

Dyslexia Awareness Month

LCUSD: Response to the Dyslexia Bill
and California Department of
Education Guidelines

International Dyslexia Website:

Success Stories

Having dyslexia makes reading, and sometimes other skills, more difficult to acquire, but having dyslexia is not necessarily a barrier to success. In fact, many individuals with dyslexia have not only been successful, they have changed the world. Research has shown that wiring in the brains of people with dyslexia is different, and many believe that this different wiring of the brain causes people with dyslexia to see problems in different ways that can support innovation and success. Whether or not you consider dyslexia a gift, clearly dyslexia is no barrier to success. Here are just a few examples of men and women with dyslexia who have found success in their lives.

What is California AB 1369 - Dyslexia Bill?

CA AB 1369 has two primary components:

- Phonological processing was added to the list of psychological processes that may result in a Specific Learning Disability, which is 1 of 13 Special Education eligibility categories
- The California Department of Education was directed to develop guidelines for educators and parents regarding the identification, assessment and instructional planning for students with dyslexia
- The guidelines are exemplary in nature (CDE, 2017) and do not explicitly require anything of school districts

However, in keeping with best practice, LCUSD complies with:

- California Education Code Section 56335(a) educational services for students with dyslexia as follows: “ **‘educational services’** means an evidence-based, multisensory, direct, explicit, structured, and sequential approach to instructing pupils who have dyslexia.
- The Dyslexia Guidelines
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

IDEA and DSM-V Alignment

- The DSM-IV previously classified **dyslexia** and **specific learning disorder** as separate diagnoses.
- In 2013, the DSM-V housed dyslexia under one diagnosis: **Specific Learning Disorder** with added specifiers (e.g., specific learning disorder with impaired reading)
- According to the *California Department of Education*, **dyslexia** is not recognized as its own disability category, but a condition recognized under the disability category of ***Specific Learning Disability*** (ED Code 56337).

LCUSD Procedures

Classroom Early Intervention

Student Study Team

Assessment to Determine Eligibility for Services

IEPs and 504s

Professional Development

Classroom Assessments

- At each elementary site, in kindergarten through 3rd-grade, teachers use Fountas and Pinnell Benchmark Assessments
- These assessments are given at the beginning of the year, the end of the year, and are used for ongoing progress monitoring
- These tests cover accuracy, fluency, rate, and comprehension using leveled fiction and nonfiction mini books
- This is a one on one assessment completed with the teacher and results in a reading level of A to Z.
- Struggling readers are assigned to **Reading Intervention**

Reading Intervention

All of our elementary schools have Reading Intervention programs for the younger students as a level of Response to Intervention (RTI).

Reading Intervention is offered one hour per day, four days per week. The groups are small - anywhere from 8 to 15 students. The sessions last 6-8 weeks. Students can have additional sessions as needed.

Our reading intervention teachers use Fountas and Pinnel, *Leveled Literacy Intervention* (LLI) This is a research based program which contains *Phonics, Spelling, and Word Study Systems*

The reading intervention teachers also use RAZ Kids, as well as our other online programs, to support struggling readers.

Student Study Teams (SST)

Students in Reading Intervention who continue to have difficulty are referred to the Student Study Team (SST)

The SST is made up of teachers, parents and administration. The team meets to discuss strategies, determine needed accommodations and to monitor progress. Students are monitored by our online program Beyond SST

Students who continue to struggle are referred to the Special Education team for a multidisciplinary assessment.

Assessment to Determine Eligibility for Services

- After receiving parent permission, the psychologist, as part of a multidisciplinary team will conduct comprehensive assessments of students suspected of reading disorders and dyslexia.
- School psychologists are knowledgeable about screening tools and assessment methods in all 13 SPED eligibility categories. They have unique training in understanding and diagnosing disorders related to reading
- Assessments will determine if the student has a learning disability that would require an Individual Educational Plan or a Section 504 Plan.

Reference: (<https://casponline.org/pdfs/position-papers/Frequently%20Asked%20Questions%20Dyslexia.pdf>) (California Association of School Psychologists)

Are All Students with Dyslexia Eligible for Special Education Services?

No, not all students with dyslexia will meet the educational criteria of a student with a Specific Learning Disability and therefore, not all students with dyslexia will be eligible for special education.

A pupil who is assessed as being dyslexic and meets eligibility specified in Section 56337 and subdivision (j) of Section 3030 of Title 5 of the California Code of Regulations for the federal Individuals with Disabilities Education Act (20 U.S. C. Sec. 1400 and following) category of specific learning disabilities is entitled to special education and related services.

A 504 Plan

- Some students with dyslexia may be eligible for a 504 plan
- A student with dyslexia who is able to participate adequately within the general education curriculum when provided with appropriate accommodations (e.g. more time on tests, books on tape and other types of assistive technology) would likely be served by a 504 Plan.

Many students with dyslexia may require assistance in one or more of the following areas: reading, spelling, written language, and math

Students who qualify for services under IDEA may receive the following:

Specialized Academic Instruction and related services

Accommodations

Assistive Technology

Accommodations

Accommodations are supports and services provided to help a student access the general education curriculum and validly demonstrate learning.

Accommodations are specific to the student's needs.

Typical accommodations include:

- *Check-in during assignments to ensure comprehension
- *Extended time for tests and homework
- *Frequent breaks from academic work as needed
- *Additional help with organization, time management, and project completion.
- *Books and textbooks available in audio format as needed and as available.
- *Allowing student to use an electronic spell checker in class as needed.
- *Modified Spelling List and deductions not taken for spelling when spelling is not the objective.
- *Use of the Chromebook for assignments and writing as needed.
- *Allowing text to speech and speech to text as needed.

Assistive Technology

- Assistive Technology is anything that can help a person with a disability work around his/her challenges so they can learn, improve and function better in life.
- We provide both high and low tech -technology

Low tech: reading rulers, handwriting tools, highlighters

High tech:

Audio-Books (Reading Ally) a computerized voice narrates without text.

Bookshare (students hear a digital or electronic voice while they see the text at the same time)

E-Text and Text-to-Speech (TTS):

Kindle with a voice application

Speech to text

Spell checkers

Word prediction

Google Extensions (Grammarly, Read and Write, Co-Writer Univ, Snap & Read, Ginger, Speak it)

Professional Development

- School Psychologist were In-Serviced in August of 2016 by Dr. Janiece Turnbull, is a neuropsychologist who specializes in dyslexia assessments. She presented on “Dyslexia: Cognitive Components and Intervention”. Our LCUSD multidisciplinary teams use many of the recommended assessments
- The Virginia Department of Education Dyslexia Awareness Module: Teachers can earn a Certificate of Completion. Several of our teachers from PCY have completed the training. As the year goes on we will encourage other teachers to take the training as well.

School psychologists provided In-services at their school sites on Dyslexia

Additional Resources

Special Education section of the District Website: Parent Resources, Dyslexia FAQ, School Psychologist Website

Understood: Dyslexia Success Stories

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/dyslexia-success-stories>

International Dyslexia

<https://dyslexiada.org/success-stories-2/>

Fountas and Pinnell

<http://www.fountasandpinnell.com/>

http://www.fountasandpinnell.com/shared/resources/FP_PWS_Research_Phonics-Lessons-The-Research-Base.pdf

California Education Code

<https://www.cde.ca.gov/sp/se/>

Virginia Dyslexia Training Modules http://www.doe.virginia.gov/special_ed/disabilities/learning_disability/dyslexia.shtml

Dyslexia: What Every Educator Needs to Know: O. Esquivel L. Geuvjehizian (PCR 2017)

https://docs.google.com/presentation/d/187ZRxAjkQTe3XJ35v-sxALec3LAV_kLdseE4MXD3gKY/edit?ts=5bbcf54#slide=id.p