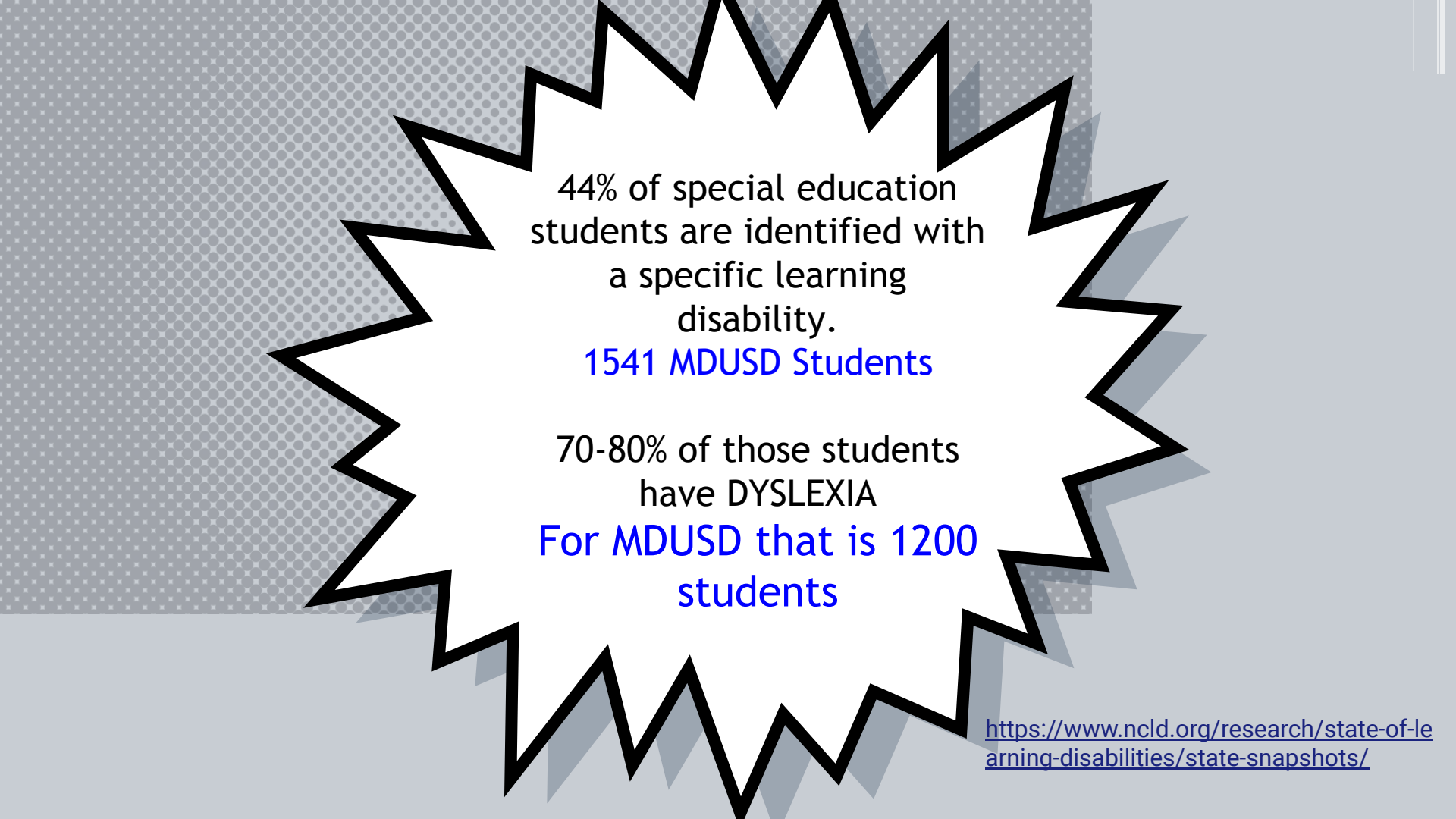


Dyslexia Update

MDUSD Board Meeting
October 2022



44% of special education students are identified with a specific learning disability.

1541 MDUSD Students

70-80% of those students have DYSLEXIA

For MDUSD that is 1200 students

<https://www.ncl.org/research/state-of-learning-disabilities/state-snapshots/>

“Dyslexia is a specific learning disability that is neurobiological 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 growth of vocabulary and background knowledge.”

(2002, International Dyslexia Association)

Phonological Processing

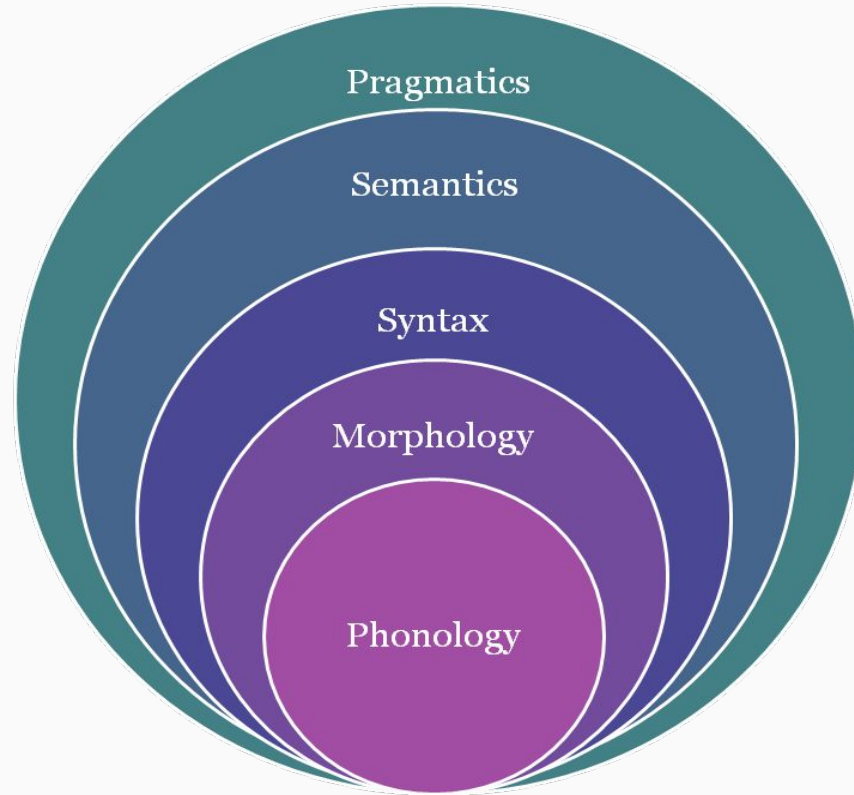
Phonological processing is an auditory processing skill. It **involves detecting and discriminating differences in phonemes** or speech sounds under conditions of little or no distraction or distortion.

- Errors in speech production
- Misperception of spoken language
- Difficulty associating the speech sounds to letters when reading and spelling.

Dyslexia can also be a result of:

- Orthographic Processing issues - difficulty with the spelling system of a language
- Rapid Naming deficits - difficulty with accurate and fluent naming of letters, which can impact whole word recognition, specific word retrieval and reading fluency.
- Chronic ear infections in the first two years of life
- Lead poisoning

5 Basic Components of Language



Indications of Phonological Processing deficits

Challenges with:

- Learning to Speak
- Appearing to not understand spoken language
- Learning pre-literacy skills
- Sound/symbol match up
- Letter naming speed
- Sounding out words as they read
- Substituting words with the same initial letter when reading
- Using inventive spelling beyond the early primary grades
- Omitting vowels when spelling words
- Accuracy and fluency in word recognition
- Persistency of reading longer passages
- Learning a second language



Evidenced-based Reading Instruction in alignment with the Science of Reading is known as a “Structured Literacy approach”

- Multisensory/Multimodal
- Systematic & Cumulative
- Direct & Explicit Instruction
- Diagnostic Teaching
- Error Handling

Structured Literacy Curricula

Spire

- Orton-Gillingham based approach
- Used with our Resource Specialists
- 10-step 60 minute lessons

Sonday

- Orton-Gillingham based approach
- Used in our SDC classrooms
- 35 minute lessons

Lindamood Bell

- Linguistic based approach
- Used in Intensive Dyslexia Intervention

Excellent Research Being Conducted

- We know that we can reduce the number of students referred to special education by up to 70% when we engage in a comprehensive and collaborative Multi-Tiered System of Support (MTSS) Model
- Universal Screening for Dyslexia and reading issues is the first step to identifying students who might be at-risk for reading failure
- Implementing Structured Literacy approaches addressing foundational reading skills - phonemic awareness, phonics, decoding and spelling in addition to vocabulary instruction, reading comprehension and written expression has been shown to be the most effective approach for students with dyslexia

Universal Screening

Staff is working on identifying a Dyslexia Screener for use at all sites

- Multitudes
- iReady and
- DIBELS-NEXT/Acadiance

Considerations include:

Reliability

Administration time

Accuracy of identifying students at risk

Training

Available in Spanish & English

Current Sites

Ayers

Fair Oaks

Gregory Gardens

Valhalla

Wren

New Sites

Bancroft

Holbrook

Sequoia El

Westwood

UCSF's Multitudes Screener Sites

District Dyslexia Task Force

- Continue professional development for all staff in reading instruction and intervention
- Explore the use of a screener and follow up steps
- Increase awareness of dyslexia for staff and community

Community
Advisory
Committee-
Dyslexia Sub
Committee

- Work with staff to give input on actions in process
- Ensure dyslexia guidelines are available at all sites in the district
- Work to increase awareness of dyslexia across student, staff and community groups



Almost every child (~ 95%) will progress yearly when provided with early, intensive, systematic, intervention delivered by experts in collaboration with regular education teachers, parents, and special educators using evidence-based instruction.