Learning Ally))((
Making reading accessible for all.

Welcome!

*Please be sure the volume is turned up
on your computer speakers.*

**"Dyslexia & the IEP"
with Dyslexia Training Institute**

Agenda:

- Learning Ally Update

- Dyslexia Training Institute Presentation

- Q&A

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Dyslexia Training for Teachers in NJ: The Shape of Things to Come

- Groundbreaking legislation was passed in New Jersey
  - Schools required to provide better support for students with dyslexia

- New **Professional Development** initiative launching soon in NJ DOE Learning Resource Centers. . .Learning Ally is leading this initiative to educate all NJ teachers on dyslexia. The PD program covers:

  - Basics of what dyslexia is; deconstructing common myths
  - Ways dyslexia can be detected
  - Best practices addressing dyslexia in the classroom.
  - Also includes a simulation that allows teachers to experience the struggles associated with dyslexia firsthand.

- *The shape of things to come:* National PD as other states adopt similar bills!

DECODING DYSLEXIA

DYSLEXIA
TRAINING INSTITUTE
EDUCATION CHANGES EVERYTHING

DYSLEXIA: SHAPING THE ULTIMATE IEP

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WHAT YOU WILL LEARN ABOUT DYSLEXIA-SPECIFIC IEPs

- What information should be included in the IEP
- Where information for an IEP document should come from
- How to determine which and how many goals to include
- How to read the offer of FAPE
- How to determine the level of services
- What should be included in the accommodations section
- State testing requirements
- Modifications versus accommodations

AS YOU GO THROUGH THE PROCESS, REMEMBER ONE THING…
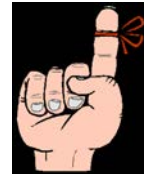
Needs drive goals and goals drive services

THE IEP FOLLOWS A SEQUENCE

- Background
- Eligibility
- Present Levels
- Goals
- Accommodations
- Services
- Notes
- Signature Page

ELIGIBILITY

- Primary and secondary categories
- Choose the eligibility category that is affecting academics the most.
- Some common co-exiting categories are: SLD, SLI and OHI
- If there is an official diagnosis of dyslexia, you can request to have the category written as SLD-dyslexia.
- If there is pushback about placing dyslexia in the category, you can request to have it placed elsewhere in the IEP.. (i.e. notes or a written letter)
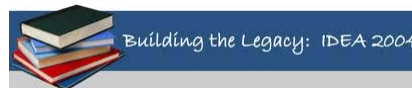
PRESENT LEVELS

IDEA says:

A statement of the child's present levels of academic achievement and functional performance, including--

How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children)

Building the Legacy: IDEA 2004

WHAT DOES THAT LOOK LIKE IN AN IEP?

- Present levels should be objective data-driven descriptions about the student's current academic functioning.
- No subjective statements
- Present levels should include data from all available sources: standardized testing, IEEs, classroom grades, parent observation and teacher observations

Ready for some examples?

NOT-SO-GOOD PRESENT LEVELS

Jake is a very nice young man. He tries hard in class and is helpful when asked. He struggles with reading and writing, but does well when he is motivated and prepared. He needs to continue to work on reading fluency and spelling.

Ask yourself

Is this objective?

Is this data-driven?

Would you be able to determine progress with this as the baseline for the year?

THE SAME PRESENT LEVELS REVAMPED

Jake (a fifth grader) currently reading at 89 CWPM when given an unfamiliar text at the fifth grade level. According to the Woodcock-Johnson, Jake is currently decoding multisyllabic words at the 3rd grade level. His spelling is at the 1st grade level according to the Woodcock-Johnson.

Jake struggles to decode new multisyllabic words, especially words that include vowel teams and dipthongs such as retreat and avoided.

NOW THAT YOU KNOW WHAT THE IDENTIFIED NEEDS ARE…ON TO THE GOALS.

- Goals need to be SMART (Pete Wright)
- Goals need to respond to identified needs: You will find the needs in assessments, teacher-kept data, state testing and informal classroom testing as well as observations by teachers and parents.
- If there are 10 needs then there are 10 goals
- There is no limit to the amount of goals that can be written
- Parents are part of the team and can give input
- Goals can be edited, they do not have to come from a drop-down menu

SMART GOALS

- Specific
  - States specifically what academic or functional skills the goal will address based on student's needs
- Measurable
  - You can count/observe the progress made
- Action Words
  - Use action words – "(student name) will be able to…."
- Realistic and Relevant
  - Written to make realistic progress that is relevant to the student's needs
- Time-limited
  - What will the student be able to do by a specific date

MEET AMY

- Amy is in the second grade and she was just assessed for special education. She had low scores in reading comprehension, fluency, decoding and spelling. She high average to above average scores in listening comprehension, writing samples and math.
- Therefore Amy needs to have at least four, if not five, goals.
- She needs to have goals in: reading comprehension, decoding, encoding, fluency and phonemic awareness.
- Each goal needs to be separate and measurable goal.
  Let's create them now.

UNEDITED FLUENCY GOAL

Amy will read an appropriate text at 90CWPM with 80% accuracy in 3 out of 4 trials as measured by teacher-kept data.

ISSUES:
1. No grade level listed
2. 90CWPM is the measurement. The 80% accuracy means that she will be expected to read 80% of 90 which is really 72CWPM.
3. Is this a hot or a cold read. We only want measures for cold reads when assessing progress.

NEW FLUENCY GOAL

Amy will read an unfamiliar **third** grade text at 90CWPM 3 out of 4 trials as measured by teacher-kept data.

1. It is measurable
2. It has high expectations for progress
3. It can be interpreted by anyone who reads it.

You can find a fluency chart here: http://www.readingrockets.org/article/31295

UNEDITED READING COMPREHENSION GOAL

Amy will read a grade appropriate passage and be able to identify the main idea and three supporting details with 70% accuracy.

ISSUES:
1. No grade level
2. The type of passage is not listed. Fiction or non-fiction.
3. Hot or cold read. Was there pre-reading before this is measured?
4. Seventy percent accuracy is low.
5. Does Amy have the choice to listen to the text or is this reading?

NEW READING COMPREHENSION GOAL

Amy will read an third grade non-fiction passage, with audio book support, and be able to identify the main idea and three supporting details with 90% accuracy in 3 out of 4 trials as documented by teacher-kept data.

1. It is measurable
2. It has high expectations for progress
3. It can be interpreted by anyone who reads it.

UNEDITED DECODING GOAL

Amy will be able to decode a list of ten words with medial vowel sounds with 80% accuracy.

ISSUES

1. No grade level
2. One syllable type only for the entire year
3. Only ten words

NEW DECODING GOAL

Amy will be able to decode a list of fifty third grade words (10 CVC, 10 CV, 20 VCE and 10 VT) with 80% accuracy.

1. It is measurable
2. It has high expectations for progress
3. It can be interpreted by anyone who reads it.

SPELLING (ENCODING) GOAL

Hmmm...where is this goal? Did I forget to put something on this slide?

Nope. This slide is blank because it is very common for IEPs to completely 'forget' about the spelling or encoding goal.

The spelling (encoding) goal is simply the decoding goal in reverse.

SPELLING (ENCODING) GOAL

Amy will be able to spell (encode) a list of fifty third grade words (10 CVC, 10 CV, 20 VCE and 10 VT) with 80% accuracy.

1. It is measurable
2. It has high expectations for progress
3. It can be interpreted by anyone who reads it.

RED FLAG GOALS

- Tyler will use reading strategies, such as beginning sounds, ending sounds, chunking, looking at pictures, and looking for small words inside of big words, to figure out unknown words at his reading level.
- **Issues**
  - Whole language approach to reading
  - If he is in fifth grade, will there be a lot of pictures
  - Is this really teaching him to decode?

RED FLAG GOALS

o John will be able decode multisyllabic words that include words with long vowel sounds (a,e,i) in words like turmoil and chipper.

o Issues

  • Turmoil and chipper do not include long syllables
  • This is red flag that the teacher is not properly trained
  • Why only one syllable type?

BE ON THE LOOKOUT FOR THESE OTHER GOAL-RELATED ISSUES

o Lumping all the reading goals into one goal.
o Not including spelling
o The 'disappearing' goals trick
o Stating that you can only have x number of goals
o Goals that only seek to improve by a very small margin over the course of a year
o Goals that repeat year after year with no adjustments
o Goals that do not move the child ahead each year.

Goals article: https://www.specialeducationadvisor.com/dyslexia-its-all-about-goals-goals-goals/

Now that we know the
needs and have the goals,
let's take a look at services
and accommodations

ACCOMMODATIONS

1. Allow time to process information.

7 Accommodations for Students with Dyslexia
DyslexiaTrainingInstitute.org

2. Do not require oral reading (without warning or practice).

3. Do not mark off for spelling.

4. Allow them to shine in the subjects in which they excel.

5. Give less homework.

6. Do not punish (i.e. keep in for recess) for work not completed during class.

7. Toss the red pen into the trashcan.

MORE ACCOMMODATIONS

- Books on Audio – Learning Ally
- Text to speech software
- Speech to Text
- Note taking assistance or notes supplied
- Assistive Technology Evaluation
- Keyboarding
- Dictating homework to parents/guardians
- Dictating answers to teacher

OFFER OF FAPE

Never allow an IEP team to go over the services, or offer of FAPE, before you have gone through the IEP from the beginning.

The services offered should respond to the needs and goals.

In Amy's case, she has four goals (and possibly more if she has any co-existing conditions). So, if the offer is push-in, you need to determine if that is really responding to her needs and if it is enough to accomplish her goals. Her services have to be calculated to achieve some educational benefit.

AMY'S SERVICES CONTINUED

Amy's goals require pull-out in a small group for at least 45 minutes per day.

The intervention must be research-based intervention.

The school has the right to choose the intervention. You have the right to ask what the intervention will be so that you can investigate its research base. You can request that the team include in the notes the program they are proposing to use. You can also include in the notes that you will have someone observe the intervention.

TO SIGN OR NOT TO SIGN?

- In most states, you do not have to sign the IEP if you are not happy with the offer of FAPE.
- You can request some time to think about the IEP and sign for attendance only.
- You can agree to portions of the IEP.

DID YOU KNOW?

- You can request an IEP meeting at any time during the year. In most states that IEP must take place within 30 days of the request.
- You can amend an IEP at any time during the year.
- You can add, change and omit goals at any time during the year.
- You have to be notified in writing by the district if services that are stated in the IEP change at any time. (Prior Written Notice)

NOTES

- Every IEP meeting should have a note-taker. This is the person that is documenting the conversation in the meeting. At the end of the meeting, the notes should be read to the team and agreed upon.
- This is your chance to add things that were not captured and add your concerns for the record.
- This should happen even if you are recording th meeting.
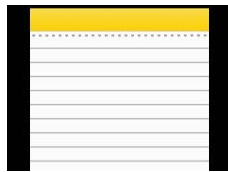
ADDITIONAL TRAINING OPPORTUNITIES

- Advocacy
  - 4 week online course – Special Ed Law & Dyslexia
  - 9 week online course – Dyslexia Advocate Certificate
- Dyslexia
  - 4 week online courses
    - What is Dyslexia? An In-Depth Look
    - Overview of the Orton-Gillingham Approach
    - Reading Comprehension Strategies
  - 1 year course – Dyslexia Certificate Program

For more information please visit
www.dyslexiatraininginstitute.org

RESOURCES

- Books
  - Special Education Law by Peter & Pamela Wright
  - From Emotions to Advocacy by Peter & Pamela Wright
  - All About IEPs by Peter & Pamela Wright
- Websites
  - www.wrightslaw.com
  - http://www.dyslexiatraininginstitute.org/blog/
  - Idea.ed.gov
  - Check your own state's Ed Code for Special Education
  - www.decodingdyslexia.net (to find local chapter)
  - Specialeducationadvisor.com

Questions??