



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# **Specific Learning Disabilities (SLD)/Dyslexia**

**2016**



## SLD/Dyslexia Updates

### K-3 Literacy Universal Screening Reading Assessments

#### [CSDE Approved Menu of K-3 Universal Screening Reading Assessments](#)

**Purpose:** Universal screening as well as progress monitoring.

A universal screen is conducted with all students in the general education classroom and is the first step in identifying students in need of intervention and in predicting students who could be at risk. Students identified as being at risk through the universal screenings may require further diagnostic analysis to assist in providing intensive interventions.



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### Public Act 15-97, General Statute §10-14t(a) –

“The CSDE shall develop or approve reading assessments for use by local and regional boards of education for the school year commencing July 1, 2016, and each school year thereafter, to identify students in kindergarten to grade three, inclusive, **who are below proficiency in reading**, provided any reading assessments developed or approved by the department include **frequent screening** and **progress monitoring** of students.”



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## Public Act 15-97, General Statute §10-14t(a)

Such reading assessments shall:

- Measure phonics, phonemic awareness, fluency, vocabulary, and comprehension;
- Provide opportunities for periodic formative assessment during the school year;
- Produce data that are useful for informing individual and classroom instruction, including the grouping of students based on such data and the selection of instructional activities based on data of individual student response patterns during such progress monitoring;



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## Public Act 15-97, General Statute §10-14t(a)

Such reading assessments shall:

- Be compatible with best practices in reading instruction and research; and
- **Assist in identifying, in whole or in part, students at risk for dyslexia or other reading-related disabilities.**

The CSDE originally approved five universal screening reading assessments for use by local and regional boards of education and recently added a sixth.



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## CSDE Approved Menu of K-3 Universal Screening Reading Assessments

### ❖ Curriculum Based Measures

- *AIMSweb Tests of Early Literacy or Reading*
- *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS, 6th Ed.)
- *Dynamic Indicators of Basic Early Literacy Skills Next* (DIBELS Next) and *mCLASS with DIBELS Next*

### ❖ Computer Adaptive Assessments

- *NWEA Measures of Academic Progress* (MAP)
- *STAR*
- *i-Ready*



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## Universal Screening Assessments to Assist in Identifying Students at Risk for Dyslexia

The universal screening reading assessments listed in Section 1 of the CSDE menu (**Curriculum Based Measures** – General Outcome Measures) are appropriate for use as screening tools in grades K-3 for students at risk of SLD/Dyslexia.

The assessments listed in Section 2 (Computer Adaptive Assessments) are **NOT** appropriate to be used as screening measures for SLD/Dyslexia since they concurrently measure a number of component reading skills in comparison to the other assessments that focus on assessing specific skill areas.



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## SLD/Dyslexia Resources

### ➤ Revised *SLD/Dyslexia Frequently Asked Questions*

#### FAQ #6 – What is *Structured Literacy* instruction?

- *Structured Literacy* – term used to describe explicit reading instruction (e.g., Orton-Gillingham, Multi-Sensory, Explicit Phonics, Wilson Language Training Program, Lindamood Bell Instruction)
- *Structured Literacy* instruction prepares students to decode words in an explicit and systematic manner
- This approach not only helps students with SLD/Dyslexia, but is more effective for *all* readers.



International Dyslexia Association (IDA)

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#### FAQ #6 – What is *Structured Literacy* instruction?

##### Elements of Structured Literacy Instruction:

- ✓ Phonology/Phonological Awareness
- ✓ Sound-Symbol Association/Phonics
- ✓ Syllable Instruction
- ✓ Morphology
- ✓ Syntax
- ✓ Semantics



International Dyslexia Association (IDA)

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## FAQ #6 – What is Structured Literacy instruction?

### Structured Literacy Principles that Guide Instruction:

- ★ Systematic and Cumulative
- ★ Explicit Instruction
- ★ Diagnostic Teaching



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## SLD/Dyslexia Resources

### ➤ *SLD/Dyslexia Assessment Resource Guide*

- Origination of the selected assessment resources
- Guidance about how to use the resource guide
- Identification of research-based reading-related abilities and assessments and subtests appropriate for evaluating key reading component skills
- Glossary of terms
- Links to all assessment resources



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## SLD/Dyslexia Resources

### ➤ [SLD/Dyslexia Initiative Website](#)

- ★ Current SLD/Dyslexia Events
- ★ Information for Families and Students
- ★ Professional Learning Opportunities
- ★ Related Links
- ★ Additional Resources



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## 2016-17 SLD/Dyslexia Initiatives

- ***Guidelines for Identifying Children with Learning Disabilities (2010)***
  - ✓ Update
  - ✓ Additional information about SLD/Dyslexia
- **Multidisciplinary Evaluation Report Form**
- **Reading Worksheet**
- **SLD/Dyslexia Initiative Website**
  - ✓ Increase information for families & students
  - ✓ Add statewide calendar link



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## SLD/Dyslexia – Checklist??

- “Dyslexia is a sub-category of Specific Learning Disability (SLD) and has been added so that the Department can distinguish students with Dyslexia from other students with SLD who are reported in this disability category. For a child to be identified as “SLD/Dyslexia,” the child **must first meet the overall eligibility requirements for SLD and then meet the more specific requirements for Dyslexia** as indicated in the CSDE Definition of Dyslexia.” (IEP Manual, pg. 3)
- Reviewed “Dyslexia checklists” developed by at least 3 districts – some good information, BUT . . .
  - Most not mentioning the MER form as the primary SLD “checklist”
  - Can be used to organize diagnostic information for the PPT
  - Can NOT be used to identify a student with SLD/Dyslexia



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## SLD/Dyslexia Professional Learning Opportunities

### CSDE Collaboration with CREC and SERC

- ★ **Overview** – Basic content; increase knowledge of general SLD/Dyslexia principles; educators & families (\*fee for service):

- ✓ Increasing Awareness of SLD/Dyslexia: Implications for Connecticut Educators (2.5 hours; archived 3/15 webinar)
- ✓ Connecticut Forum on Promising Practices in SLD/Dyslexia (1 hour; selected handouts -12/15 event)
- ✓ **Understanding Dyslexia Webinars\*** (12 hours /3 webinar modules)
- ✓ **Best Practices for Students with Dyslexia in the General Education Setting \*** (5 hour/full-day workshop with Dr. Margie Gillis)



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## SLD/Dyslexia Professional Learning Opportunities

### CSDE Collaboration with CREC and SERC

- ✱ **Overview** – Continued (\*fee for service)
  - ✓ **Understanding Dyslexia: Identification & Instruction\*** (full-day workshop)
  - ✓ *Using Literacy Screening Data to Support Students with Reading Difficulties* (2.5 hours; **2016-17 Webinar**)
  - ✓ *Remediating and Accommodating Students with SLD/Dyslexia at the Secondary Level* (2.5 hours; **2016-17 Webinar** – includes writing instruction, AT, and district perspective)
  - ✓ **SLD/Dyslexia: Concepts and Practice\*** (1 day in-district training for all educators)



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## SLD/Dyslexia Professional Learning Opportunities

### CSDE Collaboration with CREC and SERC

- ✱ **In-Depth Learning** – Expanded content; increase application of essential SLD/Dyslexia concepts; certified staff w/ basic knowledge of SLD/Dyslexia (\*fee for service):
  - ✓ *Connecticut's SLD/Dyslexia Assessment Resource Guide* (**2016-17**)
  - ✓ *Identifying Students with SLD/Dyslexia: An Online Course* (6.5 hours)
  - ✓ *A Comprehensive Case Study Review of a Student with SLD/Dyslexia* (3 hours; **2016-17** online course)
  - ✓ **Implementing Connecticut's LD Guidelines\*** (half-day in-district training/technical assistance)



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## SLD/Dyslexia Professional Learning Opportunities

### CSDE Collaboration CREC and SERC

#### ☀ **In-Depth Learning** — Continued (\*fee for service)

- ✓ It's Never Too Late: How to Motivate and Teach Older Struggling Readers (2 hours; 2016-17 online video course)
- ✓ SLD/Dyslexia: Connecting Research to Practice in Connecticut (12 hour course; 2016-17 web-based modules)
- ✓ Dynamic Assistive Technology (AT) Tools for Students with Dyslexia\* (workshops – provide educators with tools & strategies for AT, devices and applications)
- ✓ SLD/Dyslexia Consortium\* (regional professional learning community)



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## SLD/Dyslexia Professional Learning Opportunities

### CSDE Collaboration CREC and SERC

#### ☀ **In-Depth Learning** — Continued (\*fee for service)

- ✓ Building District Capacity to Conduct Comprehensive Evaluations for Students Suspected of Having SLD/Dyslexia\* (half-day, in-district training)
- ✓ Assessment of Reading Disabilities\* (construct comprehensive literacy evaluation for students with disabilities)
- ✓ Structured Language Series: Level One Dyslexia Specialist Certification\* (4-day session; CREC developed certification based on documented application of the IDA Knowledge & Practice Standards for Teachers of Reading/Dyslexia Specialists; graduate credit available)



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## SLD/Dyslexia Professional Learning Opportunities

### CSDE Collaboration with CREC and SERC or Both

#### ✱ In-Depth Learning – Continued (\*fee for service)

- ✓ Orton-Gillingham Training Course\* (5-day/30 hour course; introduction to structured literacy instruction rationale and practices of Orton-Gillingham approaches)
- ✓ Wilson Foundations® Level I Workshops\* (K, 1, 2, 3) (1 day each; addresses foundational reading and spelling skills aligned with the Connecticut Core Standards - CCS)
- ✓ The Wilson Reading System®: Introductory Workshop\* (3 days; preparation for Wilson Level I Certification)



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## SLD/Dyslexia Professional Learning Opportunities

### CSDE Collaboration with CREC and SERC

- ✱ **Advanced Topics** – Comprehensive content; enhance job-embedded application of SLD/Dyslexia concepts; certified staff & specialists w/ extensive knowledge of literacy, language, or SLD/Dyslexia
- ✓ Wilson® Level I Certification Program\* (20-day summer “boot camp” or year-long options with blended learning)
- ✓ The Literate Brain: Why is this Reader Struggling?\* (2-day workshop – Dr. Melissa Orkin, Tufts University; exploring the cognitive and linguistic elements involved in the neuroscience of the reading acquisition process)
- ✓ Supporting English Learners (ELs): Is it SLD/Dyslexia? (2.5 hours; 2016-17 awareness level online module)



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## SLD/Dyslexia Professional Learning Opportunities

### CSDE Collaboration with CREC and SERC

#### ☀ **Advanced Topics** — Continued (\*fee for service)

- ✓ Twice Exceptional: Gifted Students with SLD/Dyslexia (2.5 hours; 2016-17 awareness level online module)
- ✓ Assessment and Instruction for SLD/Dyslexia: Exploring Collaborative Roles for Speech-Language Pathologists\* (5 hours; 2-Part round-table colloquium)
- ✓ Differentiating Speech-Language Impairment (SLI) from SLD/Dyslexia\* (2-day professional learning opportunity involving district case studies/data)



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## Contacts for Additional Information & Questions:

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