Serving Students with Dyslexia at the Secondary Level

MCCSC Parent Talk
February 6, 2019
Tonight’s Agenda

➢ Supporting former Pinnacle students in MCCSC
➢ Describe Dyslexia at the secondary level
➢ MCCSC supports at the secondary level
  ○ Framework for literacy instruction/intervention
  ○ Classroom examples from teachers
  ○ Accommodations & Assistive Technology
  ○ Transition Planning
➢ Q & A
Supporting Former Pinnacle Students

- **Pinnacle Closing (2015-2016):**
  - 48 students transferred to MCCSC:
  - 7 have graduated
  - 9 moved out of district, 2 are home-schooled

- **Teacher Training & Ongoing Supports:**
  - 161 teachers trained in Orton Gillingham program with additional training scheduled for this summer. *Dyslexia training since 2008.*
  - Ongoing support with teachers & parents re student’s needs

- **Currently 30 Students:**
  - High School: 13 students *(7 are seniors)*
  - Middle School: 12 students
  - Elementary: 5 students
Dyslexia Defined

(International Dyslexia Association 2017)

“A Specific Learning Disability that is neurobiological in origin. It is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities. These difficulties 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.”

In other words…

Unexpected difficulty learning to read despite intelligence, motivation, and appropriate education.
The Focus of Reading Instruction for Adolescent Readers

Instructional recommendations organized into five general areas:

- Word study, fluency, vocabulary, comprehension, and motivation.
- Instruction in advanced word study, or decoding multisyllabic words.

Less emphasis on:

- Phonemic awareness and phonics, which many older readers have accomplished.

Of course, we recognize that older readers possess a range of knowledge and skills, and there may be older readers who would profit from instruction in the more foundational skills.

*Effective Instruction for Adolescent Struggling Readers: A practice brief.*

Center on Instruction

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Dyslexia in Adolescents

- An avoidance of reading for pleasure and of reading aloud.
- Difficulty with note taking in lecture-based classes.
- A tendency to struggle to retrieve words.
- A self-image of being dumb, or a concern that the students’ peers think he is dumb despite good grades.
- Difficulty with multiple-choice tests.
- Extreme fatigue when reading
- Difficulty with organizing projects and time management.

- California Dyslexia Guidelines 2017
Secondary Students

- Students are working toward high school graduation
- Students are entrusted with more responsibility
- Students are becoming more self-aware and better self-advocates
- Post-high school outcomes more of a focus
Literacy Framework - Special Education

Posted: Thu, 09/06/2018 - 8:30am

The Special Education considerations included in the Literacy Framework were written by Indiana special education teachers as part of the literacy initiative. These considerations are meant to increase engagement and growth for students in special education, they are also designed to enhance the general education students’ academic development. They are designed to support the standards and curriculum you are currently using. Please note that this is not an exhaustive list of strategies and considerations, and examples can be used across strategies as they may work best for your students.

Special Education Guiding Principles for Literacy

1. All students are "students" first. All educators are responsible for the learning of all students. Collaboration among educators is essential to the success of all students.
2. All students can learn when given equitable (not equal) access and opportunity.
3. A culture and climate that respects unique strengths and values the contributions of each and every student will create a safe environment where all students will participate and collaborate.
4. Accommodations and modifications are individualized to support the academic rigor so each student will achieve highest potential.
5. Accommodations can benefit all students and can be integrated into all lessons.
6. Teachers are responsible for empowering and supporting students with the necessary resources and skills to advocate for their own learning.
7. Behavior is a form of communication. Students need clear expectations and positive support.

https://www.doe.in.gov/literacy/dyslexia

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Recommended Approaches for Effective Dyslexia Interventions

Indiana Senate Enrolled (SEA) 217 does not specifically name a type or brand of intervention. Chapter 4 section 1 of SEA 217 states that if the findings from a student’s level 1 and/or level II screener indicate the need for dyslexia intervention services for the student, the dyslexia intervention services may include the following items:

1) Explicit direction and instruction that is systematic, sequential, and cumulative.
2) Instruction that follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student.
3) Individualized instruction to meet the specific needs of the student.
4) The individualized instruction should be delivered in a setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement.
5) Uses meaning-based instruction that is directed at purposeful reading and writing.
6) Instruction that has an emphasis on comprehension and composition.
7) Instruction that incorporates the simultaneous use of two (2) or more sensory pathways during the presentation of instruction student practice.
8) Other instructional methods as determined appropriate by the charter school or school corporation may be used.

It is also important to keep in mind that the dyslexia program should be research-based and be offered in a setting that also teaches the five (5) components of literacy.

Indiana Department of Education (IDOE) recommends that the intervention chosen by the school corporation or charter school include as many of these items as possible. SEA 217 states that the Response to Intervention (RTI) model of tiered support and intervention be used.
MCCSC Secondary Literacy Continuum

**Core Instruction** = grade-level standards-based instruction provided to all

**Strategic Instruction** = explicit instruction and/or guided practices in targeted key areas

**Intensive Intervention** = instruction for students with significant core reading deficits
Core Instruction - grade-level standards-based instruction provided to all

Strategic Instruction - explicit instruction and/or guided practice in targeted key areas

Literacy Supports
- Alignment to classroom assessments
- Additional time for content/skill remediation
- Targeted small groups
- One-on-one
- Reteaching/Preteaching
- Alternative Instructional Delivery
- Progress monitoring

Intensive Intervention - instruction for students with significant core reading deficits

Curriculum
Evidence-based intervention program designed to meet specific student needs that focuses on key foundational areas of reading development.

Literacy Support
- Explicit and systematic instruction
- Smaller groups or individualized instruction
- More extensive opportunities for practice
- More opportunities for error correction and feedback
- Individualized and frequent progress monitoring
- Assessment of discrete skills

Curriculum
- Course specific standards-based instruction
- Grade-level reading & writing embedded in content instruction
- Differentiation
- Evidence-based instructional strategies*
- Universal Screening in grades 7 - 9

*Note: 
- Evidence-based strategies
- Universal Screening in grades 7 - 9

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Evidence-based instructional strategies:
- Graphic organizers (visual representations of information)
- Reading guides (questions, look-fors in text, definitions, etc.)
- Guided notes (provide notes where student fills in key content)
- Pre-teaching (providing access to content before whole class instruction)
- Student efficacy (conversations with students about their progress & needs)
- Hands-on, multisensory experiences for content
- Verbal and written instructions
- Chunking material
**District-wide Standards:**
- Guaranteed minimum of 40 minutes within the instructional day
- In addition to core instruction
- Intervention and/or enrichment
- Teacher assigned
- Targeted to individual student need
- Guided by academic performance

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**Strategic Instruction** - explicit instruction and/or guided practice in targeted key areas

**Literacy Supports**
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**MCCSC**

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**Intensive Intervention** - *instruction for students with significant core reading deficits*

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**Literacy Support**
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**District-wide Standards:**
- Intense, rigorous intervention
- In addition to Core and Strategic Instruction
- Class scheduled for intervention
- Programming that is systematic, sequential, and cumulative
- Consideration for the 5 components of literacy (phonemic awareness, phonics, vocabulary, fluency, comprehension) based upon student need
Core Instruction - grade-level standards-based instruction provided to all

Strategic Instruction - explicit instruction and/or guided practice in targeted key areas

Literacy Supports
- Alignment to classroom assessments
- Additional time for content/skill remediation
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Intensive Intervention - instruction for students with significant core reading deficits

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Accommodations

- Classroom
- ILearn and ISTEP+
- PSAT/SAT/AP
- Hoosier Hills Career Center State Certifications
Assistive Technology

- School Device - speech to text, spell check and editing tools, screen or font enlargement
- YouTube - audio combined with text that scrolls
- Editing checklists
- Online books
- Predictive text
- Google Suite - Docs, Slides, Sheets, etc...
- https://www.opendyslexic.org/
Preparing Today for Life after High School

Transition Planning starts at age 14:

- Developing self-advocacy skills
- Preparing for College:
  - Supports in college (disability office)
  - College entrance tests (PSAT/SAT/ACT) accommodations
- Preparing for Workforce: HHCC, Work Study
- Other: accommodations on BMV written driving test
Who Do I Contact?

Or email us at:
reading4all@mccsc.edu