INTRODUCTIONS: WHO’S HERE?

Teachers
Coaches
Administrators
Counselors

STATES WITH DYSLEXIA LAWS

DYSLEXIA LAW: HEA 1108 & SENATE ENROLLED ACT 217

DEFINING DYSLEXIA

House Enrolled Act 1108 defines dyslexia as:

A specific learning disability that: (1) is neurological in origin and characterized by difficulties with accurate or fluent word recognition and poor spelling and decoding abilities;

(2) 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;

(3) may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge; and

(4) may require the provision of special education services after an eligibility determination is made in accordance with Article 7.

https://www.doe.in.gov/literacy/dyslexia
The process of reading is the same in both one’s first and second languages. Readers use sound-symbol relationships, structural, and meaning making processes to make sense of print (Peregoy & Boyle, 1993).

Proficient readers are both EFFICIENT and EFFECTIVE!

The reading process was conceived as LINEAR during the reading first (early NCLB) time period.

1) Does it sound right?
2) Does it look right?
3) Does it make sense?

Don’t confuse phonetic difference for lack of phonemic awareness or difficulty with phonics.

What do we know about learning to read in L2?

- Only 15% of struggling ELL readers have difficulty with phonemic awareness & phonics.
- 85% of struggling ELL readers have difficulty with reading comprehension but not phonics and phonemic awareness.
- Example: Spanish-English: berry/very, English-Norwegian: oy/øy

What are the strongest predictors of ELL student reading comprehension?

- Elementary
  1. Native language literacy development
  2. Oral language proficiency in English

- Secondary
  1. Oral language proficiency in English
  2. Native language literacy development

Yet, most reading intervention programs focus on phonemic awareness, phonics, and fluency. Rarely do intervention programs & initiatives focus on L1 reading and oral language development.


Phonology: sounds that transfer (and don’t)
THE PILLARS OF LITERACY (CENTER FOR APPLIED LINGUISTICS (CAL), 2006)

<table>
<thead>
<tr>
<th></th>
<th>English only students</th>
<th>English learner students</th>
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<tbody>
<tr>
<td>Fluency</td>
<td>Accuracy, speed and expression are predictors of comprehension. EFLs can read slower and move monotonically, but it does not necessarily impair comprehension.</td>
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<tr>
<td>Letter recognition</td>
<td>Remember sounds of letter because the names of letters are closely related to their sounds. Help with spelling.</td>
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<td>Oral Language</td>
<td>Before age 8, oral proficiency precedes their reading development. Oral language shapes how reading occurs; oral language and reading can be done concurrently.</td>
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<tr>
<td>Phonemic Awareness</td>
<td>Improves ability to manipulate sounds of English speech. Languages with a different symbol system may struggle with learning spoken sounds and associating them with alphabetic symbols.</td>
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<tr>
<td>Concepts about Print</td>
<td>Written language represents speech. Will use their knowledge of L1 to attend to CAP.</td>
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DYSLEXIA LAW: SCHOOL REQUIREMENTS

Screening
- Must be a part of a district’s reading plan
- Applicable to grades K-2
- Implementation of a universal screener that assesses the following
  - Phonological and phonemic awareness
  - Sound symbol recognition
  - Alphabet knowledge
  - Decoding skills
  - Rapid naming skills
  - Encoding skills

EXAMPLES OF SCREENING PLANS

EXAMPLES OF SCREENING PLANS

DYSLEXIA INTERVENTION PROGRAMS

Dyslexia interventions if identified:
- Explicit, direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;
- Individualized instruction to meet the specific needs of the student in a setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement;
- Meaning-based instruction directed at purposeful reading and writing with an emphasis on comprehension and composition;
- Instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and student practice; and
- Other instructional approaches as determined appropriate by the school corporation or charter school.

What is the Orton-Gillingham Approach?
Each level of the Heggarty curriculum provides 25 weeks of daily lessons, focusing on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole-group setting and only take 20-22 minutes. For students in need of extra support, portions of lessons could be used in a small group and serve as a “second dose” of phonemic awareness instruction.
WHAT DO WE KNOW ABOUT THE SCREENERS?

State Criteria
The IDOE-approved screeners for dyslexia require adherence to the Senate Enrolled Act No. 217 criteria as well as scientific standards for assessments.

Reliability: How consistently a test measures whatever it is measuring?

Validity: How accurately the test measures what it attempts to measure?

Tests should be normed for all populations who take them—many of the screeners are not normed at all, much less for EL populations.

SCHOOL IMPACT AND QUESTIONS

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<tr>
<th>Staffing</th>
<th>Instrument/Intervention</th>
<th>Coordination/coherence</th>
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<tr>
<td>Who is specialized in dyslexia and ELD?</td>
<td>Were the principles of second language learning applied in the identification of the instrument and the intervention?</td>
<td>How are reading, special education and EL staff working together?</td>
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<td>What staff offered input into the development of the dyslexia intervention?</td>
<td>What are the cut scores and how were they decided?</td>
<td>What is the frequency of this meeting?</td>
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<td></td>
<td>Does the intervention conceptualize what’s different about reading for ELs?</td>
<td>How are results of the intervention discussed?</td>
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<tr>
<td>Innovative or reproductive</td>
<td></td>
<td>What ongoing professional development went on before, during and after the intervention?</td>
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Exemption

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<th>Parent Communication</th>
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<tr>
<td>Who can be exempted?</td>
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<tr>
<td>Should any students be exempted?</td>
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<td>How are parents notified that students are screened?</td>
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<td>How are results communicated?</td>
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Identification

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<td>What conversations are held regarding student’s progress through MTSS?</td>
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<td>When are students referred for evaluation?</td>
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<td>What other outside professionals are needed for diagnosing?</td>
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MTSS OR RTI

| Tier 1 | Instruction provided for all students in General Education setting |
| Tier 2 | Remedial instruction for students who are struggling in current curriculum |
| Tier 3 | Intervention established: At risk for dyslexia |
| | Intervention intensified and possible special education identification: Moving toward dyslexia |
| ?? | What if we misidentify? |

PROBLEMATIC INTERVENTIONS FOR ELS

Too much emphasis on decoding—nonsense words, devoid of meaning

Time taken away from tier one instruction—if in pull out ELD programs AND enrolled in intervention as result of dyslexia screening

How is the first language being considered within the universal screener? What is the role of students’ L1?
What are your takeaways from this presentation?

What is your role in advocating for EL students in this process?

How can we ensure that laws are fair to all students?

THANK YOU! ¡GRACIAS!

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