Michigan's Top 10 Strategic Education Plan

Michigan Dyslexia Handbook: A Guide to Accelerating Learning Outcomes in Literacy

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Dyslexia Handbook Overview

Michigan Dyslexia Handbook:
A Guide to Accelerating Learner Outcomes in Literacy

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MICHIGAN Education

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Agenda

▶ Handbook Overview
▶ Dyslexia Definition, Causes, and Characteristics
▶ Developing Skill Readers and Instructional Implications
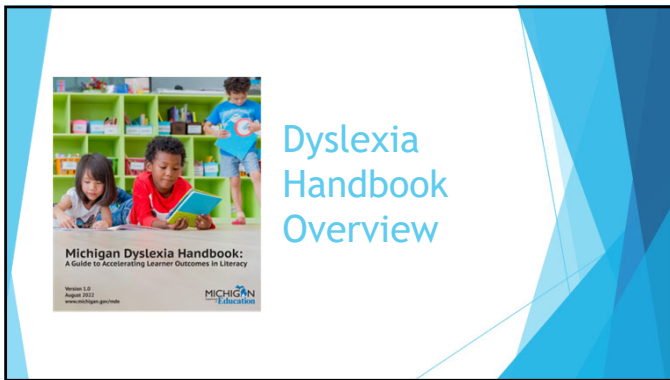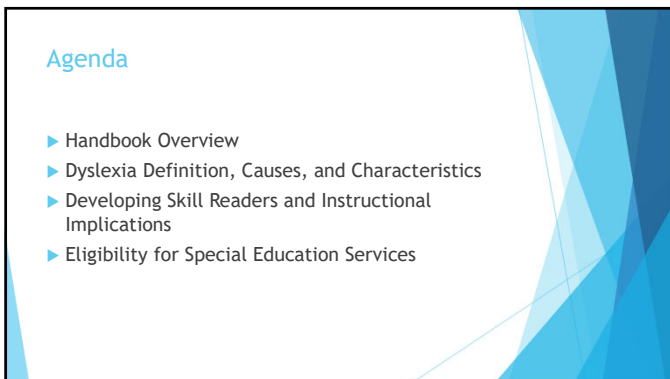▶ Eligibility for Special Education Services

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Purpose

- The purpose of Michigan's Dyslexia Handbook is to:
  - Assist educators and leaders develop a shared understanding of best practices to prevent and address reading difficulties associated with the primary consequences of dyslexia
  - Implement assessment practices needed to inform instruction and intervention
  - Cohere state-wide literacy efforts

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State-Wide Literacy Efforts

- MDE Top 10 Strategic Plan:
  - Goal 2: Improve Early Literacy Achievement
- MDE Office of Special Education, State Systemic Improvement Plan (SSIP):
  - Develop state-wide capacity to intensify literacy instruction (Tiers 2 and 3 of an MTSS framework) to accelerate literacy outcomes for students with disabilities and students who are reading below grade-level
- Language Essentials for Teachers of Reading and Spelling (LETRS) Training Grant Pre-K to grade 3
- Diverse Literature: Authors of Color Compendium
- Essential Instructional Practices in Literacy

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Organization and Use

- Seven Chapters
  - Chapter 1: Purpose
  - Chapter 2: Introduction
  - Chapter 3: Understanding Dyslexia
  - Chapter 4: Reading Science
  - Chapter 5: MTSS: A Framework to Meet the Individual Needs and Assets of the Whole Child
  - Chapter 6: Professional Learning and Implementation Supports: What Districts Can Do
  - Chapter 7: Eligibility for Special Education Services
- At the end of Chapters 2-7, there are "action steps" and "more information" outlining suggestions and resources for how educators and leaders can act upon the information described in the chapters.

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Understanding Dyslexia
Definition, Causes, and Characteristics

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Dyslexia Definition

▶ "A specific learning disorder that is neurobiological in origin, characterized by difficulties with accurate or fluent word recognition 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, even though educators have provided effective classroom instruction."

▶ "Additionally, this specific reading disorder may include secondary consequences, such as problems in reading comprehension and a reduced reading experience, that can impede the growth of vocabulary and background knowledge and lead to social, emotional, and behavioral difficulties." (Adapted from the International Dyslexia Association & National Institutes of Child Health and Human Development, 2002)

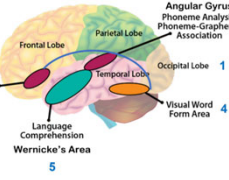▶ "Dyslexia" and "word-level disability" are used interchangeably.

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Causes

▶ Dyslexia is neurobiological. This means it impacts specific regions in the left hemisphere of the brain that are important for reading development

▶ These regions are responsible for the following:
  ▶ Language
  ▶ Manipulating the sounds in a language
  ▶ Mapping spoken sounds to print
  ▶ Instantly recognizing printed words

▶ Genetic factors influence dyslexia prevalence (between 30% and 50% of children with a parent identified as having dyslexia will develop the disorder).

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Activity: Reading Brain

- Access your copy of the "Michigan Dyslexia Handbook…"
- Turn to page 8 and read the description for each of the five parts of the reading brain.
- Turn and talk to a partner: Is there something that affirmed your understanding of the reading brain? What would you benefit from knowing more about to better understand some of the causes of dyslexia (word-level reading disability)

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Dyslexic and Non-Dyslexic Brain Activation Patterns

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Carolyn Strom

- **"A Tale of Three Cities: The Rise of the Letter Box:"** Easy to understand explanation of the reading brain that is designed for parents/caregivers and teachers.
- Dr. Strom uses stories and metaphors to help communicate how key parts of the left hemisphere of our brains work to develop readers.
- Website: https://carolynstrom.com

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Dyslexia Myths vs. Facts

Citation: Xqghuwdqgglqj#3 |vdn{1d=# P |wkv#4#Idfw#Qdwirqdo#Fhqwhu#rq# Ip surylqj#Olwhudf|#5353# Ip surylqjdwhudf|ruj1Frs|uljkw#> # 5353#e |#wkh#Qdwirqdo#Fhqwhu#rq# Ip surylqj#Olwhudf|1

We have given you a copy of the full document. The portion in the Dyslexia Handbook is an excerpt.

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Activity: Understanding the Reading Brain

▶ Turn and talk to a partner.
  ▶ Identify your takeaways after hearing Carolyn Strom's parent, teacher-friendly explanation reading about the reading brain and any of the dyslexia myths vs. facts.
▶ Please be prepared to share.

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Potential Dyslexia Characteristics

▶ Michigan's Dyslexia Handbook outlines potential language, reading, and behavioral characteristics that COULD be indicative of dyslexia (p.15).
▶ The following grade level bands categorize the potential dyslexia characteristics:
  ▶ Preschool
  ▶ Kindergarten-3rd Grade
  ▶ 4th - 12th Grade (adolescent literacy grades)

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Table 1. Language, Reading, and Behavioral Characteristics Potentially Indicative of Dyslexia

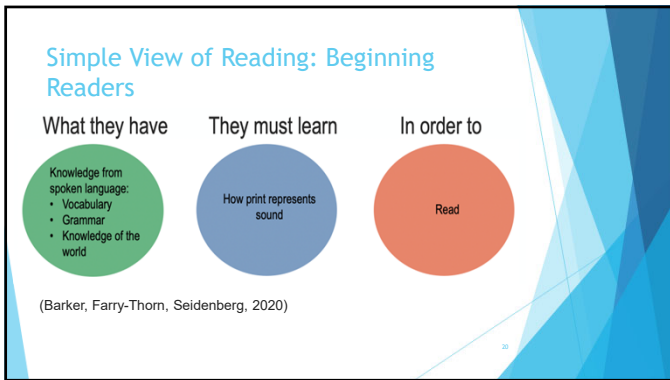| Grade Level	Language, Reading, and Behavioral Characteristics That Could be Indicative of Dyslexia
Preschool	• Talks later than most children who are the same age • Deletes initial or final speech sounds in words • Stutters • Recognizes a limited number of letter names, colors, or shapes after being provided with quality instruction • Forgets words that were thought to be a part of an existing oral vocabulary • Needs support in following multi-step directions or following common routines • Has trouble recognizing and producing rhyming words
Kindergarten -3rd Grade	• Associates only a few letters with sounds • Confuses letters whose sounds are similar (e.g., p/b, t/d, f/v) • Needs significantly more support than grade-level peers in taking apart the individual sounds in words and putting sounds within words together to say the whole word • Incorrectly reads words without attention to the sounds of the letters within the words after related instruction has been provided • Guesses at unknown words • Skips or misreads prepositions • Ignores suffixes • Relies on picture and context cues to compensate for the inability to easily attend to the word's letter-sound associations • Acquires reading skills at a slower rate than grade-level peers • Verbalizes difficulties in learning to read • Avoids reading-related activities (e.g., reading aloud, participating in reading activities with peers, independent reading at home) • Repeatedly misspells words that include letter-sound combinations that have been taught • Finds handwriting to be difficult (e.g., pencil grip, letter formation) • Has difficulty finding the correct word when speaking
4th – 12th Grade	• Demonstrates significant difficulties when trying to read and spell multi-syllable words • Attempts to read multi-syllable words by starting to read the word in parts (syllables) but then guesses without attending to the remaining word parts • Unaware of meaningful parts of words (morphemes) to support accurate word reading and understanding the meaning of words • Finds it challenging to understand new information from text because of underlying decoding and word recognition issues • Finds it challenging to understand text because of underlying oral language difficulties that impact understanding the vocabulary and syntactic patterns of sentences • Demonstrates limited vocabulary • Lacks written expression skills compared to grade-level peers • Experiences difficulty learning a foreign language • Avoids reading and writing activities at school and home

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Developing Skilled Readers and Instructional Implications

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Reading Science: Informing What to Teach

▶ Reading science also referred to as the Science of Reading" is a cumulative and evolving body of evidence proposing explanations about reading development, writing development, and related issues.

▶ MDE distinguishes between evidence-based practices and practices informed by scientific theories.

▶ Educators should use practices that are empirically proven (i.e., have undergone rigorous field testing) to teach children and adolescents to read and prevent reading difficulties.

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Simple View of Reading

Word Recognition (Decoding) X **Language Comprehension** = **Reading Comprehension**

Ability to read words accurately and quickly

Ability to extract and construct meaning from spoken language

Ability to extract and construct meaning from text

(Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hover, 2019)

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Simple View of Reading: Beginning Readers

What they have | They must learn | In order to

Knowledge from spoken language:
• Vocabulary
• Grammar
• Knowledge of the world

How print represents sound

Read

(Barker, Farry-Thorn, Seidenberg, 2020)

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Recall the Reading Brain

Angular Gyrus 3
Phoneme Analysis, Phoneme-Grapheme Association
Parietal Lobe
Frontal Lobe
Occipital Lobe 1
Temporal Lobe
Visual Word Form Area 4
Pronunciation, Articulation 2
Language Comprehension
Wernicke's Area
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▶ Since dyslexia is a word-level reading disorder primarily characterized by word-level reading difficulties, explicit instruction in phonological skills and word-level reading skills (decoding and spelling words) is needed.
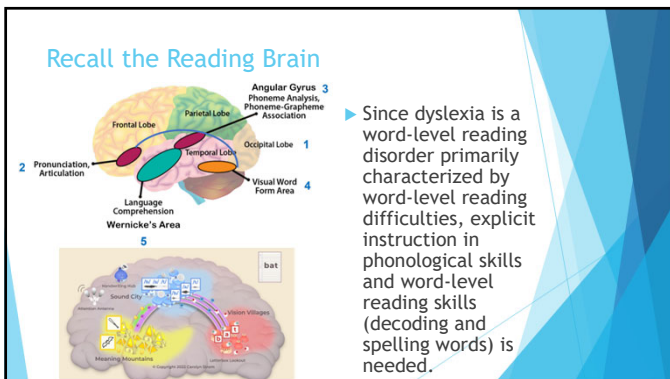
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Quality Phonics and Word Recognition Lesson Components

- Michigan's Dyslexia Handbook describes a "code-emphasis" synthetic phonics approach for class-wide (Tier 1) instruction and intervention
- A code-emphasis synthetic phonics approach simultaneously teaches phonemic awareness along side phonics.
    - Explicit instruction is provided in teaching the code system of written English at the sound, syllable, morpheme, and word-level.
    - This approach is most effective in preventing and intervening with decoding and word recognition difficulties.

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Activity: Unpacking a Code-Emphasis Synthetic Phonics Approach

- Access your copy of the "Michigan Dyslexia Handbook…"
- Turn to page 20 and read the section titled "Instructional Principles to Support Students with Characteristics of Dyslexia" (pp. 20-21)
- Turn and talk to a partner:
    - Do your class-wide (Tier 1) curriculum resources and intervention materials use a code-emphasis, synthetic phonics instructional approach?
    - How can you use the information in the Dyslexia Handbook to systematically review your curriculum resources to teach decoding and word recognition skills?

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MTSS: A Framework to Meet Learners' Needs

- MTSS should be used to prevent academic, social-emotional, and behavioral difficulties.
- It should also help identify and support learners with characteristics of dyslexia or specific disabilities.
- The MTSS Essential Components are described in the context of preventing reading difficulties and supporting students with dyslexia characteristics

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Professional Learning and Implementation Supports

▶ Information and links to access more information in chapters 2-7 are provided at the end of the chapter.

▶ If districts and ISDs would like to engage in deeper learning in dyslexia characteristics, instructional practices to promote reading acquisition, and methods to intensify literacy instruction, please access the resources on the next slide!

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Structured Language and Literacy Professional Learning Opportunity

▶ LETRS Training Grant: https://www.michigan.gov/mde/services/ financial-management/grants/letrs-training-grant

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Eligibility for Special Education Services

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CHAPTER 7: Eligibility for Special Education Services

▶ **Child Find** obligation under the Individuals with Disabilities Education Act (IDEA) to identify, locate, and evaluate learners with disabilities who have or may need special education and related services

▶ **Eligibility** criteria and required members of a multidisciplinary evaluation team are outlined in the Michigan Administrative Rules for Special Education (MARSE)

▶ For any learner found eligible for special education, the district has an obligation to provide **a Free Appropriate Public Education (FAPE)**

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Eligibility and IEP Development

▶ If a determination is made through the evaluation process that a particular assessment for dyslexia is needed to ascertain whether the child has a disability and the child's educational needs, including those related to the child's reading difficulties, then the public agency must conduct the necessary assessments. Letter to Unnerstall April 2016

▶ There is nothing in the IDEA or our implementing regulations that would prohibit IEP Teams from referencing or using dyslexia, dyscalculia, or dysgraphia in a child's IEP. Dear Colleague Letter October 2015

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Special Education Procedural Safeguards

The Individuals with Disabilities Education Act (IDEA) regulations include a set of procedural safeguards. These safeguards provide certain rights to students and parents. The safeguards include in part:

• Protecting student privacy.
• Allowing parents access to their child's educational records.
• Keeping parents informed.
• Requiring parental consent for important decisions.
• Allowing parents to file complaints.

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Special Education Resources

► Family Matters
► Michigan Alliance For Families
► Special Education Mediation Services
► Office of Special Education
   ► Information Line: 888-320-8384 or mde-ose@michigan.gov

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Activity: Take-Aways and Next Steps

► Please take a moment and identify a few take-aways and next steps from this session.
► Turn and talk to your elbow partner and share what you wrote!

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Thank You!

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