



Dyslexia Update September 2022



Department Responsibilities Unpacked



- Identify tier 2 diagnostic assessments K-5- **completed**
- Provide guidance and resources- **available & in progress**
- Support for tier 1 & 2 assessment implementation- **in progress**
- Maintain a list of courses to fulfill PD requirement- **completed**
- Identify intervention tools, practices, and approaches-**in progress**
- Provide professional development-**in progress**
- Develop reporting mechanisms-**in progress**

LEA Requirements



- Administer Tier 1 *screening* assessment for characteristics of Dyslexia **Fall 2022**
 - IRI for K-3
 - LEA assessment 4-5
- Administer Tier 2 *diagnostic* measure
- Provide evidence-based interventions for students identified with characteristics of Dyslexia
- Notify parents of available LEA interventions when a student has characteristics of Dyslexia

Tier 1 Screening



- Dyslexia screening tools means assessments in the areas of:
 - Phonological awareness skills
 - Phonemic decoding efficiency
 - Rapid automatic naming skills
 - Encoding ability
 - Sight word reading efficiency

Tier 2 Diagnostic



- No legislative definition
- Administered to students who have been identified with characteristics of dyslexia based on the tier 1 screening measure or
 - Have been identified by their classroom teacher or
 - At the request of the student's parent or guardian

IRI As Screening Assessment



- Phonological awareness skills- **included**
- Phonemic decoding efficiency- **included**
- Encoding ability- **included**
- Sight word reading efficiency (automaticity)- **included**

RAN Options



- SDE list:
 - Istation RAN
 - Accidence RAN
 - Other RAN
- RAN is not a part of accountability or required IRI administration
- [Posted FAQ](#)

Idaho Definition of Dyslexia



- *Dyslexia is a specific learning challenge that is neurobiological in origin. It is **characterized** by difficulties with accurate or fluent recognition of words 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.*

Identification of Characteristics vs. Disability



- General education teachers and school teams identify characteristics of Dyslexia according to Idaho code 33-1811.
- Specific Learning Disabilities; including Dyslexia continue to be identified as outlined in the state [Special Education Manual](#).

Characteristics of Dyslexia



- Difficulties with accurate recognition of words or
 - Difficulties with fluent recognition of words and
 - Poor spelling and
 - Poor decoding abilities
-
- Difficulties typically result from a deficit in the phonological component of language
 - Often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.
-
- Online module training is coming soon to support teams to identify characteristics of Dyslexia in tier 1 data

Intervention Tools, Practices & Approaches



- Provide guidance and support for general education teachers and school teams to identify characteristics of dyslexia and provide remediation to students.
 - State Dyslexia Handbook is in progress (expected to go to SBOE in Dec 2022)
 - Idaho Comprehensive Literacy Plan
 - Section II: Developing Literacy
 - Section III: Essential Elements (Effective Instruction and Interventions)

Knowledge and Practice Standards



Reading Component	Examples of Effective Instruction
Phonemic Awareness	Use tactile and kinesthetic aids, such as blocks, chips, sound boxes, body mapping, finger tapping, and left to right hand motions in learning a variety of early, basic, and more advanced PA activities as appropriate.
Phonics	Effectively teach all steps in an explicit phonics lesson. (For example, develop phonemic awareness, introduce sound/spelling correspondence, blend and read words, practice word chaining, build automatic word recognition, spell and write selected lesson words, and apply to decodable text reading.)
Fluency	Provide ample opportunities for student(s) to read connected text daily, with appropriate feedback on decoding errors.
Vocabulary	Adopt and use a routine for introducing and providing practice with new word meanings.
Comprehension	Plan and deliver comprehensive listening and/or reading comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that fit the text.

Professional Development



- State list posted on September 1, 2022
 - Updated list will post on November 1, 2022 with additional course
- State provided option from the list:
 - Neurodiversity University- facilitated module series
 - Winter/Spring 2022-2023 schedule to post soon

Dyslexia Information

Dyslexia is a specific learning **challenge** that is neurobiological in origin. It is **characterized** by difficulties with accurate or fluent recognition of words 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.

Dyslexia Professional Development

House Bill 731 requires the Idaho Department of Education to maintain a list of courses that fulfill the professional development requirements prescribed in section 33-1811 (4)(a-c) beginning July 1, 2022.

The 2022 Dyslexia professional development call for submission is now closed. The submission window will re-open on September 23, 2022.

HIGHLIGHTS



- + DYSLEXIA GUIDANCE
- + DYSLEXIA RESOURCES
- + DYSLEXIA ASSESSMENTS
- + DYSLEXIA PROFESSIONAL DEVELOPMENT

- [SDE.IDAHO.GOV](https://www.sde.idaho.gov)
- [Content & Curriculum](#)
- [English Language Arts/Literacy](#)
- [Idaho Literacy Resource Center](#)
- [Dyslexia Information](#)

- <https://www.sde.idaho.gov/academic/ela-literacy/dyslexia-information.html>

Reporting Mechanisms



- Data reporting will occur in the spring of 2023
 - Assurance of tier 1 & 2 assessment administration
 - Assessments used at tier 1 & 2
 - # of students administered tier 2

Questions



Alayna Knop | English Language Arts/Literacy
Coordinator
208.332.6967
aknop@sde.idaho.gov

Marissa Gravel | English Language Arts/Literacy
Assessment Coordinator
208.332.6988
mgravel@sde.idaho.gov



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION