



TRANSCRIPT

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Title: Supporting Students with Dyslexia: Systems Approach, Q & A

- So, we're gonna transition now into the how and I want to leave time at the end for questions but here again, I told you that there's provisions and fine prints and conditions, okay? Effective reading instruction is a function of general education first. We can't keep hoping that we will get the student an IEP and then just send them across the hall to the resource teacher and say could you fix him and send him back when he's a senior, okay? It doesn't work that way. Also students need best first instruction for reading. And so it tiered approach to struggling readers involves general education and special education and one of the things that we say in the special ed division a lot is that their students first and then students with the disability maybe and maybe not. They may not qualify for special education. So, does that mean you just don't help them? No. One of the things that's a little bit frustrating is particularly the people that worked really hard on the guidelines and spent a year working on these guidelines. It's a little bit frustrating when we frame the conversation within that larger context of reading instruction and I don't want to in anyway diminish the work that they did. But if you look at this as just about being about dyslexia that's just one part of this puzzle. Now, every struggling reader has dyslexia. Okay, but there are a lots of struggling readers out there. And if you frame it broadly in the context of how are we building a strong literacy reading ELA however you want to call it ELA, ELD, reading literacy. A strong foundation for every student what's the next part and then what's the very top for your most, the students with your most intensive needs. So, all of this framed with the context of general education and reading, strong reading instruction for every student in your district. To me the essence of the work comes down to making sure and ensuring that every student has the opportunity to axis and benefit from effective reading high quality reading instruction and all teachers are fully equipped to address the reading and literacy needs of the students in their classroom. And I speak for myself, I did not feel equipped. I did not feel prepared to do that when I was a classroom teacher and I taught school for 15 years, 16 years. The other thing I would like to share with this I was having a conversation with a superintendent in a large urban district in the Bay area and we were talking and this particular district is what's called significantly disproportionate so the Special Ed purposes, they sort of popped up on the radar five years in a row for significantly disproportionate so the conversation was about Special Ed and disproportionality. What we were looking at... She's rolling her eyes, okay, I know. Don't you just love what we do? The conversation was about what's going on at the district? Like what is the district trying? Well, we've got Avid, we've got Fuente we've got career in college readiness, we've got career technical. We've got this, we've got that. And basically he goes, we have what I would call random acts of greatness. We have, I just love that term. I gotta ask you know if I can have permission to like copy right that because he says we have all kinds of initiatives sort of like initiative alphabet soup. But none of is lined up in a way that would ensure that a, we could be very clear about what we are doing and that it matches the data based on the needs of the student in our district and then that we're actually monitoring that data to see if it's really having the desired outcome. It's just random acts of greatness. And so, one of the things we're gonna talk about is no more random acts of greatness. Get your initiatives lined up, focused. What is biggest need in your district? And I would guess, that if you effectively addressed the access to curriculum issue which is reading, okay? Because I can't access the curriculum if I can't read. If you effectively address that, I'm just going to speculate that majority of your chronic absenteeism the majority of your suspension expulsion the majority of your social emotional

issues would go away. But they are not going to be completely gone. But if you have every student at your school and district accessing the curriculum and making effective progress they'll come to school and they can learn and be successful. That's my theory. So, this is just a high level overview of that tiered approach to the MTSS approach part of the sums initiative. You wanna be sure at tier one you have a solid researched based reading instructional program research curriculum that you're using with all your students and that your teachers are trained in how to use. For tier two, which will be some of your students you want to have something there for that midlevel intervention and tier three, are likely to be your students with dyslexia but may not be identified with dyslexia but they are just not benefiting from that tier two stuff. One of the things that I always have to say is tier three does not mean an IEP. Some students in tier three might have an IEP. Some students with an IEP might be in tier two and some maybe tier one. But some people say, "Oh, tier three that's Special Ed." No, it's not. It might be, but it's not. One of the ways they heard one of the sums speakers talk about this is, you need to have a way, first of all, you need to know what's gonna be taught in each of those tiers and how it will be taught. But what you also need to know is how is this student gonna move up, how are they going to stay in and how are they gonna get out? That's right, sometimes we do the move up and they never get out. They just stay at tier three student for their rest of the, if we are doing this right, we're gonna have a way a solid way to know, okay? What makes us a way to tier two? So, that, those are called screeners and assessments. What makes a move to tier three? What do they do when they are there? How do we monitor progress? And when and how do we decide that they are either gonna move out or move up again.

- So, when, I'm sure, you know, I know, again sums is coming out of the Orange County and so this is a really just high level overview probably, just a review for many of you in the room but we just wanted to make the point that city strongly encourages a strong when you are developing your multi-tiered system of support a strong focus on early intervention especially K to three. 'Cause what the research shows is that effective early intervention is dramatically more effective for students than remediation down the road. Not to say that they shouldn't get remediation down the road if they still need it, but but a really strong focus on that early intervention it's critical because it, again, the research shows that early intervention, one, it catches the kids before the gap, it's two, great between their reading skills and the skills of their peers. And it takes advantage of the young students brain plasticity and just really makes that that intervention more effective. And the other thing that we want to point out is it's critical for these students with dyslexia or again struggling readers. Not, we don't want to just limit this to students who have been identified with dyslexia 'cause many of the students who are struggling with reading aren't going to be identified with dyslexia and we want to make the point that it's critical to implement cohesive interventions that meet that criteria for effective instruction that we went over before because a piece meal approach isn't going to work for these kids. They need something very structured, very cohesive.

- We had someone ask us at one of our other presentations they said couldn't we just take like a regular reading like a regular ELA curriculum they didn't tell me what they had. But then you know do that stuff around the edges you know what I'm talking about like when you have your text, your teacher book, and you know, all this stuff around the edges and my response was why would you wanna leave something like that up to chance? I've been a teacher again for a long time. I would still have a hard time teaching all the edges and making sure I covered everything. Why not give your staff that materials, the curriculum materials. It's still going to be hard, there's still going to be a learning curve. If they never really taught reading effectively like that before, it's gonna be tough. But make it that much harder by saying oh, you just gotta teach all this stuff around the edges and piece together your lessons plans and oh.. I just want

the packet, give me the packet. I know that there's a push out there not that you know but for something crucial, why leave it up to chance? People ask all the time, who should be at the table? So, this is my lens and my biased if you will. You have to get your administrators on board. You have to see as a larger district wide initiative. So, you know, as your superintendent hey, can I come in to present to the board on this stuff or you know something. Don't just leave it up to your Special Ed people. Get your Gen Ed and your Special Ed people in the same room, get your psychologist. Your resource special. Some of you may have somewhere in your district reading specialists. I think they are somewhat rarest though in California. But if you've got them, find them. help them out, Get your speech language pathologist, get your Gen Ed teachers. Get high school teachers, get middle school teachers, get first grade and kinder and TK if you've got them, okay? Get anybody who says, "Yeah, I'm willing, I'm interested. Is this you or me?"

- It's you.

- It has a star.

- You've got a lot.

- I'm gonna actually stop in like two minutes 'cause I don't want to be labor all of these.

- Yeah.

- But basically, get your people together don't wait. Start, if you haven't already started planning it's going to be tough to pull something off this year 'cause I know how it works, you know. Turning a school calendar, a master schedule in the middle of the year it's just not going to happen. But bring your people together, start meeting on a regular basis if you can Look at what you may already have in place. Some of you may have good curriculum instruction materials in closet still in shrink wrap somewhere. Start looking around. Did you somewhere along the line buy some reading intervention program and never used it. And it happens, I know. And again, think in terms of that multi-chart system of support. Go ahead. Again, start thinking about what screening tools you might use The prosman assessments. What kinds of reading programs you might use? Software or other programs. And start looking at your data collection systems how many of you do anything with dibels? Do any of you do that? Okay, that's some. That gives you some information. Anybody use Read-180. That gives you information. None of these are perfect in of themselves but it's a place where you could start. One of the people I was talking to yesterday I think said, you know, we do all kinds of like screeners and assessments and we never even look at that data. Okay. You would have old CST data in your database somewhere. If especially, you are looking at older kids. But if not, you can look at the assessments that were used in, so the test scores for ELA. You may look at Special Education assessment data. The other ones that I say are not so obvious types of data are your chronic absenteeism, your chronic students. Okay, and I know you keep that data in your system. Kids that are getting a lot F's and D's particularly in the upper grades so F's in English or D's in English, history, social studies science some times. Failing grades, chronic behavior issues or social emotional concerns. Look at your frequent flyers. What students are being suspended on a regular basis? Whose racked up 19 days of suspension?

- So this is mine.

- Yeah, go ahead.

- So, again, when you are doing that preliminary planning you want to evaluate how those assessments and interventions are lining with that criteria for effective instruction. I mean, I know I've repeated this multiple times now but it's so important. You want to make sure that what you do put in place has a good chance of being affective. Really, Theresa has gone over most of this stuff already. You can be thinking about how your master schedule may need to change to provide that tiered approach to your interventions. And then determining whether your implementation cycles are gonna be four weeks, eight weeks, something else. And how are you going to provide the professional development for your staff.

- Go ahead, just keep skipping

- Okay.

- We want to let you guys give us your questions so again, this is not the end, it's the beginning. We will update the guidelines, we're trying to limit it to a quarterly basis 'cause it's quite a little process to change things on our website. So, unless there's some agreed just error we're trying to like only do an update and we'll actually put the date, or post the date it was updated so if you are downloading copies we'll keep it updated, kind of look for a quarterly date on there to say it's an updated version like V1, V2. And, we're certainly open to feedback and of course as research changes, we'll upgrade the guidelines based on any changes in research.

- And let me just add, make sure everybody knows that when this whole, this whole presentation will be available to you guys electronically and at the end of, I'm just going to skip to it so you can see it real quick. At the end of, well, one there's our contact information and at the end, there's, I think a very good list of resources covering all topics we've been going over today. So, if you can get an electronic copy of this and you'll have access to all this information.

- And just a very last thing, go ahead and advance to the acknowledgments.

- Okay.

- If you want to know who were the key people on this work group that volunteered to work on this project. These are the individuals that actually wrote content. So, we had somebody at the state department Alison Smith who was like the editor. And what I kind of like in this process too, if you've ever done a dissertation this was like doing a group dissertation. Which I would never recommend having done one dissertation. So, it really was for these individuals a labor of love and a labor of professional commitment but these are all the people that volunteered to be on this work group and submit comments, content, so, Pam.

- So, how do we do the questions, Pam?

- [Pam]

- Okay, good morning. So, Pam, will put the today's meet up on the board so if you have a question and you post your question, we will try to address that this morning. The reason we are going through and doing it this way is because since we are being recorded we need to make sure that we can hear your questions and since we're quite a full room, it will be hard to pass the microphone around. While Pam is getting that ready we want to give you a few minutes, if you haven't gone in to go into the site, it's [todaysmmeet.com /CAguidelines](http://todaysmmeet.com/CAguidelines) or if you

have a QR reader, you can use one of the posters on the side walls. So, we'll give you some time for that and while you are doing that. The question came up about service as far as service or districts and teachers we're lucky enough to have Rhonda and Pam here who are part of the Sums Grant. So as far as MTSS, Orange County is leading the state in that area. I believe there are openings for cohort three which starts in the spring.

- Cohort two, okay.

- I would just like to share that we do have 11 districts within Orange County. Thank you. We have 11 districts within Orange County that are participating in Cohort One and their first training does occur next week actually where we will take them through this process. So, to address my high school friend over there yes, that's how we're getting the word out to classroom teachers and so it starts there as a team and I'm so glad that Theresa and Richard really highlighted all those members that are crucial to be apart of that team. That need to be at the table that speak to needs of students. But yes, the window for cohort two to apply for that training series which starts in January is open now so districts that are not currently involved in Cohort one we are encouraging them to apply for that and that application closes October 31st and so on that presentation where you did mention the OCDE sun sight that's where you can find that information for the application.

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- Yes, so another opportunity to get information out to teachers. We currently have an academic intervention coaches network series going on this year and we just had our first meeting just last week and we had a great turn out presenting our district throughout Orange County and we are talking about assessments we're talking about reading, we're talking about writing because those go hand in hand. We're talking about math and really focusing on how do those coaches, those instructional individuals that are supporting classroom teachers how do they then get that information back to their sight and their district to continue with that information.

- And I'll just add in so the state department has devoted two people to be state representatives to the sums work and 50% of that too. That's one of the other hats I wear so and that's basically why this all matches up because the sums work aligns very well with this work around on reading and reading interventions. So, now, do we read the question and, is that how this works? You want us to read the question out loud?

- Yeah, well, we're gonna give like two more minutes for you to get any other questions that you have in there. Alison has a couple of things that she wants to point out. And then, I'm going to bring her computer over to you so that you can preview some of the ones that you can't see.

- Okay.

- Okay.

- So, some other things we talked about are classroom teachers. So, we actually have some flyers on the side if you are interested we have a building blocks training which is a three day training based on foundational skills which is kind of the heart of learning to read all based on the reading foundational skills. I have a couple familiar faces in here that have attended. That's really for, we have a lot of coaches attend that but that really is for the classroom teachers. We

also take that out into the school district. So, currently, I'm working I know with Ocean View School District on that as well. Also, we have two day that's starting in October. We have Nancy Mather coming down. She was the co-author I believe of Orton Gillingham and then we have two ladies Drees Butterfield and Stacey Tolken who are coming down from the Santa Barbara County Office of Ed. They will be address this idea of chronological processing talking about assessment. You actually get Nancy Mathers at that event. Currently we have 90 people registered for that. Half of which are school psych's. We still do have some availability with that event as well. We also, Pam has our universal design for learning so we have UDL opportunities. We have one coming up in October that's UDL with English learners. Targeting or focusing on English learners and then there are some other universal design for learning opportunities through our office as well. So, our next move, we are currently working with some community partners to bring a cognitive diversity summit to Orange County. To have this conversation not just about struggling readers but twice exceptional learners and so on and so forth. So, once we have that kind of nailed down. We will be making sure we send that out to you as well. And then also, one of the chapters that I found very interesting going through this. There is a chapter for pre-service and in service teachers and one of the I had going through this because there is no state certification for learning how to work with struggling readers. I was really lucky coming through education. I started in the '90s. I was actually trained in reading recovery and how had a principal that was very proactive. So, I too had many students with dyslexia come through my doorway and students who are struggling readers and have the opportunity to have a lot of intensive one on one work with them. I know that's not a normal experience for all teachers, right? And some of those trainings can be quite expensive but I know within that pre-service and in-service section what I found that I did not know and we will be talking with our institute for leadership development as well here in our county office. The Center for Effective Reading Instruction actually has a program and you can go on to readingrockets.org and they actually have a tier one and tier two certifications. And some of the offices where you can actually go and do the testing one is actually locally here in Anaheim. So, that could be a way that you could start getting some of the background we know. Like I said, I've known about reading rockets for years but I've never actually seen that opportunity provided and that's supported from The Center for Effective Reading Instruction as well as IDA. So, there is some great content. The guidelines are kind of your one stop shop to go it links you out to some fabulous resources. And so, we're really excited that we've had Theresa and Richard here and all of you in the room to hear about it so, we're gonna go ahead and go into the Q and A. You can still go in and add questions if any questions come up as we're going through the Q and A process.

- So, Pam, we should just read from the bottom? Okay, so the PowerPoint will be made out to you will be emailed out to you. Is there a correlation between the severity of dyslexia and level of understanding the big picture or gist of a concept?

- No clue.

- Don't know.

- Don't know.

- Haven't seen any research about that.

- Further research needed, how's that? Is there a legal obligation for districts to screen general education students for dyslexia? Initially in the legislation, there was in AB1369 there was a component that required universal screening. That component was ultimately deleted from the

legislation so you may still get parents calling that find an old version of the bill but that's been taken out. I always go to though legal obligations versus moral obligation. There are a lot of things that we don't have to do in schools legally, but that moral obligation when you know like I always say when I was a school principal or superintendent and I get up in the morning and I look at myself in the mirror. Okay, am I doing what's morally right for the student's in my district? But the question is for mandatory universal screening for dyslexia there's no legal obligation to do that. It doesn't mean it's not best practice, it just means, I read that as question as is there like a mandate, a legal obligation, there's not. Is CTC considering requiring on multiple credential pre-lim candidates to take two semester course I just got to tell you what my daughter said to me the other day she goes, I can't wait I just can't wait until I have to class on how to teach first graders how to read. And I said, good luck, princess, it's not gonna happen. But she had an amazing comeback. She says, well, momma, you better start writing the book 'cause I need it and so do all my roommates. I don't know how Sonoma State feels about that. I will say, at this point the good news is we had some professors of education on our work group. We also had a representative from the CTC. So, they are looking at it they are thinking about it. I do not understand all the history why in California we do our Liberal studies credential things the way we do it. I mean, I'd actually read some back ground as to why we switched that. When both of my parents are teachers and they went to teacher school. They went to school to become a teacher. That's what they majored in was education. That changed I think in mid '60s and has been that way ever since. When you major in content and then you get that credential at the end. Actually there's something that they are even looking at redoing that, but at this point there's no mandate. But there were people that worked in credentialing and university professors at the table working on these guidelines.

- So, I'll read the next one. What does the dyslexia research say about long term ELL students and dyslexia? So, one, I don't think that there's a lot of research on it. But what I've seen, in terms of dyslexia and ELL students is those criteria for effective instruction for the general criteria for effective instruction are also found to be effective for ELL students. I mean, it probably is going to need to be adapted to some degree especially around vocabulary development and making sure that the vocabulary development is really robust for those students. But those components of effective reading instruction are effective for ELL students as well.

- I was talking about the bilingual school psychologist up in Northern California and he suspects that a lot of English Language Learners go unidentified, a lot of them that have a specific disability go unidentified because of the assessment piece. Which assessments can be used to support dyslexia as the SLD for which the student is eligible? We give you a list, we give you a reference to University of Michigan. Their dyslexia, what is there dyslexia?

- It's like this...

- Dyslexia help website. The best sort of matrix I've seen in terms of what kinds of assessments you could use broken down by grade and age range. So, you could go there and find a whole company University of Michigan and I don't really know why they specialize in this but they have a ton of resources.

- Hold that, hold that question on the screen too. And also the dyslexia guidelines have an appendix that lists, it's a sample list of assessments that can be used. And just in a general sense you want to just make sure that you are assessing chronological processing. I mean, orthographic processing as well that gets less attention, but is also an issue.

- Did you have something to add to that.

- [Man1] The question itself, I think itself is misleading. Based on the we have learning disabilities and within the learning disabilities, there are reading disabilities.

- Chronological processing.

- [Man1] It's a processing disorder then. It helps you identify

- Yeah

- one of the areas of the learning disability. Within what we, dyslexia as far as what I have seen unless you guys are gonna share some new information it's not what the eligibility categories.

- Yeah, you're absolutely right.

- [Man1] in which students can be found eligible. So, I just want to clarify that the question is a little bit faulty in the way it's worded. We understand that dyslexia is something we need to look at evaluate, but I just want people to be clear that question itself, it's not an eligibility, right?

- That's very important and it's very confusing from a parent's perspective. So, as staff at the school help your staff understand, your teachers your Special Ed staff what that nuisance is. 'Cause he and I didn't even understand that nuisance.

- [Man1] I agree with that things like this that has to be clarified

- Yeah

- so everybody in the room.

- Yeah.

- [Man1] So, as the questions come up it's an obligation of the presenters to make sure that's clear. I do agree with you it's confusing for parents and for many educators but for those of us who do evaluations and understand learning disabilities it's not that confusing. I think that just needs to be clarified.

- And especially when the parents come 'cause what the parents will tell you, the classroom teacher is I want my students assessed for dyslexia. And so that is, I'm gonna, I know there's hands raised but I'm gonna try to stick to this. So.. So many of my students have been struggling reading since before junior high what effect does adolescent cognitive printing have? I'm just gonna say real fast. Intervention, good intervention is good intervention. It's never too late, earlier is better but it's never too late. You may have to spend more time, more energy a different curriculum, but it's never too late. That's what the research bears out.

- The next one is not a question, it's just a statement. We should add teacher preparation and college professors to this discussion as well as add them to the reading groups.

- And they've been in the part of the guidelines so. What assistive technology is available to help secondary students with dyslexia? Resources in the guidelines include and the PowerPoint include assistive technology references. Where are we? On Saturday October

14th from 10:00 to 4:00 for a free dyslexia awareness event at the city of Tuston Peppertree Park. That sounds like a fun place. At high school level are the recommendations maintaining fidelity core curriculum also providing reading intervention? Good question, that's a master scheduling. The hard part is as soon as you pull a student out and put him in an intervention at the high school level you are disrupting their A to G pathway or you are taking away their elective. And like my son said, I'm not dropping science and I'm not dropping welding. So figure it out.

- And I think that's an area that you would go into detail in Sums training. How would you figure out the master schedule to provide reading intervention or any intervention?

- So, the next one is really for Orange County Department of Ed but can you include our post school districts that are participating in the I think what that really means is rather like starting this reading intervention work is that... So I'm going to differ to Orange County, correcting basically the community of practice if you will.

- Right In terms of posting online, who is participating in AB1369 I don't think that we would be doing that just because I don't know how we would gather that data

- Yeah.

- In terms of who is participating in the Sums Cohort that's what I first read that as.

- Yeah.

- Is that something we can put online? Like who got funding for cohort one and what eleven districts?

- And it is actually online. If you go to that OCDE/sums site it does list which district throughout the entire state actually have received funding for the grant so the window has not closed for cohort two so we don't have the information yet. For those participating in cohort one it's definitely there and accessible online.

- Are there treatment resource centers available in Orange County that can tutor or support families? Absolutely. I know that because when I used to have LA county and sat next to the person who had Orange County for monitoring. You get those calls all the time. Parents know what's out there. Particularly in Orange County, okay? You got very, very savvy parents in this county so yes, there are out there. But ideally, you do what you need to do in school so they don't have to go outside and find those resources. Next one is a comment that goes to the statement back here so that's a good clarifying thing and one can be.. You are assessing for a specific learning disability to see if they are eligible under that category. Is that all of them? Oh, yay! We'll hang around for a while if it works if people have specific questions, but thank you, guys.

- So, thank you.

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