



California Department of Education

Dyslexia Guidelines

Frederick Douglass

*“Once You Learn to Read,
You Will Be Forever Free.”*





TOM TORLAKSON
State Superintendent
of Public Instruction

Focus for Presentation

- Dyslexia: Fact vs. Fiction (dialogue and Pop Quiz)
- Our lenses and journey (The Why...why do *they* get to talk about this...?)
- Dyslexia Guidelines Overview (The What...)
- Next Steps: Planning and Implementation (The How...)





TOM TORLAKSON
State Superintendent
of Public Instruction

Key Points to Remember

- Today's presentation is, by design an OVERVIEW!!!
- Errors, omissions, provisos and fine print!
- Personal...Professional...
Profound
- Provisos & Fine Print
– Professional Courtesy





TOM TORLAKSON
State Superintendent
of Public Instruction

Overall Purpose

The overall purpose of the Dyslexia Work Group was to assist the California Department of Education (CDE) in developing program guidelines for dyslexia to be used to assist regular and special education teachers and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services to pupils with dyslexia (**Assembly Bill (AB) 1369; California Education Code (EC) 56335[a]**).





TOM TORLAKSON
State Superintendent
of Public Instruction

The Guidelines Are Not Law

Please note that the guidance in the Dyslexia Guidelines is not binding on local educational agencies or other entities.

Except for the statutes, regulations, and court decisions that are referenced in the guidelines, the document is exemplary, and compliance with it is not mandatory.

- The guidelines have been published on the CDE web site at:

<http://www.cde.ca.gov/sp/se/ac/dyslexia.asp>.





TOM TORLAKSON
State Superintendent
of Public Instruction

However.....

It isn't about what we put in the "box". It's about our willingness to provide effective instruction to meet the needs of struggling readers.

"Resilient, powerful new beliefs—the kinds of beliefs that transform the way we think about how children are treated in schools, for example, are shaped by people engaging in behaviors or practices that are deeply unfamiliar to them."
Richard Elmore

"I used to think...but now I think." ⁶

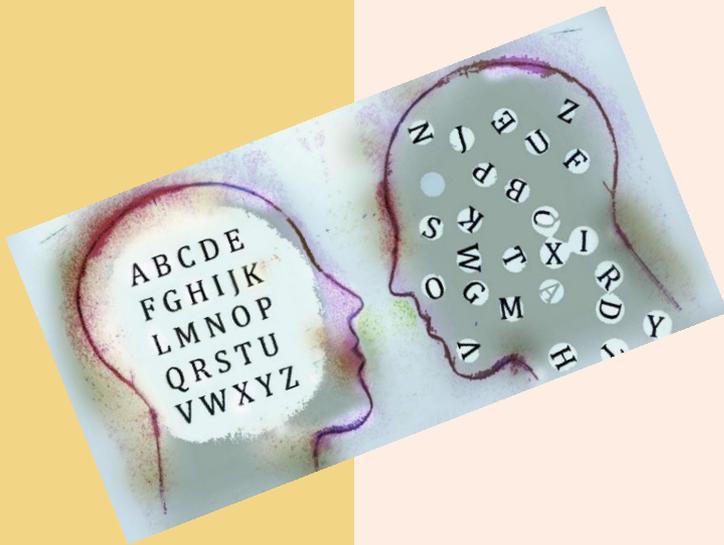




TOM TORLAKSON
State Superintendent
of Public Instruction

What Would Happen if...?

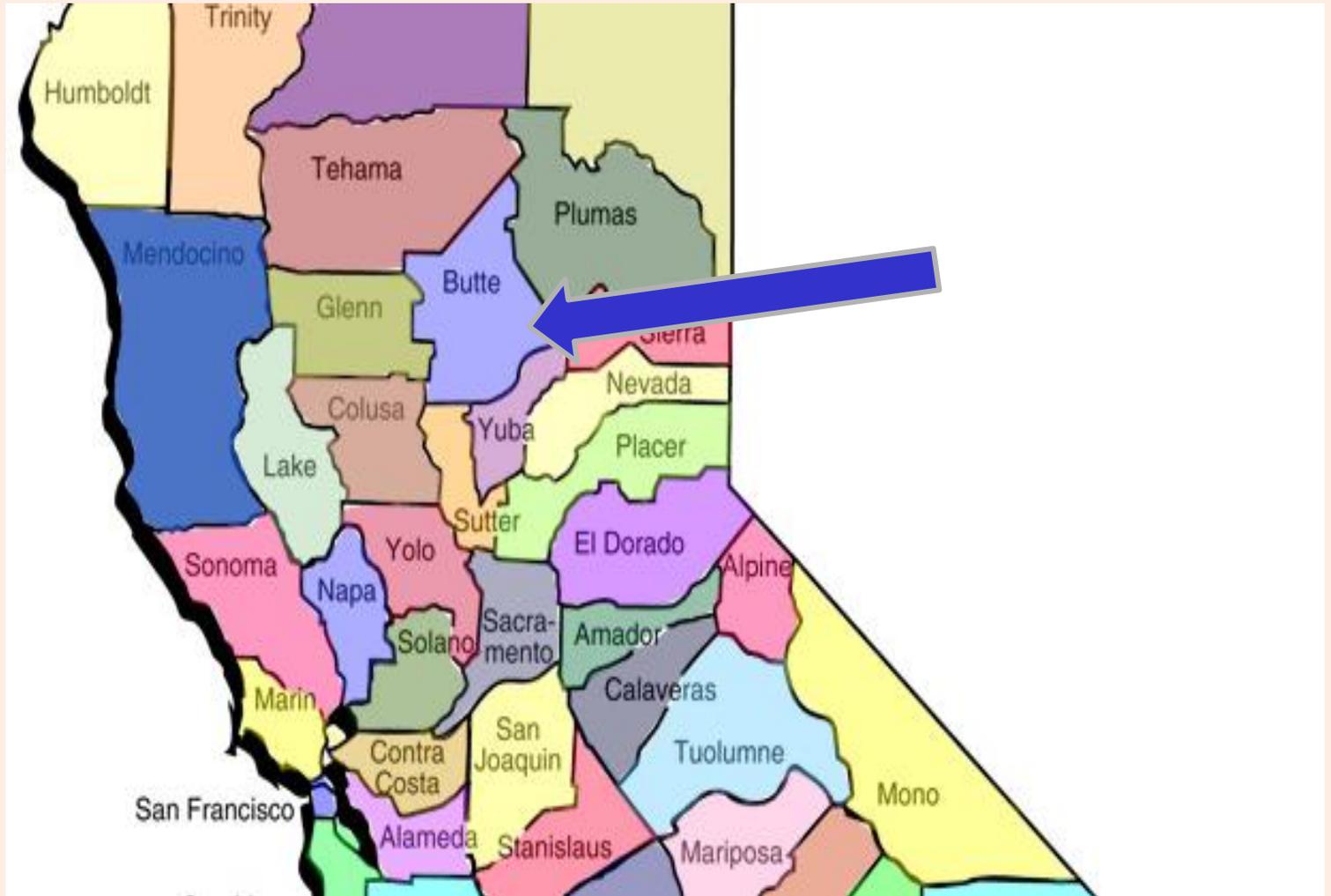
- What would happen if each student in the community, district, school, classroom, was reading at or above grade level?
- What would **need to change** in the district/school to ensure that each student was reading at or above grade level (ADULT BEHAVIORS)?
- How do people in districts and schools learn to engage in practices that are “deeply unfamiliar to them?”





TOM TORLAKSON
State Superintendent
of Public Instruction

My Story

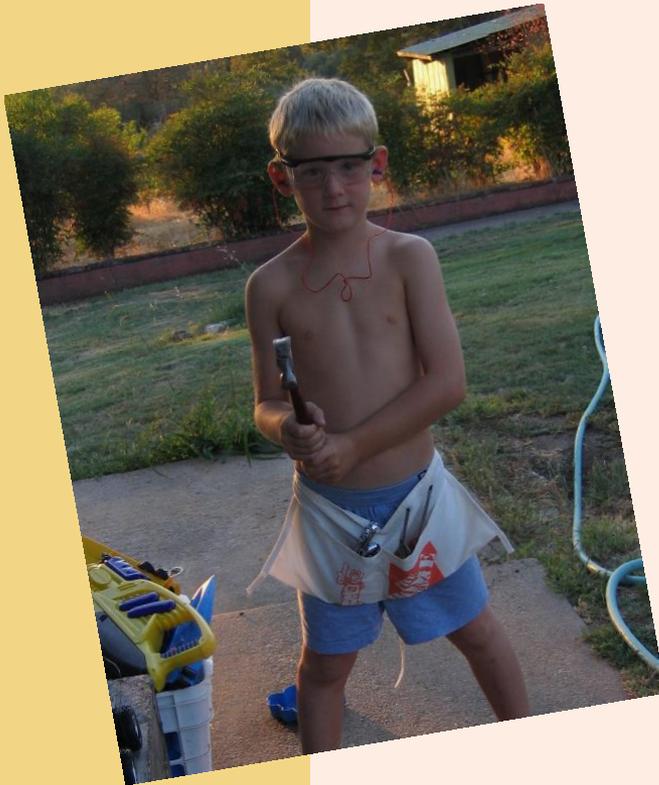




TOM TORLAKSON
State Superintendent
of Public Instruction

About a boy...

- Kindergarten teacher: “He’s glitchy.”
- Most other teachers: “He’s just plain bad.” Disruptive, lazy, lack of effort, off task, throws things, blurter, bugs other kids, wiggles too much, easily distracted, eats too much sugar, eats too much red dye, is rude, won’t stop talking, doesn’t have good handwriting, speech issues, blah, blah, blah, blah. 9





TOM TORLAKSON
State Superintendent
of Public Instruction

8th Grade Concerns

- Suspended for 19 days.
- Recommended for expulsion.
- Would not finish 8th grade, would miss first semester of high school.
- What should his parents do?
- His comment to his mother...



Fast Forward to Senior Year Class of 2017



TOM TORLAKSON
State Superintendent
of Public Instruction

- Passed all a-g courses... (except Spanish).
- Welding, Fabrication, Automotive Technology
- Accepted into ThinkBIG Caterpillar Internship Fall 2017!



Richard Gifford Education Programs Consultant



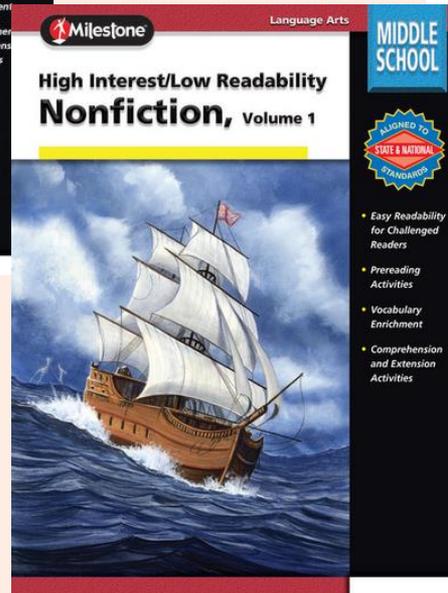
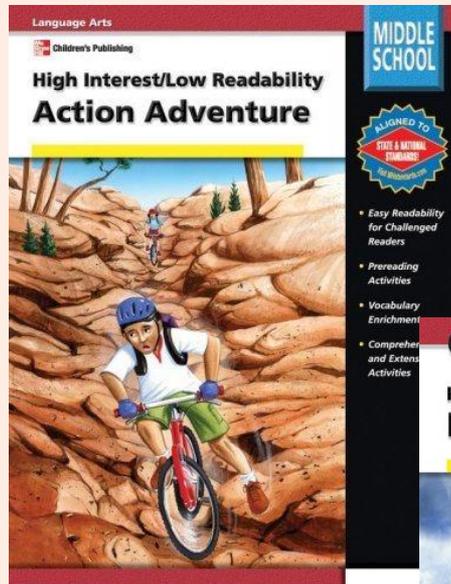
TOM TORLAKSON
State Superintendent
of Public Instruction



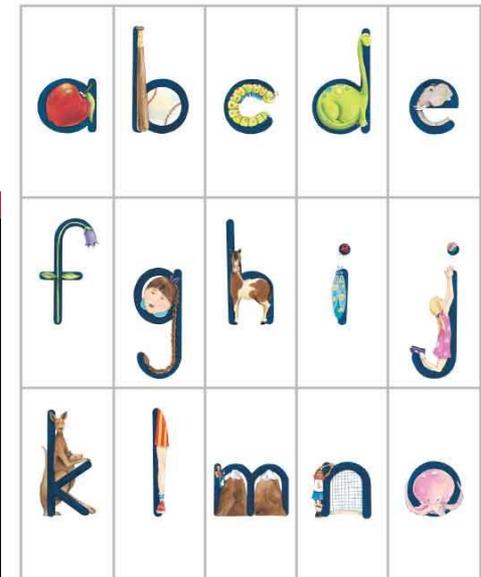


TOM TORLAKSON
State Superintendent
of Public Instruction

Richard Gifford Education Programs Consultant



Key Card Pictures



© 2004 Success for All Foundation

Participant Training Book 9



TOM TORLAKSON
State Superintendent
of Public Instruction

Dyslexia Guidelines

Table of Contents

Chapter 1: A Twenty-first Century Definition of Dyslexia

Chapter 2: The Neuroscience of Dyslexia

Chapter 3: Dyslexia as a Language-Learning Disability

Chapter 4: Characteristics of Dyslexia by Age Group: Strengths and Weaknesses

Chapter 5: Socio-Emotional Factors of Dyslexia

Chapter 6: When the Concern May Not Be Dyslexia

Chapter 7: Dyslexia in English Learners

Chapter 8: Pre-Service and In-Service Preparation for Educators

Chapter 9: Screening and Assessing for Dyslexia

Chapter 10: Special Education and 504 Plans

Chapter 11: Effective Approaches for Teaching Students with Dyslexia

Chapter 12: Assistive Technology

Chapter 13: Information for Parents and Guardians

Chapter 14: Frequently Asked Questions



TOM TORLAKSON
State Superintendent
of Public Instruction

International Dyslexia Association

Dyslexia is a...

- Specific learning disability that is **neurobiological** in origin.
- It is characterized by difficulties with: accurate and/or fluent word recognition and by poor spelling and decoding abilities.
- These difficulties typically 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.
- Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

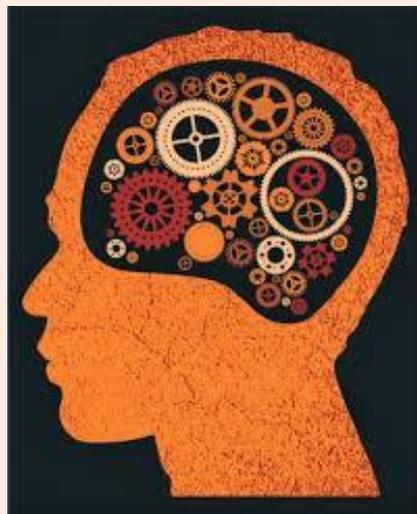


Title 5 California Code of Regulations Section 3030(b)(10)



TOM TORLAKSON
State Superintendent
of Public Instruction

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia**, and developmental aphasia.



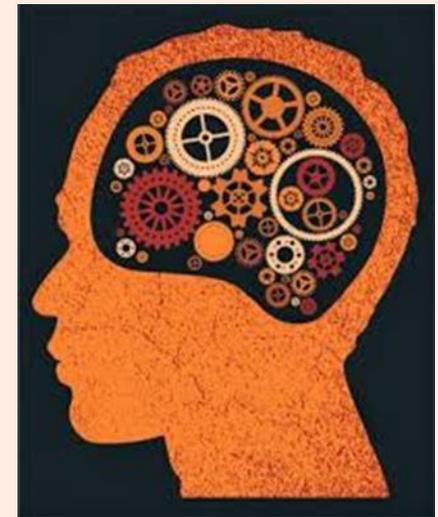


TOM TORLAKSON
State Superintendent
of Public Instruction

Title 5 California Code of Regulations Section 3030(b)(10) Cont.

The basic psychological processes include:

- Attention
- Visual processing
- Auditory processing
- **Phonological processing**
- Sensory-motor skills
- Cognitive abilities including association, conceptualization, and expression



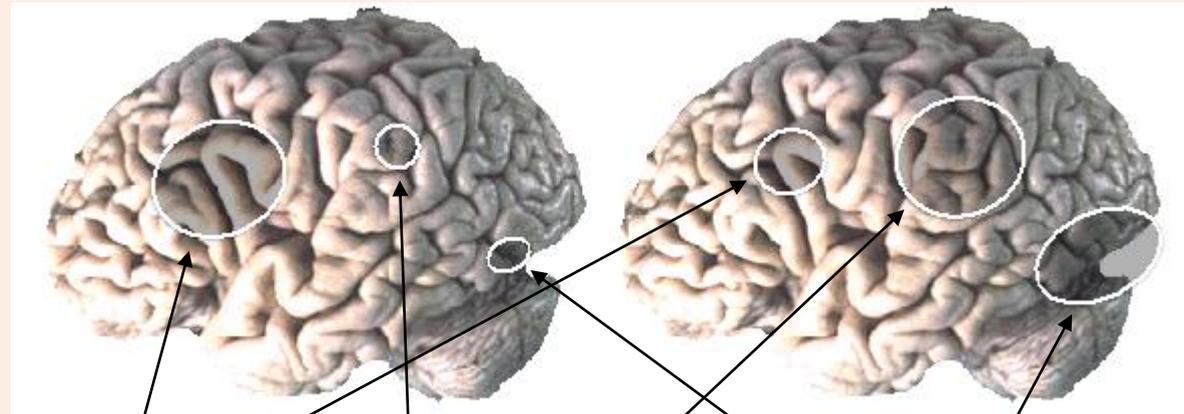


TOM TORLAKSON
State Superintendent
of Public Instruction

The Neuroscience of Dyslexia

Sample Brain Pattern of
Reader with Dyslexia

Sample Brain Pattern of
Reader without Dyslexia



Inferior Frontal Area

Occipito-Temporal Area

Temporo-Parietal Area

Note: The size of the circles are cartoon representations of how much readers may be using that particular part of the brain.



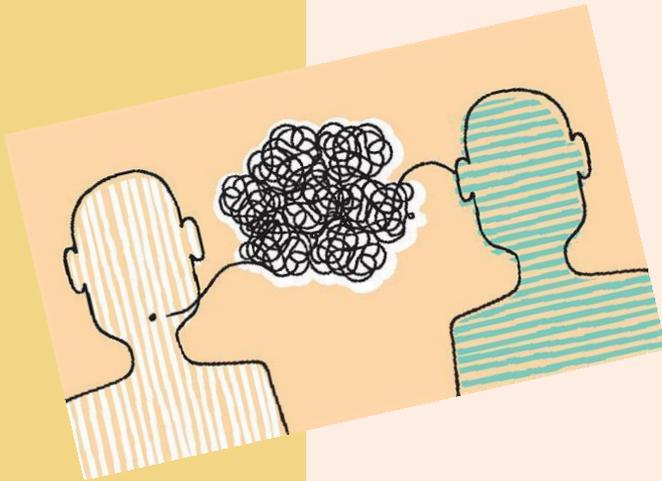


TOM TORLAKSON
State Superintendent
of Public Instruction

Dyslexia as a Language-Learning Disability

Dyslexia is a language-learning disability that negatively affects an individual's written language skills (e.g., reading and written expression).

- Students with dyslexia typically experience significant difficulty decoding words.
- Decoding is the translation of letters (graphemes) into their corresponding single speech sounds (phonemes) and blending these sounds to form words.
- This difficulty is based on a deficit in **phonological processing** and has a secondary impact on reading comprehension.





TOM TORLAKSON
State Superintendent
of Public Instruction

Phonological Processing

Phonological Awareness = understanding that spoken language can be divided into smaller units (i.e., phonemes, words, syllables, onset-rime) and that those units can be identified and manipulated

- **Phonemic Awareness** = subset of phonological awareness. Ability to identify and manipulate the discrete, individual sounds of language (phonemes).

Phonological Memory = coding phonological information in working or short-term memory.

Rapid Naming = efficient retrieval of phonological information from long-term memory





TOM TORLAKSON
State Superintendent
of Public Instruction

Characteristics of Dyslexia

Strengths and Weaknesses

- Inability to sound out new words.
- Limited sight word vocabulary
- Listening comprehension exceeds reading comprehension.
- Inadequate response to effective instruction and intervention.





TOM TORLAKSON
State Superintendent
of Public Instruction

Characteristics of Dyslexia

Strengths and Weaknesses

- A talent at building objects
- Ability to replicate models or three dimensional objects



- Good listening comprehension
- Ability to understand the “big picture” or “gist” of things





TOM TORLAKSON
State Superintendent
of Public Instruction

Socio-Emotional Factors of Dyslexia

- Students with dyslexia have anxiety, depression, and other social, emotional, and mental health conditions in the order of two to five times higher than those of their peers.
- Students with dyslexia often feel anxious in situations where they worry that they will make a mistake or be ridiculed in front of others.
- A student with dyslexia may present as being unmotivated, lazy, resistant, or defiant.
- Awareness of these factors and focusing on the student's relative strengths are important components of helping students with dyslexia.



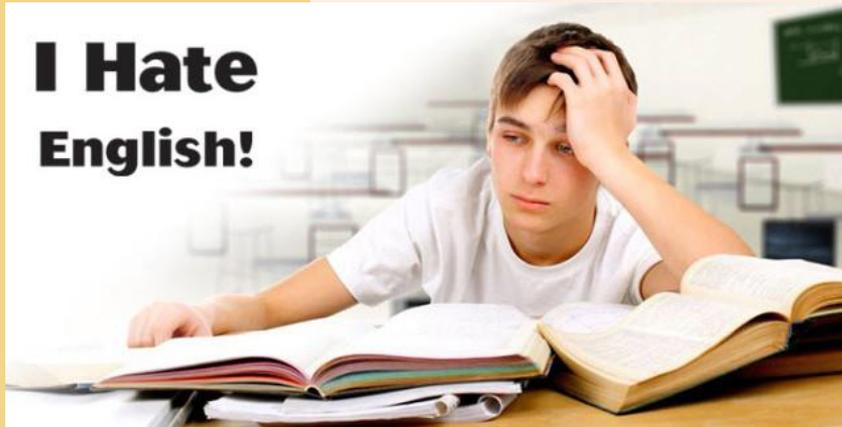


TOM TORLAKSON
State Superintendent
of Public Instruction

Screening and Assessing for Dyslexia

To be identified as having dyslexia, the following areas should be assessed:

- Difficulties with accurate and fluent word recognition and poor spelling and decoding abilities
- Deficits in the phonological component of language
 - Difficulties that are unexpected in relation to other cognitive abilities
 - Difficulties that are unexpected in relation to the provision of effective classroom instruction
 - Family history of dyslexia





TOM TORLAKSON
State Superintendent
of Public Instruction

Effective Approaches for Teaching Students with Dyslexia

California Education Code Section 56335(a) defines educational services for students with dyslexia as follows:

“... ‘educational services’ means an...

- ✓ **evidence-based,**
- ✓ **multisensory,**
- ✓ **direct,**
- ✓ **explicit,**
- ✓ **structured,**
- ✓ **and sequential** approach to instructing pupils who have dyslexia.”





TOM TORLAKSON
State Superintendent
of Public Instruction

Effective Approaches for Teaching Students with Dyslexia

Evidence-based: an intervention that—

- demonstrates evidence of effectiveness from well-designed experimental studies or...
- demonstrates a rationale based on high-quality research findings



Effective Approaches for Teaching Students with Dyslexia



TOM TORLAKSON
State Superintendent
of Public Instruction

Multisensory Instruction...

Multisensory (multimodal) approaches incorporate two or more modalities simultaneously. The nature of every oral and written language task requires integration of at least two sensory pathways:

- Copying: visual to kinesthetic-motor (for writing)
- Silent reading: visual to auditory (inner)
- Oral reading: visual to auditory to kinesthetic motor (for speech)
- Speaking: auditory (inner) to kinesthetic-motor (for speech)

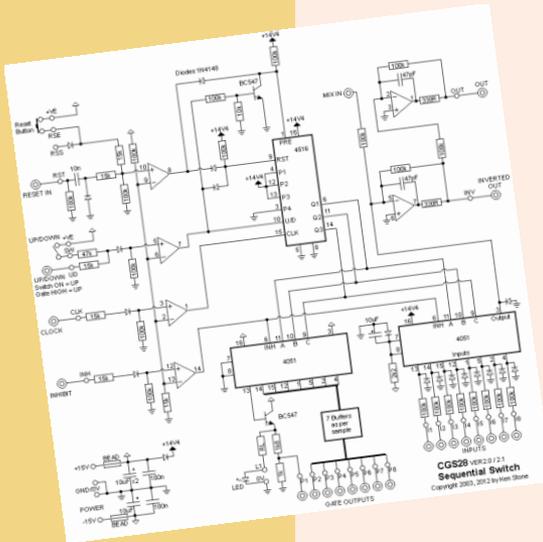


Effective Approaches for Teaching Students with Dyslexia



TOM TORLAKSON
State Superintendent
of Public Instruction

- **Direct and Explicit Instruction:** all concepts are directly and explicitly taught to students with continuous student-teacher interaction. Learning is never assumed.
- **Structured Instruction:** instruction follows step-by-step procedures for introducing, reviewing, and practicing concepts.
- **Sequential Instruction:** the organization of materials follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses systematically to the more difficult.





TOM TORLAKSON
State Superintendent
of Public Instruction

Effective Instruction for Students with Dyslexia Should Include:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



designed by freepik.com



Components of Structured Literacy



TOM TORLAKSON
State Superintendent
of Public Instruction

Phonology:	Phonemic Awareness
Sound-Symbol Association:	Phonics Fluency
Syllables:	Phonics Fluency
Morphology:	Vocabulary Comprehension
Syntax:	Comprehension
Semantics:	Vocabulary Comprehension

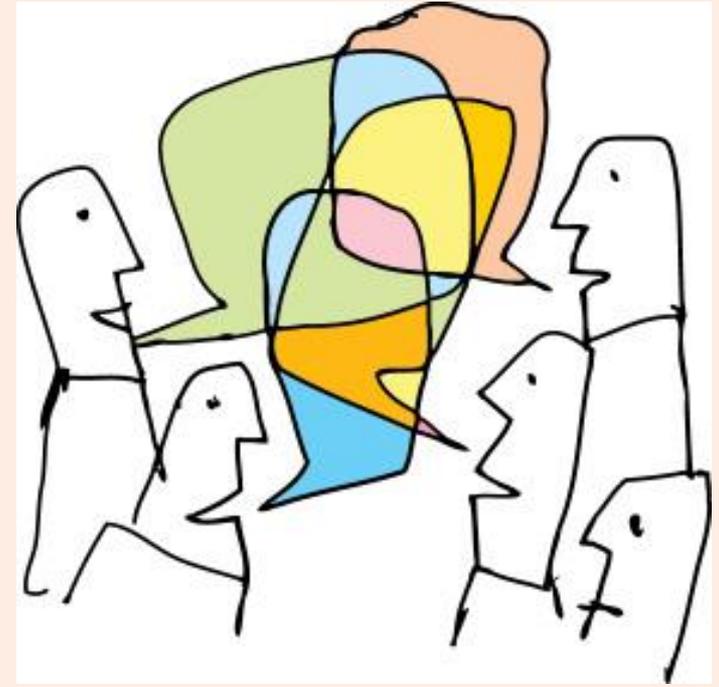




TOM TORLAKSON
State Superintendent
of Public Instruction

Quick Discussion...

- What have you learned so far that you didn't already know?
- What has your district/school done to address dyslexia?
- Brief share out...



Why “general education?”



TOM TORLAKSON
State Superintendent
of Public Instruction

- Effective READING INSTRUCTION is a function of general education first!
- **All** students need access to “best, first instruction for reading.”
- Tiered approach to struggling readers that involves general education **and** special education.
- Students first, *then* “students with a disability.”





TOM TORLAKSON
State Superintendent
of Public Instruction

Essence of this work...

It comes down to ensuring that-

- ALL students have access to and are able to benefit from high quality reading instruction.

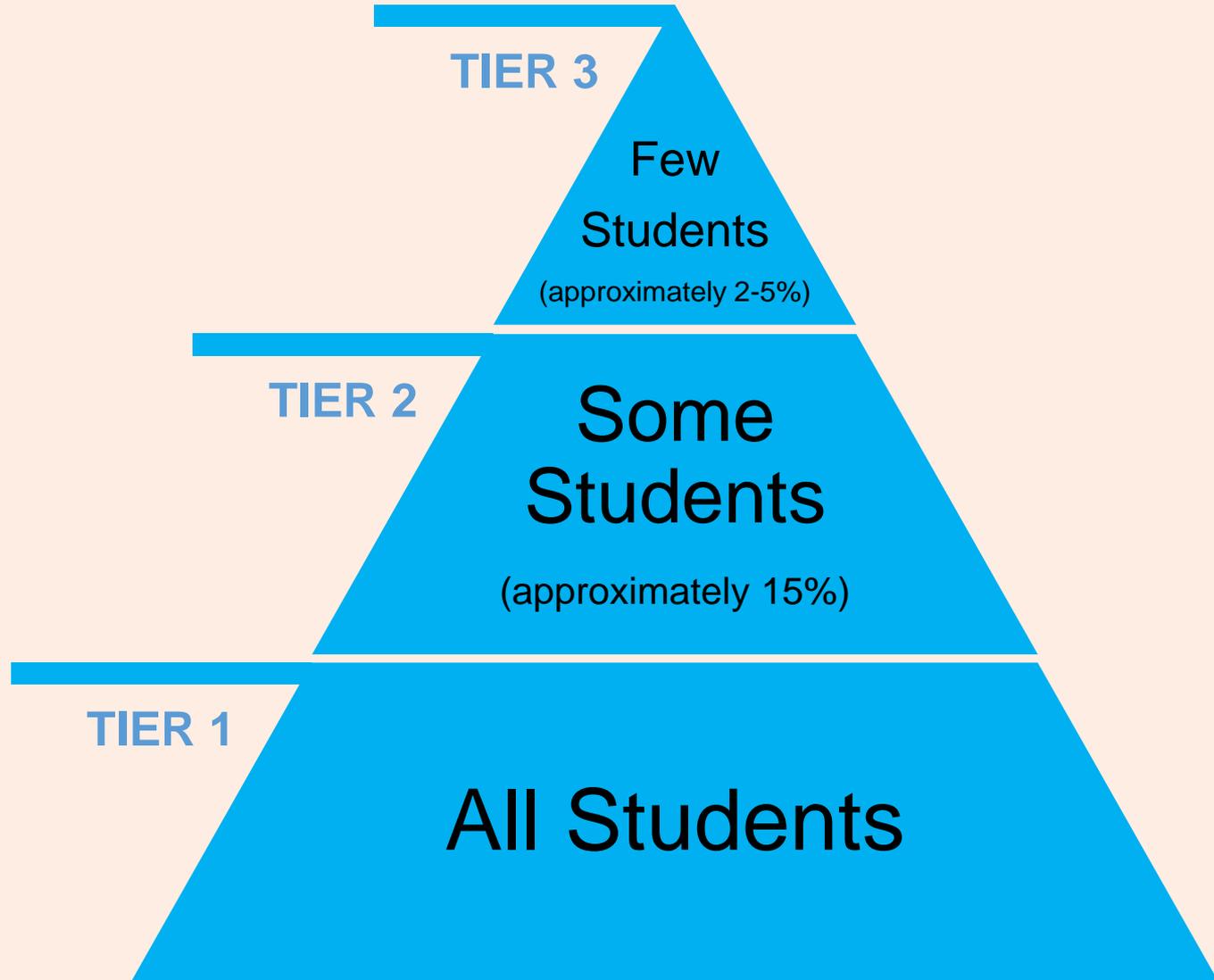
- All teachers are fully equipped to address the reading and literacy needs of the students in their classrooms.



Multi-Tiered System of Support: Students with Dyslexia and Other Struggling Readers



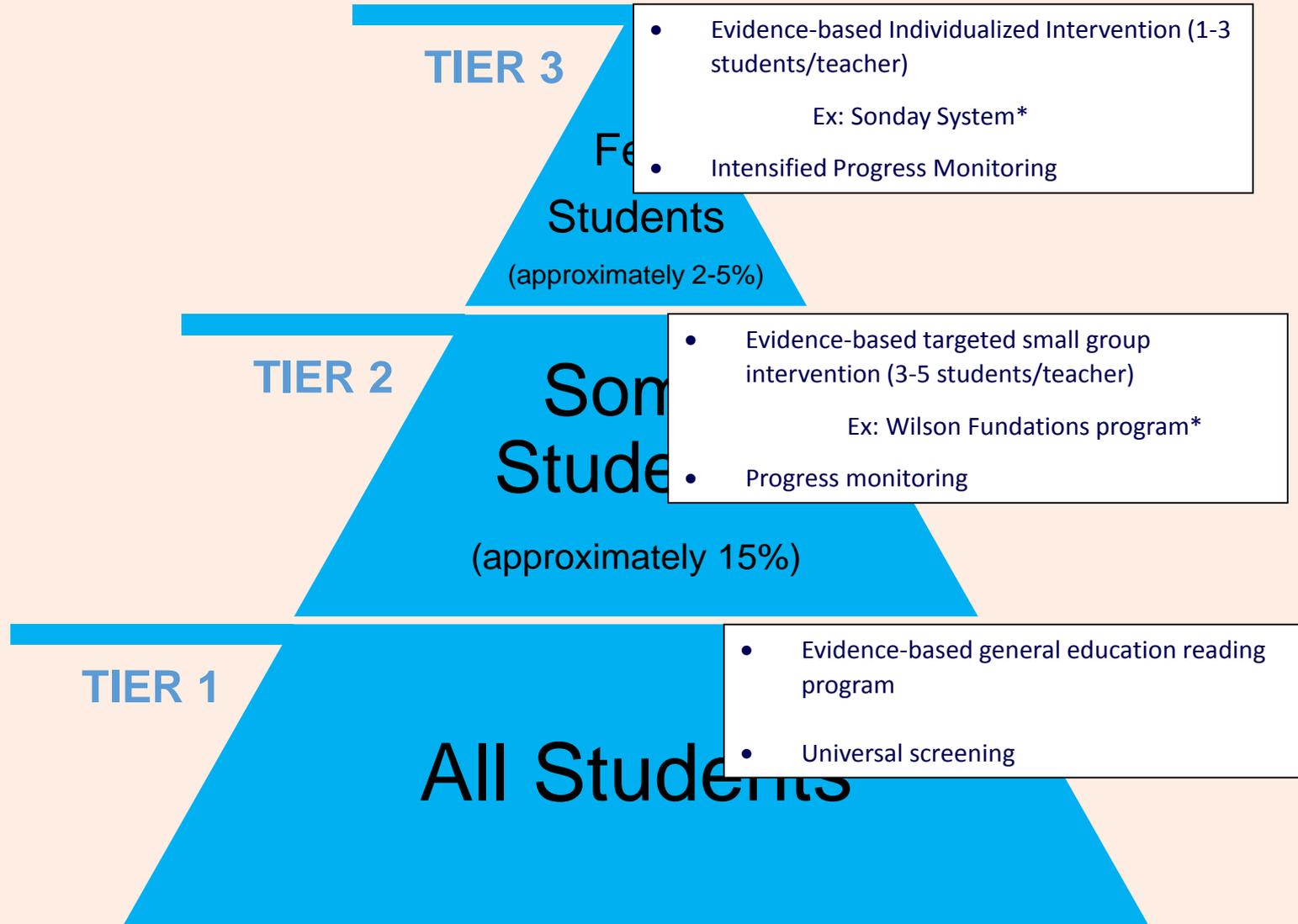
TOM TORLAKSON
State Superintendent
of Public Instruction



Multi-Tiered System of Support: Students with Dyslexia and Other Struggling Readers



TOM TORLAKSON
State Superintendent
of Public Instruction



* CDE does not endorse any specific reading intervention.





TOM TORLAKSON
State Superintendent
of Public Instruction

Sample MTSS Development Plan

Preliminary Planning

Form district and school-based “Reading Intervention” committees.

Members should include-

- Administrators (superintendents, principals, etc.)
- School Psychologists
- Special Education teachers
- Resource specialists
- Reading specialists
- General education teachers
- Speech-language pathologists
- Any staff who have specific expertise in dyslexia and/or reading interventions for struggling readers





TOM TORLAKSON
State Superintendent
of Public Instruction

Sample MTSS Development Plan

Preliminary Planning

Schedule monthly MTSS meetings at district and school level.

- Plan in terms of a “Multi-Tiered System of Support.”
 - What effective literacy/reading instruction will ALL students receive? (Tier 1)
 - What effective literacy/reading interventions will SOME students receive? (Tier 2)
 - What effective, targeted literacy/reading interventions will A FEW students receive? (Tier 3)



Sample MTSS Development Plan

Preliminary Planning

Identify materials your district/school already has to support this work.

- Screening tools/processes
- Assessments
- Evidence-based reading programs
- Software
- Other programs?



TOM TORLAKSON
State Superintendent
of Public Instruction





TOM TORLAKSON
State Superintendent
of Public Instruction

Sample MTSS Development Plan

Preliminary Planning

Determine what data/data collection systems you already have that will help identify students in need of reading intervention.

- Common data collection systems:
 - Standardized test scores: ELA
 - Special education assessments
 - DIBELS
 - Read180
 - Old CST
 - Other local assessments
 - Other not so obvious types of data:
 - failing grades
 - chronic absenteeism
 - chronic behavior issues
 - social/emotional concerns





TOM TORLAKSON
State Superintendent
of Public Instruction

Sample MTSS Development Plan

Preliminary Planning

Evaluate how assessment/intervention materials may or may not align with programmatic criteria as presented in the guidelines.

❖ Select alternate materials, if necessary.

Determine assessments/interventions for each tier/grade level.

Develop procedures for identification and progress monitoring.

- How will students be selected for assignment to tiers?
- How will student progress be monitored?
- Do new ID/progress monitoring forms need to be identified or developed?

Determine how master schedule may need to change to provide a tiered approach to interventions.

Determine implementation cycles for each tier (4 weeks, 8 weeks, ?).

Provide professional development for all necessary staff.





TOM TORLAKSON
State Superintendent
of Public Instruction

Sample MTSS Development Plan

Begin Implementation Cycle

Use data to identify students in need of interventions.

- Review existing educational records
- Collect/review data from new screeners/assessments (if applicable)
- Collect/review information from parents

Assign students to intervention tiers.

Implement interventions

Monitor progress





TOM TORLAKSON
State Superintendent
of Public Instruction

Sample MTSS Development Plan

Begin Implementation Cycle

Review data at end of implementation cycle.

Are students making adequate progress?

Yes

Continue?

Discontinue?

No

Schedule intervention team meeting to determine next steps.

- More intensive/different intervention?
- Refer for psychoeducational evaluation? (assess specifically for dyslexia)

Repeat Implementation Cycle!





TOM TORLAKSON
State Superintendent
of Public Instruction

Summary and Closing

- Publishing of the guidelines is not the end, but the beginning! The guidelines represent over a year's worth of work on the part of the work group and CDE staff.
- Support of the guidelines will be an ongoing, evolving process.
- Updates will be provided annually based on feedback, internal review, advances in research.



Questions and Answers



TOM TORLAKSON
State Superintendent
of Public Instruction





TOM TORLAKSON
State Superintendent
of Public Instruction

Contact Information

California Department of Education

- Theresa Costa Johansen, Ed.D.
Education Administrator: Policy &
Program Services
 - tcostajohansen@cde.ca.gov
 - (916) 445-4891
- Richard Gifford, Education Programs
Consultant
 - rgifford@cde.ca.gov
 - (916) 323-9782



TOM TORLAKSON
State Superintendent
of Public Instruction

Resources

General:

- California Department of Education: <http://www.cde.ca.gov/sp/se/ac/Dyslexia.asp>
- The Yale Center for Dyslexia & Creativity: <http://Dyslexia.yale.edu/>
- Texas Education Agency: <http://tea.texas.gov/academics/Dyslexia/>
- State of Washington: Office of Superintendent of Public Instruction: <http://www.k12.wa.us/ELA/DyslexiaGuide.aspx>
- Arkansas Department of Education: <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/Dyslexia>
- International Dyslexia Association (IDA): <https://dyslexiaida.org/>
- University of Michigan Dyslexia Help: <http://dyslexiahelp.umich.edu>
- CA SUMS: Orange County Department of Education & Butte County Office of Education (MTSS State-wide Initiative)



TOM TORLAKSON
State Superintendent
of Public Instruction

Resources

Interventions*

- IDA List of Evidence-based Reading Interventions: <http://social.dyslexiaida.org/wp-content/uploads/sites/21/2016/08/matrixForMultisensoryPrograms.pdf>
- National Center on Intensive Interventions: <http://www.intensiveintervention.org/>
- What Works Clearinghouse (WWC): <http://ies.ed.gov/ncee/wwc/>

Multi-tiered System of Supports/Response to Intervention

- CDE-MTSS: <http://www.cde.ca.gov/ci/cr/ri/index.asp>
- Orange County Department of Education SUMS: (Scaling Up Multi-Tiered System of Support) <http://www.ocde.us/SUMS/Pages/default.aspx>
- WWC-Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

* The CDE does not endorse any specific reading intervention.



TOM TORLAKSON
State Superintendent
of Public Instruction

Resources

Assistive Technology

- California Assistive Technology Act Program:
<http://abilitytools.org>
- Wrightslaw assistive technology page:
<http://www.wrightslaw.com/info/atech.index.htm>
- TechMatrix- Assistive Technology Tools and Resources for Learning: <http://techmatrix.org/>

Publications

- Overcoming Dyslexia: Dr. Sally Shaywitz
- National Reading Panel Report:
<https://www.nichd.nih.gov/about/org/der/branches/cdbb/Pages/nationalreadingpanelpubs.aspx>
- Beginning To Read- Thinking and Learning about Print: Marilyn Jager Adams
- Essentials of Dyslexia Assessment and Intervention: Nancy Mather, Barbara Wendling



TOM TORLAKSON
State Superintendent
of Public Instruction

Acknowledgments

The development of California's Dyslexia Guidelines involved the many people who participated in the Dyslexia Guidelines Work Group from 2016 to 2017. The California Department of Education extends its profound gratitude to the following individuals and the organizations they represented for their generous contributions of time and expertise in writing these Guidelines.

- Michele Andrus, California Advisory Commission on Special Education
- Amy Balmanno, California Association of School Psychologists
- Joyce Childs, California Association of Resource Specialists and Special Education Teachers (CARS+)
- Joe Comiskey, Special Education Administrators of County Offices
- Laura Anne Denton, Diagnostic Center, Northern California, California Department of Education
- Kathy Futterman, California State University, East Bay
- Victoria Graf, Loyola Marymount University
- Fumiko Hoeft, University of California, San Francisco, and the International Dyslexia Association
- Brian Inglesby, Special Education Local Plan Area Directors
- Virginia Kennedy, California State University Northridge
- Roberta Kreitz, California Teachers Association
- Tobie Meyer, Decoding Dyslexia California
- Danielle Nahas, San Diego Unified School District, Bilingual Support Network
- Anjanette Pelletier, Association of California School Administrators



Acknowledgments



TOM TORLAKSON
State Superintendent
of Public Instruction

- Sally Shaywitz, Yale University
- Sarah Solari, California Commission on Teacher Credentialing
- Leah Sugarman, California Federation of Teachers
- Jan Tuber, Parents Helping Parents
- Richard Wagner, Florida State University
- Jeannene Ward-Lonergan, California Speech-Language-Hearing Association
- Nancy Cushen White, International Dyslexia Association
- Kristin Wright, State Board of Education

