

School University Research Network (SURN)

Dyslexia Forum – September 29, 2017

October is Dyslexia Awareness Month, designated by the International Dyslexia Association in 2004 and sustained through proclamations throughout the United States and in Virginia each year forward.

The International Dyslexia Association adopted the National Institute of Health's **definition of dyslexia** in November, 2002.

Virginia adopted the same **definition of dyslexia** in March, 2002.

In 2010, the Virginia Department of Education was charged with studying the Phonological Awareness Literacy Screener (PALS) screener to determine if it is sufficient to detect reading difficulties in the basic foundational skills of reading. The screener was found to be sufficient but it was suggested that the only component that might be needed would be a rapid automatic naming (RAN) subtest.

Virginia Department of Education (VDOE) Trainings:

Language Essentials for Teachers of Reading and Spelling (LETRS) Modules 1, 2, 3, 4, and 6 trainings (2012 and 2013) in cooperation with Virginia Branch International Dyslexia Association (VBIDA – established in July 1976)

Reading Institute was held with Martie Simmons based on the Keystone Manual (2014)

Multisensory Structured Language Instruction Pilot Project - *Orton Gillingham Classroom Educator (OGCE) Course* cohorts having taken place – I (2015), II (2016), III (2017 for Reading Specialists), IV (2017), TA1 (2015/2016), and TA2 (2016); TA3 and V are in the planning stages

Over the last two years – 1, 190 special educators, general educators, and reading specialists have applied and we have been able to train over 360; a group of those trained have moved on to complete the OG CE Certification; teachers have been trained in 108 divisions across the commonwealth (132 total divisions)

Future plans for VDOE include the potential for offering OG CE certification process to 20 trained teachers through competitive application, and creating demonstration sites for the OG approach throughout the commonwealth.

The **Virginia Parent Teacher Association** (Virginia PTA) adopted a resolution asserting dyslexia awareness work as a priority for the organization in 2015.

House Bill 842 of the 2016 Virginia General Assembly (effective July 1, 2017)

An Act to amend and reenact § 22.1-298.1 and to amend the Code of Virginia by adding a section numbered 22.1-298.4, relating to teacher preparation and licensure; dyslexia and other learning disabilities. <http://lis.virginia.gov/cgi-bin/legp604.exe?161+sum+HB842>

§ 22.1-298.1. Regulations governing licensure.

...D. In addition, such regulations shall include requirements that:

...8. *Every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Department of Education, on the indicators of dyslexia, as that term is defined by the Board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia.*

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Dyslexia Awareness Modules (to fulfill requirements of HB 842)

Tier One - <http://doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>

Tier Two – In development

Specific Learning Disability Supplementary Guide: Dyslexia, Frequently Asked Questions

http://doe.virginia.gov/special_ed/disabilities/learning_disability/sld-dyslexia-guide.pdf

§ 22.1-298.4. Teacher preparation programs; learning disabilities.

The Department of Education shall collaborate with the State Council of Higher Education for Virginia to ensure that all teacher preparation programs offered at public institutions of higher education in the Commonwealth or otherwise available convey information on the identification of students at risk for learning disabilities, including dyslexia, other language-based learning disabilities, and attention deficit disorder.

Presentations have been delivered to inform public institutions of higher education in the Commonwealth to include the specifics set forth by the second section of HB 842.

House Bill 2395 and SB 1516 of the 2017 Virginia General Assembly (effective July 1, 2017)

Acts to amend Section G of Chapter 629 of the Virginia Administrative Code or Standards of Quality <http://lis.virginia.gov/cgi-bin/legp604.exe?171+sum+SB1516>

Section G from Chapter 629 *Reading Specialist as dyslexia advisor.....*

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.

1) *One reading specialist employed by each local school board that employs a reading specialist shall have **training** in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and shall serve as an advisor on dyslexia and related disorders.*

2) *Such reading specialist shall have an **understanding** of the definition of dyslexia and a working knowledge of (i) techniques to help a student on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at different ages and grade levels; (iii) the basic foundation of the keys to reading, including multisensory, explicit, systemic, and structured reading instruction; and (iv) appropriate interventions, accommodations, and assistive technology supports for students with dyslexia.*

To provide reading intervention services required by § [22.1-253.13:1](#), school divisions may employ reading specialists to provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel

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As the requirements of the act do not include “rules” or “procedures,” the school division has the flexibility to designate the reading specialist and develop its own operating procedures.

Training is not specified thus the division may investigate training opportunities that would fulfill the requirements noted within the amendment to Chapter 629 (SB1516).

At the **Federal level**, the Office of Special Education and Rehabilitative Services (OSERS) issued guidance as to the use of the concept of dyslexia within the Individual Education Program process on **October 23rd, 2015**. Follow this link to read the full text:

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>

2016 HR 3033 Research Excellence and Advancements for Dyslexia Act (**READ Act**); (Sec. 3) This bill requires the National Science Foundation (NSF) to include in its annual congressional budget justification for the amount requested for its Research in Disabilities Education program, which advances the goal of broadening the participation and achievement of learners with disabilities in science, technology, engineering, and mathematics. (Sec. 4) Subject to the availability of appropriations, NSF must devote specified funding to support research on learning disabilities, including dyslexia, with the **goal of practical application**.

September 26 and 27, 2017 – The National Science Foundation called a meeting to disseminate and gather input around research into learning disabilities, including dyslexia in Washington, D.C. More information from this meeting will be presented during the session this afternoon, *Dyslexia Forward: Why Now and Where Are We Going?*