

TCASE PRECONFERENCE 2005



SPECIAL EDUCATION - DYSLEXIA: HOW TO MAKE THE MARRIAGE WORK

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With careful planning by all parties a wedding can be a uniting force, that creates a new family environment with a focus on supporting success for each family member.

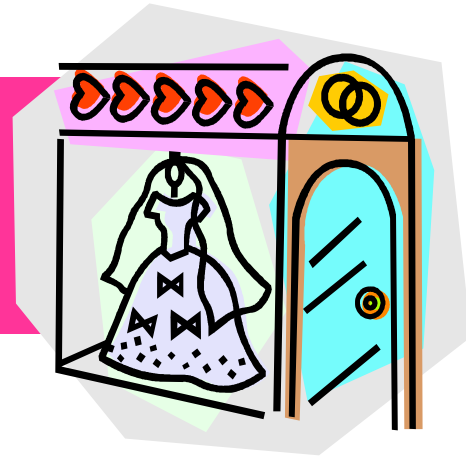
Just as a successful wedding/marriage takes careful and strategic planning before the big day, the same kind of planning needs to occur, ahead of time, when considering how to meet the needs of students with dyslexia.

Pre-Planning



- Collaborate proactively
- Train all stakeholders (e.g., diagnostician, general and special education teachers)
- Training for stakeholders should include:
 - identification process
 - provision of services once identified
 - professional development as referenced in *The Dyslexia Handbook (DH)*

Collaborate Proactively



- Plan for least restrictive environment
 - Individual education plan (IEP) must include access to instructional programs in compliance with **DH** procedures
 - Student must have access to district dyslexia program
 - Admission, review and dismissal (ARD) committee must consider range of services (e.g., a special education dyslexia program offered in a resource classroom vs. a dyslexia program offered outside of a resource classroom)

Collaborate Proactively

- Prevent duplication or conflict of services for students receiving both dyslexia and special education services
 - Determine program/format ahead of time and include in district/campus plans
 - e.g., Herman method with dyslexia instructor and Slingerlin method with special education instructor (poor planning)



Train All Stakeholders

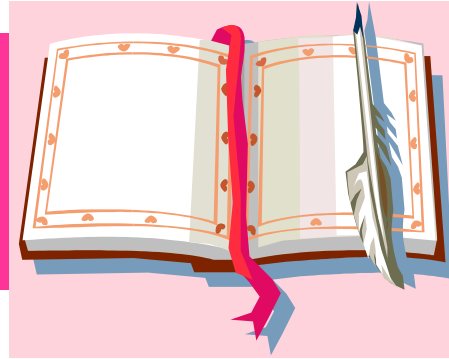
- For teachers and/or diagnosticians who may screen for, or treat dyslexia, provide training in:
 - instructional strategies which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components (**DH**)
 - professional development activities specified by each district and/or campus planning and decision making committee (**DH**)



The Identification Process

- **DH, Glossary of Terms:**
 - **Screening**: an initial assessment to identify students who may demonstrate particular problems (e.g., reading problems)
 - **Assessment for dyslexia**: measures (e.g., tests, systematic observations, interviews, etc.) that are given to determine if a student is eligible for dyslexia services

The Identification Process

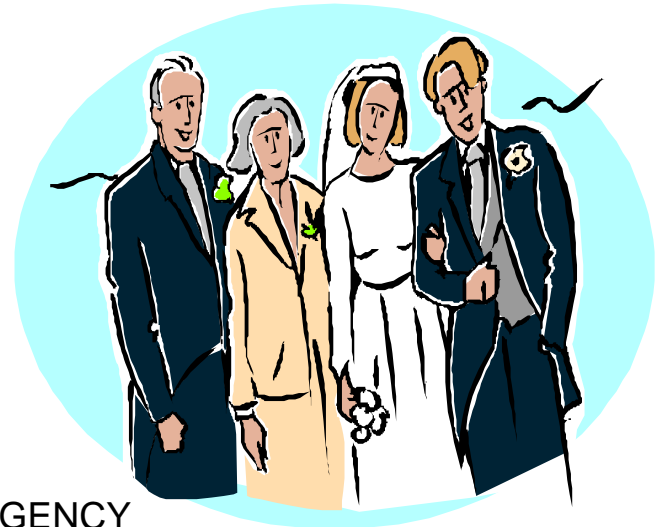


- **(DH)** If the committee of knowledgeable persons determines a student has dyslexia and the student is not currently receiving special education services then they may also consider:
 - Disability under §504 (condition substantially limits learning)
 - Referral to special education (additional factors complicate his/her dyslexia)

Referral for Identification

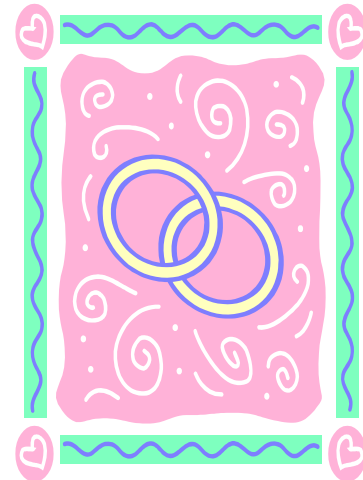
- If a student is already receiving special education services does the ARD committee need to convene to recommend that the student be (formally) assessed for dyslexia?

Yes. If, after a precursory screening, there is indication that a more formal assessment for dyslexia take place then the ARD convenes.



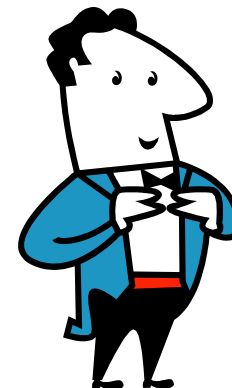
Identification Process

- ARD committee
 - Serves as the “committee of knowledgeable persons” (**DH** suggests a team work approach)
 - determines and documents the identification process
- Diagnostician
 - May use diagnostic data from IDEA identification process and “Domains to Assess” (**DH**)



Content of Instruction

- ARD committee must include provision for appropriate reading instruction on the student's IEP (**DH**)
- Appropriate reading instruction includes the descriptors for “Components of Instruction” and ‘Instructional Approaches” (**DH**)

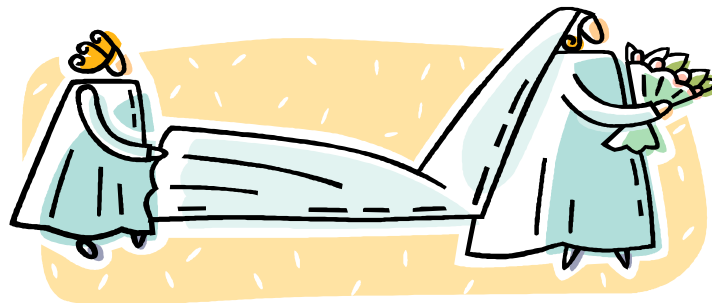


Content of Instruction

- Is there a difference between instruction for students with dyslexia in general education vs. in special education?
- Not necessarily. The **DH, Section V**, describes the content of the reading instruction and lists the instructional approaches that must be in place to serve students identified with dyslexia. Students who qualify for special education have an individualized education program (IEP) developed by the admission, review, and dismissal (ARD) committee. For students with dyslexia who qualify for special education, the IEP must include, as appropriate, the reading instruction that matches the descriptors found in the DH, Section V.

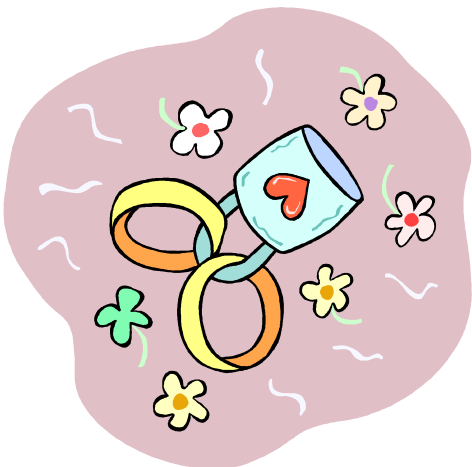
Who Provides Services?

- ARD committee determines who provides the dyslexia instruction
- Whomever provides the dyslexia services must be trained according to the descriptors found in the **DH**
- Preplanning is essential when it comes to this step

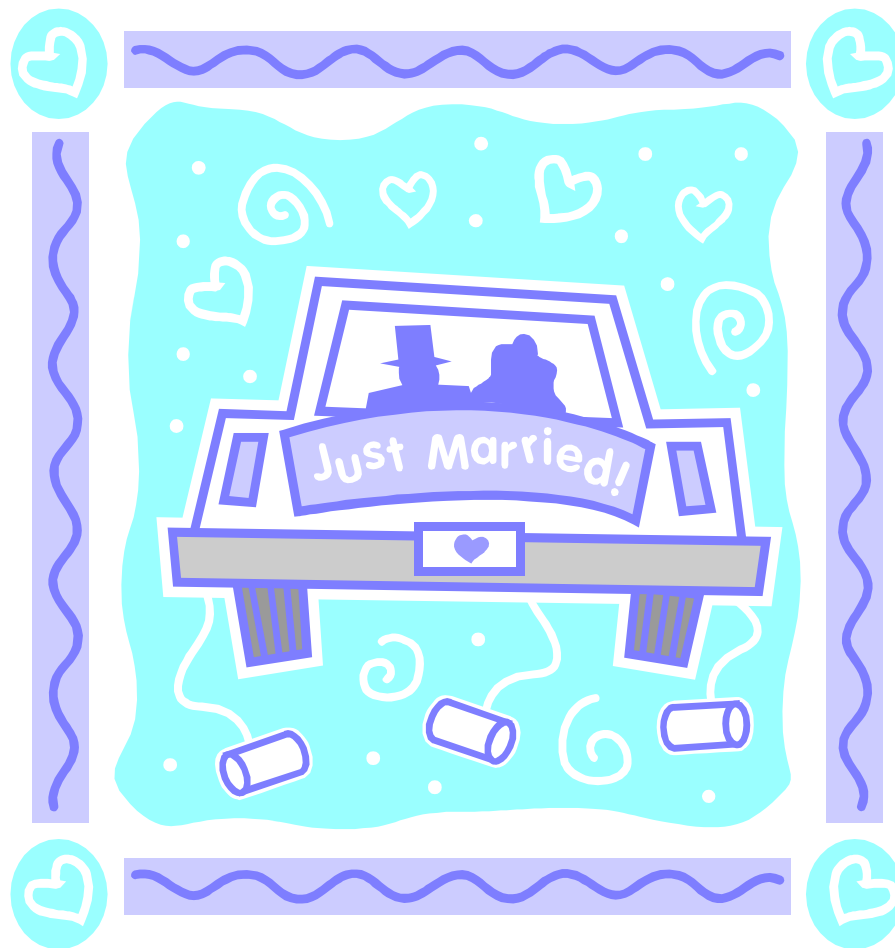


Once You've Made the Commitment...

- With careful planning and a teamwork approach you have ensured a successful union that supports the instructional needs of those students needing dyslexia and special education services!



HAPPILY EVER AFTER...



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