

Supporting Students with Dyslexia in Schools and the Community

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Decoding Dyslexia of
Minnesota

Efforts to Improve Practice Takes Time



5 Significant Changes in Law administered by



1 agency, of which 2 divisions support



2,000 schools to train and coach



54,000 teachers to use evidence-based practices that improve



174,000 readers' proficiency

About the Dyslexia Informational Paper

Process

- Involve all stakeholder groups
- Go beyond the typical and what exists
- Answer urgent questions

Outcome: Parents and teachers have a resource that takes them beyond just knowing what dyslexia is into how to navigate supporting students in getting what they need.

Rationale and Agreements in Drafting the Informational Paper

- **Parents need capacity to advocate**
- **The word Dyslexia is controversial**
- **All of us have to navigate multiple systems, laws, and availability of resources**
- **We agree on being child centered**

Goal for Today's Discussion

- **Explain why “Dyslexia” is not universally known and used by all professionals**
- **Discuss and preview in paper How to prepare yourself**
- **Review and discuss how we handle talking about the Menu of services**
- **Review and gather feedback on the fidelity of practices tool**
- **Review and discuss “Buyer the Beware” section**

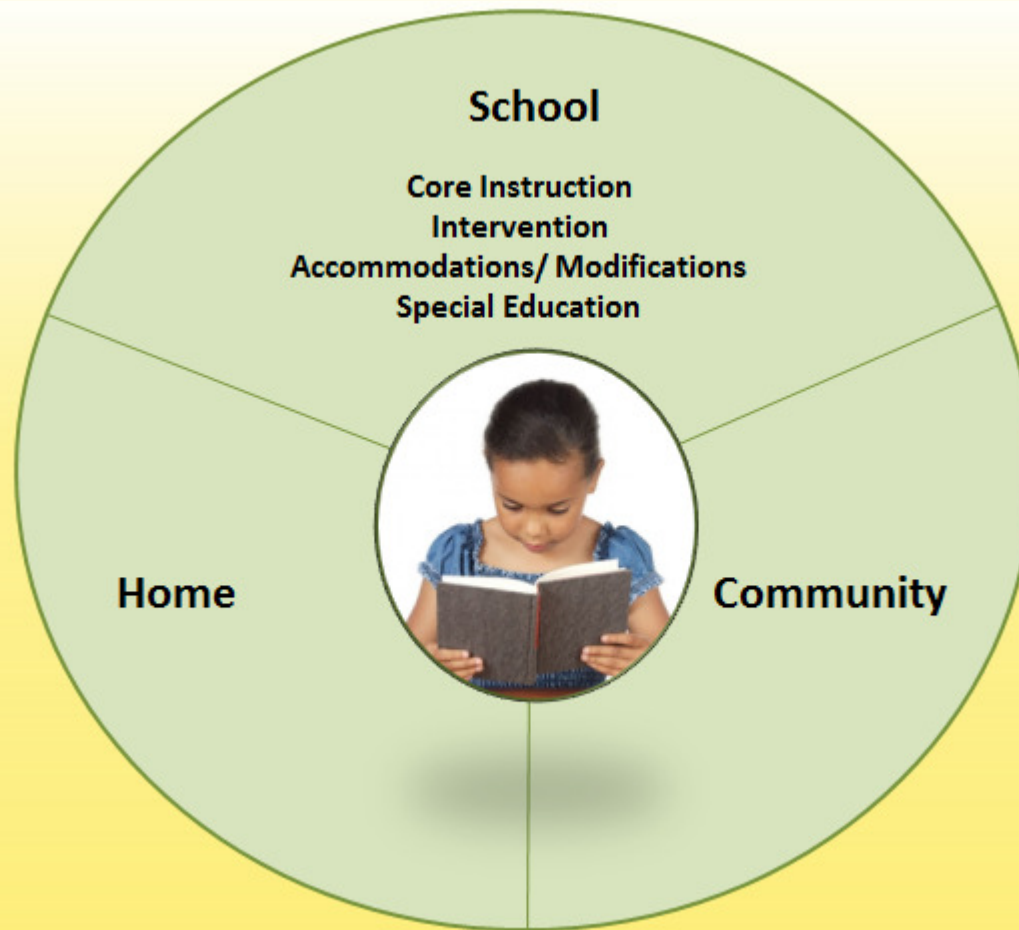
How do I prepare Myself

We heard many questions and get many calls asking for how to advocate a child.

Audience Response: Given what you see in the paper:

- What do you like?
- What would be challenging for you to take action on?
- Is there something we should add?

We Support the Student Across Environments



Flow Chart for Accessing School Supports



If Suzy is struggling with reading in school, we can identify her need through:

Step 1: Identify

A parent or teacher describing need and requesting interventions

A system of screening identifies Suzy as at-risk and in need of intervention

A parent or teacher requesting an evaluation for a disability

Evaluation from the school

Evaluation from independent evaluator

Step 2: Monitor and Adjust

If interventions are working then monitor and adjust as needed

If interventions are not working then adjust and improve and/or evaluate for a disability

If there is a disability and if there is a need for supports

Options for school staff to provide alternate educational materials and technology to improve classroom performance.

When the need is about increasing access to grade level materials and learning, then use a 504 Plan

When the need is about access and progress to grade level materials, then use a IEP

Step 3 : Continue supports in all areas of instruction

Advanced courses or gifted services

Core Instruction

Additional instructional opportunities

Special Education and related services

Parent has a right to continue with and seek additional supports through community services

How to Determine if Your Child is Getting the Critical Components of Instruction

Refer to the table in the paper and read through it

We anticipate multiple uses for this tool observe and select providers

- verify instruction is provided as intended
- guide decisions about what data to collect
- monitor effectiveness over time

Audience Response: What do you need to make it usable?

Beyond What We Can Cover Today

- **Buyer Beware**
- **When schools opt to not provide services**
- **What to do when services and supports are not enough**

When to Expect the Paper

- **Our Goal:** Complete collecting feedback and editing by May
- **Posting on organizational websites in time for “Back to School”**
 - Decoding Dyslexia
 - IDA-UMB
 - LDA of Minnesota
 - Minnesota Department of Education
 - The Reading Center / Dyslexia Institute of Minnesota