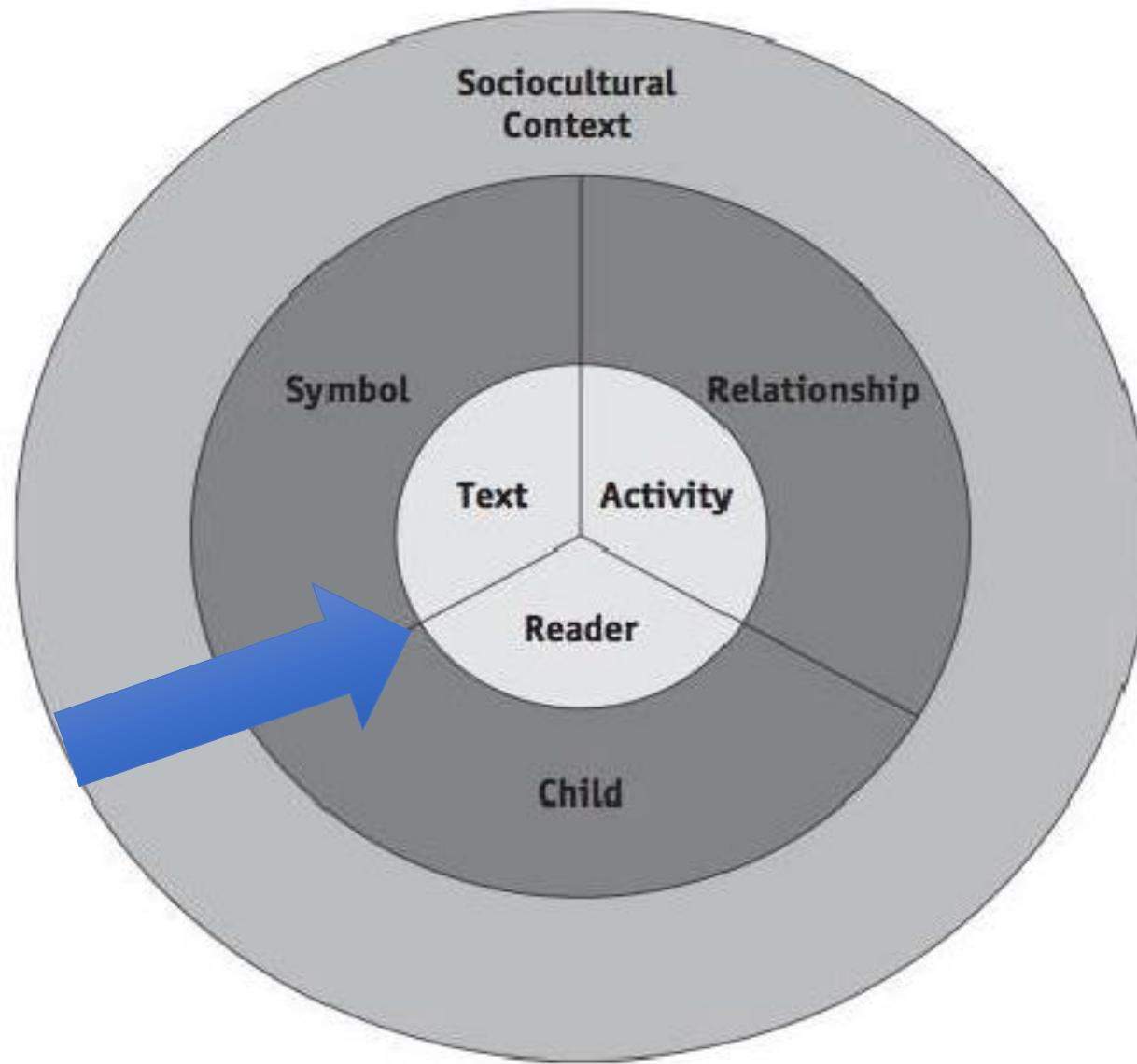


Foundational Reading Skill Development and Dyslexia: Serving All Students



Literacy is understanding, evaluating, using, and **engaging** with written texts to **participate in society**, to achieve one's goals, and to develop one's knowledge and potential.

**Organization for Economic Cooperation
and Development, 2016**



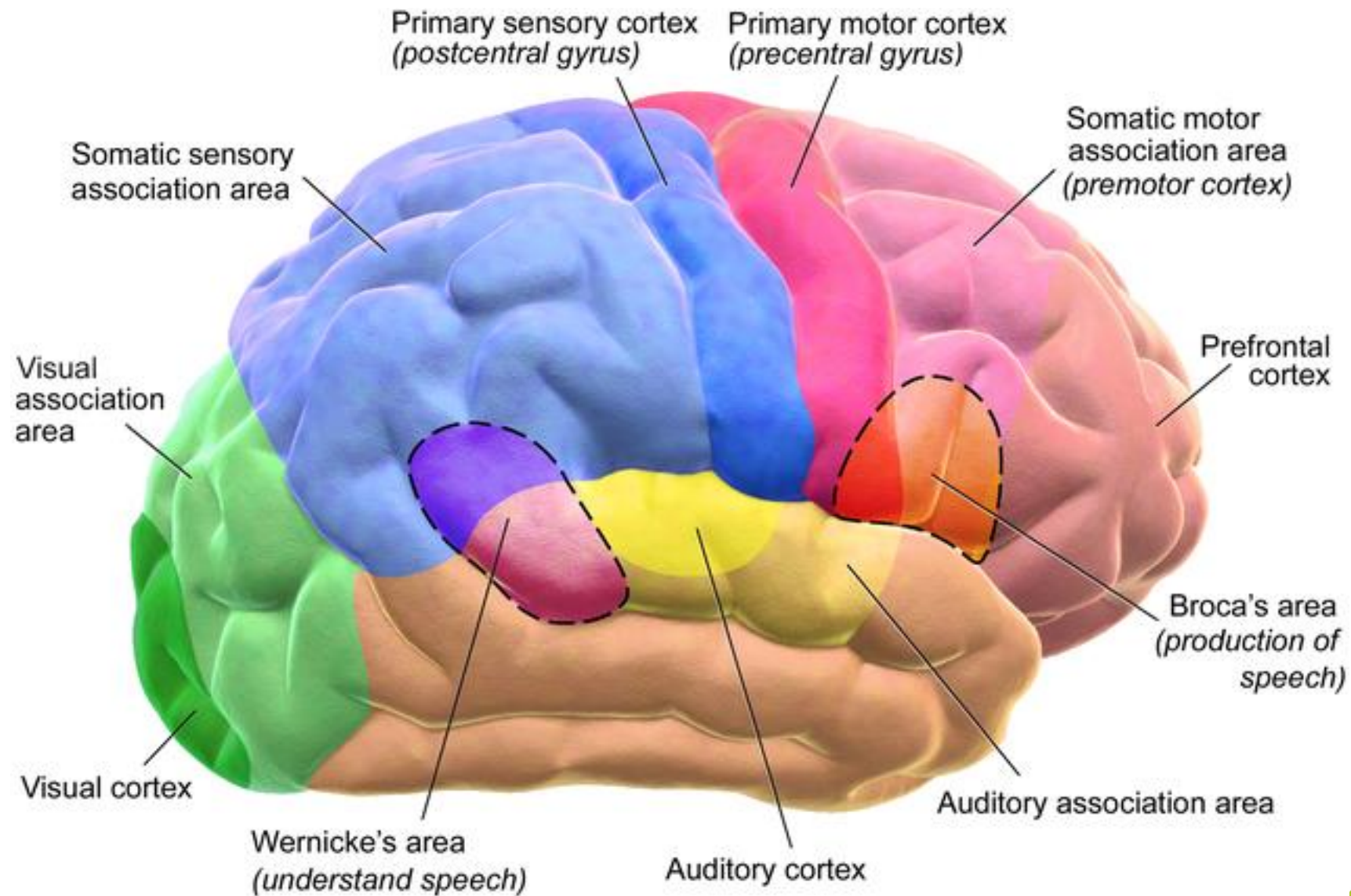
Senate Bill 48

As of May 2019, Governor Kemp signed [Senate Bill 48](#) into law. SB 48 (The Dyslexia Bill) provides for identification of and support for students in Kindergarten through 3rd Grade with characteristics of dyslexia.



“Dyslexia ...”

- Can be diagnosed prior to conventional reading
- Does not go away
- Is a continuum
- Affects phonological processing (e.g., matching sounds to letters)
- Can affect comprehension (e.g., meaning making)
- Can be detected early via a neurobiological exam
 - Auditory attention shifting
 - Auditory processing
 - Auditory meaning making
 - Language development delays



Dyslexia Defined

The screenshot shows the Georgia Department of Education (GaDOE) website. At the top left is the GaDOE logo with the text "Georgia Department of Education". To the right is a search bar and social media icons for RSS and Pinterest. Below the logo is a navigation menu with items: "Offices & Divisions", "Programs & Initiatives", "Data & Reporting", "Learning & Curriculum", "State Board & Policy", "Finance & Operations", and "Contact". Below the menu is a breadcrumb trail: "Home → Teaching and Learning → Special Education Services and Supports → Dyslexia". The main content area has a left sidebar with two sections: "Rules, Manuals & Forms" containing links for "Special Education Rules", "Implementation Manual", "Frequently Asked Questions", and "Sample Forms"; and "Eligibility Categories" containing links for "Autism", "Deafblind", "Deaf/Hard of Hearing (D/HH)", "Emotional & Behavioral Disorder", "Intellectual Disabilities", "Orthopedic Impairment", and "Other Health Impairment". The main content area features the heading "Dyslexia" in orange, followed by a definition: "The definition of dyslexia adopted by the International Dyslexia Association (IDA) states: 'Dyslexia is a specific learning disability that is neurological 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 consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.'" Below the definition is a section titled "Online Resources:" with a bulleted list: "The International Dyslexia Association", "The Yale Center for Dyslexia & Creativity", and "OSEP Dyslexia Guidance Letter".

Georgia Law

“Learning Disabilities”

[160-5-1-.34 GEORGIA SPECIAL NEEDS SCHOLARSHIP PROGRAM](#)

delineates which students are qualified to participate in the program

[160-4-7-.14 PERSONNEL, FACILITIES AND CASELOADS](#)

Special Education rule: Occurs as it regards class sizes and caseloads when serving students with specific learning disabilities

[160-5-1-.08 CLASS SIZE](#)

Regards class sizes when serving students with specific learning disabilities

[160-4-7-.21 DEFINITIONS](#)

Special education rule: The term occurs in the definition of a “child with a disability”

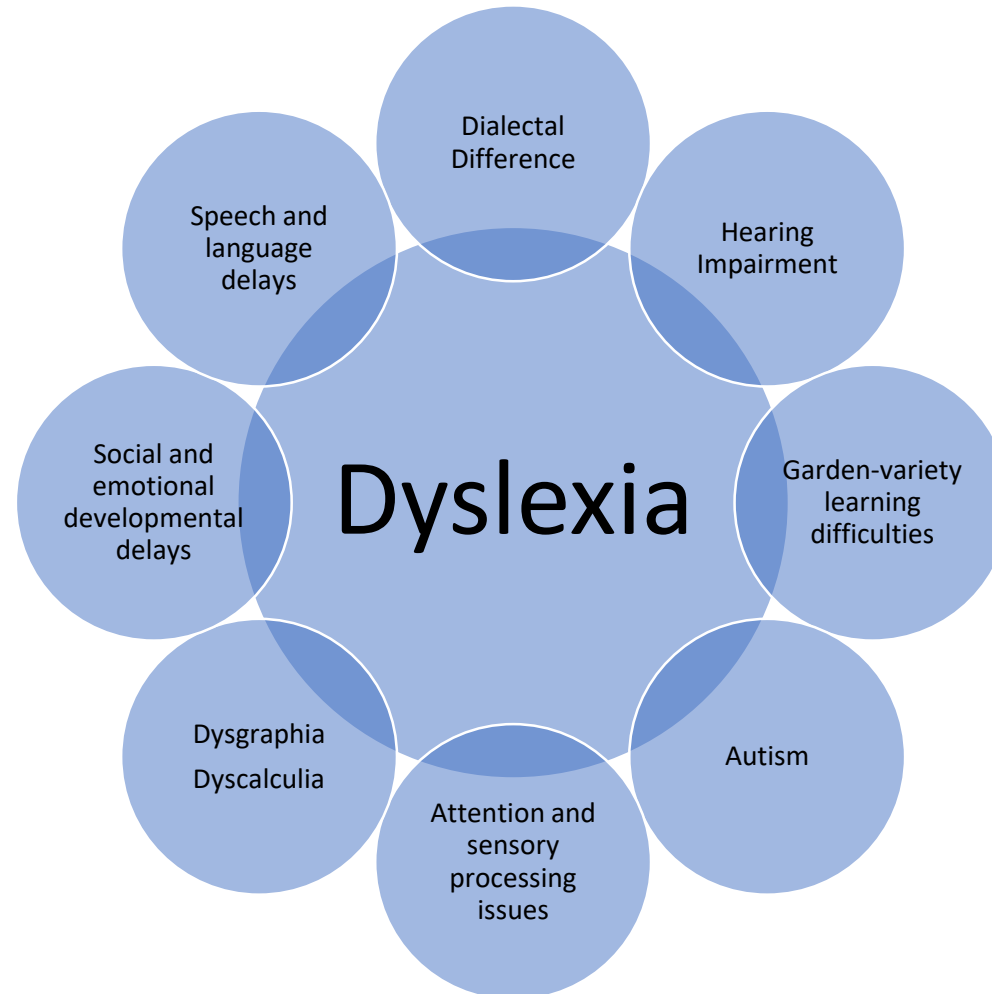
Georgia Law

Rule [160-4-7-.05 ELIGIBILITY DETERMINATION AND CATEGORIES OF ELIGIBILITY](#)

“Definition

(1) Specific learning disability is defined as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing or motor disabilities, intellectual disabilities, emotional or behavioral disorders, environmental, cultural or economic disadvantage. [34 C.F.R. §300.8(c)(10)]”

“Dyslexia can look like and co-present with...”



Prevention First

Georgia Tiered System of Supports

Tier I: Primary Level of Prevention

- Instruction/Core Curriculum
 - The focus of the primary level of prevention is on all students.

Tier II: Secondary Level of Prevention

- Intervention
 - The focus of the secondary level of prevention is on students identified through screening as underperforming or at risk for poor learning/behavior outcomes or those who are need of acceleration/enrichment.

Tier III: Tertiary Level of Prevention

- Intensive Intervention
 - The focus of the tertiary level of prevention is on students who have not responded to primary or secondary level prevention. The instruction is evidence-based intensive instruction and is continuously adjusted and individualized to address the needs of each student.

Tier 1

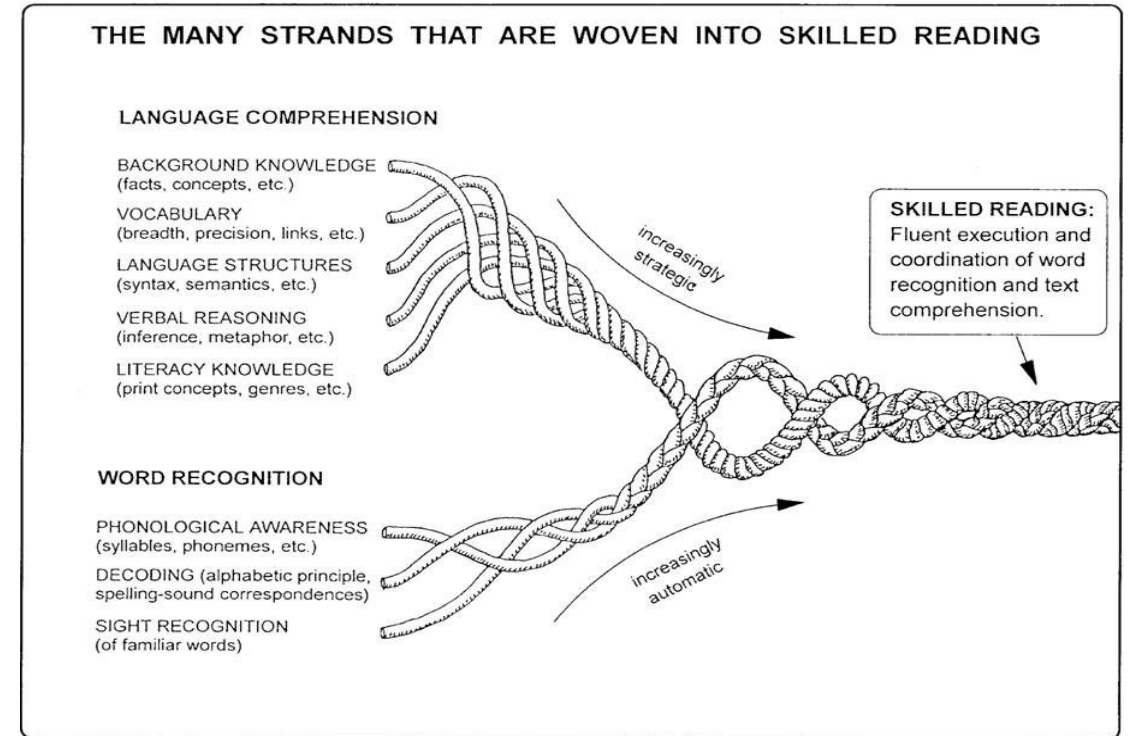
Standards and Instruction

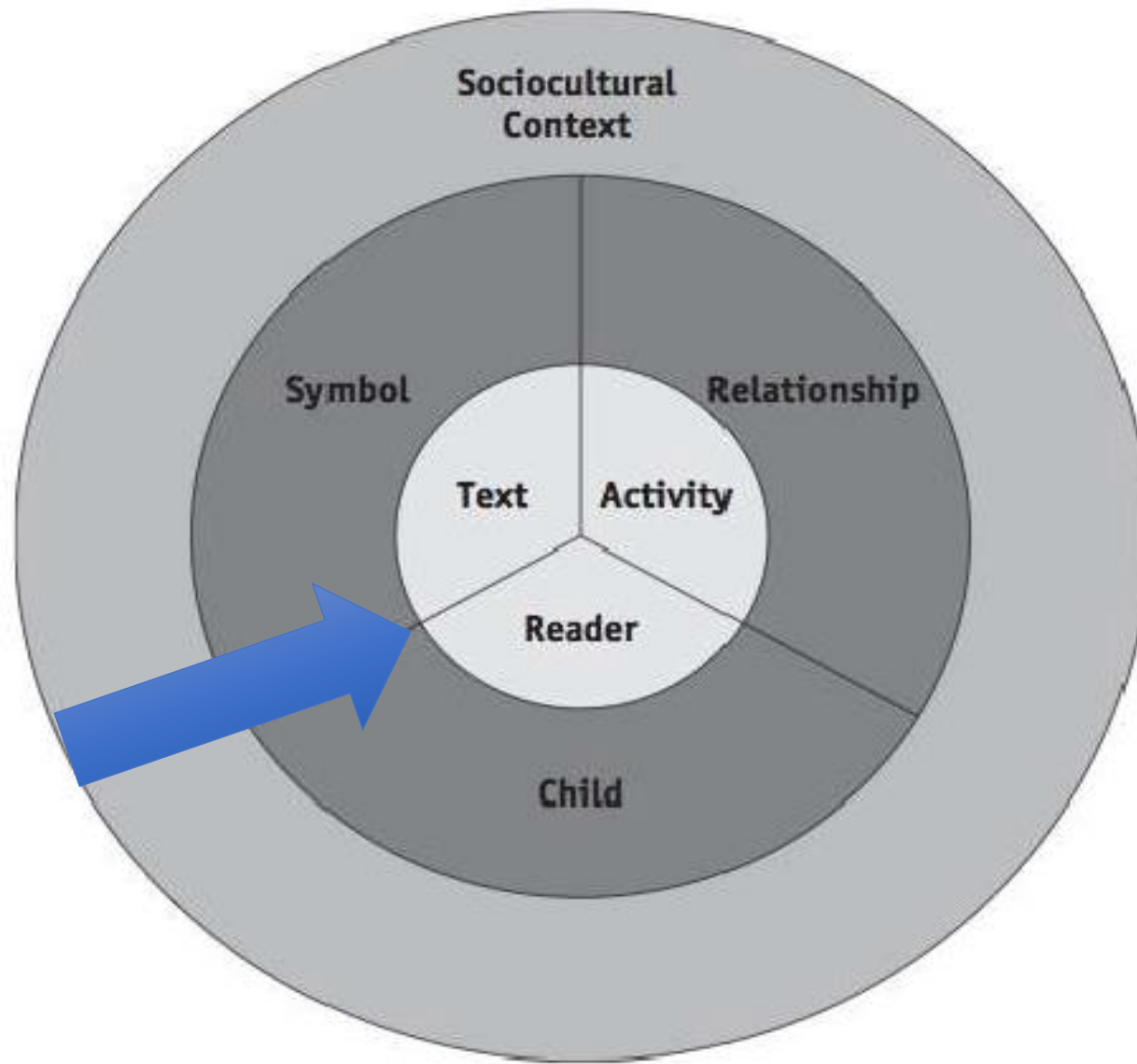
Speech and Language	Literacy
<p>Aural and oral development</p> <ul style="list-style-type: none"> • Temporal processing • Articulation • Voice issues <p>Dialect</p> <ul style="list-style-type: none"> • Explicit code-switching <p>Syntax and Morphology</p> <ul style="list-style-type: none"> • Prefix/suffixes/roots • Sentence structures <p>Semantics</p> <ul style="list-style-type: none"> • Meanings as they relate to context <p>Pragmatics</p> <ul style="list-style-type: none"> • What’s “appropriate” 	<p>Phonology</p> <ul style="list-style-type: none"> • Rhyming • Segmenting sounds (e.g., syllables, onset-rime) • Blending sounds • Deletion of sounds <p>Phonics</p> <ul style="list-style-type: none"> • Letter-sound relationships <p>Concept and background knowledge development</p> <ul style="list-style-type: none"> • Semantic instruction (e.g., agent-object; cause-effect, sequence) • Vocabulary • Concepts of print; familiarity <p>Communication</p> <ul style="list-style-type: none"> • Social and emotional development

EFFECTIVE READING INSTRUCTION

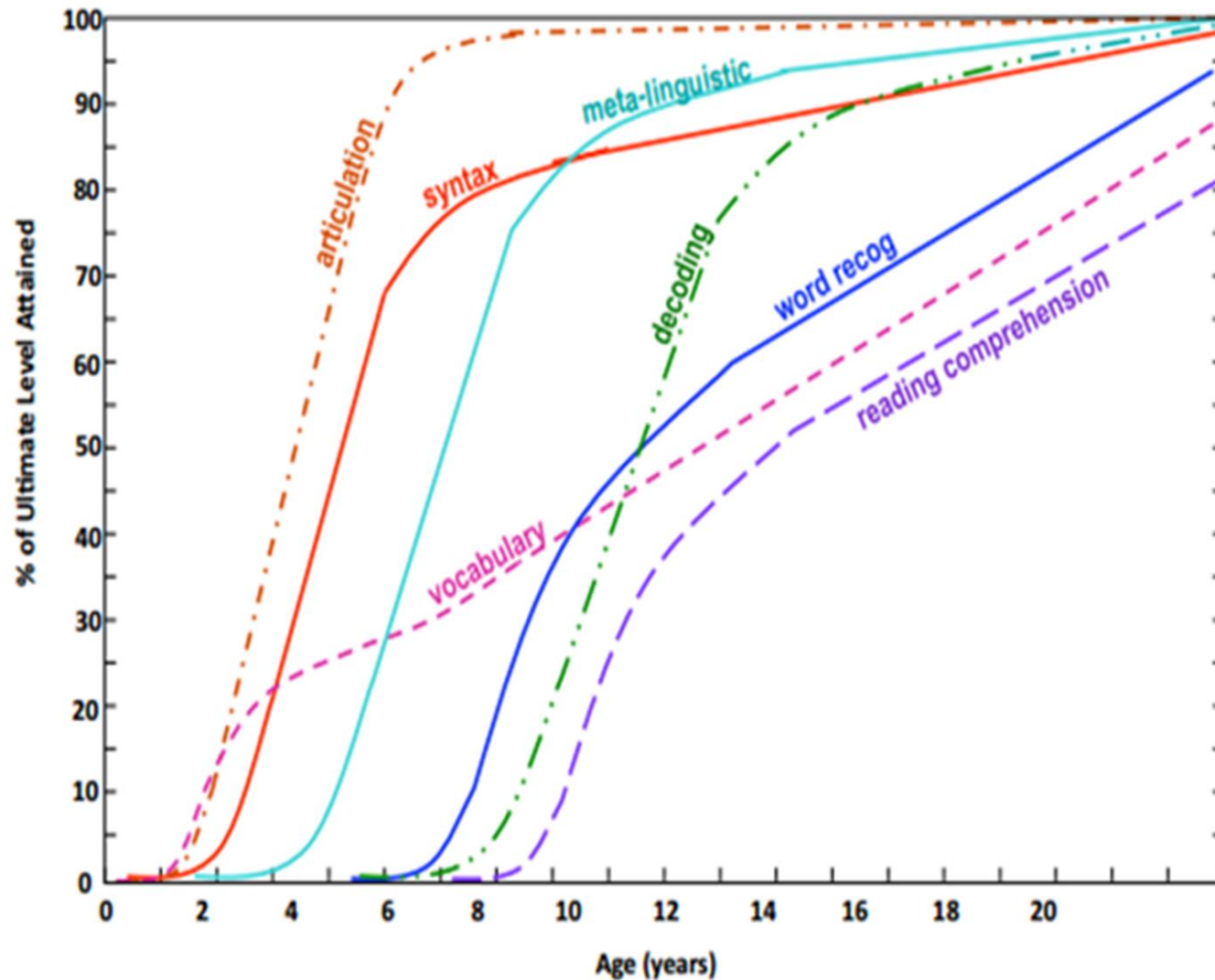
Instructional design of high-quality programs should include:

- explicit and systematic strategies for instruction
- consistent instructional routines
- opportunities for practice with appropriate student support materials
- cumulative review
- alignment to the Georgia Standards of Excellence for English Language Arts
- integration of the components of reading rather than isolation each skill





Growth Trajectories for Language and Literacy Skills Hollis Scarborough (Roughly Estimated)

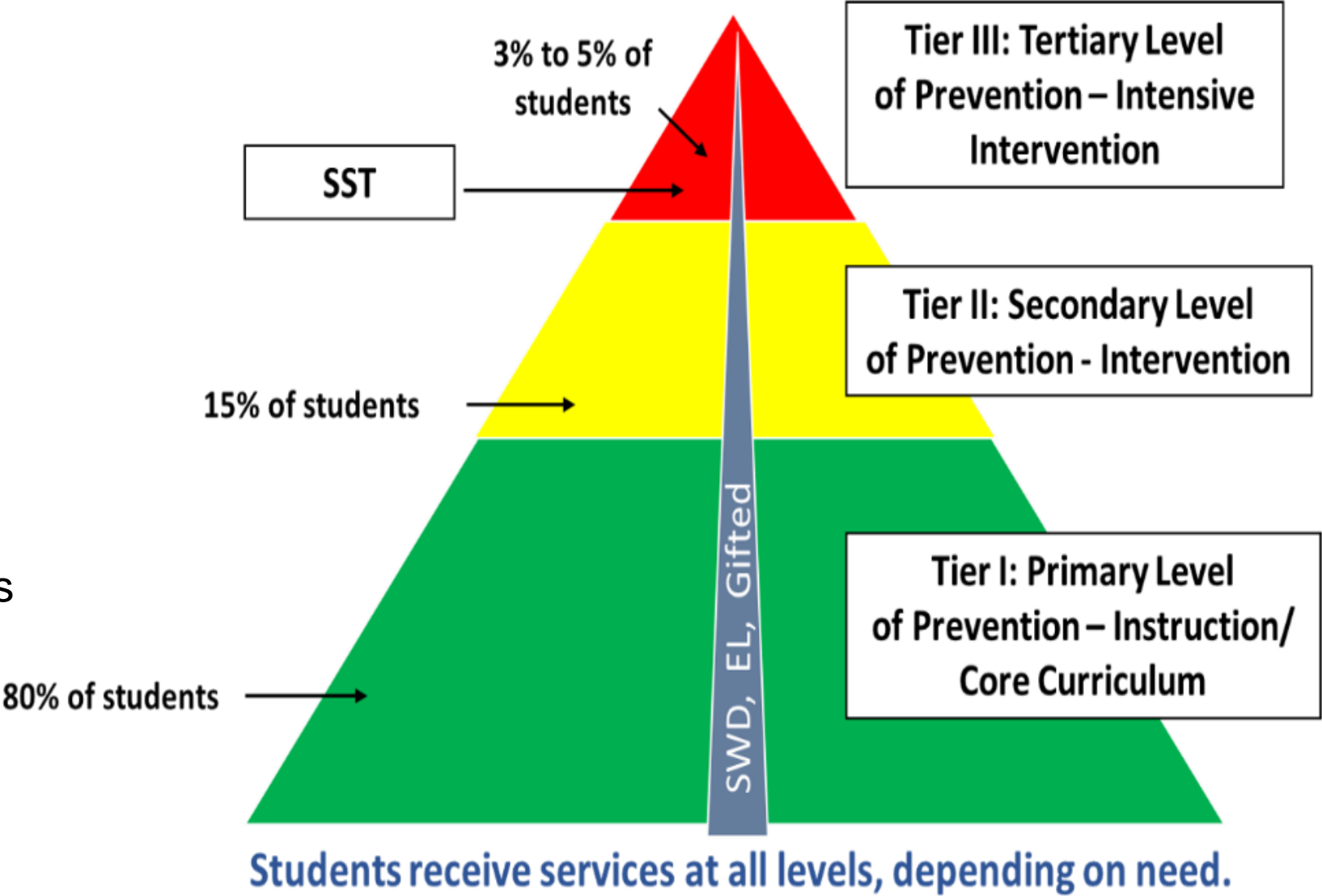


Credit:
Paris, S. G.
(2005).
Reinterpreting
the
Development of
Reading Skills.
*Reading
Research
Quarterly*, 40(2),
184-202.



Georgia's MTSS Pyramid

Tiered Systems of Supports is to ensure that the screening process will inform quality classroom instruction, necessary interventions, and intensive interventions for individual students.



Tier 1 to Tier 2

“Look Fors”

Early Literacy Challenges:

- difficulty with rhyming
- difficulty identifying the beginning, middle, and ending sounds in words
- difficulty identifying upper and lower case letters
- difficulty reading and writing own name

Writing Challenges:

- poor spelling
- difficulty copying with accuracy
- difficulty with correct use of capitalization and punctuation
- difficulty with legible handwriting and spacing

Reading Challenges:

- difficulty learning the sounds that correspond with letters
- difficulty sounding out (decoding) words
- difficulty differentiating between letters or words that look similar
- difficulty reading accurately (may leave out parts of words or add sounds)
- difficulty with reading fluency
- difficulty maintaining place while reading
- difficulty with comprehension of text

Common Characteristics of Dyslexia

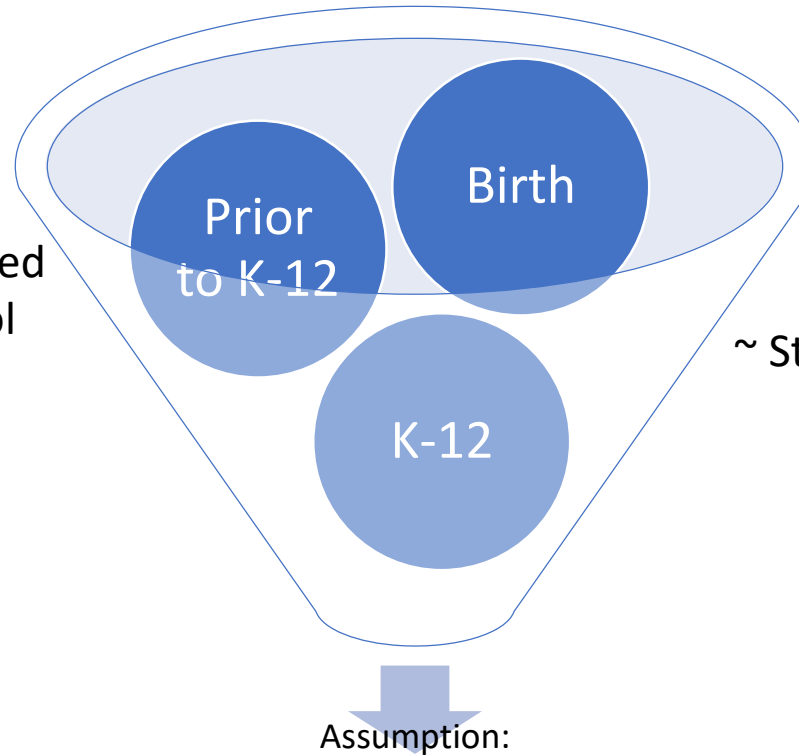
Age Group	Potential Difficulties
Grades K – 1	<ul style="list-style-type: none">• Reading errors exhibit no connection to the sounds of the letters on the page (e.g., will say “puppy” instead of the written word “dog” on an illustrated page with a dog shown)• Does not understand that words come apart• Complains about how hard reading is, or disengages when it is time to read• A familial history of reading problems• Cannot sound out simple words like cat, map, nap• Does not associate letters with sounds, such as the letter b with /b/.
Grades 2+	<ul style="list-style-type: none">• Very slow to acquire reading skills; reading is slow and awkward• Trouble reading unfamiliar words, often making wild guesses because the student cannot sound out the word• Doesn't seem to have a strategy for reading new words• Avoids reading out loud• Confuses words that sound alike, such as saying “tornado” for “volcano,” substituting “location” for “ocean”• Mispronunciation of long, unfamiliar, or complicated words• Avoidance of reading; gaps in vocabulary as a result

Taken from The Yale Center for Dyslexia and Creativity, Signs of Dyslexia <http://dyslexia.yale.edu/dyslexia/signs-of-dyslexia/>

“Catching” Dyslexia

18,833 children served annually in Preschool SpEd (ages 3-5)

(~ 6,278 per age)



Assumption:

5-10% of General Population have Dyslexia
(Annual Population Estimation = about 13,000)

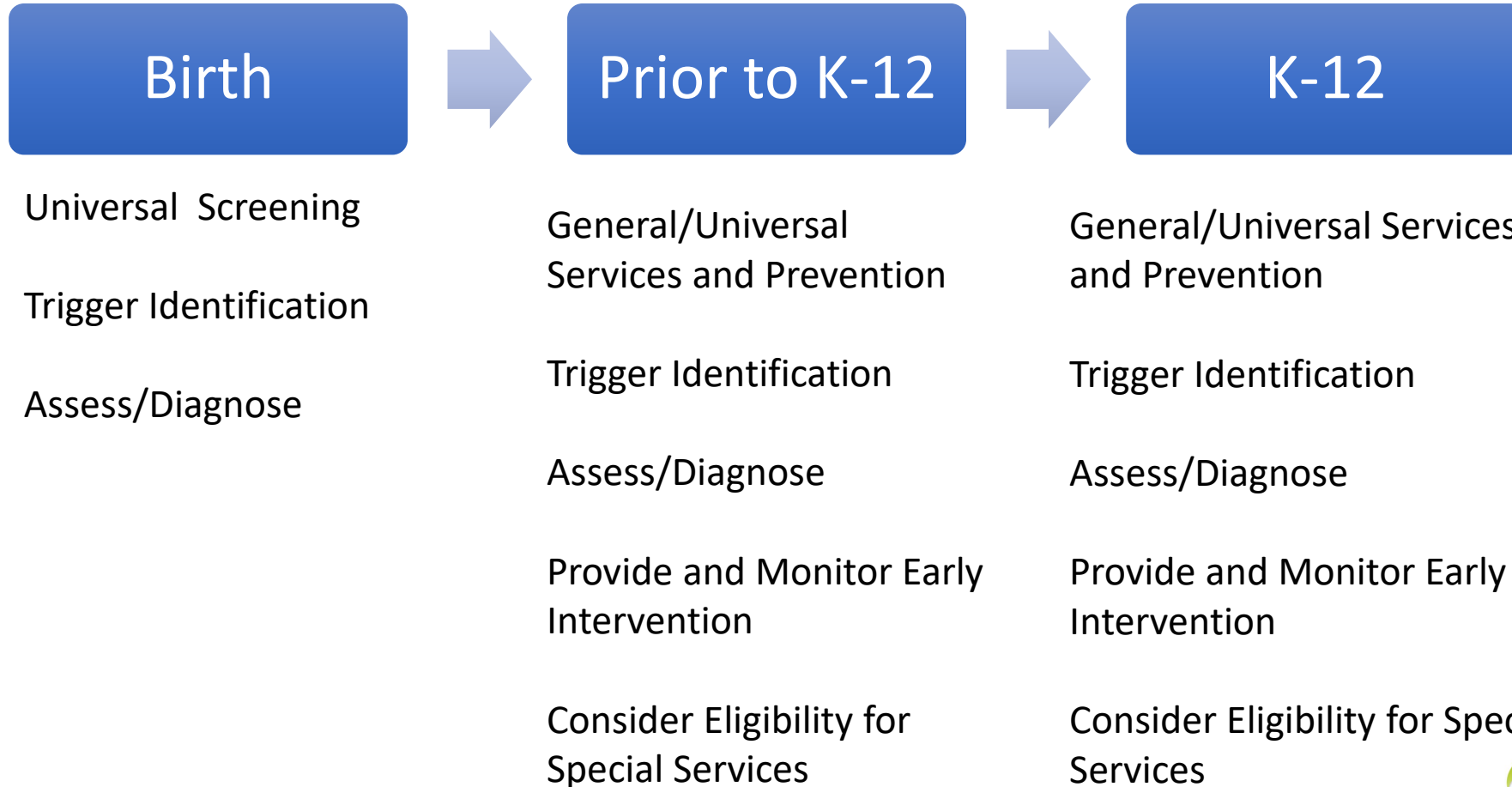
([National Institutes of Health](#))

~130,000 Births
Annually in Georgia
([Centers for Disease Control](#))

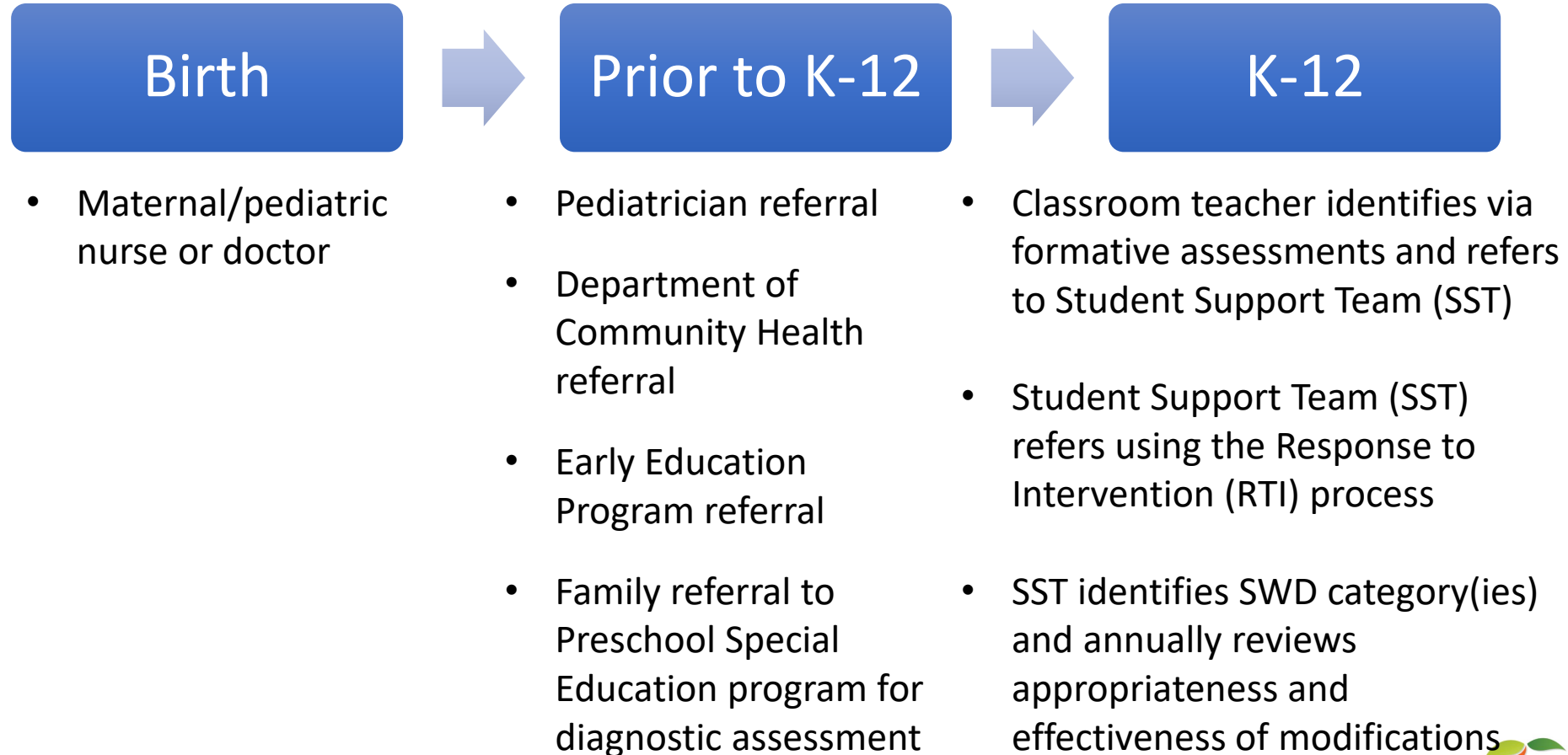
~ Students served:
186,099 in EIP ('18)
(~ 31,000 per grade K-5)

Special Education SLD and
SLI = 98,114 ('18)
(~7500 per grade 1-12+)

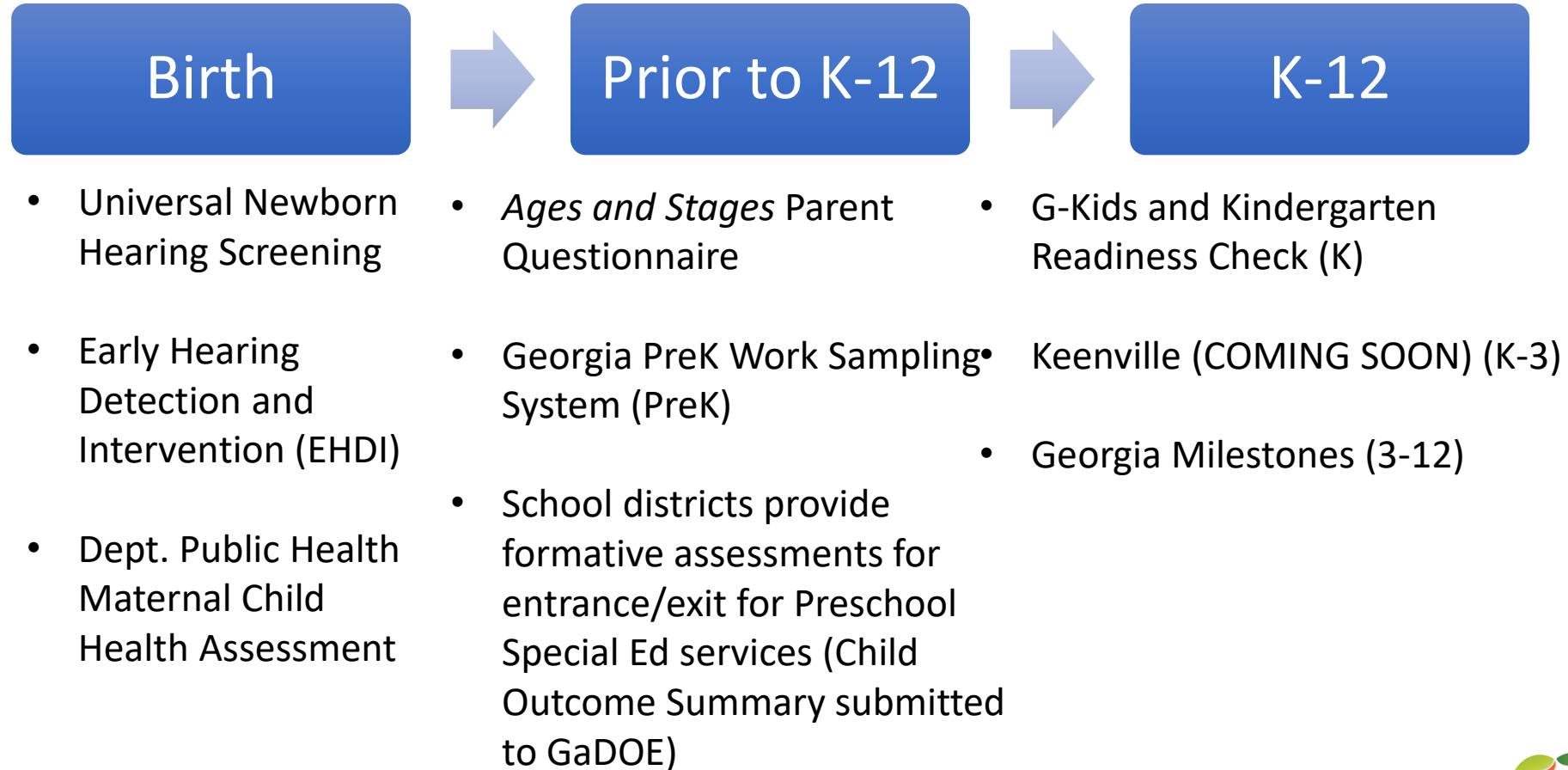
System for Serving Students with Dyslexia



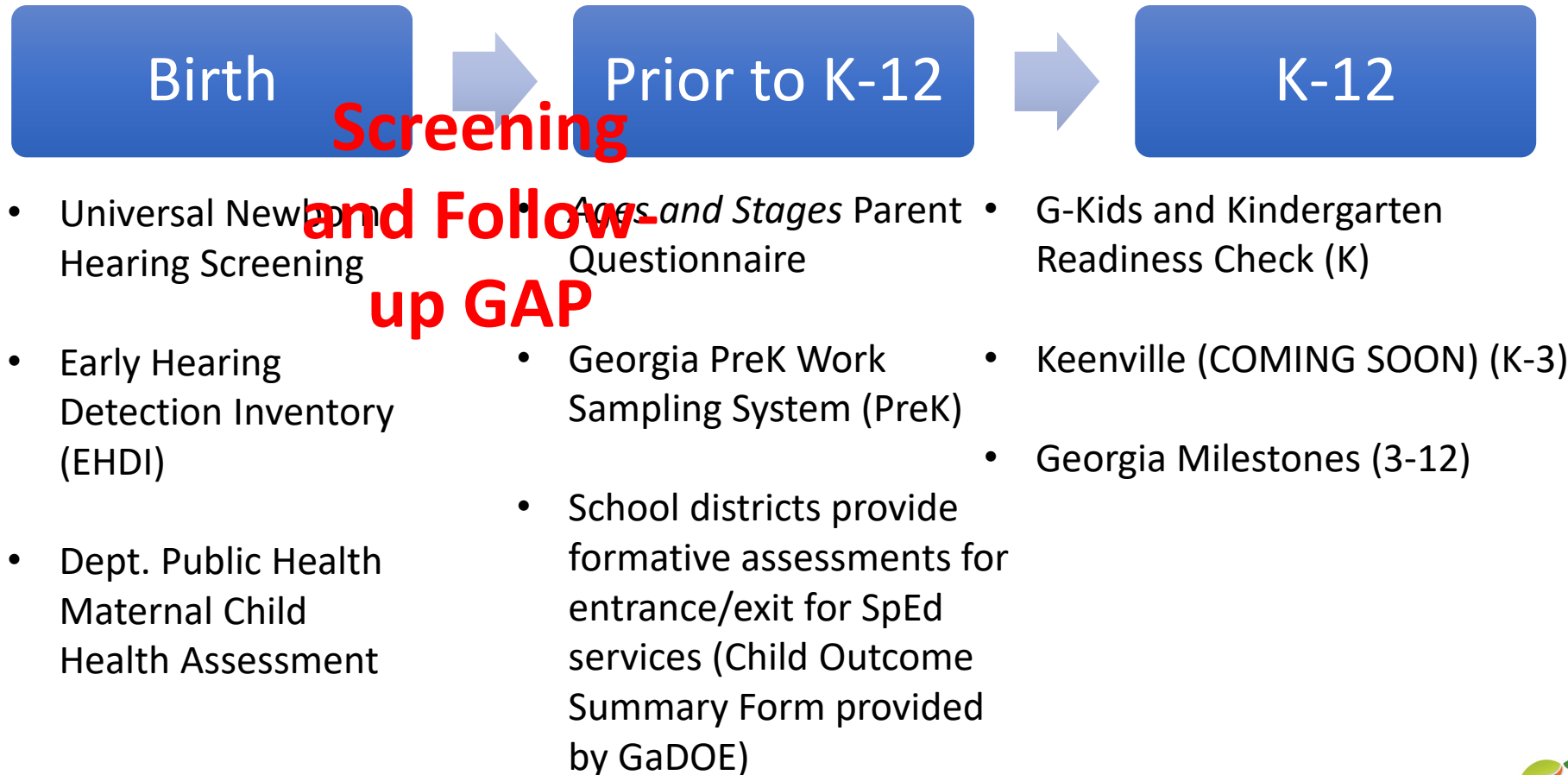
WHO would trigger identification?



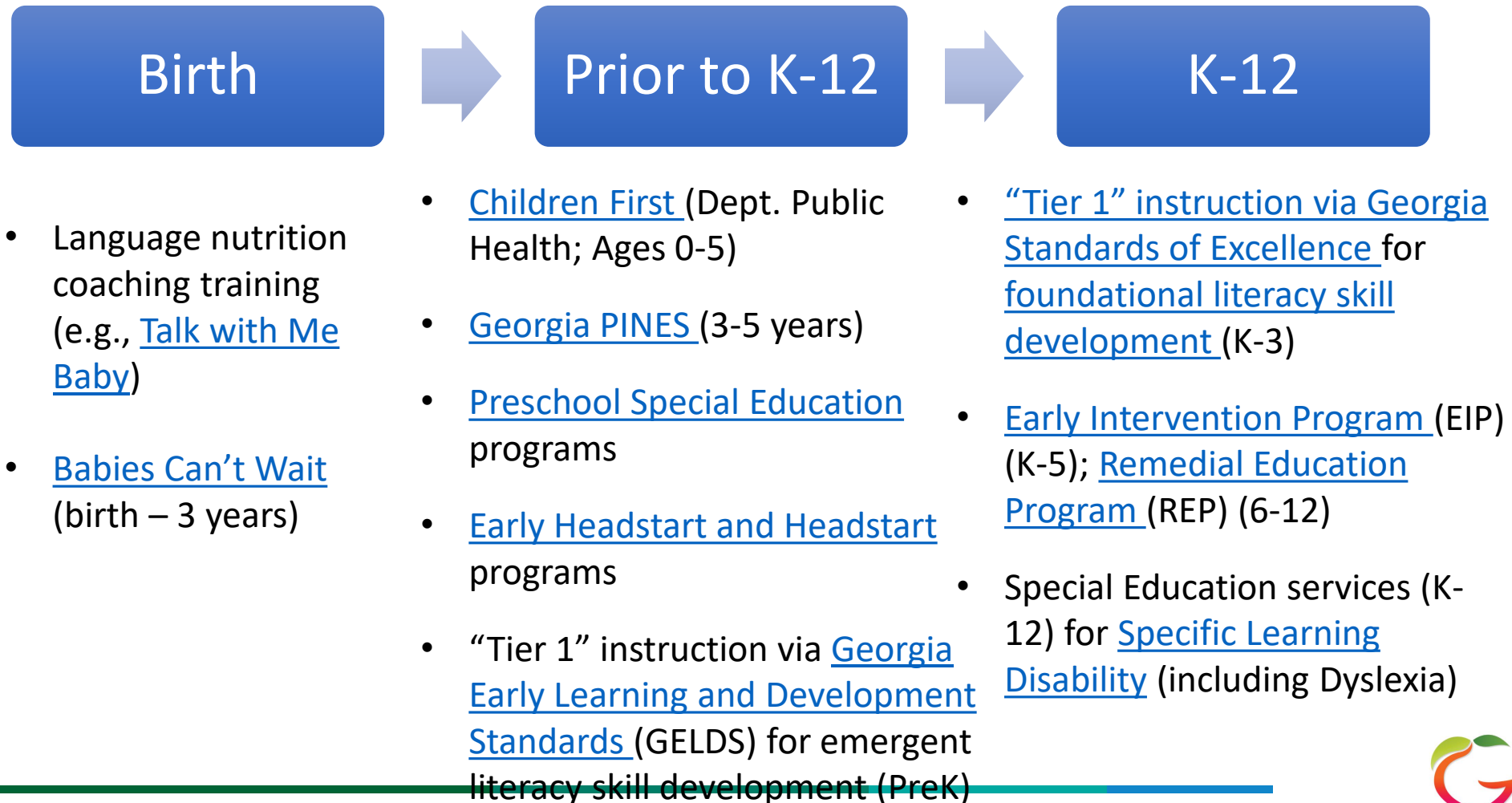
HOW? Formative and Diagnostic Assessments



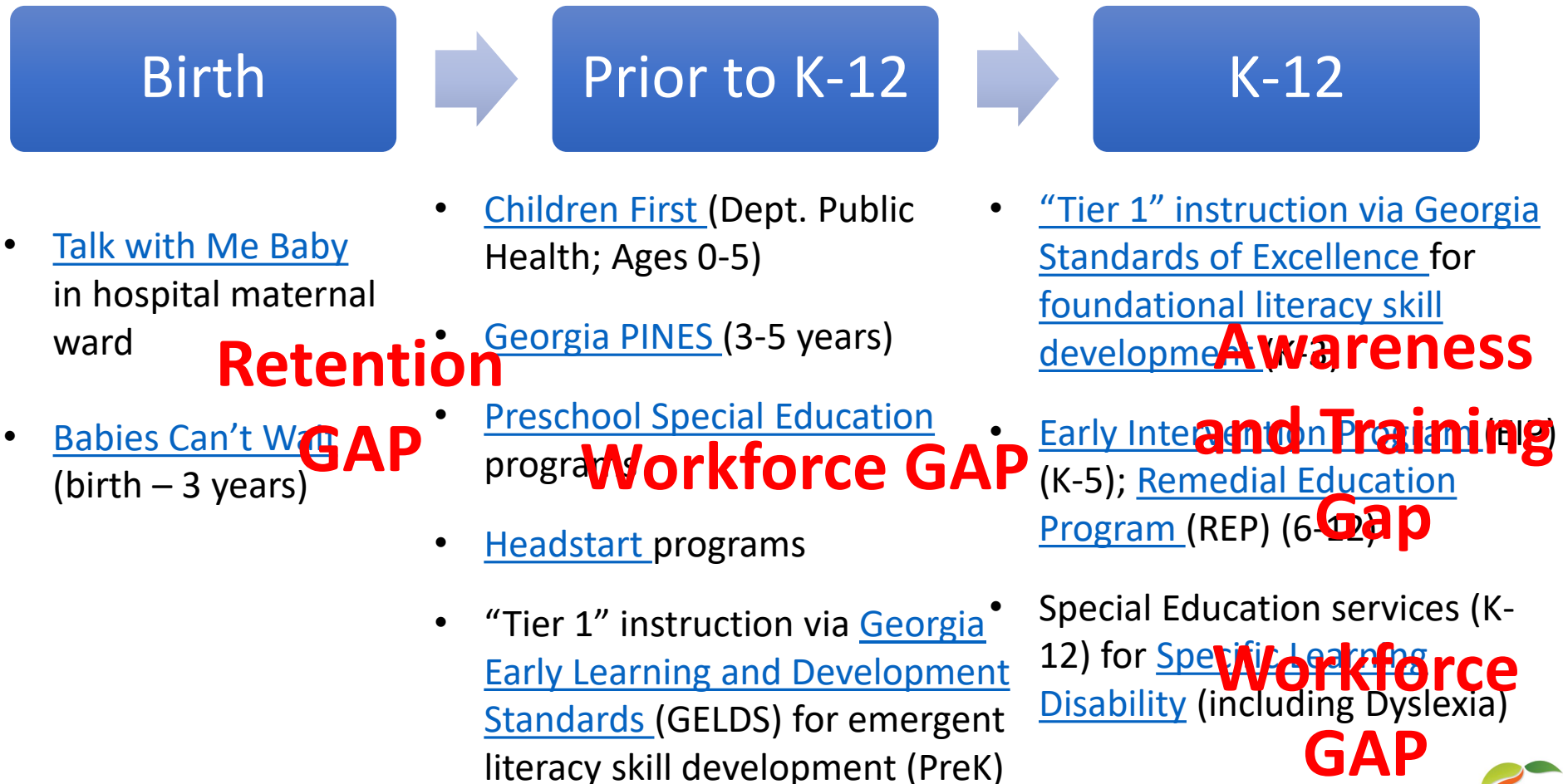
HOW? Formative and Diagnostic Assessments



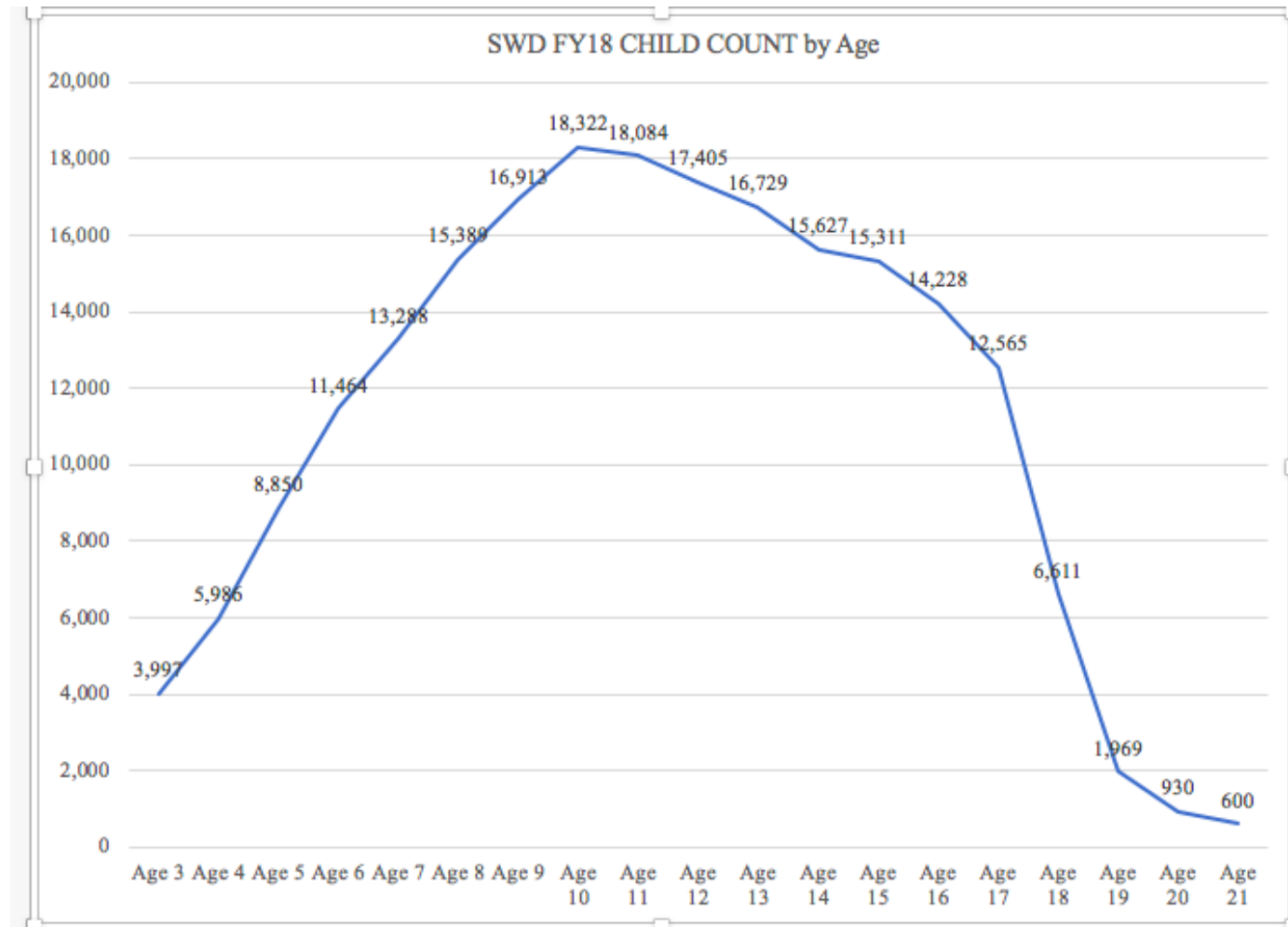
State-wide Intervention Programs



State-wide Intervention Programs



Identification Patterns for Special Education



ESSENTIAL COMPONENTS OF AN EFFECTIVE SCREENER FOR READING DIFFICULTIES

1. Phonological and phonemic awareness
2. Sound-symbol recognition
3. Alphabet knowledge
4. Decoding skills
5. Rapid naming
6. Encoding skills

A screener alone cannot identify dyslexia. The use of a screener can indicate that further individualized assessment is needed.

EVALUATION

When a student is having difficulties with reading and spelling as discovered in the MTSS and universal screening processes, an evaluation for dyslexia should be conducted.

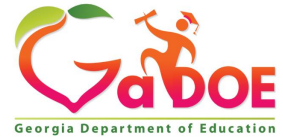
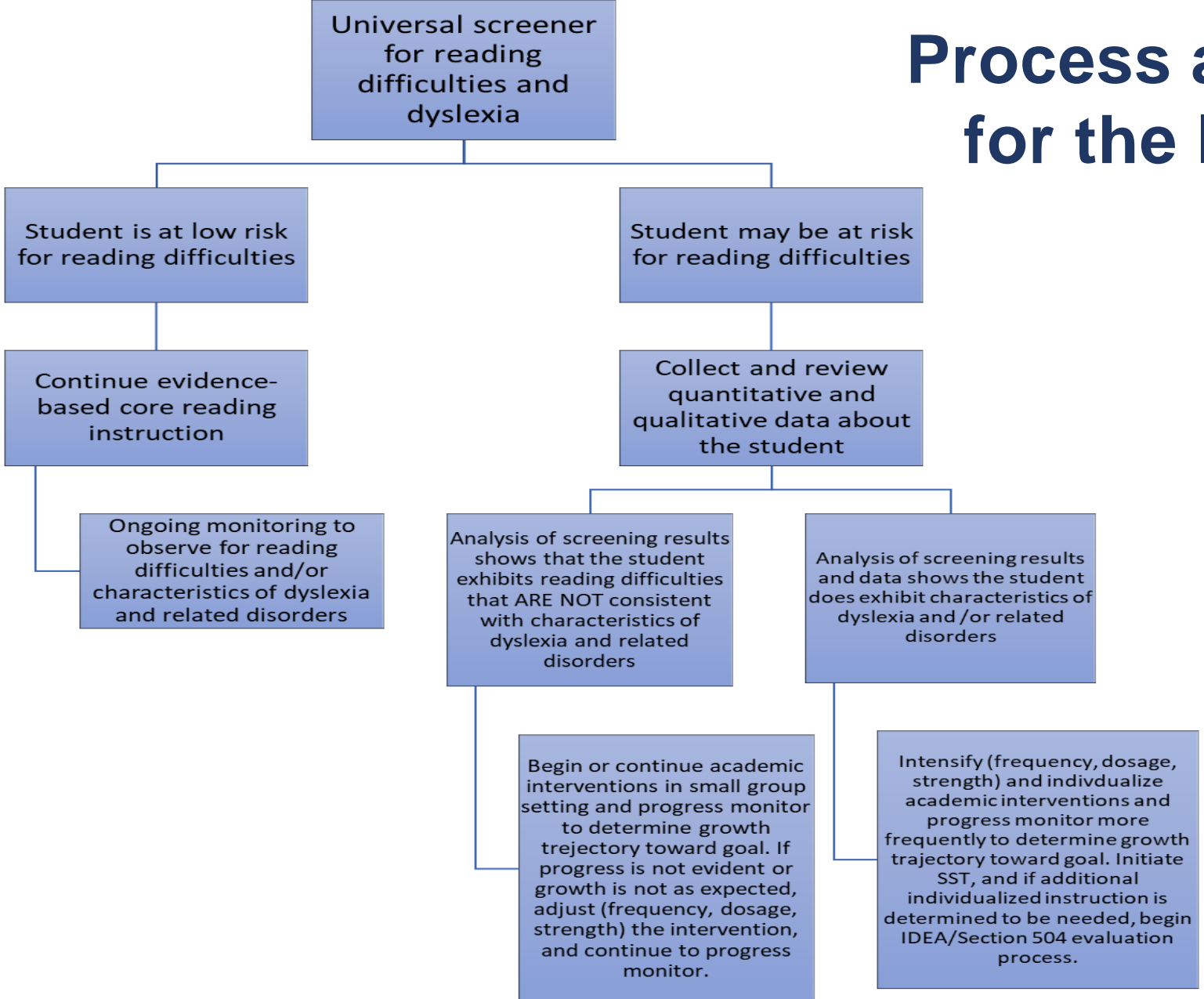
An evaluation should contain 3 key components:

1. Identification: An effective evaluation identifies the likely source of the problem. It rules out other common causes of reading difficulties and determines if the student profile of strengths and weaknesses fit the definition of dyslexia.

2. Intervention Planning: An effective evaluation develops a focused remedial program. Students who have a specific learning disability in reading (dyslexia) need a specialized approach to reading instruction to make progress. It is crucial that this specialized instruction begin at the student's current level of reading skill development, rather than at the student's grade level. An effective evaluation helps parents and teachers see which specific skills are weak and where reading and spelling instruction should begin.

3. Documentation: An effective evaluation documents the history of a student's learning disability. One purpose of this documentation is to determine eligibility for special services, including special education. Documentation is also important for obtaining accommodations on college entrance exams (ACT, SAT), in college, or in the workplace.

Process and Procedures for the Identification of Dyslexia



Delivery of Dyslexia Instruction

Once a school identifies that a student shows characteristic of dyslexia, it is important to provide aligned interventions that include **all** of the following principles:

- **Explicit** – explains skills, directly teaches, and models what is expected
- **Systematic and cumulative** – introduces concepts in a definite, logical sequence; orders concepts from simple to more complex
- **Multi-sensory** – links listening, speaking, reading, and writing together; involves movement and “hands-on” learning (visual, auditory, kinesthetic, tactile).
- **Language-based** – addresses all levels of language, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), and sentence formation (syntax)
- **Aligned to individual student need** – addresses the skill deficit(s) identified through targeted assessments

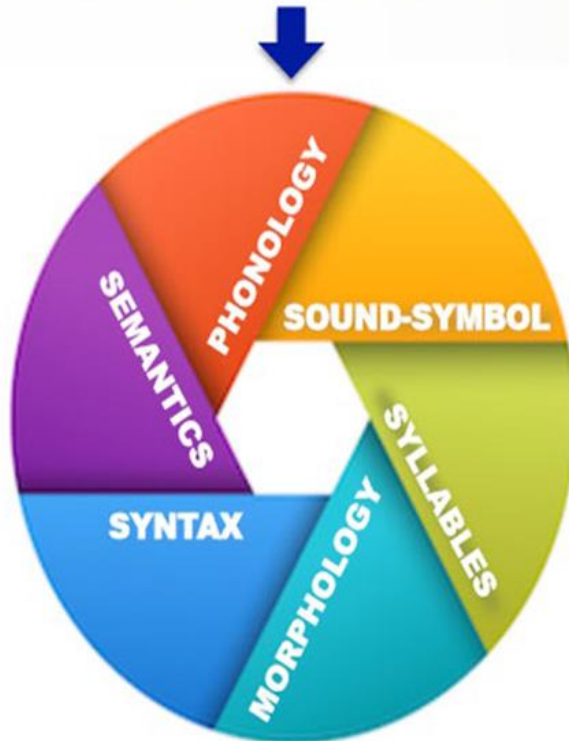
STRUCTURED LITERACY

Structured Literacy (SL) is a promising approach for educators interested in more effective ways to teach students with dyslexia. It is characterized by providing systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse.

Elements of Structured Literacy

STRUCTURED LITERACY PRIMER

Structured Literacy's
ELEMENTS work together.



Structured Literacy's
Evidence-Based Elements

Phonology (study of sound structure of spoken words) is a key element of Structured Literacy Instruction. **Phonemic awareness** (ability to distinguish / segment / blend / manipulate sounds relevant to reading/spelling) is central to phonology.

Sound-Symbol Association Once students develop phoneme awareness, they must learn the **alphabetic principle**—how to map phonemes to letters (**graphemes**) and vice versa.

Syllables Knowing the six syllable / vowel grapheme types helps readers associate vowel spellings with vowel sounds. Syllable division rules help readers divide / decode unfamiliar words.

Morphology A **morpheme** is the smallest unit of meaning in language. Studying base elements and affixes helps readers decode and unlock the meanings of complex words.

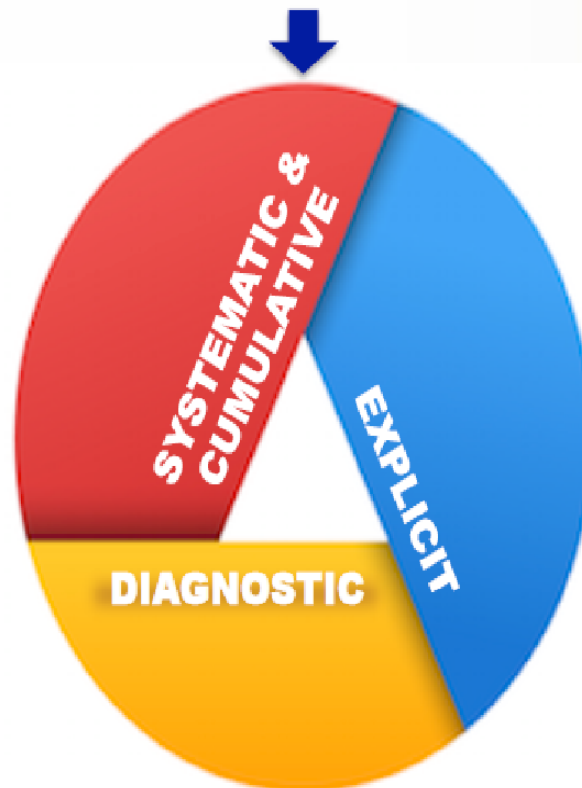
Syntax—the set of principles that dictate the sequence and function of words in a sentence—includes grammar, sentence structure, and the mechanics of language.

Semantics Semantics is concerned with meaning. The Structured Literacy curriculum (from the start) includes instruction in the comprehension and appreciation of written language.

Principles of Structured Literacy

STRUCTURED LITERACY PRIMER

These **PRINCIPLES** guide how Structured Literacy's elements are taught.



Structured Literacy's Evidence-Based Teaching Principles

Systematic & Cumulative

Structured Literacy teaching is systematic and cumulative. **Systematic** means that organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult.

Cumulative means each step is based on concepts previously learned.

Explicit Structured Literacy instruction requires direct teaching of concepts with continuous student-teacher interaction and does not assume students deduce concepts. (While **multisensory teaching** lacks the extensive research that validates Structured Literacy's other teaching principles, decades of clinical results support efficacy of simultaneous association of auditory, visual, kinesthetic-motor modalities for enhancing memory and learning in students with dyslexia.)

Diagnostic Teachers must be adept at individualizing instruction (even within groups) based on careful and continuous assessment, both informal (e.g., observation) and formal (e.g., with standardized measures). Content must be mastered to the degree of automaticity needed to free attention and cognitive resources for comprehension and oral/written expression.

LITERACY CONVERSATIONS

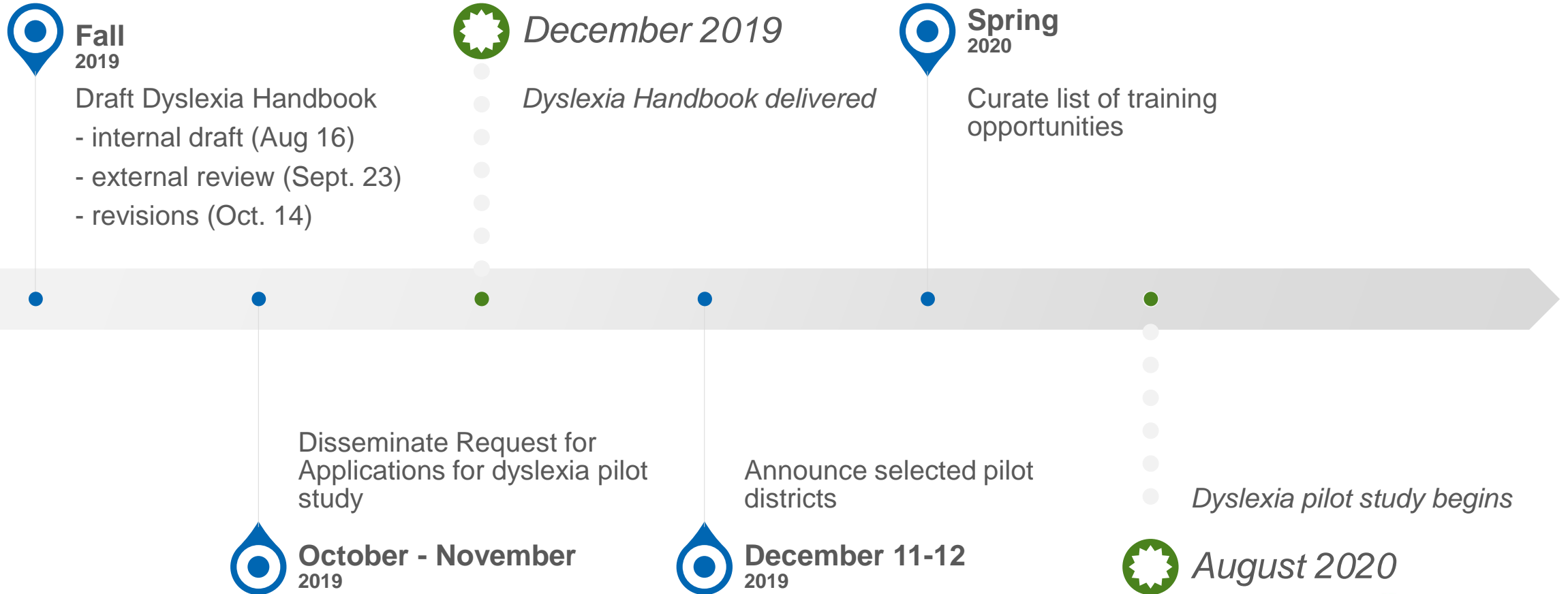
School instructional leaders must become highly knowledgeable and lead their professional learning communities in acquiring literacy skills during the school day, with their students, and with each other. Literacy conversations in a school community must be focused on the reader and the writer, not upon the literacy activities. These conversations must include all stakeholders who play a role supporting students learning to read.

PROFESSIONAL LEARNING OPPORTUNITIES

Note: GaDOE does not endorse any organization.

Professional Learning Opportunity	Website
AIM Institute for Learning and Research	https://institute.aimpa.org/
American Speech-Language-Hearing Association (ASHA)	https://www.asha.org/
The Center for Effective Reading Instruction (CERI)	https://effectivereading.org/
Cox Campus	https://www.coxcampus.org/
The Dyslexia Resource	https://dyslexiaresource.org/
Dyslexia Training Institute	https://www.dyslexiatraininginstitute.org/certification.html
Dyslexia Training Modules – Virginia Department of Education	http://www.doe.virginia.gov/teaching/licensure/dyslexia_training/index.shtml
edWeb	https://home.edweb.net/
Institute for Multi-Sensory Education	https://www.orton-gillingham.com/
International Multisensory Structured Language Education Council (IMSLE)	http://www.imslec.org/
Language Essentials for Teachers of Reading and Spelling (LETRS)	https://www.voyagersopris.com/professional-development/lettrs/overview
Microsoft Education Dyslexia Awareness Course	https://education.microsoft.com/courses-and-resources/courses/dyslexia-awareness-in-partnership-with-made-by-dyslexia
SREB Teacher Training Resources	https://www.sreb.org/dyslexia/training
Tennessee Center for the Study and Treatment of Dyslexia	https://www.mtsu.edu/dyslexia/overview.php
Teacher Training Programs (Independent)	https://dyslexiaida.org/accredited-teaching-training-programs/
Teacher Training Programs (University)	https://dyslexiaida.org/university-programs-accredited-by-ida/
University of Georgia Dyslexia Certificate Program	https://online.uga.edu/degrees-certificates/graduate/certificate-dyslexia

Dyslexia Activity Delivery Dates



Important Senate Bill 48 Dates

December 1, 2019

Dyslexia Informational Handbook released

December 30, 2019

Georgia Professional Standards Commission dyslexia endorsement made available

July 1, 2020

K- 3 screening policies for students who have characteristics of dyslexia, other disorders, or both

**2020-2021
School Year**

Three-year pilot program begins

December 1, 2022

Evaluation of the results of the pilot program

**2024-2025
School Year**

Screening for all K-3 students for characteristics of dyslexia

Need More Information?

<https://www.gadoe.org/dyslexia>

Contact Information

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Preparing students for life.

www.gadoe.org

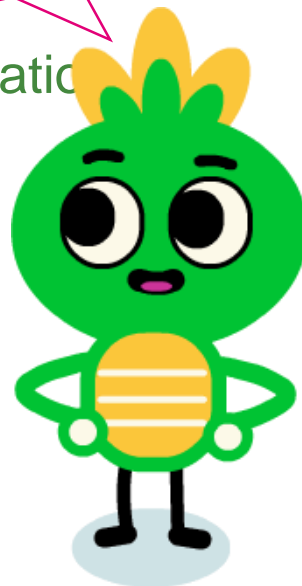
   @georgiadeptofed

 youtube.com/c/GeorgiaDepartmentofEducation



Georgia Department of Education

Thank
you!



Caitlin McMunn Dooley, Ph.D.
cdooley@doe.k12.ga.us



**Let me know how you liked the talk...fill out a
survey [here](#).**