

*SECAC presents*

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# *READING & DYSLEXIA*

Many Board of Education members, candidates and Central Office staff in attendance.

Presentation given by SECAC Co-Chair Stephanie Carr with HCPSS Executive Director Curriculum, Instruction, and Assessment Ebony Langford-Brown answering questions about the school system plan.



## *Contents*

- What it takes to Read
  - Struggling Readers
  - Dyslexia
  - Assessment Areas
  - Next Steps
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## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

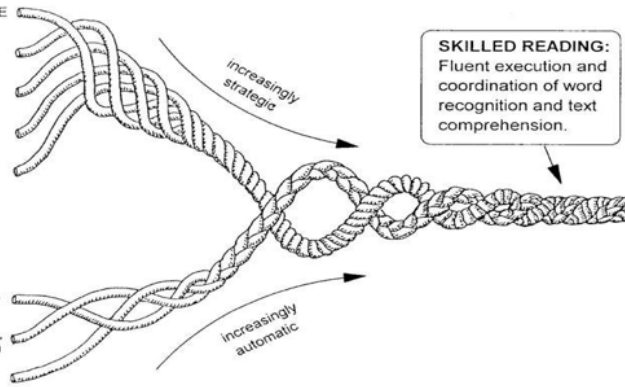
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

### WORD RECOGNITION

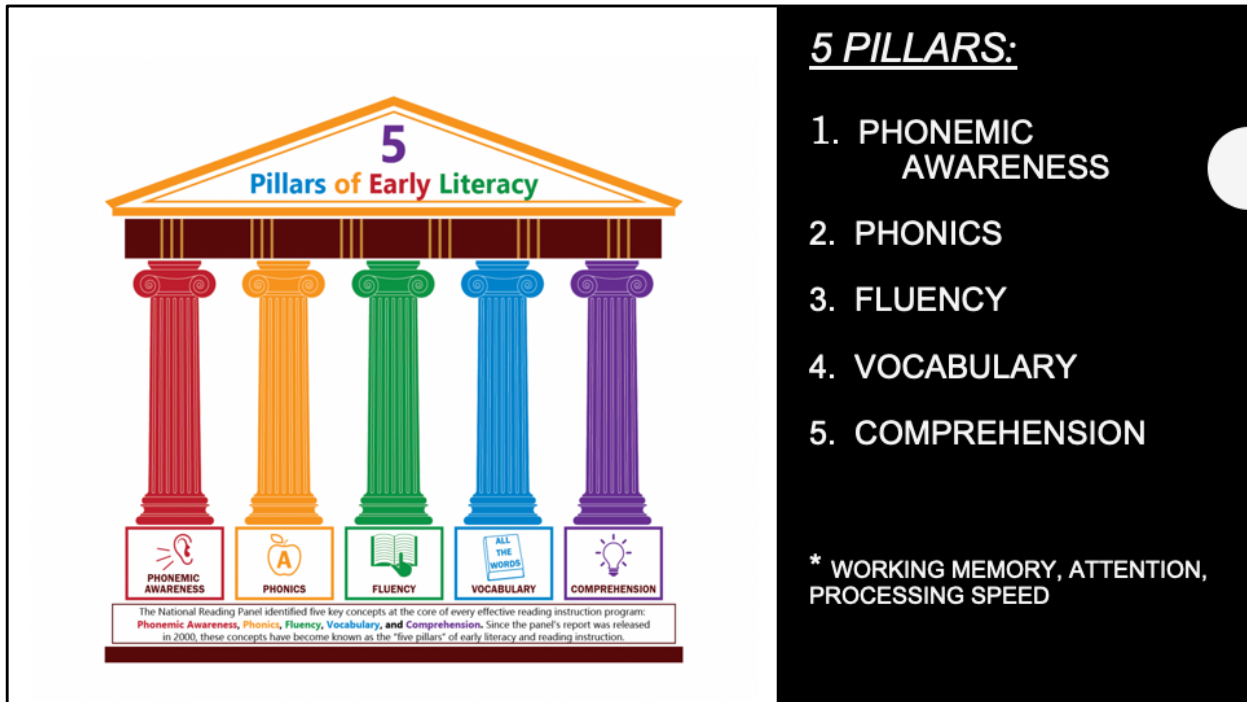
PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



<https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/>



Phonemic Awareness: Letters (symbols) to sounds and sounds to letters; auditory piece

Phonics: decoding and encoding (spelling)

Fluency: words correct per minute (wcpm), accuracy, rate, expression

Vocabulary: each content area has its own language (solution)

Comprehension: If there is any crack in the first 4 pillars, then comprehension is affected

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National reading panel.

Processing speed is part of executive functioning.

## *Signs of a Struggling Reader*

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- Sounding out words (decoding) is difficult and children may omit or add sounds
- Difficulty learning and retaining sight words:
- Slow and laborious decoding skills:
- Difficulty reading fluently in context: Fluency = accuracy + rate + expression
- Poor spelling, different spellings for the same word, missing letters, spell phonetically

## *Why do children struggle to read?*

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### AT-RISK FACTORS:

- \* LIMITED LANGUAGE PLAY
- \* LIMITED LANGUAGE/LITERACY PRACTICE
- \* POVERTY; LIMITED ENGLISH PROFICIENCY; SPEECH, LANGUAGE, HEARING IMPAIRMENT

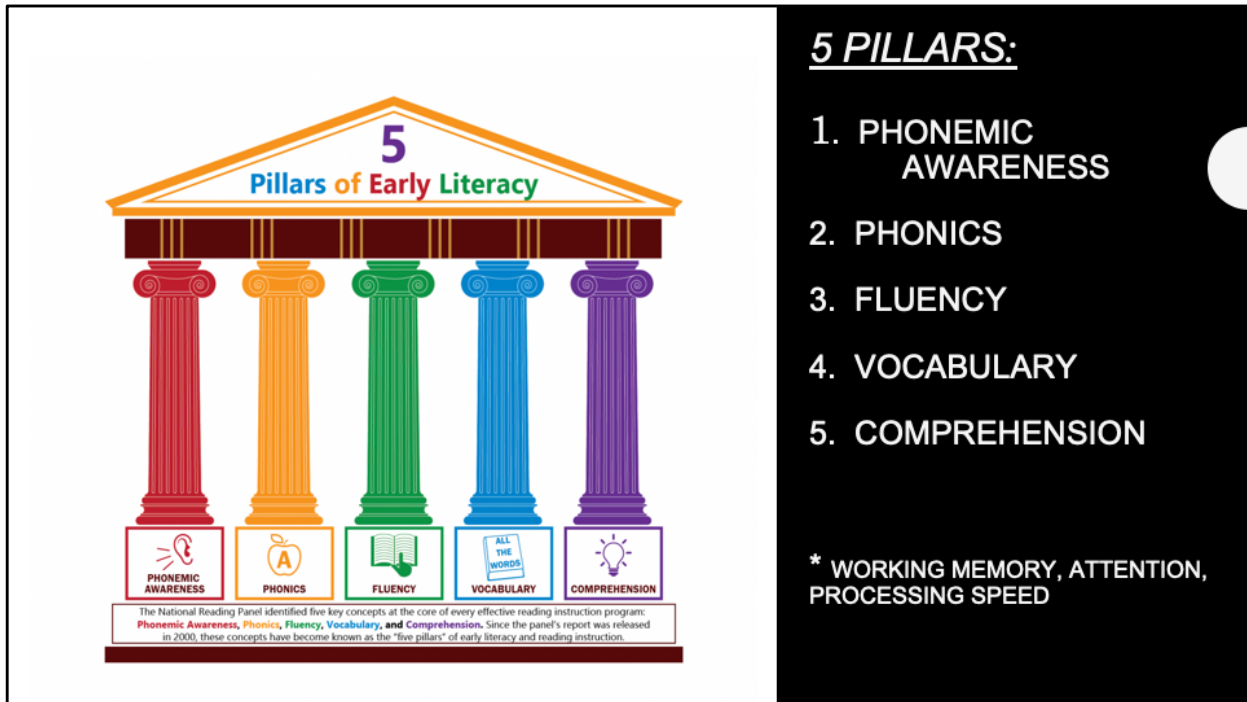
### WHEN IS IT DYSLEXIA?

Learning to read begins far before children enter formal schooling. Children who have stimulating literacy experiences from birth onward have an edge in vocabulary development, developing an awareness of print and literacy concepts, letter sound connections, speech/sound patterns (phonemic awareness)

First instruction is very important, when does it become not a factor but a problem/issue/disability

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Dyslexia is a language problem.



Phonemic Awareness: Letters (symbols) to sounds and sounds to letters; auditory piece

Phonics: decoding and encoding (spelling)

Fluency: wcpm, accuracy, rate, expression

Vocabulary: each content area has its own language (solution)

Comprehension: If there is any crack in the first 4 pillars, then comprehension is affected

## *Inability to Read = Dyslexia*

- “Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/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 and the provision of effective classroom instruction. Secondary consequence may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background information.”
- IDA Board of Directors, November 12, 2002. <https://dyslexiaida.org/definition-of-dyslexia/>



## *Inability to Read = Dyslexia*

- “Therefore, dyslexia is a specific learning disability that appears to be based upon the brain and its functioning. It appears that dyslexia runs in families.”
- “Individuals with dyslexia have difficulty with processing and manipulating the sounds in a spoken *language*. This is related to the ability to read words accurately and fluently. Individuals with dyslexia will also have difficulty with spelling”.
- “Some of the consequences of not reading accurately or fluently and thus having fewer reading experiences may include problems with reading comprehension and vocabulary.”
- IDA Dyslexia Handbook: Chapter 1

All three statements are from the IDA Dyslexia Handbook: What Every Family Should Know, Chapter 1 Definition of Dyslexia  
Dysgraphia, Dyscalculia, ADHD 30%

IDA Handbook is free on their website. <https://dyslexiaida.org/ida-dyslexia-handbook/>

# Assessment Areas

- History of the child's language development, educational progress, family, and any issues relating to attention
- Reading accuracy (untimed) and fluency (timed tests of reading individual words and nonsense words)
- Phonological processing (blending and pulling apart individual words into their basic sounds which includes phonemic awareness and Rapid Automatized Naming)
- Spelling and writing ability
- Math (word problems, facts fluency, and calculations)
- General intelligence, both verbal and nonverbal ability
- Related areas: Working memory, processing speed, attention, expressive and receptive language

<https://dyslexia.yale.edu/resources/parents/what-parents-can-do/dyslexia-evaluation-overview/>

Assessments: FAR, CTOPP, TOWRE, TILLS, RAN/RAS, GORT, WISC, WIAT, WJ, CELF (language)

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## *Next Steps*

1. ASSESSMENTS TO IDENTIFICATION
2. SCHOOL: EDUCATIONAL & EMOTIONAL IMPACT  
\* INSTRUCTION INTERVENTION
3. RESOURCES:  
IDA  
DD-MD  
DDHOCO

1. Specific Learning Disability/Dyslexia

2. IEP, 504, or nothing, self-esteem and mental health issues surrounding identification and treatment in school setting, give examples:

\*First Instruction is very important as is early identification and intervention

Interventions: SIPPS, WILSON,

3. Facebook groups: DDHOCO parents, Howard County Dyslexia Support Group, ADHD parents,

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## *Next Steps Part II*

- Ready to Read Act: effective July 1, 2019 to be implemented in 20-21 school year
  1. All Kindergartens
  2. Skills screened are reading foundational skills including phonemic awareness and phonological processing.
  3. If identified as at-risk for reading difficulties:
    - a) additional assessments to target need
    - b) supplemental, evidence-based instruction
    - c) parent notification

1. 1<sup>st</sup> graders who were missed in Kindergarten, incoming Kindergarteners, those who had difficulty mastering Kindergarten reading skills; best practice is K-5<sup>th</sup>
2. Best practice is to screen for rapid automatized naming (RAN), oral fluency, letter/sound association, automatic word recognition with real and nonsense words
3. Identify target area, instruction in target area, parent notification of being binged and plan of instruction

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Ebony Langford Brown - All Kindergarteners will be screened except for those with an IEP.

Question - Why not Kindergarteners? Answer - If they have reading in their IEP then they don't need to be evaluated.

The screener does not identify. The job of the screener is to flag children who may be at risk for reading difficulties. It's a preventative measure.

The screener selected is [DIBELS 8](#). All Kindergarten students NOW are getting that. All reading specialists were trained.

Question - When will parents be notified? Answer - When the screening is completed.

Question - Are nonsense words in screener? Answer - Yes, that was part of the criteria for selecting the screener.

## *Next Steps Part II*

HB 718 (Del. Eric Luedtke) & SB 575 (Sen. Katie Fry Hester)

Bill to Develop a Reading and Dyslexia Handbook

Handbook Purpose:

1. Collaboration around early literacy, reading, and dyslexia in public schools
2. Provides access to best practices
3. Resource that includes research and information about how to address reading and dyslexia
4. Ensure interventions, assessments, and accommodations are based in evidence-aligned practices

<https://www.decodingdyslexiamd.org/state-issues.html>

1. Both involved in Ready to Read Act, came from MD 2017 Legislative Dyslexia Task Force Report
2. 23 states already have handbooks,
3. collaboration between community and educators around reading

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Ebony Langford-Brown

Question - Are kids screened once or several times? Answer - Screened one time. Progress monitoring through a variety of methods. Reading interventions are tied to the screener. Progress monitoring makes sure progress is being made.

Question - Are older kids screened? Answer - Short answer is no. But if a student is recommended for reading intervention, they will use a screener called [SIPPS](#) that is tied to the reading intervention program. SIPPS is for K-12th grades but it's currently not being used for high school or middle school.

(Some concerns from the parents in attendance about continuity.)

Question - How often does the manufacturer advise screening? Answer - Up to 3 times a year. It can also be used for progress monitoring. HCPSS will not be using it for progress monitoring because they have other tools for that.

Question - Can performance of assessment be shared with parents? Answer - Yes.

Question - Training for teachers? Answer - Professional Development will be for all teachers but it will take some time to get everyone.

Question - What about students in middle school? Answer - Team has been discussing rising 6th graders, how to decide who needs SIPPS. Find a way to capture those kids that are able to compensate for lack of reading skills.

Dr Savage (DSE)- universal screening, first instruction, resources for students and families, pre-referral.

Question - How will it be decided if SIPPS or [Really Great Reading](#) is used? Answer - Match intervention to gap.

Question - Will the screening make this be better for my younger child? A - Yes. The school system is learning to the different ways to identify struggling readers.

Question - Is dyslexia “cured” with early intervention? Answer - All students with dyslexia are all different. But no, generally those students will have trouble reading throughout their life. early intervention helps. The right interventions makes the impact less but it’s never zero.



Save the Date  
February 20, 2020

*Dyslexia Advocacy  
Day in Annapolis  
2020*

Rooms 170 & 180, 8am-4pm  
House Office Building,  
6 Bladen Street, Annapolis, MD

[www.DecodingDyslexiaMD.org](http://www.DecodingDyslexiaMD.org)

## *Next Steps Part II*

- Literacy For All

Equitable Practices  
for Reading and  
Dyslexia Conference

Presentations for parents, educators, and children this year  
Meet with legislators to discuss Handbook bill and get support  
Meet other parents and educators