...

...which typically results 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...
Dyslexia defined...

...also impacts student’s ability to **spell** with secondary consequences impacting **reading comprehension and written expression**
5 Basic Components of Language

- Phonology
- Morphology
- Syntax
- Semantics
- Pragmatics
Dyslexia

Students with dyslexia have average to above average to superior intelligence

Reading ability is SEPARATE from intellectual ability

Students with dyslexia are often our most creative, outside of the box thinkers and problem solvers
Dyslexia can...

- Be genetic – 60% heritability rate
- Be expressed due to poor health care – recurring ear infections during critical language developmental periods
- Be induced by lead poisoning
Non-Impaired Reader vs. Reader with Dyslexia

- **Non-Impaired Reader**
  - Articulation
  - Word analysis

- **Reader with Dyslexia**
  - Articulation
  - Word analysis (more complex)
  - Word form integrated
  - Word analysis over-reliance
Dyslexia can coexist with...
Bringing in the Whole Team
The legislation outlines who is involved:

- General Education
- Special Education
- School Admin
- Parents
- IHE Faculty Members
The State of Learning Disabilities: Understanding the 1 in 5

California State Snapshot

287,431 children were identified in 2015-2016 with specific learning disabilities (SLD) in California, where they accounted for the largest of the 13 disability categories covered under special education law.

Rates of SLD & OHI among students receiving special education in 2015–2016

<table>
<thead>
<tr>
<th>% SLD</th>
<th>% OHI</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLD</td>
<td>OHI</td>
</tr>
<tr>
<td>38.8%</td>
<td>15.0%</td>
</tr>
<tr>
<td>44.3%</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

Children are often classified under the category of other health impairments (OHI) when ADHD is the primary reason they qualify for special education. OHI can cover other health conditions but is used here as a rough proxy for students receiving special education who have ADHD.

Dyslexia Basics

- Out of all 13 eligibility categories for special education, 44% of all students are found eligible with a Specific Learning Disability (287,431 students)

- Of that 44%, 80% have a language-based learning disability also known as dyslexia (229,945 students)
However:

- Only about 17% of those students with dyslexia are served in special education

- CA has over 6 million students in public school

- Leaving about 83% of students with dyslexia needing to be identified, assessed and remediated in the general education setting (1,122,673 students)
Intervene EARLY

Early intervention and identification are key to closing the achievement gap.
We can identify dyslexia in children as young as age 4.

but…..

It’s never too late to remediate a student with dyslexia – even adults.
AT RISK READER

KINDERGARTEN
BEFORE INTERVENTION

FIRST GRADE
AFTER INTERVENTION

Samos et al, 2005
Identification and Assessment
One of the Most Powerful Identification Tools: Experience Dyslexia

- 6 Stations in 90 minutes
  - 2 reading
  - 2 writing
  - 2 listening

feedback:
Assessment Data

• Academic
  ● Phonological Awareness
  ● Phonics
  ● Whole-word recognition
  ● Comprehension
  ● Vocabulary
  ● Fluency

• Behavioral
  ● Discipline, Attendance, Participation
Identification and Assessment Training for Staff

- Purchased Assessment Instruments, including WJ-IV Oral Language Battery for school psychologists and special education teachers

- Provided professional development for school psychologists and special education staff in identifying dyslexic profiles using the updated instruments
Identification and Assessment Training for Staff

- Provided online scoring program for WJ-IV to enable staff to share results of assessments early
- Updated SLD eligibility criteria into IEP documents
- Updated Assessment Report template
Examples of Other Assessment tools:

• DIBELS at http://dibels.uoregon.edu

• Slosson Oral Reading Test

• Qualitative Reading Inventory

• Qualitative Spelling Inventory (Words Their Way)
Identification and Assessment
Training for Staff

⦿ Provided Experience Dyslexia Simulation
⦿ Provided professional development to school site administrators
  o creating sense of urgency
  o understanding dyslexia
  o identifying common dyslexia traits
  o understanding the importance of structured literacy
Plan, Provide, Evaluate, and Improve Educational Services to Pupils
Plan, provide, evaluate, and improve educational services to pupils

**Plan:** Work with dyslexia awareness groups and universities regarding assessment and curriculum.
Provide: Instructional strategies that encompass the strategies outlined in the guidelines

- Response to Intervention
- Universal Design for Learning
- Multi-sensory curriculum
What is RtI?

• “Response to Intervention”

• What do you already know about RtI?

• Are any of your schools using it and how so?
Aspects of RtI

- Multi-tier model with increasing intensity of instruction
- Data-based decision making
- Collaborative planning & implementation
- Emphasizes:
  - Prevention
  - Early Intervention
  - Universal Design Learning
Who is responsible for implementing RtI?

- General Education Teachers
- Special Educators
- Paraprofessionals
- Reading Specialists
- School Psychologists
- Support Providers
- Literacy Coaches
- Site Administration
- District Administration
ALL 3 TIERs FOCUS ON ACADEMIC AND BEHAVIORAL STRATEGIES IN THE GENERAL EDUCATION SETTING.
Assessment procedures should:

- Directly assess state standards
- Assess a specific variable (i.e. word recognition)
- Be sensitive to small increments over time
- Efficient administration – short duration
- Multiple forms for repeated administration
- Teacher friendly summarized data displays
- Comparable across students
- Monitor student’s performance over time
- Directly connect to instructional strategies
What is “Universal Design for Learning?”

- Provides flexible goals, methods, materials and assessments that accommodate learner differences.
- Does not mean there is one solution for all learners
- Emphasizes the need for multiple approaches to meet the needs of diverse learners
  - SLD, ELL, ED, lack of interest, or sensory and physical disabilities
UDL Principles:

- **Multiple means of representation**
  - gives learners various ways of acquiring information and knowledge

- **Multiple means of action and expression**
  - Provides learners with alternatives for demonstrating what they know

- **Multiple means of engagement**
  - Tap into the learner’s interest… motivate them to learn
Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation
   1: Provide options for perception
      1.1 Offer ways of customizing the display of information
      1.2 Offer alternatives for auditory information
      1.3 Offer alternatives for visual information
   2: Provide options for language, mathematical expressions, and symbols
      2.1 Clarify vocabulary and symbols
      2.2 Clarify syntax and structure
      2.3 Support decoding of text, mathematical notation, and symbols
      2.4 Promote understanding across languages
      2.5 Illustrate through multiple media
   3: Provide options for comprehension
      3.1 Activate or supply background knowledge
      3.2 Highlight patterns, critical features, big ideas, and relationships
      3.3 Guide information processing, visualization, and manipulation
      3.4 Maximize transfer and generalization

II. Provide Multiple Means of Action and Expression
   4: Provide options for physical action
      4.1 Vary the methods for response and navigation
      4.2 Optimize access to tools and assistive technologies
   5: Provide options for expression and communication
      5.1 Use multiple media for communication
      5.2 Use multiple tools for construction and composition
      5.3 Build fluencies with graduated levels of support for practice and performance
   6: Provide options for executive functions
      6.1 Guide appropriate goal-setting
      6.2 Support planning and strategy development
      6.3 Facilitate managing information and resources
      6.4 Enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement
   7: Provide options for recruiting interest
      7.1 Optimize individual choice and autonomy
      7.2 Optimize relevance, value, and authenticity
      7.3 Minimize threats and distractions
   8: Provide options for sustaining effort and persistence
      8.1 Heighten salience of goals and objectives
      8.2 Vary demands and resources to optimize challenge
      8.3 Foster collaboration and community
      8.4 Increase mastery-oriented feedback
   9: Provide options for self-regulation
      9.1 Promote expectations and beliefs that optimize motivation
      9.2 Facilitate personal coping skills and strategies
      9.3 Develop self-assessment and reflection

Resourceful, knowledgeable learners
Strategic, goal-directed learners
Purposeful, motivated learners

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Review Curriculum to encompass recommended teaching strategies

- Multisensory “Structured Literacy” approach
- Evidence-based
- Orton-Gillingham based
  - S.P.I.R.E
  - Sunday Reading System
**Evaluate:** The effectiveness of the program, then determine next steps

- Addition of a second reading curriculum
- Piloting of current curriculums for other student populations

- Collect and analyze student achievement data to make additional adjustments
- Provide ongoing Professional Development for new teachers and coaching for existing teachers
State Superintendent’s Guidelines & Technical Assistance

22 professional members including:

- California Teachers Association
- University Faculty
- California Commission on Teacher Credentialing
- English Language Learner Stakeholders
- SELPA Directors
- Assistive Technology Providers
- Decoding Dyslexia CA
- California Speech and Hearing Association
- Neuroscientists
Highlights of Contents of Program Guidelines

- Definition
- Characteristics
- Identification & Assessment Processes
- Coexisting Conditions
- Dyslexia and English Learners
- 504 Plans & Dyslexia
- Teacher Preparation
- Structured Literacy options
CDE's Dyslexia Guidelines

California Dyslexia Guidelines

California Department of Education
Sacramento, 2017
Sophia’s Dyslexia Fight Song...

https://www.youtube.com/watch?v=0LwCLPQzhqE
For more information...

Decoding Dyslexia CA
www.decodingdyslexiaca.org

International Dyslexia Association
http://dyslexiaida.org

CA Dept of Education-Dyslexia Workgroup
http://www.cde.ca.gov/sp/se/ac/dyslexia.asp
Contact us at...

Wendi Aghily
aghilyw@mdusd.org

Kathy Futterman
kathy.futterman@csueastbay.edu

Deb Ettinger
DEttinger@aalrr.com

~Thank you~