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| Slide 1 |  |  |
| Slide 2 |  | NOTE: This slide has been deleted from the final slide deck for district presentations. |
| Slide 3 |  | NOTE: This slide was included in the recorded webinar, but has been deleted from the final slide deck for district presentations. |
| Slide 4 |  | The legislation specifically references the identification of dyslexia and dyscalculia as a specific learning disability. Students suspected of a specific learning disability must be referred in order for the IEP team to determine if an evaluation will be conducted. This presentation will discuss the finer points of the unique risk factors associated with dyslexia and dyscalculia as well as the requirement to initiate child find if a SLD is suspected. Please remember that identification of an SLD and risk factors identified through mass/universal screening are two distinctly different information gathering processes. |
| Slide 5 |  | * HB 149 was proposed to Representative Debra Conrad by parents and advocacy groups who were concerned about public school educators awareness of characteristics of dyslexia and educational interventions * bill passed both House and Senate with 100% of members of both chambers voting for the legislation. |
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| Slide 7 |  | * signed into law by Governor Roy Cooper on July 20, 2017 and became effective immediately * titled “AN ACT TO REQUIRE THE STATE BOARD OF EDUCATION AND LOCAL BOARDS OF EDUCATION TO DEVELOP TOOLS TO ENSURE IDENTIFICATION OF STUDENTS WITH DYSLEXIA AND DYSCALCULIA.” * primary purpose: to ensure all students with specific learning disabilities, including dyslexia and dyscalculia, receive necessary screenings, assessments and special education services by:   + define dyslexia as a part of policy   + ensure ongoing PD opportunities on identification & intervention   + provide electronic information for parents, educators & others   + requires that Local Boards of Education review diagnostic tools and screening instruments to determine if additional tools are needed |
| Slide 8 |  | * definition provided in legislation is most widely recognized definition used in the United States, both by educational and research community * adopted by International Dyslexia Association (IDA) in 2002; also used by National Institutes of Child Health and Human Development (NICHD) * included in NCDPI Dyslexia Topic Brief and unpacked within *Deep Dive into Dyslexia* professional development. * has been included in definition of a Specific Learning Disability in Individuals with Disabilities Education Act (IDEA) since 1975 * does NOT create a new category of eligibility, but simply defines one of the subtypes of a learning disability. |
| Slide 9 |  | Within the definition, we find that *dyslexia* is:   * a language-based learning disability * characterized by difficulties with word recognition, poor spelling and decoding, is directly influenced by a core deficit in the phonological component of language (in other words processing the sounds of spoken and written language) * unexpected; not a generalized developmental delay or disability; IQ is not a factor in diagnosing dyslexia; it is an equal-opportunity disability * many reasons why a student may have difficulties learning to read; dyslexia is unexpected when students are provided effective instruction. * students with dyslexia typically have adequate reading comprehension, however, as a result of reducing reading experience, may develop difficulty with reading comprehension.   In addition:   * runs in families; parents with dyslexia are very likely to have children with dyslexia. * exists on a continuum from mild to severe; early identification and intervention is critical. * not all students with dyslexia will qualify for special education, but do benefit from systematic, explicit, instruction in reading, writing, and language. |
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| Slide 11 |  | * NC has been a leader in the provision of professional development for students with persistent reading difficulties * NC State Improvement Project’s *Reading Research to Classroom Practice (RRtCP)* professional development, has been provided in NC for the past 16 years; reflects an extensive body of instructional research that includes students with reading difficulties and dyslexia. * principles of reading instruction gleaned from the research and reflected in the NCSIP training include the use of direct, explicit, and systematic instructional techniques and strategies. * 260 RRtCP instructors * in 2016, *Deep Dive into Dyslexia: The Science of Reading and Expert Teaching* was developed in collaboration with Nancy Hennessy, past president of the International Dyslexia Association and Director of Academic & Professional Practices at the AIM Institute. NC currently has 51 dyslexia delegates across all 8 regions, as well as 9 consultants at the NC Department of Public Instruction able to provide this training. * *What Works:  Supporting Students with Word Level Written Expression Difficulties* was developed by consultants in the Exceptional Children Division and is available for delivery statewide through the Exceptional Children Division request process * professional development for students who have a learning disability in the area of math, including dyscalculia, is currently in development for statewide dissemination. |
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| Slide 13 |  | The main page of the NC DPI Exceptional Children website has a link to a page with materials of interest to parents and educators including:   * *Dyslexia Topic Brief*-  This document provides information regarding the evaluation, identification and instruction of students with dyslexia within the school setting in a myths and facts format.  This is also available in Spanish. * *Dyslexia Guidance letter* from the US Department of Education clarifying 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.” October 23, 2015 * *Dyslexia Fact Sheets* from the International Dyslexia Association * The Exceptional Children Division is partnering with ECAC to develop additional electronic accessible materials. |
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| Slide 15 |  | * definition of screening within *NC Policies Governing Services for Children with Disabilities* includes a definition of screening.  This definition includes mass or universal screening that is conducted with all students to identify students at risk of future academic, behavioral or emotional difficulties. * evaluations for Specific Learning Disabilities have screenings that are required as part of the evaluation process * early identification of students with indicators of risk through a universal screening system is critical. * NC Public Schools are required through the Excellent Public Schools Act (HB 950/ S.L. 2102-142) to assess all kindergarten, first, second and third grade students with valid, reliable, formative and diagnostic reading assessments. Screening assessments required for use by all North Carolina schools in grades K-3 include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) components named below:   + First Sound Fluency and Phoneme Segmentation Fluency   + Nonsense Word Fluency   + Letter Naming Fluency   + Oral Reading Fluency and   + Oral Reading Accuracy * these assessments address generally regarded areas that should be screened to detect students with risk factors; our current K-3 assessment system is sufficient for screening purposes of identifying students with risk indicators of dyslexia. * the NC Early Numeracy Skills Indicator offered by the NC Department of Public Instruction (NCENSI) is a free optional tool offered to districts for students in Grades K-3 that can provide indicators of risk for math difficulty, including dyscalculia. |
| Slide 16 |  | * IEP team determines assessments needed as part of a comprehensive evaluation. * an important function of a comprehensive assessment is to provide diagnostic information that supports the design and delivery of specially designed instruction * diagnostic information allows instruction to be focused on the sets of skills that will increase overall academic or behavioral competency, so the student can realize the greatest gains in achievement * when the SLD policy becomes effective in 2020, diagnostic assessments will be a required component of an evaluation. * diagnostic assessments for identification of dyslexia would include tests of phonological awareness, including advanced phonemic awareness tasks such as segmenting, blending and manipulation of phonemes, decoding assessments for word identification, spelling inventories, and fluency assessments. * data obtained from diagnostic assessments can help determine underlying causes, determine the instructional focus and, inform decisions about how to adapt and individualize interventions |
| Slide 17 |  | * screening and diagnostic assessments should be utilized within a system that supports their use and interpretation. * NC Department of Public Instruction Multi-Tiered System of Support (MTSS) model includes a comprehensive and efficient assessment system that is balanced, uses multiple sources of data and is culturally appropriate. * a comprehensive assessment system is integral to data-based problem solving to ensure students identified as having indicators of risk receive appropriate instruction and intervention quickly and efficiently. * recommended that all staff and local boards of education carefully read the *NCDPI MTSS Comprehensive Assessment Guidelines* as the basis of their review of locally used diagnostic and screening instruments for dyslexia, dyscalculia, or other specific learning disabilities. |
| Slide 18 |  | * screening assessments are limited to identifying students with **indicators of risk**; they may or may not indicate dyslexia, dyscalculia or other specific learning disabilities. * screeners do not diagnose or identify. * screening assessment alone does not improve reading performance- the data must be used to drive instruction * once students are identified as having indicators of risk, effective core instruction and appropriate research-based intervention should begin; it is only when difficulties persist after effective instruction and intervention has been provided that we may begin to suspect dyslexia, dyscalculia or other specific learning disabilities |
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| Slide 21 |  | * legislation proposed by parent to Representative Conrad was modeled after West Virginia; WV's legislation includes dyscalculia as well as dyslexia.  (West Virginia H. B. 4608) * while students with dyslexia/dyscalculia may have additional challenges with comprehension/math problem-solving, these are usually the direct result of the underlying difficulties with the foundational skills. * both are alternative terms for LD * diagnostic assessments are used to allow instruction and interventions to be focused on the specific target skill and sets of skills that will increase overall academic or behavioral competency |
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| Slide 23 |  | * dyscalculia is not as well-researched, and a universal definition does not exist * consider a student who may have dyscalculia to be a student who has not responded to empirically-validated core instruction in math * student with dyscalculia characteristics may qualify as a student with a learning disability under the area of math calculation and/or mathematics problem-solving |
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| Slide 25 |  | * primary issue for dyslexia resides in phonological processing * dyslexia is primarily a disorder of language and word retrieval; it is not a vocabulary or knowledge-based deficit; is a sound or phonological encoding difficulty; problems with phonemic awareness are the hallmark of dyslexia * orthographic processing is enabled by phonemic awareness and grapheme-phoneme knowledge, which are primary need areas for a person with dyslexia. * student has to connect the letters and letter strings to the sounds of spoken language; must be aware that spoken words can be pulled apart into the elemental particles of speech * common misconception is that it is a visual, “seeing letters backwards” issue. * to form connections and retain words in memory, readers must have phonemic awareness (the ability to focus on and manipulate phonemes in speech) and grapheme-phoneme correspondences of the writing system. * application of these strategies will develop the orthographic mapping to retain the words’ spellings, pronunciations, and meanings in memory * although orthographic processing is not directly referenced in the definition, the portion of the definition that states, "It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities" refers to orthographic processing and its impact on automatic word recognition, fluency and spelling. |
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| Slide 27 |  | * again, we will return to the definition of screening within *NC Policies Governing Services for Children with Disabilities* * item (a) within policy refers to the universal screening system that is conducted with all students * *MTSS Comprehensive Assessment Guidelines* state, “Districts and schools will consider the needs of the student population alongside the efficacy of direct academic skill screening of all students when developing their universal screening system. Current research indicates that historical data along with other risk factors associated with dropout be analyzed for all students on an ongoing basis should be included in a universal screening system in middle and high schools.” * for additional information on universal screening systems, we refer you to the MTSS Assessment guidelines and your MTSS Regional Consultant * NC Public Schools currently has a system that screens all K-3 students for risk of reading difficulty through Dibels Next; these assessments are sufficient to identify students with risk indicators of dyslexia. |
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| Slide 29 |  | * students with dyslexia will continue to be found eligible as a student with a Specific Learning Disability under IDEA, if there is an adverse effect to progress in the general curriculum and a need for special education and related services. Dyslexia is NOT a new area of eligibility. Dyslexia, Dysgraphia, and Dyscalculia are all subtypes of a Specific Learning Disability. * although, they not their own eligibility area, the Office of Special Education Programs (OSEP) has clearly stated that there is no need to avoid using terms like dyslexia, dysgraphia, and dyscalculia. * in fact, it is appropriate and encouraged to include characteristics of these three terms in the PLAAFP, Prior Written Notice, and Reevaluation forms. This more detailed information leads to the “special” in specially designed instruction and helps identify precise evidenced-based practices known to be effective. * terms give more specific information about the disability. For example, knowing that a student has dyslexia, will help a teacher understand that the learning disability occurs at the word recognition level and intervention should focus on phonological awareness, systematic phonics instruction, spelling and automaticity of reading. |
| Slide 30 |  |  |
| Slide 31 |  | * dyslexia, dyscalculia and dysgraphia are considered alternate terms for Specific Learning Disabilities under the IDEA and NC Policies * will not impact eligibility decisions * dyslexia falls under Specific Learning disability; it is not its own eligibility category. * within the 8 areas of an LD, a student with dyslexia will typically present with primary weaknesses in basic reading skills and/or reading fluency, and may show secondary consequences in reading comprehension. * written expression may also be impacted due to weaknesses with spelling and writing fluency. * while the IDEA definition of a learning disability contains a list of conditions under the definition “specific learning disability,” which includes dyslexia, the list is not exhaustive; dyscalculia is not specifically referenced in the IDEA definition of Specific Learning Disability, however a student with dyscalculia may meet criteria under the area of math calculation and/or mathematics problem solving. * identification of dyslexia, dysgraphia or dyscalculia does not equate to eligibility for special education and related services; in addition to an identification of a disability, it must be documented that the student experiences adverse effects as a result of the disability AND requires special education services. * outside evaluation information must be considered, as an identification may be sufficient information to suspect a disability, triggering Child Find obligations. |
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| Slide 33 |  | * we cannot predetermine eligibility status * students who demonstrate indicators of risk for academics or behavior should receive supplemental and/or intensive interventions matched to their needs; response to the intervention should be closely monitored. * if at any time a suspicion of a disability exists, then IEP team must meet to consider the available evidence and determine if a comprehensive evaluation is warranted. * best course of action for a student who does not meet the eligibility requirements, but shows skill deficits similar to a student with dyslexia would be **strong core instruction**, particularly in the areas of phonological awareness, phonics, spelling and automaticity. * students at risk for poor learning outcomes, including those who may have dyslexia, dyscalculia or dysgraphia, should be provided with evidence-based interventions, frequent progress monitoring, and adjustment of the intensity and nature of those interventions depending on the student’s success or lack thereof. |
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| Slide 35 |  | * to better respond to this question, we have organized it by sections of the law. * main point of section 1 is that all students with specific learning disabilities, receive the necessary and appropriate screenings, assessments, and special education services. The bulleted items address requirements of each section:   + Ensure that all staff have knowledge of Child Find responsibilities to identify, locate and evaluate children with disabilities.   + Ensure all staff are aware of the definition of screening within NC Policies   + Utilize qualified professional to review diagnostic instruments used when determining eligibility   + Specially-designed instruction should be designed based on the unique needs and characteristics of students with dyslexia, dyscalculia and dysgraphia |
| Slide 36 |  | * main point of section 2 is to define dyslexia as a part of policy * Definition has been incorporated into the NC Policies * Ensure all staff are aware that we DO use the term dyslexia in the NC public schools. * Ensure all staff are aware and knowledgeable of the definition and the characteristics and instructional implications of dyslexia * Suggestions for documentation:   + system-wide communication   + training attendance rosters, resources posted on website * EVERYONE is responsible for providing appropriate instruction whether a student with dyslexia is an identified student or not. So, all staff need to be aware of the first 3 bulleted items on this slide. |
| Slide 37 |  | * main points of section 3 is to ensure **ongoing PD opportunities** on identification & intervention. * State Board of Education/NCDPI EC Division provides professional development on the identification of and intervention strategies for dyslexia, dysgraphia and other specific learning disabilities; professional development on dyscalculia is in process * Recommendations:   + ensure staff have opportunities to attend professional development offered through the EC Division and through local capacity within LEAs and regionally based   + As an LEA, best practice would be to provide opportunities for teachers and other school personnel involved in screening and evaluation to attend professional development such as:     - Reading Research to Classroom Practice,     - A Deep Dive into Dyslexia: The Science of Reading and Expert Teaching,     - What Works for Teaching Students with Word Level Written Expression Difficulties, and     - Foundations of Math * These courses are provided regionally across every region and within many LEAs who have developed instructors for these professional development courses through local capacity. |
| Slide 38 |  | * the main point of the second point of section 3 is to provide **electronic information for parents, educators & others.** * NCDPI Exceptional Children Division has a link to resources for dyslexia and dyscalculia on their website * Recommendations:   + ensure all staff are aware of and have access to the Dyslexia Topic Brief.  Link this document on your school system website.   + ensure all staff are aware of the October 23, 2015 Dear Colleague letter from OSEP |
| Slide 39 |  | * The main point of section 4 is that local boards of education review **diagnostic tools and screening instruments** to determine if additional tools are needed. * Recommendations: * Ensure that local boards of education have knowledge of Child Find responsibilities to identify, locate and evaluate children with disabilities. * Ensure that local boards are aware of the definition of screening within NC Policies * Local boards of education may or may not have individuals with knowledge of diagnostic and screening tools used for about dyslexia, dyscalculia, or other specific learning disabilities.   If they do not, best practice would be to enlist experts within the LEA that could assist them in meeting this requirement * Read the MTSS Comprehensive Assessment Guidelines.  If you have questions, contact your district or regional MTSS consultant. |
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| Slide 41 |  | * When a comprehensive evaluation is determined to be needed for a student suspected of having a specific learning disability, the IEP team would determine the assessment tools and strategies needed to gather the appropriate information about the child. Those tools are individually tailored based on the specific areas of educational need. * extensive time and discussion is devoted to the screening and evaluation process through the Reading Research to Classroom Practice course; an entire unit is focused on assessment and participants are exposed to three case studies where they analyze data from diagnostic assessments and develop instructional plans ; participants are also required to administer diagnostic assessment measures to a struggling reader they currently instruct, analyze the data obtained, and develop an appropriate instructional plan. * It is highly encouraged that educators wanting more information about screening, evaluation and instructional procedures, participate in this course * the NCDPI Exceptional Children Division and Division of Integrated Academic and Behavior Supports is currently providing professional development on the use of the NC Early Numeracy Indicators and curriculum-based measures of math computation to screen for indicators of risk for math difficulties and as a progress monitoring tool.  For further information, contact your regional MTSS consultant or Matt Hoskins in the Exceptional Children Division * for information on screening and diagnostic processes within an MTSS, refer to the MTSS Comprehensive Assessment Guidelines. |
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| Slide 43 |  | * Although it is perfectly appropriate to use the terms dyslexia, dysgraphia, and dyscalculia when writing IEPs, it is not required. * The use of the terms alone is not sufficient; the IEP goals should be written with specific, measurable and objective information which describes the student’s needs so that appropriate specially designed instruction can be designed and delivered; if the IEP is written in such a way, it is not necessary to revise the IEP just to include the terms of dyslexia, dysgraphia, or dyscalculia. * If parents of students already identified with a learning disability are interested in learning more about the characteristics associated with these three areas, refer them to the main page of the NC DPI Exceptional Children website which has a link to a page with materials of interest to parents and educators. * the Dyslexia Topic Brief, Dyslexia Guidance letter from the US Department of Education, and Dyslexia Fact Sheets should be very informative for parents. * There is also additional information under the Disability Resources/ Specific Learning Disabilities tab for organizations, websites and resources related to learning disabilities and ADHD |
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| Slide 45 |  | * A one day professional learning course has been developed; the title of this course is, "Addressing Word-level Written Expression Difficulties within an MTSS Framework” * LEAs in need of this PD can submit a request form to DPI if the area is not directly addressed in the LEASA, but a need is identified. |
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