

# Dyslexia Workshop – June 14, 2016

**Date: June 14, 2016 – 9:30 – 3:30 CTS**

**Location: MacKay Building – Library Commons  
(800 Governors Dr., Pierre, SD)**

**Present:** Steve Bayer, Tara Boechler, Susanne Brokmeier, Angie Brown, Tana Buresch, Becky Cain, Donovan DeBoer, Lynne Disanto, Lisa Engels, Emily Garcia, Sue Hegland, Thomas Holmes, Val Johnson, Kristi Kafka, Gerry Kaufman, Brenda Labau, Ann Larsen, Barb Lindquist, Karin Merkle, Deb Muilenburg-Wilson, Scott Parsley, Nancy Rasmussen, Linda Turner, Troy Volesky, Marsha Weiland, Teresa Berndt, and Bobbie Rank

**Others in Attendance: Norm Ames - TAESE - Utah State University**

**Melody Schopp, Secretary of Education, welcomed participants.**

Talked about the reason this group has come together and the expectations of the meeting.

**Linda Turner, Director of Special Education, introduced herself.**

**Norm Ames – TAESE - Utah State University**, was introduced. An overview of TAESE was given. Talked about what part TAESE plays in special education. Group members were asked to introduce themselves. They were asked to tell what they bring to the group and about their affiliations and connections with dyslexia. The agenda was reviewed.

To help move forward- Norm wanted the group to think of themselves as an advisory

- Study then information
- Collect Data
- Provide input
- Filter out Recommendations
- Provide the information to the stakeholder

## **Expectations**

- The document is good but can't diagnosis, but hopes the document is the end result. The group wants to create an actionable document with usable steps.
- They felt that it was really important that we identified the problem.

- The educators need to be trained to see the issue and how to seek out resources. Along with incorporating dyslexia into the curriculum, not just in the Special Education.
- Can the districts identify what they are doing using reporting and technical support, is it a possibility to address it with screening. Identify what all the resources are. It seems like teachers are aware of the disability, but they don't know how to act on the resources.
- Identify multiple Intervention
- Messaging (say dyslexia) don't be afraid
- Needs for IHE awareness- Teacher prep needs
- Address broader understanding of dyslexia (literacy)
- Help students in the school so that they don't have to go outside of the district, however the first step will be to educate the teachers- separate dyslexia from other disabilities such as reading.

#### **Understanding- What we agree on, Capture points on Commonality**

- Dyslexia exists
- Fear how to fund
- All stakeholders need to understand
- Methodology for intervention- training
- Need to be able to mandate
- General Education issues- not just gen ed
- All children can learn
- Not all students have access to programs
- Accommodation- Learn at a different pace
- Districts can evaluate

#### **Misunderstandings- Problem**

- Districts can be evaluated for dyslexia (it's a L.D.)
- Logistics of group delivery
- Fear of the unknown
- Higher Ed teachers need to be trained on IDEA
- Admin are not on board
- Inconsistency in identify scoring children with dyslexia
- Screening is reading based not spelling with diagnosis

1. Background training/ knowledge for educators
  - Dyslexia Exists
  - Districts can evaluate

- Not just General Education issue
  - Goal: All students can learn
  - Administration not on board and some teachers
  - All stakeholders need understanding
  - Higher Ed- K-12 Districts- Cur Directors/ Admin, Teachers
  - Teachers need to be trained on the IDEA document
  - Fear of the unknown
  - Dyslexia is hereditary- document?!?
2. Process for evaluation/identification serving (IEP/ 504)/Classroom
- Training
  - Logistic of group delivery
  - Inconsistency by Districts/ teachers
  - Inconsistency in identifying and serving children with dyslexia
  - Screening is reading based not spelling and writing
  - Handbook has been ineffective
3. Implementation of services
- Fear of how to understand
  - Children learn differently
  - Accommodations
  - Methodology for intervention
4. Accountability
- Need to be able to mandate for consistency
  - Not all students have access to services
  - Higher Ed- K 12 Districts- Curric. Dir/ Admin. Teachers
  - Admin or teachers not on board
  - Timeline

Further Identify the problem, the handbook was useless.

- It isn't a requirement
- End results need to be an actual document
- We need to update the handbook but what do we do after that
- We can make it better, but how are we going to use- might be a good starting point to look at.
- Can the state make it mandated- IDEA has one already invested.
- No solution at this time of how to make it better

### **Review the handbook**

- Updating state guidance in a way that meets the needs
- Identify the strategies

- Research based strategies
- Legislation

**Filling in the gaps**

Source	Topic/ Content
Texas	Logical/ sequence
Minnesota	Holistic visual/ Pie Graph
⊖	Flow Chart (MN and WA)
North Carolina	<ul style="list-style-type: none"> <li>- Mandated ID Screening</li> <li>- Recommended 5 day course</li> <li>- Consistency for Data</li> <li>- Interpretation screening</li> <li>- MTSS/ RTI using existing</li> <li>- Structure to build intro</li> </ul>
Florida	Question and Answer Myths

**Next Steps**

- Resources- look into what other states handbooks state
  - Identify gaps
  - Written guidance
  - Look at all the risk factors
- } Filters to consider
- 
- ID specifics re-strategies
- Awareness
  - ID Screening
  - Intervention
- } Training Categories
- 
- Involve IHE ( Institution of Higher Education) more
  - Identify strategy for sharing with broader stakeholders

- Define what accountability
  - What resources we have
  - What we need
- Taking it step by step start with one then present it to educators
- We can't go one with one unless we have two , three and four in place
- What is it that DOW can do? Wants input.
- When can we see this working- want to make this be in affect before Fall of 2016- Becky Cain stated that the next meeting is in August.

The next meeting will be held on August 16, 2016 – 9:30 – 3:30 CST, at the MacKay Building in conference room #5.