

Dyslexia in Maryland **Public Schools**

A Guide to the MSDE Technical Assistance Bulletin On SLD:
Focus on Dyslexia, Dysgraphia & Dyscalculia



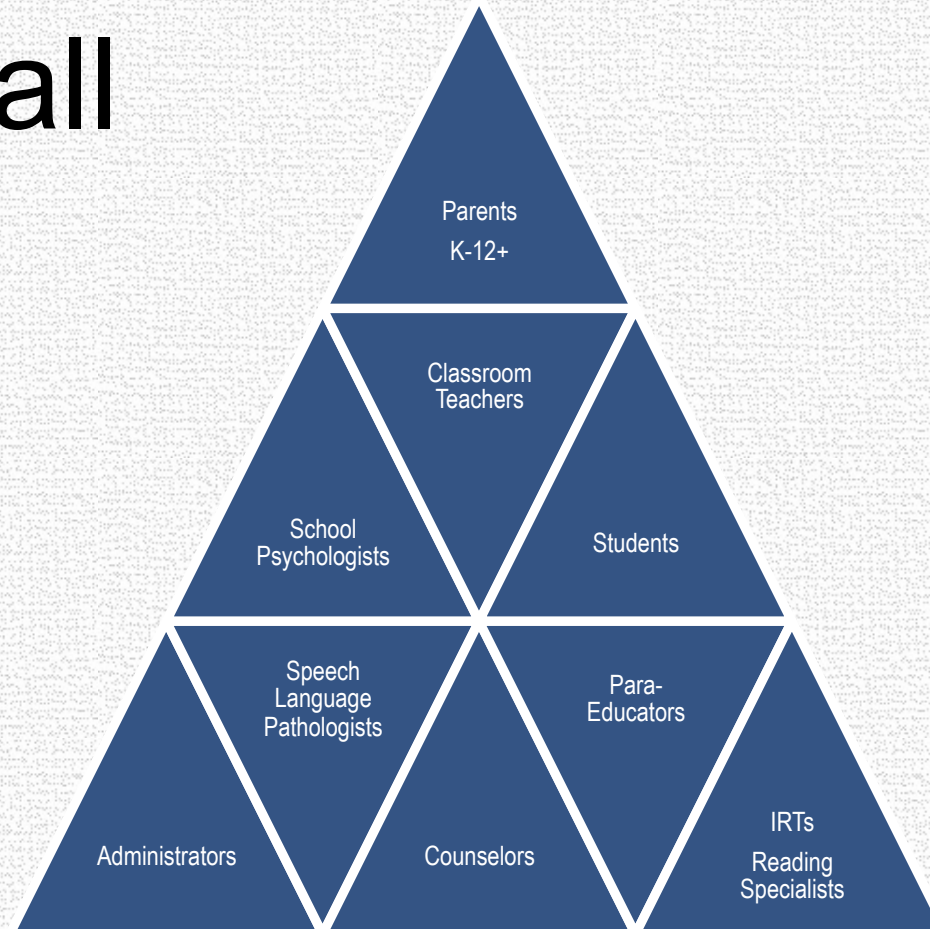
Decoding Dyslexia Maryland 2018

You Will Learn...

1. Dyslexia TAB components
2. Action Steps



Roll Call



About

Co-Founder & State Leader: Decoding Dyslexia Maryland

Parent of Adult College Daughter with Dyslexia

Sister, Daughter and Wife of Adults with Dyslexia

DDMD Representative to the SLD Working Group

Parent Engagement Board Member, National Center on Improving Literacy, 2017-18

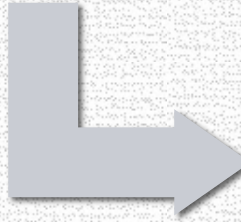
Parent Member, Maryland Dyslexia Task Force, 2015



Origins of the Dyslexia TAB

DECODING
DYSLEXIA
Persistence

- 2012: Dyslexia was not recognized as a specific learning disability in the US



US DEPT. OF ED
GUIDANCE on
Dyslexia
Collaboration

- OCTOBER 2015



MARYLAND
Dyslexia TAB

- NOVEMBER
2016



IDEA: Individuals with
Disabilities Education Act
COMAR: Code of
Maryland Regulations

Dyslexia Technical
Assistance Bulletin
MSDE (Dyslexia TAB)

Part 1: The Law
IDEA & COMAR &
School Districts

Part 2: Dyslexia,
Dyscalculia &
Dysgraphia



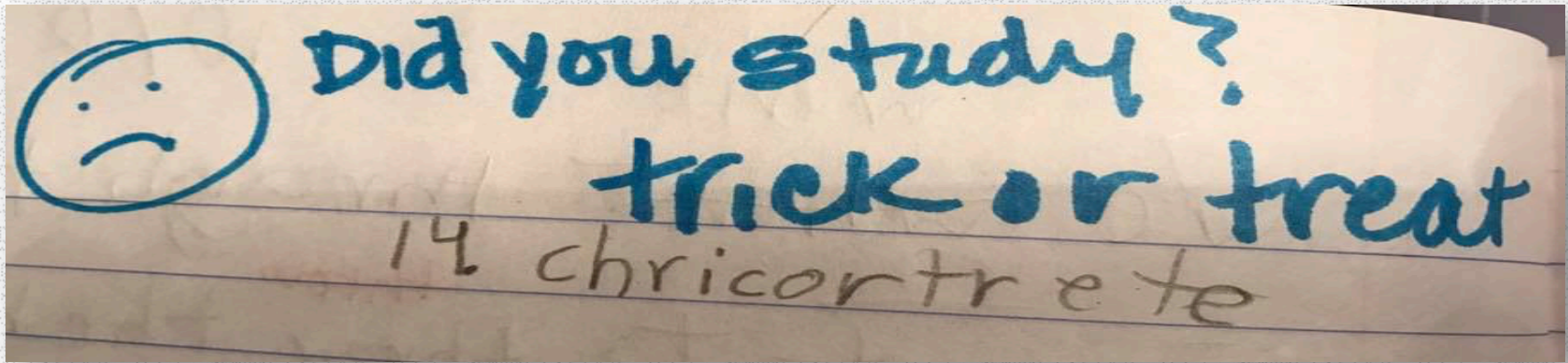
TAB Part 1 → The Law

Purpose of TAB

- To assist IEP teams with evaluation of students
- To inform IEP teams that they may find it helpful to include information about a specific condition [like dyslexia] underlying a student's disability



Part 2: Focus on Dyslexia, Dysgraphia & Dyscalculia



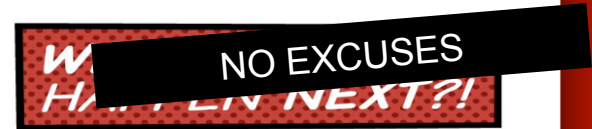
Components

1. Introduction
2. Definitions
3. Identification
4. IEP Development
5. Characteristics
6. Instruction
7. Summary
8. References



Introduction: Teams can #saydyslexia

There is nothing in Maryland law, policy, procedures or practice that prohibits the use of the terms dyslexia, dyscalculia and dysgraphia by Individualized Education Program (IEP) teams as it relates to:



Introduction: Dyslexia, Dysgraphia & Dyscalculia Can Inform Instruction

Remember: 

The IEP Team may find it helpful to include information about the **specific condition** underlying the student's disability for the purpose of **instructional planning** and appropriate **IEP implementation**.

Dyslexia TAB, p. 5



Definitions: Dyslexia

IDA Definition of Dyslexia, p. 5

specific learning disability that is neurobiological in origin

difficulties with accurate and/or fluent word recognition

poor spelling and decoding abilities

difficulties typically result from a deficit in the phonological component of language

often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction

secondary consequences may include

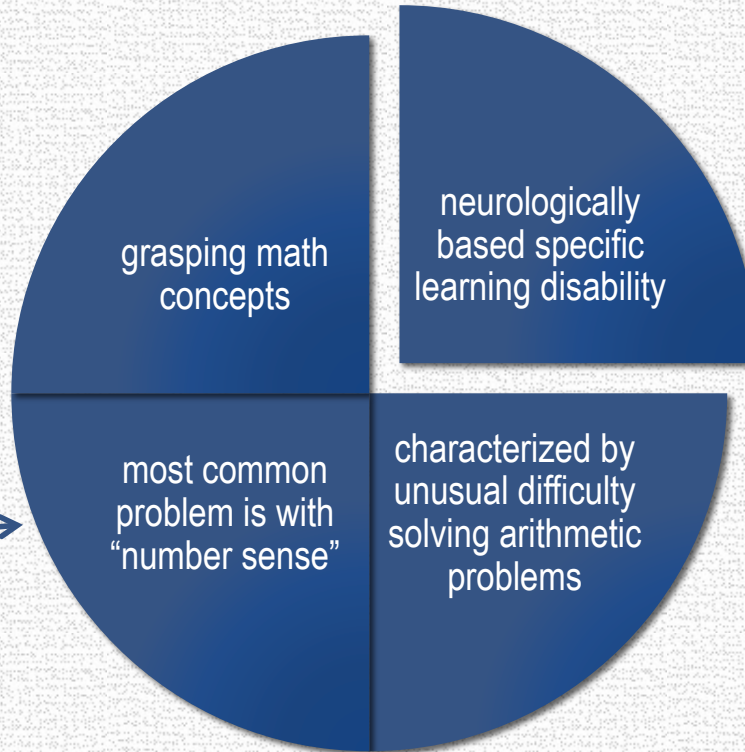
problems in reading comprehension

reduced reading experience that can impede growth of vocabulary and background knowledge

Dyscalculia

p.5

Number sense “is an intuitive understanding of how numbers work and how to compare and estimate quantities. Students may know *what* to do in math class, but not understand *why* they are doing it because the logic behind the calculation is missing.” p. 5



Dysgraphia p.5

neurologically
based
specific
learning
disability

difficulties
with spelling

poor
handwriting

trouble
putting
thoughts on
paper

it can be a language based
and/or non-language based
disorder

Language Based:
difficultly converting
the sounds of
language into written
form or knowing
which alternate
spelling to use for
each sound.

Non-Language
based:
Fine Motor
Difficulty Writing

Identification: Do Maryland Schools Screen for Dyslexia?

p. 6 (1)

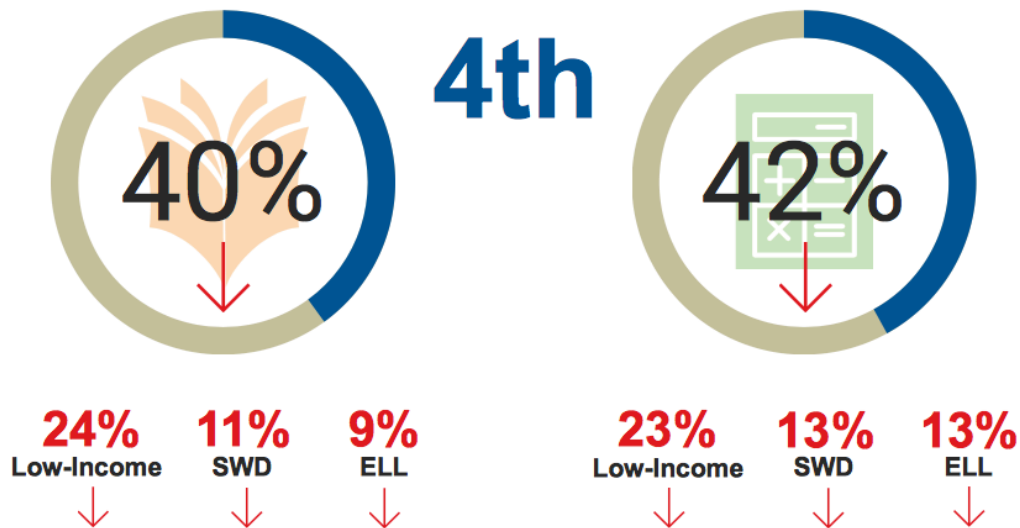
No. The use of universal screeners for dyslexia, dyscalculia, and dysgraphia is not required in Maryland BUT is a best practice.

MSDE, SMCPS, the National Center on Improving Literacy and DDMD are partnering on a reading screening pilot program this school year.

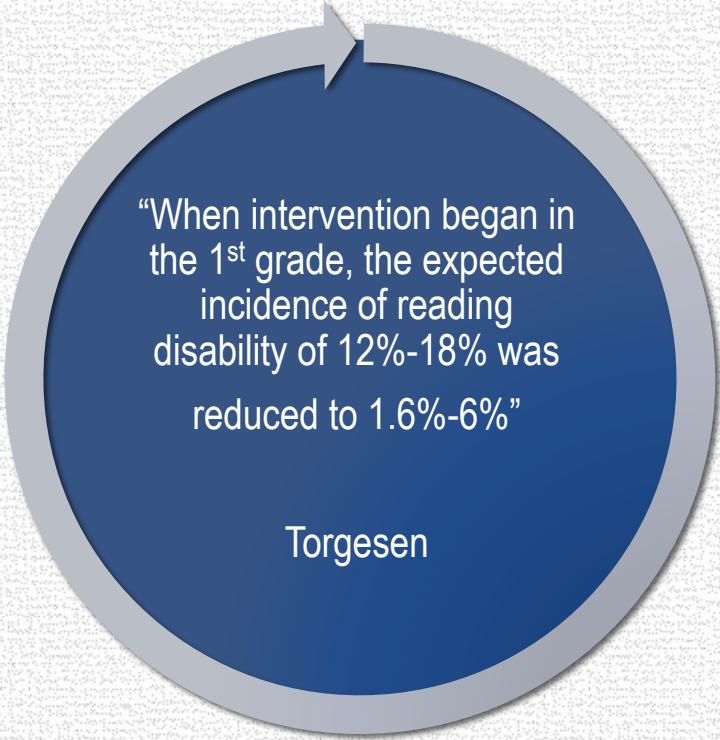
The Ready to Read Act of 2019 will be pre-filed in late Fall.

NAEP Reading & Math

Percentage of students scoring at or above Proficient



Benefits of Screening & Early Intervention



“When intervention began in the 1st grade, the expected incidence of reading disability of 12%-18% was reduced to 1.6%-6%”

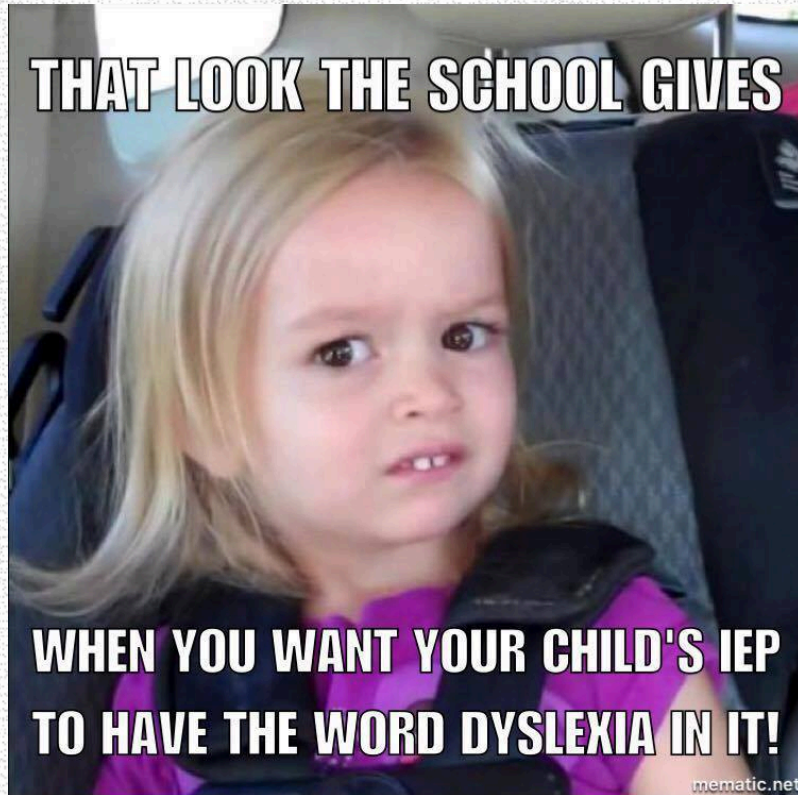
Torgesen

American Academy
of Pediatrics, 2011

"The **BEST** current **approach** to the problem of **reading failure** is to allocate resources for **prevention and early identification**.

The **beneficial** effects of **early identification** and intervention are **apparent in many studies!**

Identification: Who Can “Diagnose” Dyslexia?



IDENTIFY Who Can Diagnose Dyslexia?

p.6 (2)

School
Psychologist

Speech Language
Pathologist

Reading Teacher

Outside Source
(can diagnose)

Good
News!



Identification Terminology is Important

p. 6(2)

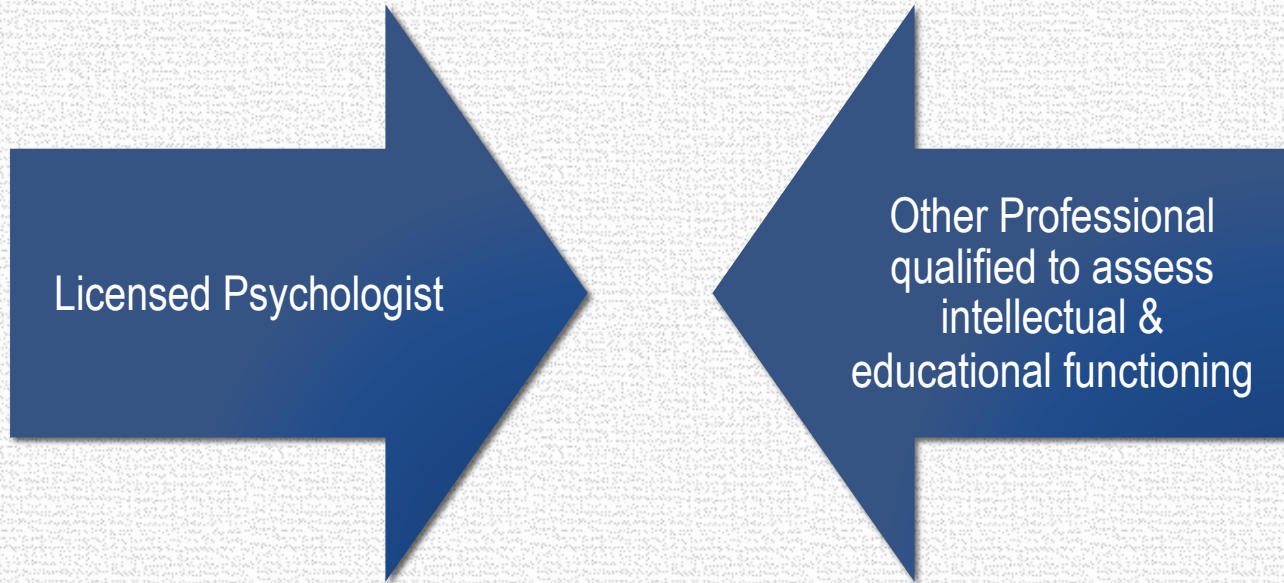
- The qualified person will interpret the results for the IEP team and may identify that certain data is **consistent for someone presenting with**

Dyslexia, Dysgraphia and/or Dyscalculia



Identification: Requirements for Outside Personnel

p. 6(2)



Determination of SLD eligibility rests with the IEP team

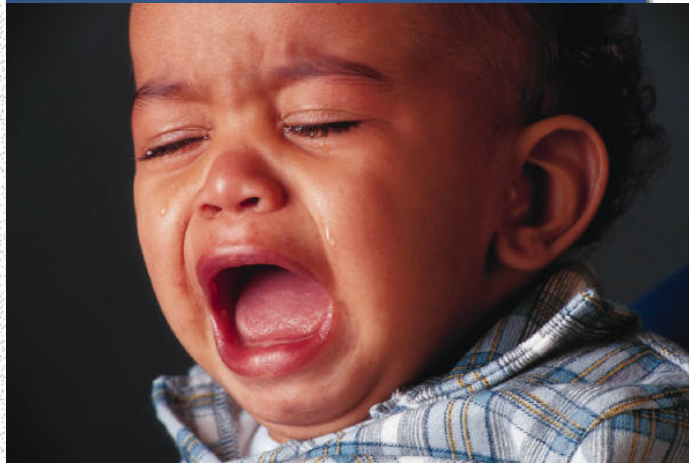


Does identification of dyslexia automatically qualify a student for services?

p. 6(3)

NO

The Bad News



Add Dyslexia to the IEP to Inform Instruction

p. 7(4)

IEP Sections	Purpose
Eligibility Determination for SLD	Documenting how [dyslexia] relates to the eligibility determination can be helpful to planning specially designed instruction to address the academic difficulties in reading, writing and math.
Present Levels of Academic Achievement & Functional Performance (PLAAFP)	Data-based, student specific information describing strengths/needs resulting [from dyslexia] and how it it affects the student's involvement and progress in the gen ed curriculum.
Meeting Notes	Even if a particular condition has not been identified by the IEP team, or by an outside source, discussion of dyslexia, dyscalculia, or dysgraphia may be included in the meeting notes and should reflect parent concerns.

Montgomery County Recommendation

Eligibility Determination

Areas affected by the disability

Present Levels of Academic and Functional Performance

Parental input

Educational impact statement

Meeting Notes

Discussion to support decision on the Instructional and Testing Accommodations pages

Documentation to support decision on the Supplementary Aids and Services pages

Goals

Prior Written Notice

Source: Brenda Brown, Montgomery County Public Schools, based on the MD Technical Assistance Bulletin



Indicators of Difficulty

P. 7(1) INSTRUCTION

Dyslexia

Poor Phonemic Awareness

Difficulty Decoding

Basic Reading Skills

Fluency & Comprehension

Dysgraphia

Physical &/or Language Based Writing Challenges

Stamina w/ writing

Legibility of writing

Spelling

Organization

Dyscalculia

Difficulty w/ basic math calculation

Difficulty w/ word problems

Difficulty with multi-step equations



Dyslexia

p. 7(1)

General Difficulties:

- Phonological Processing
- Alphabetic Principles
- Decoding
- Articulation
- Written Expression
- Spelling

Specific Difficulties

- Word Recall – difficulty finding the right word
- Reading and Math Fact Fluency
- Rhyming
- Differentiating between words that begin with the same sound
- Pronunciation
- Rapid letter naming
- Using non-specific words like “stuff” or “thing”
- Family History of spoken or written language problems



Dyscalculia

p. 8 (1)

Difficulties

Recalling basic math facts

Time management

Poor sense of direction

Understanding graphs or charts

Understanding math concepts such as $>$ or $<$

Identifying math symbols

Making change

Learning to Count



Maryland

Dysgraphia

p. 8(1)

General Problems:

- Spelling
- Handwriting
- Putting thoughts on paper
- Organizing writing on the page
- Body awareness, feedback in hands
- Poor endurance for writing

Specific Difficulties

Writing letters slowly

Wiggling around; not able to get comfortable to write or draw

Spelling the same word differently

Filling paper w/ erasures & cross-outs

Using vague words or repeating same words in sentences

Misusing or omitting punctuation



How do I know if dyslexia, dysgraphia and/or dyscalculia **requires specially designed instruction**?

p. 8(2)

Does Response to Intervention prevent a parent from asking for a full assessment?

NO

All Students →

Students not achieving **“adequately”** may require more intensive, specially designed instruction (an IEP).

Frequent, ongoing, consistent progress monitoring to ensure students are responding **adequately** to the instruction provided

Classroom Instruction: An “integrated tiered system of supports” that uses evidence-based practices & interventions matched to identified areas of need”

Determining Specially Designed Instruction

p. 9(2) *Not a complete list of skills & assessments

Conditions	Assessment & Observation
Dyslexia	Phonemic Awareness Phonics Decoding Rapid Automatized Naming and Rapid Automatized Spelling – assesses letter naming and letter sound associations in K & Grade 1
Dyscalculia	Ability to recognize numbers and symbols Connect numbers to real life situations Identify and sort patterns
Dysgraphia	Memory retrieval of letters and sounds Pen/Pencil grip Handwriting posture Visual spacing



Andrew F. & Instruction

“The educational program must be appropriately ambitious in light of **his circumstances**” and that “every child should have the chance to meet **challenging objectives**. The IDEA demands more. It requires an educational program reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.

CHIEF JUSTICE JOHN G. ROBERTS
ANDREW F., COURT OPINION, SCOTUS

Also see: **Improving Outcomes for Students with Disabilities
CURRICULUM, INSTRUCTION, AND ASSESSMENT
Maryland State Department of Education, Technical Assistance Bulletin**



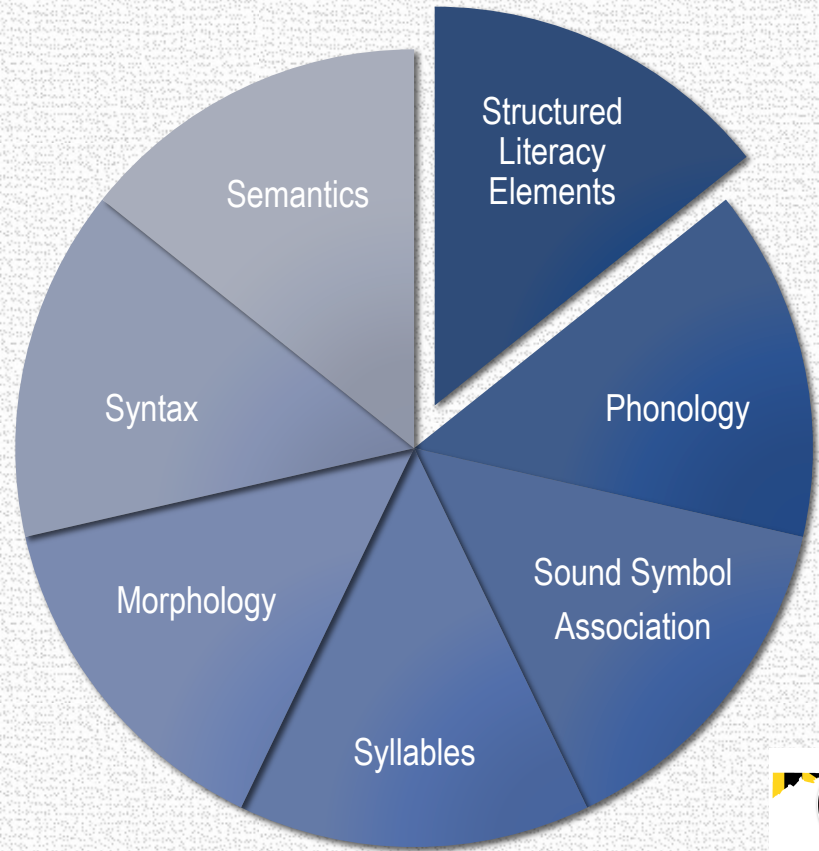
Structured Literacy Instruction

p. 9(3)

Must be **individualized** to the student's needs and be able to **accelerate** the rate of learning to close gaps.

Must be:
explicit, systematic,
cumulative and diagnostic.

Other important factors are intensity & fidelity of instruction.



Structured Literacy Elements & Principles Work Together

p. 10

Elements

- Phonology
- Sound-Symbol Association
- Syllable Instruction
- Morphology
- Syntax
- Semantics

Principles

- **Able to accelerate learning**
- **Explicit**
- **Systematic**
- **Cumulative**
- **Diagnostic**
- **Intensity of Instruction**
- **Fidelity of Instruction**
- **Individualization**



Evidence-Based Interventions & Accommodations

Dysgraphia



Handwriting instruction that is explicit & targets foundational skills such as letter formation, automaticity and fluency

Typing

Speech to text input

Shortened responses

Alternative methods of output

Multi-sensory techniques and modeling

Dyscalculia



Avoid reliance on language

Avoid reliance on auditory memory

Chunking Information

Focus on key elements

Build strong connections between prior and new knowledge



Educate & Empower: Step 1



Advocate & Change Practice: Step 2

BEST PRACTICES

1. Screening
2. Evidence Based Foundational Instruction
3. Evidence Based Interventions for Dyslexia
4. PD



Understand the Law

Understand the TAB

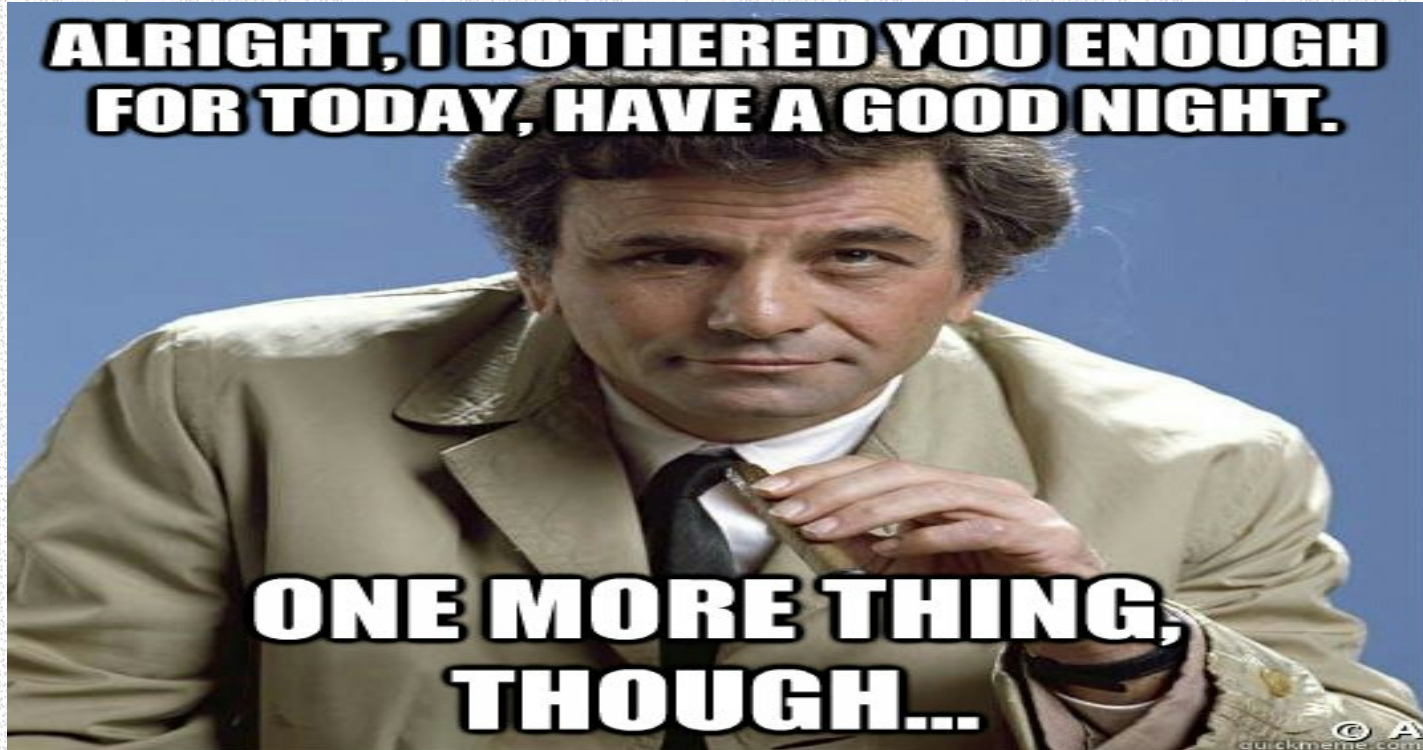
Support Your Student

Advocate in the Community

Install Best Practices



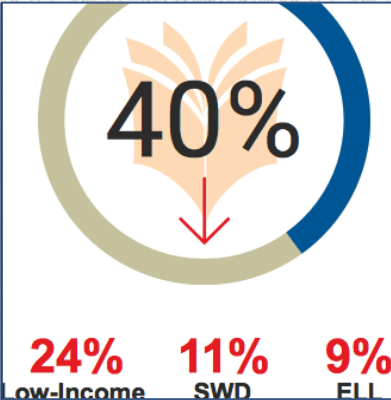
**ALRIGHT, I BOTHERED YOU ENOUGH
FOR TODAY, HAVE A GOOD NIGHT.**



**ONE MORE THING,
THOUGH...**



Create a Collaborative Environment



Facts & Experiences



Partnerships & Coalitions



Persist



Solutions



FOCUS ON DYSLEXIA

Charles County's Response to Dyslexia Task Force
Recommendations

Special Education Advisories
CACSE
Partners for Success
Parents Place

"Decoding Dyslexia MD is invited
to participate in a committee to
review Phonics programs for
grades K – 3.

Seven companies sent their
programs for review and we
would appreciate your
input." BCPS

School Districts
Local Boards of Education
State Board of Education
Legislators
MSDE



Board of Education Presentations

- 3 minute block per person, sign up required
- Local rules in effect
- Go as a group or as individuals
- Talk about Facts, Experiences
- Ask for Solutions, follow up
- Wear Red
- Bring your Student



Examples on DDMD You Tube Channel



Does the school/
district use a
systematic framework
to provide extra help
to students?

What reading
curriculum does the
school use and what
foundational reading
elements are included
and how are they
taught?

What structured
literacy approaches or
programs does the
district use for
students identified
with SLD/dyslexia?

Is there district-wide
training on the
Dyslexia TAB? If yes
can you describe the
training?



How to Use the TAB to Change Your School District

- **Presentations & Meetings (see You Tube)**
 - Superintendent
 - General Education Staff
 - Supervisor for Instruction
 - Special Education Directors/Supervisors
 - State Legislative Delegation
 - Board of County Commissioners and/or Council
- **School Board Presentations**
 - 5-6 people provide 3 minute presentations, including students
 - Individual Meetings w/ Board Members
- **Dyslexia Workgroup or Coalition**
 - SECAC
 - Partnership w/ general education, special education, parents, and educators
- **Join Your Local DDMD Chapter – FREE!**
- **Membership Organizations**
 - Join the International Dyslexia Association Chapter (DCIDA)
 - Attend the annual conference
 - Join the PTA & help establish a Special Education PTA or explore acting as the [special education PTA liaison in your district.](#)
- **Workshops on Dyslexia & the TAB**
 - DDMD St. Mary's Meetings
 - Parent's Place of Maryland
 - **SECACs**: request a presentation from the district to the SECAC on dyslexia



About Decoding Dyslexia MD

1. Anne Arundel
2. Baltimore City
3. Baltimore County
4. Carroll
5. Cecil
6. Charles
7. Eastern Shore Region
8. Frederick
9. Harford
10. Howard
11. Montgomery
12. Prince Georges
13. **St. Mary's and Calvert: Mary Ann Tomasic & Arnika Eskeland**
14. Western Maryland Region
15. DDMD Educators FB Group



Thank You!

Decoding Dyslexia MD

DecodingDyslexiaMD@gmail.com

Presentation is posted online at

www.DecodingDyslexiaMD.org

