

# Implementing the Requirements of Oregon's New Dyslexia Legislation Using MTSS

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# Today's session will include:

- information on the content of the dyslexia-related trainings
- timeline for vetting process and for teachers to complete the dyslexia training
- role of the trained teacher in the school
- clarification on screening requirements of SB 612
- DOE's recommendations for screening for risk/providing instructional support within a MTSS
- district's role in evaluating students for dyslexia

# SB 612

## Teacher Training Requirements





## SB 612: Dyslexia-Related Training

**The department shall annually develop a list of training opportunities related to dyslexia:**

- o Develop in collaboration with TSPC to ensure training opportunities satisfy PD requirements
- o Include at least one opportunity that can be provided entirely online
- o Comply with the IDA Knowledge and Practice Standards
- o Enable the teacher to understand and recognize dyslexia
- o Enable the teacher to implement instruction that is systematic, explicit and evidence-based to meet the educational needs of students with dyslexia

# SB 612: Dyslexia-Related Training

## Summary of the Requirements:

- o Each school district shall ensure that at least one K-5 teacher in each K-5 school has received training related to dyslexia
- o School districts that do not comply with the training requirements and do not secure a waiver from the department are considered nonstandard under ORS 327.103
- o The board shall adopt by rule the criteria for a waiver from the training requirements to address instances when noncompliance is outside the control of the district

\* becomes operative on January 1, 2018

# Dyslexia-Related Training OARs

- o 581-002-1800 Dyslexia-Related Training: Definitions
- o 581-002-1805 Annual List of Dyslexia-Related Training Opportunities
- o 581-022-2440 Teacher Training Related to Dyslexia
- o 581-002-1810 Waiver from Teacher Training Requirements



# Understanding and Recognizing Dyslexia

- o Definition of Dyslexia
- o Prevalence of Dyslexia/Common Co-Morbid Exceptionalities
- o Neurological Aspects of Dyslexia
- o Typical Reading Development
- o Indicators of Dyslexia by Age/Grade Level
- o Overview of Screening/Assessment for Dyslexia
- o Power of Early Intervention
- o Overview of Accommodations/Assistive Technology
- o Common Dyslexia Myths/Misconceptions

# Training Opportunities Focus on Providing Instruction that is:

- o **Systematic** – a carefully planned sequence for instruction. Lessons build on previously taught information, from simple to complex. There is evidence of scaffolding (i.e., complex tasks are broken into smaller tasks, models are provided, support is provided during initial learning with a gradual shift in responsibility to the students).
- o **Explicit** – involves explanation, demonstration, and practice. The teacher models skills, thinking, and behaviors. This includes the teacher thinking out loud when demonstrating processes for students.
- o **Evidence-based** – a particular collection of instructional practices has a proven record of success. There is reliable, trustworthy, and valid evidence that when the practices are implemented with fidelity with a particular group of children, the children can be expected to make adequate gains in reading achievement.



- o “Teaching a dyslexic child to read is based on the same principles used to teach any child to read. Since the neural systems responsible for transforming print into language may not be as responsive as in other children, however, *the instruction must be relentless and amplified in every way possible so that it penetrates and takes hold.*”

(Shaywitz, Overcoming Dyslexia, 2003, p. 256)

“The primary differences between instruction appropriate for all children in the classroom and that required by children with relatively severe dyslexia are related to the manner in which instruction is provided. Specifically, instruction for children with severe dyslexia must be *more explicit and comprehensive, more intensive and more supportive* than the instruction provided to the majority of children.”

- o Torgesen, Foorman, & Wagner in FCRR Technical Report #8: Dyslexia: A Brief for Educators, Parents, and Legislators in Florida

# Instruction

- Using Evidence-Based Practices to Systematically and Explicitly Teach the **Foundational Skills in Reading**
- **Intensifying Instruction** to Meet the Needs of Students with Severe Reading Difficulties, Including Dyslexia



# Program-Neutral Training



# Individual Pathways to Training Completion



# When will the required dyslexia training be offered?

- o The training will be offered beginning the summer of 2017 through the end of fall term 2017.
- o Exact dates and times will vary by vendor.
- o In some cases the training may be offered via online modules that are on demand.
- o In some cases, a vendor may be willing to negotiate dates with a district or ESD and travel to a site to provide the training.



# How do districts register staff for these trainings?

- o Districts need to contact the vendor directly to register staff for a training session.
- o In some cases, an ESD may be willing to host a vendor and include teachers from multiple districts.

# What if a Teacher Already Has Completed Dyslexia Training?

- o A K-5 teacher from each school is required to complete a training opportunity included on the Department's annual list.
- o If a teacher has previously completed a training opportunity that is included on the list, he/she will be considered to have met the training requirement.



# What is the role of the teacher who completes the training?

- o This is NOT a train the trainer model. (This would require additional training time.)
- o The trained teacher will NOT be trained to evaluate for/diagnose dyslexia.
- o The trained teacher will NOT be responsible for administering the universal screening for risk factors of dyslexia.
- o The trained teacher in each building will have a good understanding of what dyslexia is and will learn to recognize signs of dyslexia manifested at each grade level.
- o The trained teacher will act as a resource to others in the building and can collaborate with designing Tier 2 and Tier 3 support for students identified as at risk for reading difficulties, including dyslexia.



## How Can ESDs Support Districts in Meeting the Training Requirements of SB 612?

- o ESDs could work with approved vendors to schedule centralized training opportunities that multiple districts could send designated teachers to attend.
- o Very small districts will be relying on ESDs to provide a dyslexia-trained teacher to provide support to their K-5 schools.
- o Long term, ESDs could potentially play a role in directly providing the dyslexia-related training to component districts when teacher turnover requires the need for new staff members to complete the training.

# Create a Network of Trained Teachers



# Timeline for Teacher Training

- RFI was posted on ORPIN on March 13, 2017.
- The Department issued a call for reviewers.
- The Department will began the vetting process for dyslexia-related training opportunities in April, 2017.
- An initial list of training opportunities will be posted in May of 2017, with updates to the list through July 31, 2017.
- Teachers may complete training in summer or fall of 2017.
- Deadline for completing the required training is January 1, 2018.



# SB 612

- Update on Implementation of Universal Screening in K/1 for Risk Factors of Dyslexia



# SB 612: Universal Screening

## Summary of the Requirements:

The Department of Education shall develop a plan to:

- o ensure that every student in kindergarten or first grade receives a screening for risk factors of dyslexia; and
- o provide guidance for notifications sent by districts to parents of students who are identified as being at risk for dyslexia based on a screening of risk factors.

# SB 612: Universal Screening

## Summary of the Requirements (cont.):

### The plan must:

- o be developed collaboratively with experts on dyslexia, including representatives of nonprofit entities;
- o identify screening tests that are cost effective; and
- o screen for the following factors:
  - o phonological awareness
  - o rapid naming skills
  - o letter/sound correspondence
  - o family history of difficulty in learning to read



[http://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms\\_BestPractice/Pages/Plan-for-Universal-Screening.aspx](http://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Pages/Plan-for-Universal-Screening.aspx)



# Objectives of Plan:

1. Ensure that every student who is first enrolled at a public school in this state for kindergarten or first grade receives a screening for risk factors of dyslexia.
2. Provide guidance for notifications sent by school districts to parents of students who are identified as being at risk for dyslexia based on screening of risk factors.
3. Identify screening tests that are cost effective and that screen for the following factors:
  - (a) Phonological awareness;
  - (b) Rapid naming skills;
  - (c) The correspondence between sounds and letters; and
  - (d) Family history of difficulty in learning to read.

# Consultation with Experts

- o **Jack Fletcher, Ph.D.**, *Chair, Department of Psychology, University of Houston*
- o **Louisa Moats, Ed.D.**, *widely acclaimed researcher, speaker, author, consultant and trainer*
- o **Patricia Mathes, Ph.D.**, *Professor of Teaching and Learning, Southern Methodist University, Texas Instruments Endowed Chair on Evidence-Based Instruction*
- o **Edward Kame'enui, Ph.D.**, *Dean-Knight Professor Emeritus, University of Oregon and Founding Commissioner of the National Center for Special Education Research in the Institute of Educational Sciences (IES), U.S., Department of Education*
- o **Hank Fien, Ph.D.**, *Director of the National Center on Improving Literacy and the Center on Teaching and Learning (CTL), University of Oregon*



# Organizing Principles

1. It is important to differentiate screening from identification.
2. The screening measures required by SB 612 can be used to screen for risk of reading difficulties, but these measures may or may not indicate dyslexia.
3. The most predictive measure of reading difficulties is letter sound knowledge in kindergarten. By the middle of 1<sup>st</sup> grade, it is word reading.
4. Traditional measures of Rapid Automatized Naming (RAN) may be best used for identification purposes rather than for universal screening.
5. Letter Naming Fluency is a form of rapid naming that is a strong predictor of reading difficulties.

# Organizing Principles (cont.)

6. Identifying if a student has dyslexia requires additional assessment.
7. To best serve students, educators need to be less concerned with the cause of reading difficulties and instead focus on providing intervention to those students who are identified as at risk.
8. It is critical to focus on providing intervention as quickly as possible to those students who are at risk for reading difficulties.
9. All reading difficulties should be addressed through providing multiple tiers of support that provide appropriate instruction by qualified individuals.
10. It is not wise to create a separate delivery system for students with dyslexia.

# Oregon's Model of Serving Students with Risk Factors of Dyslexia – What's New?

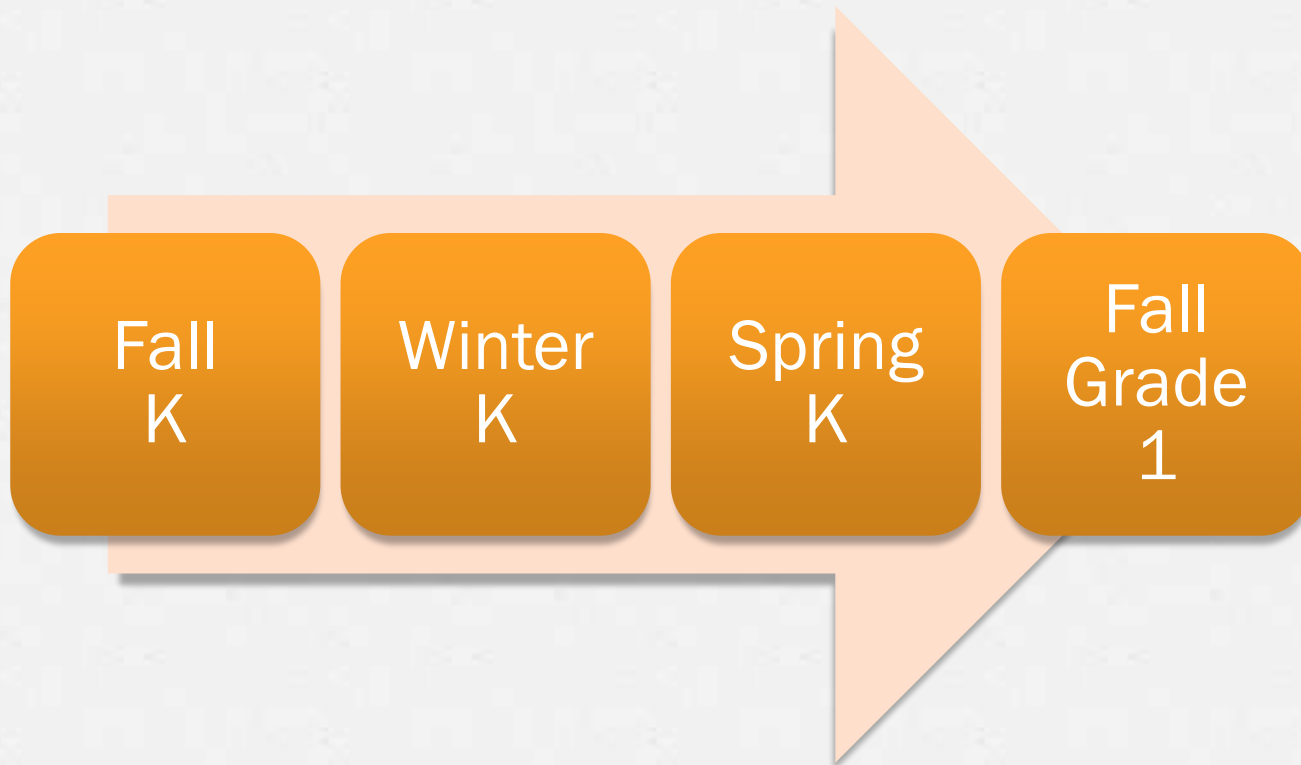
- o Universal screening for risk factors of dyslexia in grades K and 1
- o Use of multi-tiered systems of support in the context of general education to serve students with risk factors
- o Linkage of the teacher who receives dyslexia-related training to the instructional support provided to students at risk



- o “The acquisition of reading skills models a moving target, the skills that predict it change at each point in reading development and researchers choose which combinations of measures give them the best predictions in the least amount of time at a given grade level.”
- o (Speece, 2005)



# Universal Screening



# Universal Screening Plan

- o Initial universal screening of K students in the fall, winter, and spring and grade 1 students in the fall
- o Systems for universal screening must:
  - o have strong predictive validity, classification accuracy, and norm-referenced scoring;
  - o include measures of all three of the risk factors required in SB 612 (phonological awareness, L/S correspondence, rapid naming) at least once per year; and
  - o Include progress monitoring measures connected to the universal screening measures.



# Universal Screening Plan

- o The Department will provide a list of approved screening measures.
- o Districts select one of the approved universal screening measures and administer the subtests in each area at designated points in time during the year as per guidelines of the test developers.
- o A district may apply to select an alternative universal screening measure that meets the criteria.

## Dyslexia Screening and Instructional Support Process:

**Step 1:** Screen for family history of reading difficulties.\*

**Step 2:** Conduct initial universal screening.

**Step 3:** Provide targeted Tier 2 support for students who show risk.

**Step 4:** Collect additional assessment information for those students who do not make adequate progress in Tier 2.

**Step 5:** Use the additional information gathered to develop an individualized, intensive Tier 3 intervention.

**Step 6:** Consider a special education referral for students who do not respond to the intensive, individualized literacy intervention (i.e., Tier 3 support).

# Parent Notification

- o The guiding principle in communication with parents should be to provide information early and seek input often.
- o Consent is not required for screening and progress monitoring which all students participate in as part of the general education program. It is best practice to share this data with parents.
- o Parents should be made aware of any interventions that occur beyond the core curriculum.
- o Parents should be invited to participate in the planning of any individual interventions.
- o If a student is not making progress after two group interventions and one individually-designed intervention, it may be appropriate to make a special education referral which requires parental consent.

*Source: OrRTI Technical Assistance to School Districts, ODE Dec 2007*



When	Type of Notification
Initial universal screening of K/1	A brochure describing the universal screening and instructional support process will be made available to all parents.
Student identified as showing risk factors based on universal screening	Directly provide brochure to parent and include notification letter. Letter will include initial screening results for their child and a description of the additional instructional support that will be provided.
Student does not respond to Tier 2 support	Provide parents with a letter that describes the additional instructional information to be collected and an invitation to participate in the planning for the intensified instructional support.
Intensive, more individualized structured literacy intervention is developed.	Provide parents with a letter that includes a summary of information collected and a description of the additional instructional support that will be provided.

# Standards for Tiered Instructional Support:

The instructional support should be:

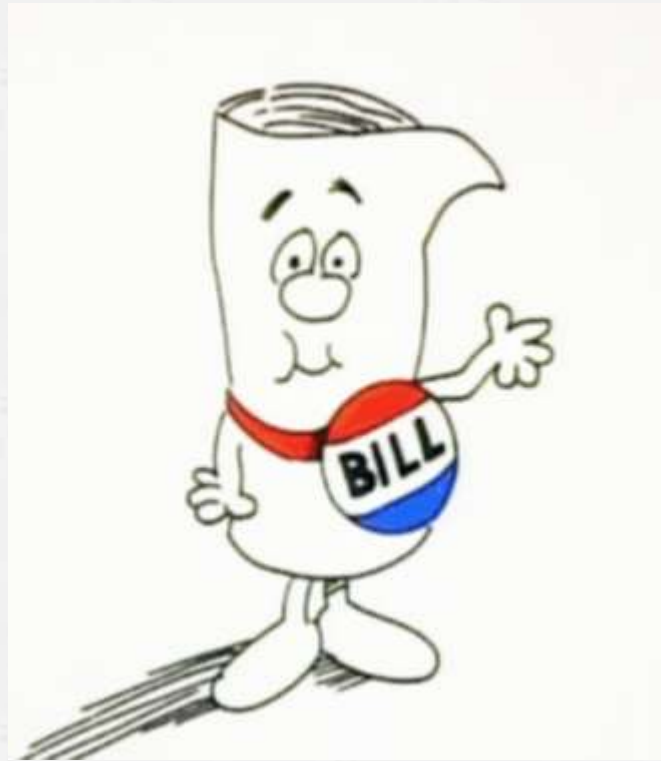
- aligned with the IDA Knowledge and Practice Standards;
- systematic, explicit, evidence-based; and
- delivered in collaboration with the teacher in the building who has completed the dyslexia-related training.

# What is the Status of the Plan for Universal Screening in K and 1?

- o The Department developed a plan for universal screening of K/1 students for risk factors of dyslexia and submitted to the legislature in September of 2016.
- o The Department solicited feedback on the plan from districts and other stakeholders.
- o New dyslexia legislation (SB 1003) was introduced in the Senate Education Committee in the current session in response to the plan and feedback from the field.
- o Rulemaking related to universal screening will begin after the legislative session.
- o Current recommendation is to begin universal screening in the 2018/2019 school year.



# New Dyslexia Legislation Introduced!



# SB 1003

- carries forward requirements for teacher training from SB 612
- adds explicit requirement for districts to universally screen for risk factors of dyslexia when students first enrolled in K or 1
- requires the Department to identify screening tests that are cost effective and take into account PA, L/S correspondence, and rapid naming
- requires districts to screen for family history of difficulty in learning to read IF the student shows risk factors for reading difficulties based on other measures
- requires the Department to provide guidance for notifications to be sent by school districts to parents of students who are identified as having risk factors for reading difficulties

# SB 1003

- requires the Department to develop guidance regarding best practices for assisting students who are identified as being at risk for dyslexia and make the guidance available for districts
- requires the Department to submit a report about best practices for screening students for risk factors of dyslexia and include best practices for instructional support



# SB 1003

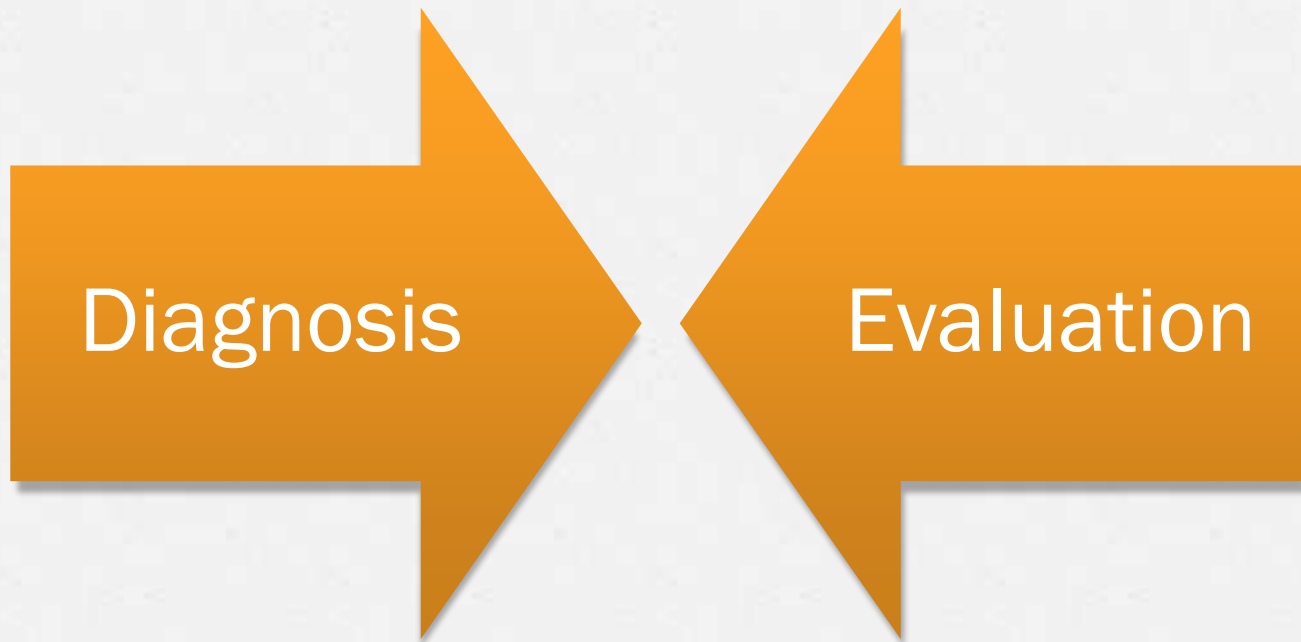
Introduced in Senate Ed  
Committee

Passed on Senate Floor

Moved to House

Referred to House Ed  
Committee

# Dyslexia Identification



In Oregon, dyslexia is included in the definition of Specific Learning Disability in the Oregon Administrative Rules (OARs) for Special Education (581-015-2000, 4.i).

(i) *"Specific Learning Disability"* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Specific learning disability includes conditions such as perceptual disabilities, brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural, or economic disadvantage.





**JUST THE  
FACTS...**

Information provided by the International DYSLEXIA Association®

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**Dyslexia Assessment: What Is It and How Can It Help?**

When students continue to struggle with literacy skills despite the provision of additional high quality expert instruction using Response to Intervention (RTI) / Multi-Tiered System of Support (MTSS), a formal clinical evaluation is needed to determine if they have dyslexia. Assessment of Dyslexia involves individual clinical testing, provided by a qualified professional who has had extensive clinical training in assessment as part of a graduate degree program. Clinicians who assess Specific Learning Disabilities (SLD) and dyslexia may have M.A., M. ED., Ed. D., or PH. D. degrees in Education, Reading, Educational Psychology or Psychology. Evaluation by a medical doctor or neuropsychologist is not required for assessment of SLD or dyslexia.

The following areas should be assessed in an educational evaluation of dyslexia:

- o Phonological Awareness
- o Phonological or Language-Based Memory – ability to recall sounds, syllables, words
- o Rapid Automatic Naming
- o Receptive Vocabulary
- o Phonics Skills
- o Decoding (Real Words, Nonsense Words)
- o Oral Reading Fluency (Single Words, Sentences and Paragraphs)
- o Spelling
- o Writing (Sentence Level and Paragraph Level)



# OSEP Guidance Letter



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

THE ASSISTANT SECRETARY

October 23, 2015

Dear Colleague:

Ensuring a high-quality education for children with specific learning disabilities is a critical responsibility for all of us. I write today to focus particularly on the unique educational needs of children with dyslexia, dyscalculia, and dysgraphia, which are conditions that could qualify a child as a child with a specific learning disability under the Individuals with Disabilities Education Act (IDEA). The Office of Special Education and Rehabilitation Services (OSERS) has received communications from stakeholders, including parents, advocacy groups, and national disability organizations, who believe that State and local educational agencies (SEAs and LEAs) are reluctant to reference or use dyslexia, dyscalculia, and dysgraphia in evaluations, eligibility determinations, or in developing the individualized education program (IEP) under the IDEA. The purpose of this letter is to clarify that there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents.

# Why Use the Word **Dyslexia**?



Any final thoughts or  
questions?

