

# Dyslexia

<http://geon.github.io/programming/2016/03/03/dsxyliea>



[https://www.youtube.com/watch?  
v=zafiGBrFkRM&vI=en](https://www.youtube.com/watch?v=zafiGBrFkRM&vI=en)

What is Dyslexia?

Kelli Sandman Hurley

<https://youtu.be/zafiGBrFkRM>



# Frequently Asked Questions

## **How do I determine if a student has auditory processing or phonological processing?**

1. Auditory processing involves deficits in the areas of: auditory short term & longer term memory, comprehension, cohesion, thinking & reasoning, interpretation of directions, etc.
2. Auditory processing INCLUDES the three major areas of phonological processing (phonological/phonemic awareness, phonological memory, rapid automatic naming/speed)
- 3a. When deficits are found in areas associated with phonological processing exclusively, phonological processing should be endorsed.
- 3b. When global deficits are found in auditory processing, including phonological processing deficits, both auditory and phonological processing should be endorsed.



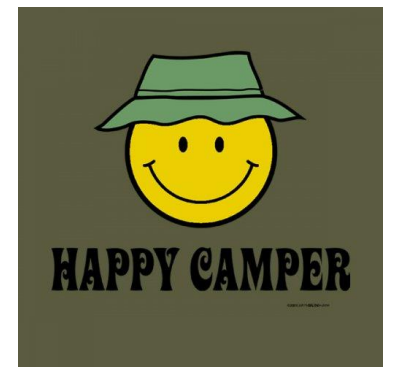
# Frequently Asked Questions

4. Poor performance on a single measure is not a valid indication of a processing disorder. ***Any deficits should be identified through a process of cross-validation.***
5. Poor performance due to limited English language skills does not constitute a deficit.

# Frequently Asked Questions

## **Do all students with dyslexia require an Individualized Education Program (IEP)?**

- No, not all students who have dyslexia require an IEP or will meet eligibility criteria/qualify for one.
- Students must meet SLD criteria in order to qualify.
- Students with dyslexia can benefit from general, universal and tiered interventions as well as 504 Plans when appropriate.



# Frequently Asked Questions



## **The IEP team states that its members cannot use the terms “dyslexia,” in students’ IEPs. Is this correct?**

- In a Dear Colleague letter, the Federal Office of Special Education and Rehabilitative Services (OSERS) clarified “that there is nothing in the IDEA that would prohibit the use of the terms dyslexia... in IDEA evaluation, eligibility determinations, or IEP documents” (OSERS 2015).
- The Dear Colleague letter also notes that “there could be situations where the child’s parents and the team of qualified professionals responsible for determining whether the child has a specific learning disability would find it helpful to include information about the specific condition (e.g., dyslexia) in documenting how that condition relates to the child’s eligibility determination.”

# Frequently Asked Questions

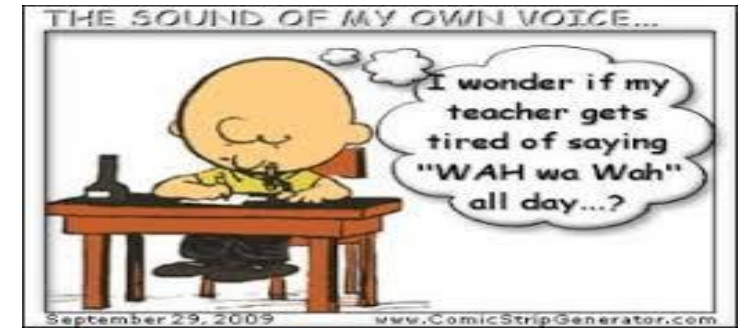
## **Are boys more likely to have dyslexia than girls?**

- Although it used to be thought that more boys experienced dyslexia than girls, current research has indicated that dyslexia occurs in approximately equal proportions. One possible explanation of this myth is that boys may be more likely to act out when experiencing difficulty, while girls may try to hide their trouble. Therefore, more boys would be recognized and diagnosed with dyslexia, falsely inflating the statistics.

## **Does dyslexia only occur in English speakers?**

- No. Dyslexia is found across the world. It knows no cultural, language, or socio-economic boundaries.

# Frequently Asked Questions



**Can a student have dyslexia without any identifiable reading problems but have spelling and writing difficulties?**

- Yes, a student can have issues with spelling and writing even without identifiable reading problems. Spelling problems stem from trouble remembering the letters in words because students have trouble noticing, remembering, and recalling the feature of language that those letters represent.
- The deficits may be detected in the use of both spoken language and written language.

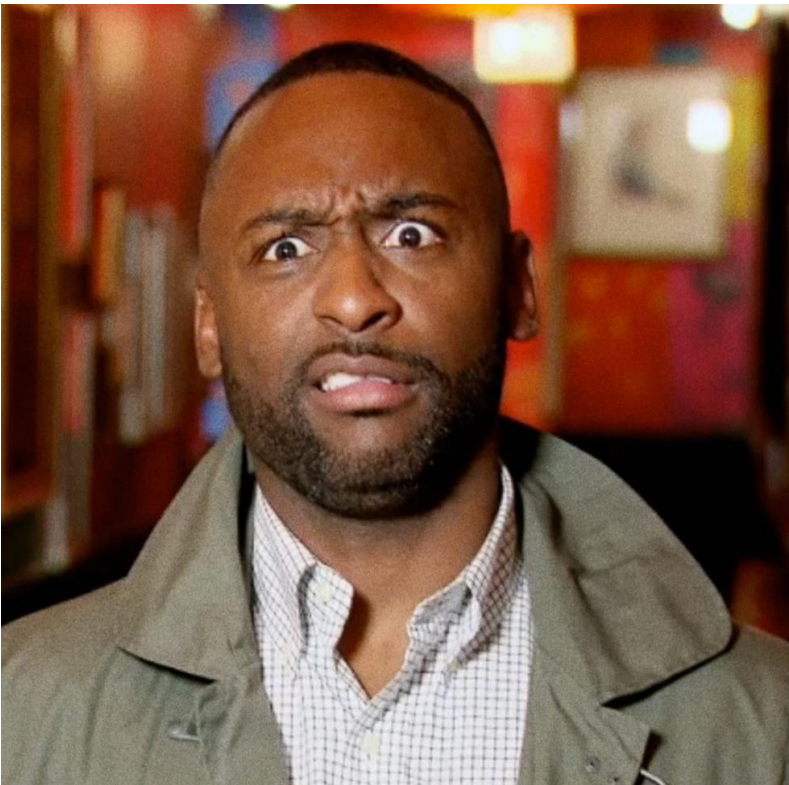


# Frequently Asked Questions

## **A parent requests that we assess for dyslexia – what do we say?**

We say yes, we do assess for a learning disability which includes the processing areas and characteristics associated with dyslexia.

However, as with any struggling student, we would encourage a discussion about the student's current academic functioning and supports in place (possible SSPT meeting) and whether the student might benefit from skill specific (targeted) interventions carried out in their general education program.



# Frequently Asked Questions

**Do I have to assess for dyslexia every time I look at a Specific Learning Disability?**

- Again, dyslexia is Specific Learning Disability which is distinguished by core deficits in phonological processing.
- The assessment of phonological processing should be included in any psycho-educational evaluation.



# Frequently Asked Questions

## **When should I give the supplemental subtests on the CTOPP-2?**

- To confirm the presence of a phonological processing deficit.
- Useful for examinees with well-developed vocabularies whose performance on word based phonological awareness tasks may be inflated by their vocabulary.



# Frequently Asked Questions

## Can a student have dyslexia and NOT score poorly on the CTOPP-2?

- Yes, particularly if the student has had a lot of intervention on phonological processing (this student will have had much more practice on phonological tasks than students in the normative sample).
- This is more common for students with issues with **phonological awareness** than for phonological memory or **rapid naming** and more common for individual subtests than for composite scores.
- **Non-word subtests** are helpful in identifying potential difficulties.

# Frequently Asked Questions

- **Can poor performance on the CTOPP-2 be due to inattention and not poor phonological processing?**

-Probably not. Problems in attention and in phonological processing commonly co-occur – Inattention does not explain poor performance on the CTOPP-2 for most students. This is particularly true for the phonological awareness subtests.

- For attention and/or phonological processing deficits there should be consistent patterns throughout the assessment and student history to support testing results.



# Frequently Asked Questions

- **If I don't use the audio CD does it invalidate the administration of the CTOPP-2?**

- **YES!**

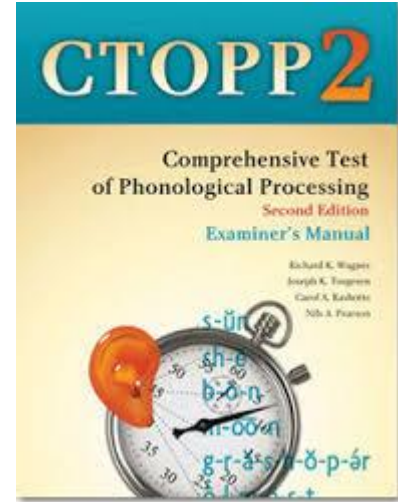


- The audio CD should be used for several reasons:
  - It provides a standardized assessment.
  - It was used for the normative sample.
  - Verbally presenting the items gives the student visual cues that can boost performance and mask a deficit.

# Frequently Asked Questions

## Can I determine characteristics of dyslexia from the CTOPP-2 alone?

- No single assessment can do this
- The CTOPP-2 is used to assess phonological processing
- A deficit in phonological processing is a hallmark of dyslexia, but it is not sufficient by itself.
- Other important things to consider:
  - Unexpected poor reading, family history, poor response to effective interventions, exclusionary criteria (ex. limited opportunity to learn due to excessive absences).
  - Student's current functioning in the academic environment – not all students with characteristics of dyslexia meet SLD criteria.



# CTOPP – 2 (ages 7 to 24)

## **Phonological Awareness**

- Elision
- Blending Words
- Phoneme Isolation

## **Phonological Memory**

- Memory for Digits
- Non-word Repetition

## **Rapid Symbol Naming**

- Rapid Digit Naming
- Rapid Letter Naming

## **Supplemental**

- Blending Non-words
- Segmenting Non-words
- (4-6) Rapid Non-Symbol Naming
  - Rapid Color Naming
  - Rapid Object Naming



# Explicit Connections to Reading

## CTOPP – 2

### Phonological Awareness – perception & manipulation of sounds

- Deficits: do not understand the relationship between spoken & written words and their sounds and letters – students with phonological processing have trouble translating letter strings into sound sequences
- Phonological awareness allows one to attend to, discriminate, remember, and manipulate sounds at the sentence, word, syllable, and phoneme (sound) level.

### Phonemic Awareness

- Sound Manipulation - Children who can think about and manipulate phonemes become better readers and spellers. They distinguish and remember words that are similar such as **fresh, French, and flesh**.
- The most significant problem for 90% of poor readers at any age is slow and inaccurate word recognition. Simply put, if they can't read the words quickly, they can't comprehend. Usually the problem with word recognition is related to a more basic problem associating individual speech sounds (phonemes) with symbols (graphemes).

# Explicit Connections to Reading

## CTOPP – 2

### Rapid Automatic Naming

- RAN tests don't measure vocabulary knowledge. Nor are they about recognizing letters and numbers.
- They're really tests of fluency. The belief is that RAN affects reading because it involves how well we can retrieve [phonological information](#).
- Reading brings together a number of complex processes. These involve our verbal, visual and motor systems.
- Experts say RAN covers all of them, serving almost as a small-scale version of reading even before kids actually learn to read.
- In reading, fluency (or automaticity) allows one to see an object, symbol, or word, and name or process it quickly and accurately.
- The lack of automaticity is precisely what people with dyslexia encounter when they have to read something (particularly when they do not have familiarity with the content).
- Difficulty in this skill can hamper speaking, reading, and writing.
- Sometimes, a poor RAN score is nothing to worry about at all. That's especially likely if there aren't any other areas of concern.

# Intervention Programs

- Reading skills are taught in the classroom – consistent teaching and progress monitoring should reveal specific skill deficits.
- Programs vary as to what underlying reading skills they address (ex. oral language, phonemic awareness, vocabulary, comprehension, spelling or writing).
- Skill deficit should drive the intervention.

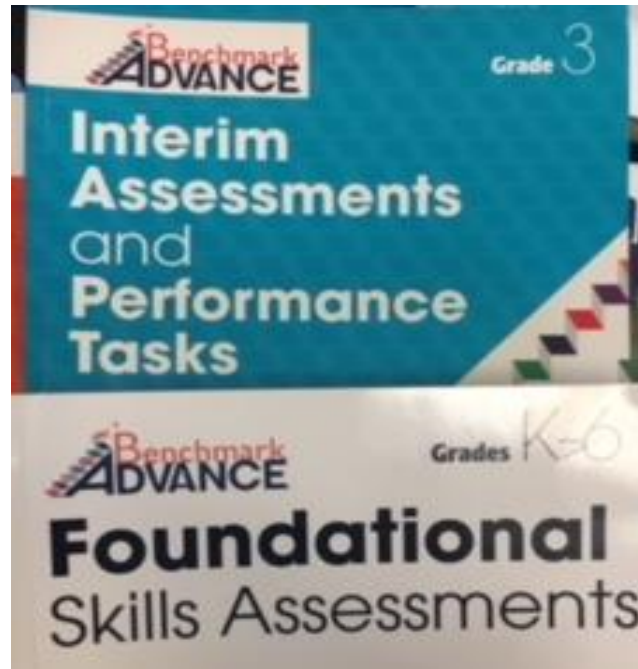
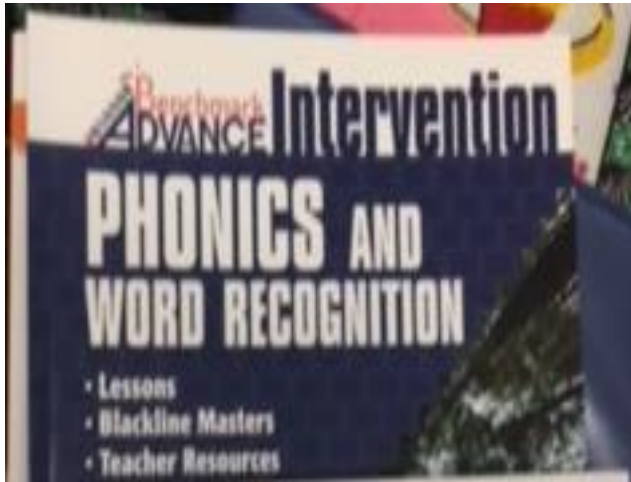
# Intervention Programs

## Focus on skills that underlie reading

- ***"There are no universally effective programs, but here are knowable principles that need to be incorporated in all programs about how we teach written language."***
- Maryanne Wolf, researcher and parent, in *Proust and the Squid*, 2007, p. 209

# Intervention Examples

## Core Curriculum

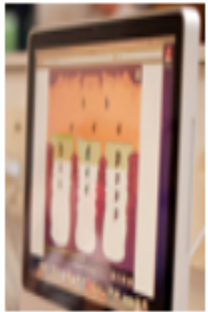


# Intervention Examples: Core Curriculum & Supplemental (supplemental resources vary at each school site)



## Language! The Comprehensive Literacy Curriculum

This program offers reading, writing, spelling, and grammar instruction, in addition to multi-sensory components. It also offers an English as a Second Language (ESL) component to assist users who are struggling to master the language.



## The Lexia-Herman Method

Comprised of three programs, this method encourages improved reading comprehension by targeting basic phonemic awareness through a mix of blending, segmenting, and sound exercises.



## Wilson Reading System

This language-based program teaches the fundamentals of vocabulary and language by giving its users the tools to understand the English language coding system. It utilizes the Orton-Gillingham multi-sensory approach to assist readers.

## Interventions & Older Students

-If an individual has not yet established sufficient word level skills, direct instruction is necessary.

“Under the right conditions, intensive and skillful instruction in basic word reading skills can have a significant impact on the comprehension ability of students in fifth grade and beyond” (Center on Instruction, 2008).

-A diagnostic, academic evaluation will indicate all areas of reading and writing that should be addressed.

# Interventions & Older Students

The Center on Instruction's report of research findings indicates the following are key recommendations for teaching word study to older students

Teach students:

- to identify and break words into syllable types
- when and how to read multisyllabic words by blending the parts together
- to recognize irregular words that do not follow predictable patterns
- the meanings of common prefixes, suffixes, inflectional endings, and roots. Instruction should include ways in which words relate to each other (for example, trans: transfer, translate, transform, transition).
- how to break words into word parts and to combine word parts to create words based on their roots, bases, or other features
- how and when to use structural analysis to decode unknown words



# Case Studies





## Division of Special Education Psychological Services

**SLD**

- Section 3030(10), Title 5, CCR defines a Specific Learning Disability as 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, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, and results in a severe discrepancy between his/her intellectual ability and achievement in one or more academic areas. The basic psychological processing areas include attention, visual, processing, auditory processing, **phonological processing**, sensory-motor skills, cognitive abilities including association, conceptualization and expression.
- 
- In determining eligibility, the public agency may consider whether a pupil has a severe discrepancy between his/her intellectual ability and achievement in oral expression, listening comprehension, written expression, **reading fluency**, basic reading skill, reading comprehension, mathematical calculation, or mathematical problem solving.



## Division of Special Education Psychological Services

**SLD**

***Phonological processing – The ability to use and manipulate speech sounds and patterns to make meaning from spoken and written word. These skills include phonological awareness, phonological memory, and rapid automatic naming.***

Examples of difficulty with phonological processing may include deficits in:

- Letter naming
- Letter-sound association
- Rapid automatic naming of letters, digits, objects or colors
- Processing speed / fluency
- Letter-sound blending into words
- Decoding words and nonsense words
- Rhyming
- Sound deletion
- Segmenting words and sounds
- Reading fluency, which can impact reading comprehension
- Retrieval of high frequency words (slow to recall)
- Multi-syllabic word decoding
- Memory of letter-word patterns
- Distinguishing the difference between similar sounds (Example: Seventy and seventeen).
- Following directions and remembering details
- Spelling
- Receptive and/or expressive oral language
- Following multi-step directions
- Recalling stories or songs
- Confusing multi-digit numbers, such as 74 and 47
- Memorizing number facts
- Confusing lists and other types of sequences
- Remembering the correct order of a series of instructions
- Staying focused on auditory information being given



## Division of Special Education Psychological Services

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### Specific Learning Disability Eligibility Reference Guide Document

- **Reason for Referral**

- SLD must be listed as an area of suspected disability. Consider all other relevant eligibilities based on the referral concerns. **If dyslexia is suspected, include “consideration of SLD as it relates to the unique profile of dyslexia.”**
- Reason(s) for referral should include operational illustrations of any of the relevant eligibility criteria

- **Background Information (Health/Development, Family History)**

- Note observational and/or anecdotal data to address relevant eligibility criteria in the Health and Family History sections as applicable, including exclusionary factors.
- Report whether or not there is a family history of learning difficulties. **Include familial history of dyslexia, as applicable.**
- As appropriate, use this section to rule out vision, hearing, and motor deficits as primary reason for not accessing the curriculum

- **Educational History**

- Achievement history should suggest academic difficulties in one or more of the following areas: oral expression, basic reading skills, reading comprehension, listening comprehension, written expression, **spelling, fluency**, math calculation, and math reasoning. Note when they began
  - Refer to teacher comments, report cards/grades, state test scores and progress monitoring data.
  - **When considering dyslexia, make note of difficulties learning letters and their corresponding sounds, spelling, blending, segmenting, rhyming, memorizing number facts, organizing written/spoken language, difficulties decoding for comprehension, difficulties learning math operations, difficulties in reading fluency, DIBELS data.**
- A pattern of behavioral difficulties may or may not be present in previous teacher reports, report card, etc. (work/study habits; motivation; frustration tolerance; learning skills; attention)
- As appropriate, use this section to rule out limited school experience, poor attendance and lack of instruction



**Division of Special Education  
Psychological Services**

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**Specific Learning Disability Eligibility Reference Guide Document**

- **Intervention History**
- Note if the student received any academic interventions in or outside of the school. Report time, frequency, and duration. If applicable, note an absence of academic interventions
- State what the interventions were targeting and progress made. State whether all the providers observed similar academic areas of need and processing deficits
- Report the types of interventions and modalities that were implemented. State whether the interventions were implemented with fidelity. State if the interventions are research based and if they match the reason for referral
- **When considering dyslexia, ensure documentation of targeted interventions and progress monitoring in phonemic awareness, spelling, sight word learning, etc., as applicable.**



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**Specific Learning Disability Eligibility Reference Guide Document**

- **Behavioral Observations**

- Conduct multiple observations in multiple environments- Both structured and unstructured
- - Assessment Environment
    - Within the assessment environment, note how the student understands instructions; follows instructions; engages in conversation; copes with frustration; maintains attention to task.
  - Structured- Classroom (during an academic period that teacher reports most challenging or successful)
    - Within the classroom, note how the student: transitions between activities; participates in class; begins/completes assignments (work habits); interacts with peers/adults; comprehends directions; asks/accepts assistance.
    - **When considering dyslexia, note behaviors exhibited during choral reading, reading aloud, individual reading time, etc.**
  - Unstructured- Recess/nutrition
    - During unstructured time, observe the quality of peer interactions during recess/nutrition; note how the student interacts with peers



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- **General Ability/Cognitive Functioning**
- Overall cognition should not be below average. Note (significant/relative) strengths and areas of need. **If there are more scores below average than average, the student should not be identified as having average cognition.**
- 
- Address all processing areas. Note evidence of deficits in one or more of the following processing areas: Attention, Visual Processing, Sensory-Motor Skills, Auditory, Phonological, Association, Conceptualization, and Expression.
- Note the student's performance on assessment measures
  - Include behavioral observations during test administration (difficulties attending, frustration tolerance, etc.). Report if the student refused to engage in certain tasks, demonstrated low motivation, **aversion to tasks related to reading/spelling**, etc.





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Specific Learning Disability Eligibility Reference Guide Document

- **Academic Performance**

- Note the student's performance on academic assessment measures.
  - Are there differences in performance across subject areas (ex. Are difficulties more prevalent during specific subjects?)
  - **When addressing dyslexia, document and summarize results of DIBELS or other academic assessments, that include oral reading fluency, decoding, phonemic awareness, nonsense words, etc.**
- Note evidence of academic difficulties in one or more of the following areas: oral expression, basic reading skills, reading comprehension, listening comprehension, written expression, **spelling, fluency**, math calculation, and math reasoning
- Align with any teacher comments on suspected disabilities/processing





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Specific Learning Disability Eligibility Reference Guide Document

**Language Function**

- Document any observed areas of need in receptive and/or expressive language, whether they are consistent with processing deficits. Be sure to address listening comprehension and expression
- **If exploring dyslexia, address difficulties learning to speak, organizing spoken language. Report and summarize results from receptive vocabulary measures.**
- Note any teacher report/comments or observations regarding deficits in oral expression or comprehension
- Report LAS testing results if the student was assessed
- Address how the student's primary language skills/second language acquisition may affect academic progress
- - As appropriate, use this section to rule out limited English proficiency. May include WMLS-R-NU and a bilingual assessment
  - **When considering dyslexia for ELL students, document results of standardized measures of phonological awareness and rapid naming assessed in English, as well as primary language as appropriate.**
  - For all bilingual students, document the results of the bilingual consultation or assessment



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**Specific Learning Disability Eligibility Reference Guide Document**

- **Social Emotional Status**
- Must include interviews with parents, teachers, and other relevant persons (ex. outside therapists, service providers)
- **If exploring dyslexia, address persistence when faced with longer reading assignments, academic self concept, overall attitude toward learning, self esteem as related toward learning.**
- Report any and all behaviors that appear to be impeding learning
- Must include a broad band (BASC-2) measure of behavior from parent and teacher.
  - Note difficulties with work habits, motivation, attention, etc.
- 
- If significant concerns are noted on the broad band measure or through record review/interviews, a narrow band measure administered to parent and teacher may be necessary to rule out other relevant eligibilities

Student

Date of Birth

Meeting Date

**SPECIFIC LEARNING DISABILITIES CERTIFICATION**

Use this form at Initial, Three Year Reviews and comprehensive assessments for students eligible as having a Specific Learning Disability, including but not limited to students with characteristics of dyslexia. This form is not required at Annual Review meetings.

It is the consensus of the IEP Team that the student meets the eligibility criteria for Specific Learning Disability based upon the information which follows. This form serves as the written report of the IEP Team consensus.

1. Are there educationally relevant medical conditions which should be considered by the IEP Team? ☐ Yes ☐ No

If Yes, describe

3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply)

- ☐ Listening Comprehension
- ☐ Basic Reading Skills
- ☐ Oral Expression
- ☐ Reading Comprehension
- ☐ Written Expression
- ☐ Math Calculation
- ☐ Math Reasoning
- ☐ Reading Fluency

4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply)

- ☐ Attention
- ☐ Visual Processing
- ☐ Auditory Processing
- ☐ Sensory Motor Skills
- ☐ Cognitive abilities including association, conceptualization and expression
- ☐ Phonological Processing

5. The Team agrees that the discrepancy is not primarily the result of:

- ☐ Limited school experience
- ☐ Poor school attendance
- ☐ Environmental, economic or cultural disadvantage
- ☐ Social maladjustment
- ☐ Intellectually Disabled
- ☐ Visual, hearing or motor impairment
- ☐ Unfamiliarity with the English language

# The Difference Between Dyslexia and Auditory Processing Disorder

	Dyslexia	Auditory Processing Disorder
What is it?	An issue that involves difficulty with reading and processing language in ways that can also affect spelling, writing and speaking. Kids with dyslexia may find it hard to isolate the sounds in words, match sounds to letters or blend sounds into words.	A condition that makes it hard to process what the ear hears, such as recognizing subtle differences in the sounds that make up words. Kids with APD may find it hard to locate where a sound is coming from or to understand what someone is saying, especially in noisy environments. APD can also impact skills like spelling and reading.
Signs you may notice	<ul style="list-style-type: none"> <li>•Struggles with reading</li> <li>•Has trouble sounding out written words and memorizing <a href="#">sight words</a></li> <li>•Has trouble with spelling, often leaving out letters, <a href="#">reversing letters</a> or confusing the order of letters</li> <li>•Avoids reading aloud</li> <li>•Has trouble with rhyming</li> <li>•May have an easier time understanding stories he hears than stories he reads</li> </ul>	<ul style="list-style-type: none"> <li>•Struggles to follow conversations and respond to spoken questions</li> <li>•Asks speakers to repeat what they've said, or <a href="#">frequently says "Huh?" or "What?"</a></li> <li>•May be very sensitive to noise and easily distracted by background noise</li> <li>•Has trouble with rhyming</li> <li>•May have an easier time understanding stories he reads than stories he hears</li> <li>•May also have trouble with reading, spelling and following spoken instructions</li> </ul>
Possible social and emotional impact	<p>Struggling with reading can affect kids' <a href="#">self-esteem</a>. It can make them feel like they're falling short.</p> <p>Dyslexia can also make it hard to <a href="#">find the right word to say</a>, which can make it hard to answer questions in a timely manner.</p>	<p>Kids with APD may focus so hard on trying to understand the words in conversations that they miss <a href="#">social cues</a>, sarcasm and other forms of nonverbal conversation.</p> <p>Kids with APD may retreat in <a href="#">social situations</a> because they have a hard time getting the joke, following the rules in games or keeping up with conversations.</p>

# The Difference Between Dyslexia and Auditory Processing Disorder

	Dyslexia	Auditory Processing Disorder
Accommodations that can help	<ul style="list-style-type: none"> <li>•Getting <a href="#">extra time for reading and writing</a></li> <li>•Being graded based on the content of written work rather than on the spelling</li> <li>•Having test questions read out loud and answering them orally</li> <li>•Receiving spoken instructions as often as possible in case written instructions are hard to follow</li> <li>•Accessing the teacher's notes to reduce the amount of note-taking</li> </ul>	<ul style="list-style-type: none"> <li>•<a href="#">Sitting near the teacher</a> and away from noisy doors or windows</li> <li>•Having the teacher make eye contact before giving instructions and checking frequently for understanding</li> <li>•Having the teacher use pictures, symbols or gestures to support spoken lessons</li> <li>•Receiving written instructions as often as possible in case spoken instructions are hard to follow</li> <li>•Accessing the teacher's notes to reduce the amount of note-taking</li> </ul>
What you can do at home	<ul style="list-style-type: none"> <li>•Play games that require your child to focus on the sounds in words by doing things like rhyming or deleting sounds in words.</li> <li>•Read aloud so your child hears stories above his reading level to expose him to new words and ideas.</li> <li>•Use text-to-speech and other <a href="#">built-in features on your phone</a> or mobile device to help your child understand the connection between how words sound and how they're spelled.</li> <li>•Try other <a href="#">strategies to help your child with dyslexia at home</a>.</li> </ul>	<ul style="list-style-type: none"> <li>•Turn off the radio or TV when talking to your child.</li> <li>•Have your child <a href="#">do homework in a quiet place</a> with few distractions.</li> <li>•Make eye contact before giving instructions.</li> <li>•Give instructions one at a time since multi-step directions can be harder to process and remember.</li> <li>•Use closed captions to help your child follow the dialogue on TV shows or movies.</li> </ul>

# EYES...

- Kids with dyslexia have the same risk of vision problems as kids without dyslexia.
- Dyslexia is a language-based learning issue, not a problem with the eyes.
- Eye and vision problems don't cause dyslexia, but they can co-occur in the same child.



# Bulletin 045788.0

## Identification and Educational Support of Students with Characteristics of Dyslexia

- Definition
  - Characteristics & Indicators
- EL & Dyslexia
- Layered Continuum of Support
- Assessment to Consider Eligibility for Special Education
  - Psycho-educational
  - Academic
  - English Learners (ELs)
  - Eligibility Determination

### **Attachment A**

#### Performance & Assessment Tools

- General Education Program
- RST
- School Psychologist



The Bulletin and  
Welligent SLD Certification  
Page changes are  
scheduled for

**February 14<sup>th</sup> , 2018**

An announcement will  
appear in Welligent with a  
link to the bulletin when  
the new page is active.





PSYCHOLOGICAL SERVICES DYSLEXIA HANDBOOK  
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# UPDATES – Dyslexia in the District

- **Parent Workshops** – Dyslexia – pilot in February – will emphasize supports along a continuum
- School Awareness PD on **Schoology** on Dyslexia Awareness
- Elementary Assistant Principal Organization PD Feb 22<sup>nd</sup>
- Elementary School Principals – PD w Maryanne Wolf (Proust & The Squid author) Feb 8<sup>th</sup>
- 95 Percent Group – training for 150 RSP teachers (cohort 1) in April on targeted group **Phonics Lesson Library** – in 2018-2019 more cohorts will follow with the goal of training all ES RSP teachers





Los Angeles Unified School District  
Division of Special Education/  
División de Educación Especial  
Parent Trainings/Talleres de Padres



**REVISED**  
**2-5-18**

<b>Topic/Tema</b>	<b>Date &amp; Time/Fecha y Horario</b>		<b>Location/Lugar</b>
<b>Dyslexia for Parents</b>  <b>Dislexia para Padres</b>	1.	2-15-18 9:30 a.m.-11:30 a.m.	Wadsworth ES 981 E 41st St Los Angeles, CA 90011
	1.	2-22-18 9:30 a.m.-11:30 a.m.	Montara ES 10018 Montara Ave South Gate, CA 90280
	2.	3-22-18 9:30 a.m.-11:30 a.m.	Newcastle ES 6520 Newcastle Ave Reseda, CA 91335
	3.	4-26-18 9:30 a.m.-11:30 a.m.	93 <sup>rd</sup> Street ES 330 E 93 <sup>rd</sup> St Los Angeles, CA 90003
	4.	5-24-18 9:30 a.m.-11:30 a.m.	Marina Del Rey MS 12500 Braddock Dr Los Angeles, CA 90066



Danielle

Susan

Jeannine

Martha

Irene

Lynn

Jolene