



MANALAPAN-ENGLISHTOWN'S RESPONSE TO DYSLEXIA & OTHER READING DISABILITIES

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IN 2013 & 2014 NEW JERSEY ENACTED THE LAW ON
READING DISABILITIES INCLUDING DYSLEXIA
The law required school districts to do the following:

N.J.S.A. 18A:6-130-131

Professional Development for public school employees:

Two hours of professional development on the screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia

How Has MERS Responded to This Law?

The district has hired the following consultants to provide the two-hour training as well as additional training throughout the year:

- An Orton-Gillingham Certified Consultant who is also **Project READ Certified** since 2004
 - Staff training is provided throughout the year as well as during staff inservice days on Project Read and reading strategies
- **Project Read Coach**
 - Certified special education teacher
 - Teacher of the Year
 - 21 years of teaching experience
 - Project Read trained in all domains of Project Read
 - Project Read Coach in place since 2014
- Regular education teachers in grades first and second are trained in Project Read
- **Speech Language Pathologists** are an excellent resource for staff in regards to phonological awareness, oral language skills, oral fluency, vocabulary, encoding etc.

Response To Intervention (RtI) Staff

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 - **RtI Interventionist** (in each school K-8)
 - RtI interventionist hold either a Master's degree in Reading or Reading and Literacy with most holding certification as a Reading Specialist.
 - Many have acquired their Orton Gillingham (OG) certificate through Fairleigh Dickinson University(FDU)-an intensive two year certification program.
 - RtI interventionist are available to all staff throughout the day in each school to provide modeling and support. RtI interventionist turn key information during faculty meetings and during after school trainings.
 - **Interventionist** (in grades 1-8)
 - Certified teachers that provide Tier 2 instruction

Training for Parents

There are many training opportunities for Parents throughout the year:

October 4, 2017	Dyslexia	Heather Tellier TCNJ
November 17, 2017	Parent University	Various trainings
December 13, 2017	MERS Response to Dyslexia	Karen Leder/Gigi Petillo
TBD	Resource Fair	

The Regional Development Committee- FREE workshops for parents including reading disabilities, social skills and behavioral training. Register at <http://www.lehsd.ss8.sharpschool.com/>.

N.J.S.A 18A:40-5.1

C.18A:40-5.3 Screening for dyslexia, other reading disabilities. 3. a. A board of education shall ensure that each student enrolled in the school district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using a screening instrument selected pursuant to section 2 of this act no later than the student's completion of the first semester of the second grade.

Early Diagnosis of Students

In the Early Learning Center the **Dynamic Indicators of Basic Early Learning Skills(DIBELS)** is administered three times per year by the classroom teacher. DIBELS is also administered to first grade students who did not meet spring benchmarks in kindergarten.

Beginning in Kindergarten through third grade, students are administered the **DRA2** to determine fluency, accuracy, and comprehension. Students presenting with weakness in fluency and accuracy will also be given the **Word Analysis** component of the DRA2 to determine weaknesses in phonological awareness.

In first grade students are administered a **Project Read Sound/Symbol Inventory**. The inventory is a pre-assessment to help teachers plan future small group instruction.

Response To Intervention (RtI)

Assessing acquisition of skills by regular education teachers occur throughout the year: Students who are demonstrating areas of concern are given additional strategies and/or instruction by the regular education teacher. This is called **Tier I**. If this additional support is not successful in remediating deficits, the student is referred to the problem solving team where a Tier II intervention may be implemented. **Tier II** is a more intensive intervention provided in a small group with a targeted goal. **Tier III** is individualized targeted instruction by an RTI Interventionist. Students who are not responding to the interventions are referred to special education.

N.J.S.A.18A:46 & 55/ 18A:40-5.1

N.J.S.A. 18a:46&55“Dyslexia” means 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.

N.J.S.A.18A:40-5.1In the event that a student is determined through the screening conducted pursuant to section 3 of this act to possess one or more potential indicators of dyslexia or other reading disabilities, the board of education shall ensure that the student receives a **comprehensive assessment** for the learning disorder. In the event that a diagnosis of dyslexia or other reading disability is confirmed by the comprehensive assessment, the board of education shall provide appropriate evidence-based intervention strategies to the student, including **intense instruction on phonemic awareness, phonics and fluency, vocabulary, and reading comprehension.**

COMPREHENSIVE EVALUATION

The purpose of an initial evaluation is to answer three questions:

1. Whether the student has a disability under this chapter (There are 14 disabilities listed in NJAC 6A:14)
2. Determine the present levels of academic and functional achievement, related developmental needs, and educational needs
3. Whether the student needs special education and related services

Determining what additional evaluations are needed is based on the following: existing evaluation data, information provided by parents, current classroom based assessments and observations, and the observations of the teacher and related service providers.(NJAC 6A:14-3.4(a))

The components of the assessments are determined by the weaknesses your child demonstrates.

Speech Language Pathologist

SLPs are integral to the evaluation process and development of the IEP of a student who has indicators of dyslexia

Oral language development is a foundational component of learning to read. Language encompasses pre-reading skills including phonological processing and phonemic awareness as well as vocabulary development, oral expression, and reading and listening comprehension.

American Association of Speech-Language-Hearing Association(ASHA) has developed guidelines for the SLP to address oral language development.

Skill	Dyslexia Indicators
Word Recognition	Difficulty reading single printed words
Decoding/Word Attack	Difficulty reading unfamiliar words by using letter-sound knowledge, spelling patterns and chunking the words into smaller parts, such as syllables.
Phonological Processing	Difficulty producing rhymes and recognizing words that rhyme, counting phonemes in a word (segmenting), deleting, adding, or moving sounds around in a word (elision), and hearing sounds in isolation and blending them together to form a word (blending).

Fluency/Automaticity of Skills	Difficulty naming symbols, words, or pictures at a rapid base and is based on speech, not accuracy.
Rapid Naming/Word Fluency	Difficulty naming colors, objects, and letters rapidly, in a sequence (RAN: rapid automatized naming)
Spelling	Difficulty spelling individual words from memory using their knowledge of letter-sound pairings. Difficulty with patterns of letters that cluster together to spell one sound, miscoding sounds, leaving out sounds, adding or leaving out letters or whole syllables, writing the wrong letters for sounds used and demonstrate poor recall for familiar, small, frequently used words.
Vocabulary	Difficulty learning the meanings of novel words due to decreased exposure/accuracy of reading. Difficulty with word retrieval or naming problems. Difficulty acquiring vocabulary or using age appropriate grammar.
Written Language	Difficulty putting ideas on paper, contain many spelling mistakes. Students have difficulty proofreading and are non-fluent writers. Writing contains slow, poor quality and quantity of the product.

Reading Comprehension	Difficulty comprehending due to a mastery of decoding. Students have difficulty understanding the meaning of words and sentences, inability to connect ideas in a passage, omission of, or glossing over, detail, difficulty distinguishing significant information from minor details, and lack of concentration to content during reading
Memory	Difficulty remembering names and shapes of letters, or naming letters rapidly, difficulty remembering lists, directions, or facts, or summarizing what is read. Difficulty connecting what is read to prior knowledge, difficulty applying content of a text to personal experiences. Difficulty remembering “little” words—the, of, said—that cannot be “sounded out”
Oral Language	Difficulty retrieving words in connected speech, or problems expressing their ideas clearly, sequencing stories, and/or sharing a personal experience with adequate detail for the listener to understand

Assessments

Skill	Corresponding Tests
Phonological Processing	CTOPP-2, KTEA-3,WJ-IV COG (Tests 5,12),WJ-IV OL (Tests 3, 7, 9),FAR
Rapid Automatized Naming (RAN)	CTOPP-2,RAN/RAS,KTEA-3, WJ-IV OL (Tests 4, 8)FAR
Decoding Real Words	TOWRE-2,WJ-IV (Test 1), WIAT-III, FAR,WIST
Decoding Nonsense Words	TOWRE-2, WJ-IV, WIAT-III, FAR
Reading Fluency	WJ-IV, WIAT-III, GORT-5, FAR
Written Expression Cluster	WJ-IV, WIAT-III, TOWL-4

Encoding Real Words	Test of Written Spelling (TWS-5), WIST
Encoding Pseudowords	WJ-IV
Orthographic Awareness	DIBELS, Test of Irregular Word Reading (TIWRE), WJ-IV COG (Tests 4,11) WJ-IV ACH (Tests 1, 3, 7, 16), FAR
Reading Comprehension Cluster	WJ-IV, WIAT-III, TORC-4, GORT-5 (Comprehension score), FAR
Listening Comprehension Cluster	WJ-IV OL, WIAT-III
Oral Expression Cluster	WJ-IV OL, WIAT-III

HOW HAS MERS ADDRESSED DYSLEXIA?

We look at the whole child including the social and emotional piece, offer a variety of web-based programs, deliver high quality instruction and implement a comprehensive program that includes all components of literacy.

Impact on Emotional Needs

Social Thinking Programs, Superflex & Social Skills Group

- 2014-2016 The Manalapan-Englishtown Regional Schools implemented a district-wide social thinking program called **Superflex**.
 - All K-8 guidance counselors are trained in Superflex. A consultant who specializes in Social Thinking/Superflex provided direct training and guidance to implement social thinking/Superflex in each school from 2014-2016.

Today your child may be involved in a Superflex program, social thinking group or other group to address their social and/or emotional needs. You may see posters throughout the district with the Superflex characters or the How Big is My Problem rating scale.

Web-Based Programs

In addition, Manalapan-Englishtown Regional Schools offers a variety of web-based programs to maximize the opportunity and development of sustained focused attention. Based on program criteria and an IEP team decision, students may participate in:

- MindPlay Virtual Reading Coach® (MVRC)- Delivers a one-to-one online reading program tailored to your child's needs.
- *Fast Forward*- provides adaptive online exercises that target the root causes of reading difficulty and deliver fast, lifelong learning gains.
- Reading Assistant-the only online reading tool that uses speech recognition to support and correct students as they read aloud
- Learning Ally-Over 80,000 audio books for students with print disabilities
- Reading A-Z Leveled reading books
- Writing A-Z Provides guided writing lessons
- Razkids-Interactive leveled books with quizzes
- Acheive 3000-Differentiated instruction tailored to a student's reading level
- Study Island-Adaptive curriculum in language arts and math
- MobyMax-Adaptive curriculum in language arts, math, social studies and science

Technology

- Chromebooks & iPads- developing 21st Century Learners

Available Apps

- Opendyslexic
- Beeline Reader
- SpeakIt!
- Announcify
- Scrible
- Readability
- Grammarly
- Voice tool for speech to text
- Dragon Dictation
- Co:Writer and other available apps

Is the Instruction High Quality and Well Coordinated

1. Do the teachers in my child's school have access to the experts who have specific training in addressing dyslexic difficulties?
 - a. Project Read Coach, RtI Interventionist, Project Read/OG Consultant, SLPs
2. SMART (Specific, Measurable, Achievable, Realistic, Timely) Goals
 - a. Derived from data, informal & formal assessment,
 - b. PLAAFP
3. Progress Monitoring
 - a. Is a scientifically based practice used to assess your child's progress and evaluate the effectiveness of instruction. The teacher chart's the student's progress toward IEP SMART goals

How do I know the instruction is implemented with fidelity?

Charlotte Danielson's Framework for Teaching focuses instructional practices around seven common themes: Equity for ALL, Cultural Competence, High Expectations and Rigor, Developmental Appropriateness, Accommodating Individual Needs, Appropriate Use of Technology, and Student Assumption of Responsibility

The Common Core Standards- New Jersey Student Learning Standards are a set of clear and specific benchmarks for student achievement

FRAMEWORK FOR INFORMED READING & LANGUAGE INSTRUCTION:

The International Dyslexia Association (IDA) identifies Project Read as having the quantitative and empirical research as well as the qualitative case studies to substantiate Project Read's effectiveness.

The Framework for Informed Reading & Language Instruction developed by IDA is available on the PPS web page in the new website

**These PRINCIPLES guide how
Structured Literacy's elements
are taught.**



Structured Literacy's
Evidence-Based Teaching Principles

Structured Literacy- The Key Component of Instruction for Students with Dyslexia and other Reading Difficulties

“Structured Literacy” is a term used to describe a **systematic, explicit, multisensory** phonics approach to teaching reading. This term was adopted by the ***International Dyslexia Association*** (IDA) in 2014 after surveying hundreds of members.

“A reading approach or program that includes explicit, systematic, cumulative, intensive and multisensory instruction that integrates listening, speaking, reading, and writing through evidence-based methodology would be considered a Structured Literacy approach.”

(Berninger & Wolf, 2009; Birsh, 2011; Henry, 2010; Davis, N., et al, 2010; Kerins, Winkler, Sweeney & Carran, 2006; Mather & Wendling, 2012; Yoncheva, Wise, & McCandliss, 2015)

Structured Literacy includes a specific set of principles of instruction that include:

- **Multisensory:**
 - Teaching that includes presentation of information to multiple sensory modalities, (i.e., visual, auditory, kinesthetic, and tactile), simultaneously, to enhance memory and learning.
- **Systematic and Cumulative:**
 - Employing a system of instruction that follows a sequence of skills that reflect the logical order of progression rules of the language. Instruction begins with easiest skills and progresses to most difficult, with mastery required at each level as a prerequisite to advance to the next level or skill set.

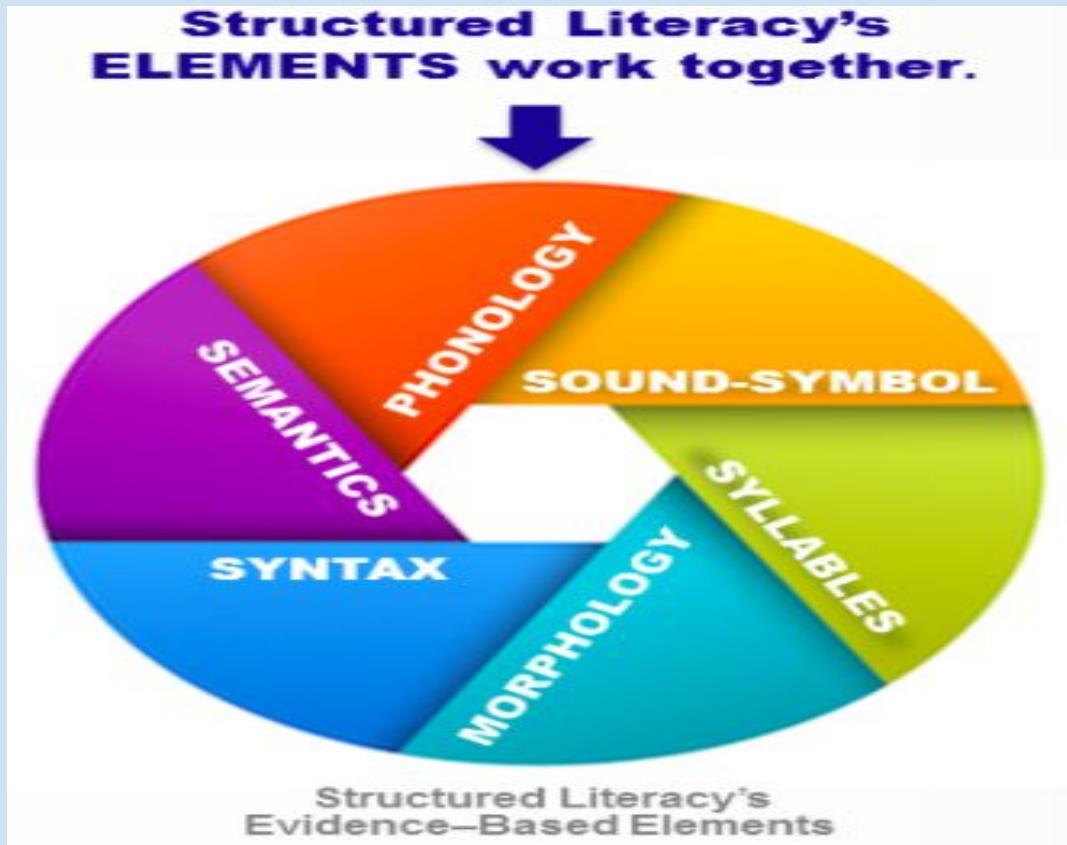
Structured Literacy ~ Project Read



“For students who show characteristics of dyslexia and who do not meet grade level benchmarks, Structured Literacy instruction has demonstrated improved reading outcomes”

(Alamprese, MacArthur, Price, & Knight, 2011; Ehri, Nunes, Stahl, & Willows, 2001; Hatcher, Hulme, & Snowling, 2004; Joshi, Dahlgren, & Boulware-Gooden, 2002; Nagy, Berninger, Abbott, Vaughan, & Vermeulen, 2003; Nagy, Berninger, & Abbott, 2006; Hatcher, Hulme, & Snowling, 2004; Wolf, Miller, & Donnelly, 2000).

Structured Literacy- explicitly teaches systematic word-identification/decoding strategies. These benefit most students and are vital for those with dyslexia.



Structured Literacy instruction includes six major components:

1. **Phonology, phonological awareness, and phonemic processing:**
 - a. The understanding of the sound system within a language (phonemes); the rules that govern how sounds can be combined in words; the understanding that words are made of individual sounds; and the ability to manipulate sounds within words.
2. **Sound-symbol association:**
 - a. Understanding the relationship between sounds of the letters and the written symbols that represent the sounds and the variety of symbols (letters and letter combinations) that stand for consonant and vowel sounds.
3. **Syllable instruction:**
 - a. Understanding rules that govern the structure of words (syllables) and the phonics rules that reflect that rule system.

Structured Literacy Components con't.

4. Morphology:

The understanding that root words and parts of words, such as prefixes, suffixes, and grammatical markers such as past tense, plurals, and possessive forms specify and change the meanings of words and how they function within sentences.

5. Syntax:

The rules that dictate the sequence of words within phrases and clauses in sentences within a language.

6. Semantics:

Language meaning at the word, sentence, and discourse levels (oral and written). An example would be understanding vocabulary in terms of word definitions, alternate meanings, multiple meanings, opposite meanings, etc.

When it all works out TRUST has been the integral component.

Trusting the team means you think the team is working in the appropriate interest of your child, you are confident the team members know what they are doing, and you feel safe your concerns are heard. In addition, you are comfortable to listen to the team and understand what their recommendations are and why they are being recommended. You may even believe it is the right direction to go in .

A **team** member who feels they are in a trusting **team** environment may be more willing to bring up concerns that are relevant to the **team's** goal:

The goal is to develop an appropriate program for the child.

A collaborative and trusting **team** environment allows **team** members to share, collaborate and problem solve.