ADVOCACY and SUPPORT for EL Dyslexic Students in LAUSD

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WHO AM I?

• Mother of a son with dyslexia in LAUSD.

• Had to seek outside intervention for my son when I learned the District had no training in dyslexia or support for students with dyslexia (nationwide problem).

• As a mother and educator saw this as a civil rights issue. Research shows that up to 20% of the population have signs of dyslexia.
  
  • California K-12 population 6,230,000
  • 20% have some signs of dyslexia 1,200,000
  • Currently receiving SpEd services as SLD 200,000

• How are the other 1,000,000 students with likely characteristics of dyslexia being served?
  No identification = no support/remediation
WHO IS DDCA?

50 STATES AND GROWING
INTERNATIONALLY
WHO IS DDCA?

EDUCATE
• Support groups
• Build community awareness
• Educator outreach

ADVOCATE
• Collaborate with schools and educational agencies

LEGISLATE
• AB 1369- CA Dyslexia Law – DDCA was the bill sponsor
DDCA work on AB 1369

Passed in October 2016

LAW-
Clarify existing CA education law used in identifying dyslexic children for special education services by adding “phonological processing” to the identification process for special education eligibility

CREATE-
Statewide guidelines for schools Districts regarding the identification of and support for students with Dyslexia

https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf
Dyslexia and the EL Student

LAUSD population - 713,800
English Learners - 165,000

LAUSD Population 2016-2017

- Not-English Learners LAUSD 77%
- English Learners LAUSD 23%
Dyslexia and the EL Student

Evaluate whether Extrinsic Factors are reason for struggling EL reader students.

- Physical and psychological factors
- Personal and cultural factors
- Language development factors
- Previous and current learning environment factors

EARLY ASSESSMENT STILL EQUALLY IMPORTANT FOR EOs AND ELs!
Dyslexia and the EL Student

• EARLY ASSESSMENT EQUALLY IMPORTANT FOR EOs AND ELs!

• OVER-IDENTIFICATION OR UNDER-IDENTIFICATION?
  
  • BOTH

  • Prior to third grade, culturally and linguistically diverse children with reading difficulties are under-diagnosed.

  • After third grade, these children are often over-diagnosed (Mancilla-Martinez & Lesaux, 2011) because they are not identified early and do not gain access to the additional resources (i.e. Structured Literacy) desperately needed to improve their reading performance.

Dyslexia and the EL Student

Structured Literacy explicitly teaches systematic word-identification/decoding strategies which benefit ALL struggling readers but ESPECIALLY THOSE WITH DYSLEXIA.

Effective reading instruction for most children incorporates all this.

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Dyslexia and the EL Student

Structured literacy works for all struggling readers.

The Ladder of Reading

- 5% Learning to read seems effortless
- 35% Learning to read is relatively easy with broad instruction
- 40 to 50% Learning to read proficiently requires code-based explicit, systematic, and sequential instruction
- 10 to 15% (Dyslexia) Learning to read requires code-based explicit/systematic/sequential/diagnostic instruction with many repetitions

© N. Young, 2012 (updated 2017)
Artwork by Dean Stanton
Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016
www.nancyyoung.ca
DDCA work in LAUSD

- BUILD AWARENESS – September 2016
- Grass roots vs. top down?

The Dyslexia Awareness Resolution 9/20/16

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes that dyslexia has significant educational implications that must be addressed; and designates October 2016 as “Dyslexia Awareness Month.”

http://laschoolboard.org/sites/default/files/09-20-16RegBdCSOBPost.pdf
DDCA work in LAUSD

• CONCRETE SUPPORT FOR STUDENTS – June 2017

• Another Board of Education Resolution:
  “Recognizing and Addressing the Educational Implications of Dyslexia in LAUSD Schools”
DDCA work in LAUSD

• CONCRETE SUPPORT FOR STUDENTS – June 2017

LAUSD RESOLUTION “RESOLVED”:

• Superintendent review and update District policies, procedures and practices regarding dyslexia and make clear to all parties that it is okay to “say dyslexia”.

• Teacher and staff training in Structured Literacy and Dyslexia Awareness

• Assess for phonological processing as mandated by new law AB 1369. FAPE using Structured Literacy

• Formation of a Dyslexia Task Force and Learning Group to create a plan to address the above. Report back to the Board in 90 days

• https://boe.lausd.net/sites/default/files/06-20-17SpclBdOB.pdf
DDCA work in LAUSD

• UPDATE – MARCH 2018

• LAUSD consulted with internationally-recognized dyslexia experts (Drs. Sally & Bennett Shaywitz, Dr. Maryanne Wolf, Dr. Richard Wagner, etc.)

• LAUSD BEGAN ROLLOUT OF TRAINING of administrators, resource specialists, and school psychologists.

• Revised Special Education Assessment Policy and provided training for school psychologists.

• Created Dyslexia Awareness training video for teachers and parents available on LAUSD website. https://achieve.lausd.net/domain/164

• Beginning to incorporate Structured Literacy approaches in Early Language and Literacy Program (ELLP), an intervention program in TK -2.
DDCA work in LAUSD

• UPDATE – MARCH 2018 p.2

• Expanding IDEC Centers – 23, adding 35 IDEC affiliates
  IDEC – Intensive Diagnostic Education Centers, pilot program of LAUSD which uses Structured Literacy Approaches

• District wide bulletin:
  Bulletin 045788- Identification and Educational Support of Students with Characteristics of Dyslexia

• Continued partnership between DDCA and LAUSD.

• Newly formed DDCA Los Angeles Parent Support Group

• Developing strategy for reaching more parents in LAUSD
DDCA join us!

www.DecodingDyslexiaCA.org

DDCA Educator Resources on our Website

https://decodingdyslexiaca.org/for-educators-2

Look for Decoding Dyslexia CA on

LinkedIn and Facebook