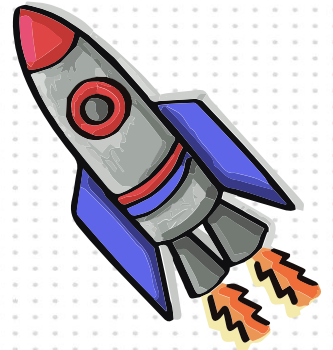
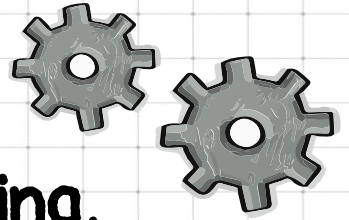


An Act Relative to Students with Dyslexia

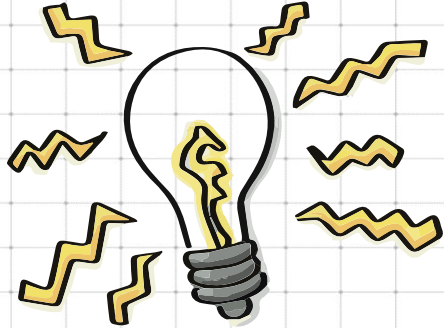
- Directed the Department of Elementary & Secondary Education to issue guidelines that support district development of screening procedures for students demonstrating signs of a neurological learning disability, including but not limited to dyslexia.
- Stakeholders articulated the following critical goals, needs and concerns
 - equitable and immediate access to reading support
 - early screening and prompt interventions for students
 - addressing risk of dyslexia begins early and in general education
 - evidence-based practices for students with dyslexia will be a key concept for districts
 - integrate the Dyslexia Guidelines with other DESE guidance



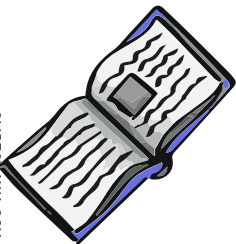
MGL Ch 71 Sec 57A



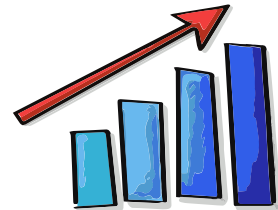
The Dyslexia Guidelines are intended to be a living, evolving document, one that will continue to be a source of direction and support for districts, families and especially for students with dyslexia, learning disabilities and reading needs



Massachusetts Dyslexia Guidelines - Draft 1/2021



| Phonological Subtype | Naming Speed Subtype | Double Deficit Subtype |
|---|--|--|
| Below Average | Below Average | Below Average |
| <ul style="list-style-type: none">Phonemic AwarenessDecoding AccuracySight Word AccuracyPassage Accuracy | <ul style="list-style-type: none">Rapid Automatized NamingDecoding EfficiencyPassage Fluency | across both phonological and naming speed subtypes |



Wolf & Bowers, 1999



PREVENTING READING FAILURE

Research conducted over the last 25 years substantiates the notion that students with dyslexia have unique neurological profiles, these profiles exist prior to formal reading instruction and that when provided with early and appropriate intervention, efficient neurological patterns for reading can emerge



AVOIDING A 'WAIT TO FAIL' FRAMEWORK



Risk factors for dyslexia can be detected prior to formal reading instruction



Screening for risk is critical for efficient intervention



Screening is not an eligibility determination

Universal screening for dyslexia is designed to reliably indicate each student's unique risk for experiencing later difficulties with accuracy and fluency in word reading. Screening for dyslexia risk is not the same as evaluating a student for special education eligibility, as screening tools are designed to predict the likelihood of reading challenges without the presence of targeted interventions and support.

There is evidence to support a referral for Tier 3 instruction and/or a comprehensive evaluation among those students who perform at or below the 5th percentile on screening measures

Al Otaiba, S. & Fuchs, D. (2006)

Littleton Public Schools

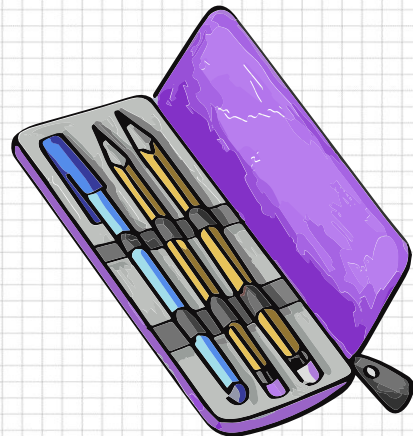
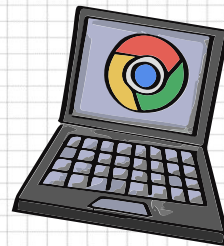
Universal Screening - Early Literacy

MAP Growth Reading Assessments

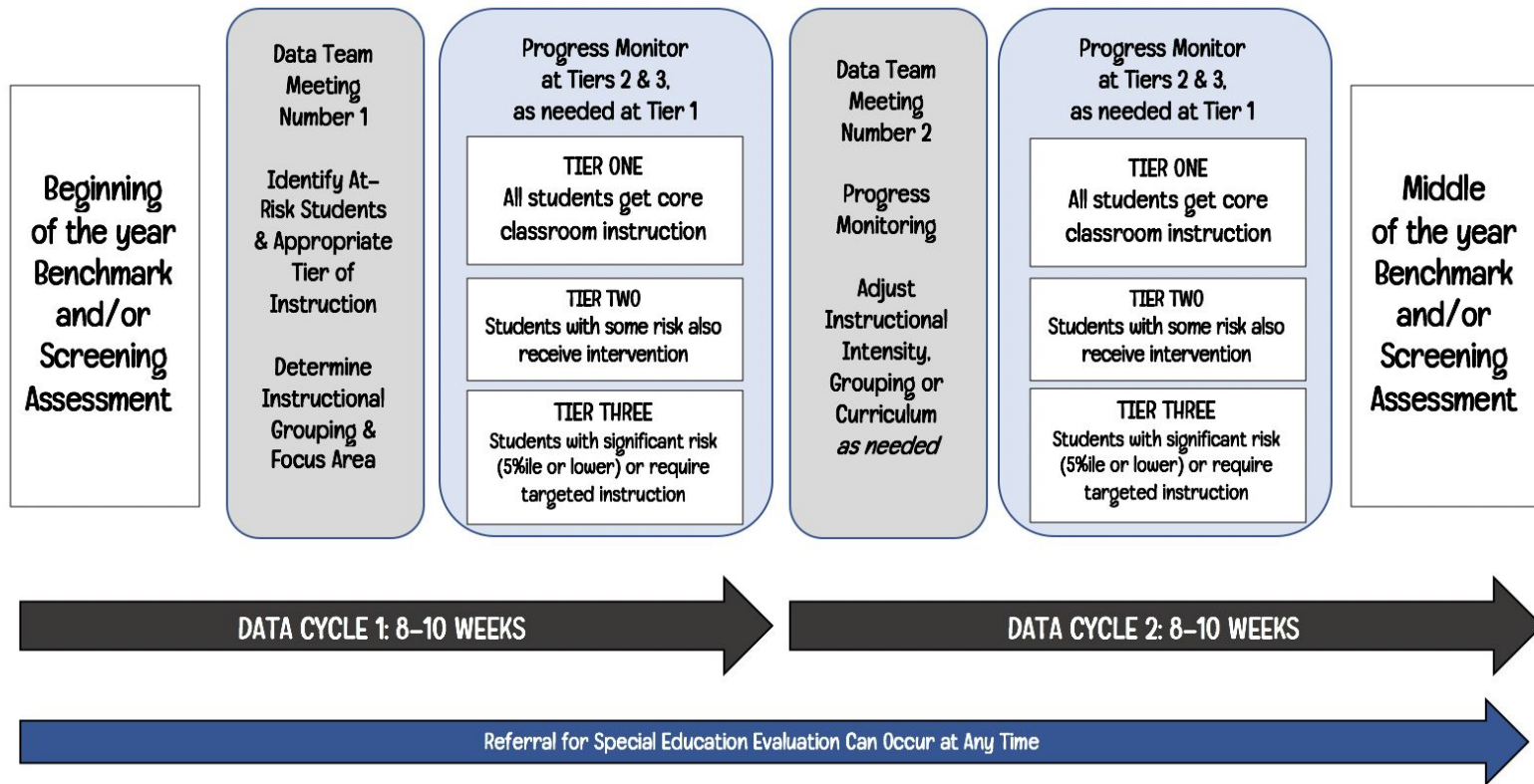
Fountas and Pinnell

Acadience Reading

AIMSweb



How to Integrate Screening, Intervention & Progress Monitoring within a MTSS Framework



NEXT STEPS:

- Preliminary research
- Looping in related staff
- Research tools/screeners
- Finalize plan



Credits

Presentation Template: SlidesMania
Doodles: Jennifer Leban
Icons: Omar López
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