Literacy in D41 through the Eyes of Special Education

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Introductions

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Purpose/Non-purpose/Norms

| Purpose:	Norms:

● Provide information about the continuum of services for reading instruction
  ○ Brief overview of literacy instruction
  ○ Ways in which students are referred for interventions
  ○ Examples of reading interventions
  ○ Specialized reading programs for children eligible under IDEA
  ○ How parents can support a struggling reader
 	
Non-purpose:
● Discuss individual student concerns
● Identify areas of need related to special education
	● Listen with an open mind
	● Presume positive intentions
	● Remember we are all here for the good of the children, school, and community
	● Please use the parking lot for questions

Agenda

- Welcome and Introductions
- Purpose, Non-Purpose, and Norms
- Parking Lot
- Provide information about the continuum of services for reading instruction
  - Brief overview of literacy instruction
  - Ways in which students are referred for interventions
  - Examples of what reading intervention might look like at the elementary and middle school levels
  - Specialized reading programs for children eligible under IDEA
  - How parents can support a struggling reader

Multi-Tiered Systems of Support (MTSS)
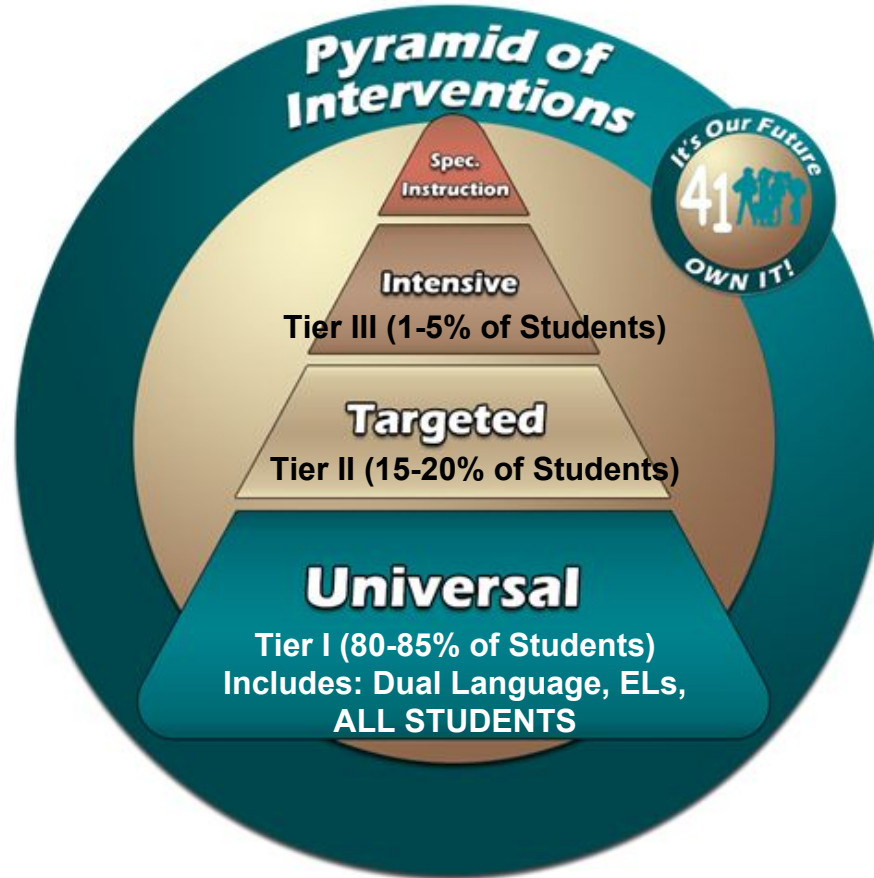
Overview of Literacy Instruction in D41 (Tier 1)

- Focus on writing informational, narrative, and opinion texts
- Focus on reading informational and narrative texts
- Workshop model
- Opportunities for differentiation through use of the learning progressions and conferring
- Word Study
- Common Core Standards aligned

Lucy Calkins Units of Study in Reading K-5
Lucy Calkins Units of Study in Writing K-8
Common Core Based Novel Study and Informational Text (Hadley)

Literacy Intervention in Elementary School

Characteristics of Tier 2

- Grade level team developed hypothesis
- Bi-weekly progress monitoring
- Group size of up to six students

Tier 2 Interventions

- Pre-teaching
- Re-teaching
- Small group instruction
- Daily conferring

Literacy Intervention at Hadley

Characteristics of Tier 2

- Grade level team calibration of strategies
- Bi-weekly progress monitoring
- Small group and individual support
- Classroom Teacher facilitated

Tier 2 Interventions

- Data-based
- Pre-teaching
- Re-teaching
- Small group instruction
- Daily conferring
- Goal-setting

Literacy Intervention in Elementary School, cont.

Characteristics of Tier 3

- Student is working toward _additional_ learning targets
- Occurs outside core instruction
- Weekly progress monitoring
- Small group interventions
- Individualized plans developed for individual students

Tier 3 Interventions

- Systematic, targeted instruction
- Aligning targeted instruction to the skill deficit (decoding, fluency, comprehension, etc.)

Literacy Intervention at Hadley, cont.

Characteristics of Tier 3

- Student is working toward _additional_ learning targets
- Occurs in addition to ELA class
- Weekly progress monitoring
- Small class size
- Individualized plans developed for individual students

Tier 3 Interventions

- 42-minute class period five days per week
- Systematic/targeted skill and strategy oriented instruction (decoding, fluency, text structure, comprehension, etc.)
- Differentiated grouping and text

Considerations for Access to Tiered Services

The Multi-Tiered Systems of Support (MTSS) process involves:

- A review of data, including common assessments, benchmarks (e.g., Fountas and Pinnell, Aimsweb, and MAP), work samples, MTSS documentation, statewide assessments (PARCC)
- Concerns from instructors and parents about performance
- Other available data

Tier 4 - Special Education

Students eligible for special education services must meet **all three** of the following criteria:

- The student must have a disability *(one of the thirteen eligibility categories)*
- The student's disability/disabilities adversely affect educational performance
- The student's unique needs cannot be addressed through general education alone – with or without individual accommodations **and** requires specially designed instruction.

Eligibility is based on an initial evaluation which includes all of the existing data gathered about the student through the referral process and any additional assessments needed to determine whether a student is eligible for special education. The initial evaluation report is used to determine what special education and related services the student needs.

Literacy Instruction for Children Eligible under IDEA

Students who are identified as needing specialized instruction in the area of literacy receive support in said areas based on their individual needs (Written expression, Basic reading skills, Reading fluency skills, Reading comprehension, etc.)

Some students may take part in a particular program and others have their needs addressed through best practice and research based strategies to target their individual needs. Key element = instruction is aligned to needs.

Essential Instruction for Students identified with Learning Disability/Dyslexia

- Most have core deficit in phonological processing
- What's happening in the brain? Can we change the brain?
- 3 Key Elements: ***advanced phonemic awareness training***

  (i.e., deletion, substitution, reversal; not just blending & segmenting)***;*** ***phonics instruction***; ***authentic reading opportunities***
- Reading programs have strengths & weaknesses in accomplishing these 3 key elements of instruction

Literacy Accommodations and Supports for Children Eligible under IDEA

Accommodations are recommended based on a child's individualized needs. Therefore, not all accommodations may be applicable or provided.

Accommodations can help kids learn the <u>same</u> material and meet the <u>same</u> expectations as their classmates.

Examples:

- Extended time
- Access to audiobooks
- Text to speech software
- Spell-check

- Larger font
- Non-literacy tests are read to student
- Opportunity for oral responses to demonstrate comprehension/ knowledge

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Modifications for Children Eligible under IDEA

Modifications are recommended based a child's individualized needs. Therefore, not all accommodations may be applicable and provided.

Modifications alter the curriculum and expectations.

Examples:

- Reduced text
- Reduced number of required homework/test items
- Access to instructional level texts

Ways to Support a Struggling Reader

Encourage a love of reading
- Read with and to your child daily
- Create enjoyable experiences with reading
- Find engaging texts
- Vary text types
- Encourage choice
- Talk about reading to develop comprehension
- Model a literate life (reading your own magazines, books, newspapers) and talking about them)
- Engage your child in word play - Nursery rhymes, singing, word games
- Tell stories orally; and listen to your child's stories
- Volume matters!

Resources

- Kilpatrick, David A. *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties.* Wiley: 2015.
- http://www.isbe.net/spec-ed/excel/reading-intervention-toolkit.xlsx
- http://isbe.net/spec-ed/html/dyslexia.htm

Thank you!