DYSLEXIA: HOT TOPICS FOR SPECIAL EDUCATION DIRECTORS

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Objectivet

- Aytlexii Hinabook
- Aetirtbent of Eaucition Littening Tour Outcobet
- Ttite Utaitet
- Legitlitive Utaitet
- Retourcet
  - ETC-20 Aytlexii Webtite
  - ETC-20 Aytlexii & Aytgriphii Triining Offeringt
Why was that so hard to read?
Why was that so hard to read?
Objectives

- Dyslexia Handbook
- Department of Education Listening Tour Outcomes
- State Updates
- Legislative Updates
- Resources
  - ESC-20 Dyslexia Website
  - ESC-20 Dyslexia & Dysgraphia Training Offerings
The Dyslexia Handbook, Revised 2014: Important Pages

Chapter 1: Dyslexia Basics

Chapter 2: Assessment & Identification

Chapter 3: Dyslexia Instruction

Appendices
Chapter 1: Dyslexia Basics

- Definition
- Characteristics
- Risk Factors

1. Page 8
2. Page 8
3. Page 9-11
Chapter 2: Assessment & Identification

- Process Overview
- Procedures for assessment
- Considerations for ELLs
- Who decides?
- What questions must be considered for identification & eligibility?
Chapter 3: Dyslexia Instruction

- What must be taught?
- How must it be taught?
Chapter 1: Dyslexia Basics
• Definition
• Characteristics
• Risk Factors

Chapter 2: Assessment & Identification
• Process Overview
• Procedures for assessment
• Considerations for ELLs
• Who decides?
• What questions must be considered for identification & eligibility?

Chapter 3: Dyslexia Instruction
• What must be taught?
• How must it be taught?

Appendices
• Appendix A & B
  • “School Districts MUST…”
  • “School Boards MUST…”
• Appendix C
• Q & A
## Dyslexia At-a-Glance

### Primary Characteristics
- Difficulty decoding words
- Difficulty reading words in isolation
- Poor reading fluency (rate AND/OR accuracy)
- Poor spelling

### Underlying Cause
- Difficulties with phonological processing
  - Phonemic Awareness
  - Rapid Naming
  - Phonological Memory

### Possible Secondary Outcomes
- Weaker
  - Reading comprehension
  - Reading vocabulary & background knowledge
  - Written expression

The above weaknesses are UNEXPECTED in relation to other cognitive abilities and effective classroom instruction.
Dyslexia Strengths & Weaknesses

**Strengths**
- Average to above average intelligence
- Strengths in the absence of print
- Strengths in Math and Science problem solving
- Excels in extra-curricular activities

**Weaknesses**
- Reading basic Sight Words
- Sounding out unfamiliar words
- Reading Fluently
  - slow rate
  - poor accuracy
- Spelling
- Phonological Awareness skills
  - rhyming
  - segmenting words into syllables or sounds
Department of Education Listening Tours

- Parent frustration about dyslexia services through Section 504 rather than IDEA
- Difference of numbers comparing participation of students in
  - Section 504
  - RTI
  - Dyslexia
  - IDEA
  - (Combination of the above)
- Findings expected on or around June 1, 2017
State Updates

- PEIMS Standard Report – Student Program Reports
- Parent App

<table>
<thead>
<tr>
<th>Academic School Year</th>
<th>Statewide Percentage of Identified Dyslexic Students</th>
<th>Region 20 Percentage of Identified Dyslexic Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>2.4%</td>
<td>2.9% (12,840)</td>
</tr>
<tr>
<td>2015-16</td>
<td>2.7%</td>
<td>3.1% (13,889)</td>
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<tr>
<td>2016-17</td>
<td>2.9%</td>
<td>3.2% (15,452)</td>
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- https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html
# Legislative Updates

## Funding

<table>
<thead>
<tr>
<th>Bill</th>
<th>Regarding</th>
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<tbody>
<tr>
<td>HB 868</td>
<td>20% per pupil allotment for students identified with dyslexia or related disorder (ABA x .2)</td>
</tr>
<tr>
<td>HB 3812</td>
<td>12% per pupil allotment for students identified with dyslexia or related disorder (ABA x .12)</td>
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<tr>
<td>HB 21</td>
<td>10% per pupil allotment for students identified with dyslexia or related disorder (ABA x .10)</td>
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## Legislative Updates, cont’d.

### PEIMS Reporting

<table>
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<tr>
<th>Bill</th>
<th>Regarding</th>
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<tbody>
<tr>
<td>SB 2081</td>
<td>Adding requirement for reporting # of students served by Section 504 &amp; served by RTI to current PEIMS reporting</td>
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### Legislative Updates, cont’d.

**Dyslexia Evaluation**

<table>
<thead>
<tr>
<th>Bill</th>
<th>Regarding</th>
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<tbody>
<tr>
<td>HB 1886</td>
<td>• Dyslexia testing (upon enrollment in K &amp; EOY 1(^{st}) grade);</td>
</tr>
<tr>
<td></td>
<td>• Dyslexia Specialist &amp; Dyslexia training opportunities</td>
</tr>
<tr>
<td>HB 11</td>
<td>Shortening timelines of the FIE – including scenarios where dyslexia is</td>
</tr>
<tr>
<td></td>
<td>incorporated into the FIE</td>
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Dyslexia Therapist Licensure

<table>
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<tr>
<th>Bill</th>
<th>Regarding</th>
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<tbody>
<tr>
<td>HB 1131</td>
<td>Regarding dyslexia therapist licensure –</td>
</tr>
<tr>
<td></td>
<td>• Allowing LDT to practice in any setting &amp;</td>
</tr>
<tr>
<td></td>
<td>• Limiting LDP or other multisensory structured language instructors to</td>
</tr>
<tr>
<td></td>
<td>educational settings only</td>
</tr>
<tr>
<td>HB 4007</td>
<td>Changes to Dyslexia Therapist Licensing requirements (language changes)</td>
</tr>
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</table>
### Legislative Updates, cont’d.

Dyslexia is Mentioned, but No Significant Changes for Dyslexia

<table>
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<tbody>
<tr>
<td>SB 1690, HB 11, SB 2051, HB 2136</td>
<td>District Improvement Plans must address dyslexia</td>
</tr>
<tr>
<td>HB 1321</td>
<td>Eliminating requiring passing public school assessment for promotion or graduation</td>
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<tr>
<td>HB 3737, SB 2145</td>
<td>School Finance</td>
</tr>
<tr>
<td>HR 50, HR 1042, HR 1162</td>
<td>Recognitions re: Dyslexia</td>
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<tr>
<td>HB 1684, SB 529</td>
<td>Abolishment of SLP/Audiologist regulations</td>
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<tr>
<td>HB 2209</td>
<td>Teacher Preparation (left pending in subcommittee)</td>
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Resources

- ESC-20 Dyslexia Website
- State Dyslexia Technology Tool
- Upcoming Training Opportunities
  - Including dysgraphia PD
How can we better support you?

- Use the QR code below to share how we can further support you in the implementation of your dyslexia program.
Want to keep in touch?

- Use the QR code below to join the Region 20’s Dyslexia List Serve.
Who can I contact if I have additional questions?

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Region 20 Dyslexia Website