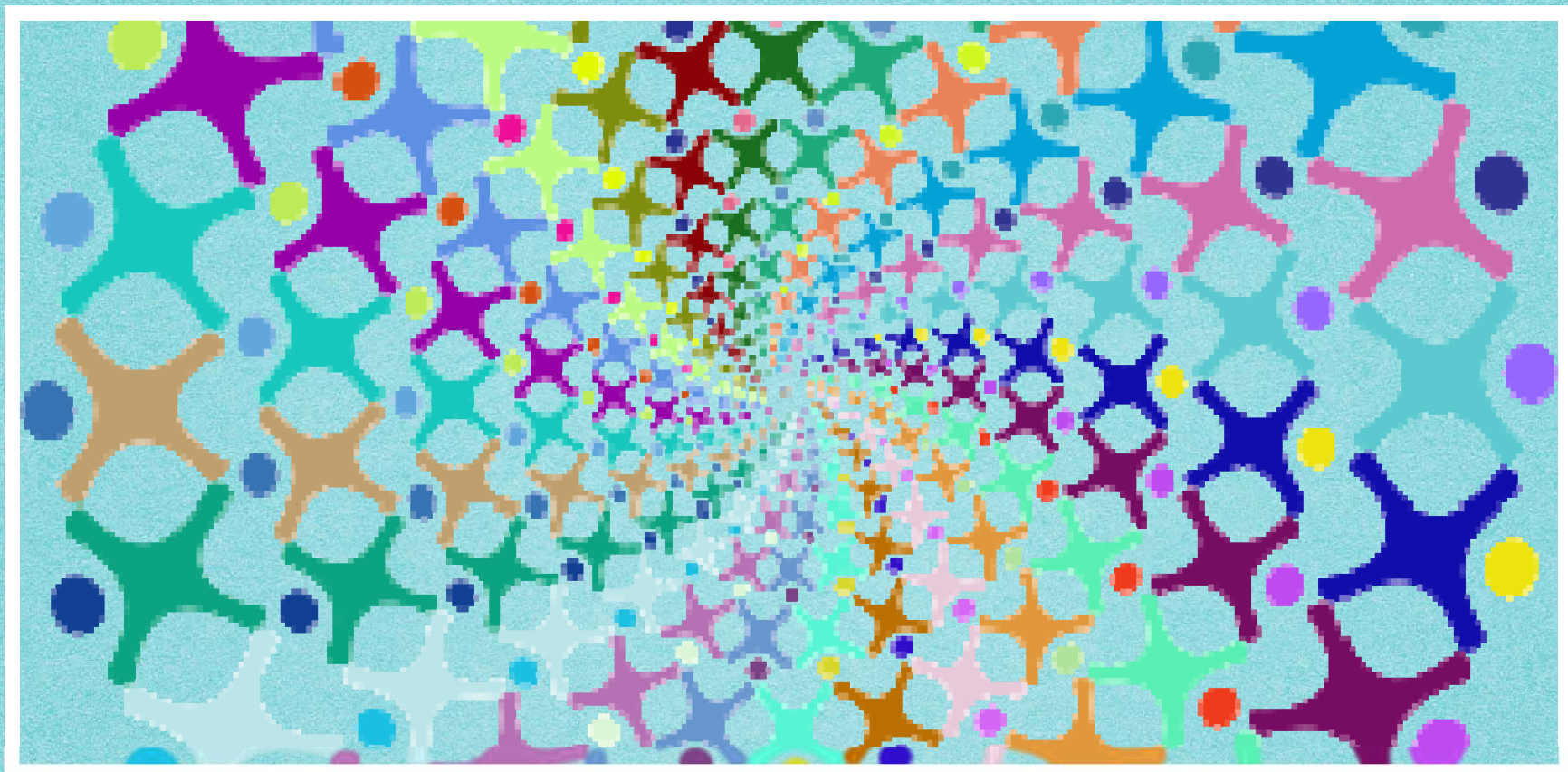


Tackling Dyslexia Through Teamwork

*Virginia McLaughlin
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W&M School of Education*

Session Objectives

- ▶ Recognize the importance of an interdisciplinary yet coherent approach to Dyslexia.
- ▶ Understand the roles of families, educators, and other professionals in identification, program planning, and service delivery.
- ▶ Discuss challenges and opportunities in interdisciplinary collaboration when serving students with Dyslexia.



Dyslexia...
A complex condition in need
of multi-faceted perspectives



Who needs to be involved?

What important perspectives do they bring?

Effective and inclusive services require collaboration

- ▶ To contribute the varied expertise and perspectives necessary to serve students with complex learning and behavioral needs,
- ▶ To support teachers in their planning and problem solving, and
- ▶ To create a sense of collective responsibility for *all* students.

Key Features of Collaboration

Common goals

Mutual respect

Diverse expertise

Shared decision making

Parity

Shared resources

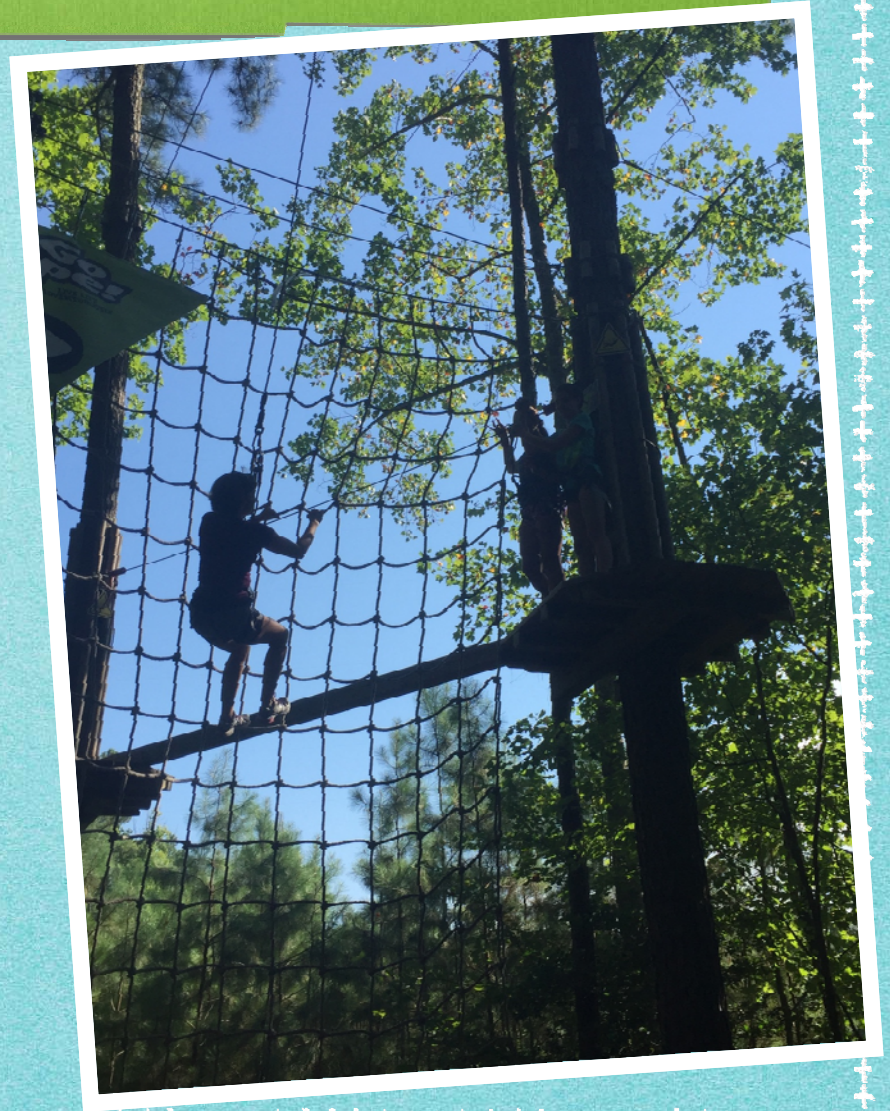
Voluntary participation

Shared accountability

Accessing Services

Can feel like
an obstacle
course!

Teamwork
makes it
do-able



Identification Processes

Typical ways for student dyslexia to be identified:

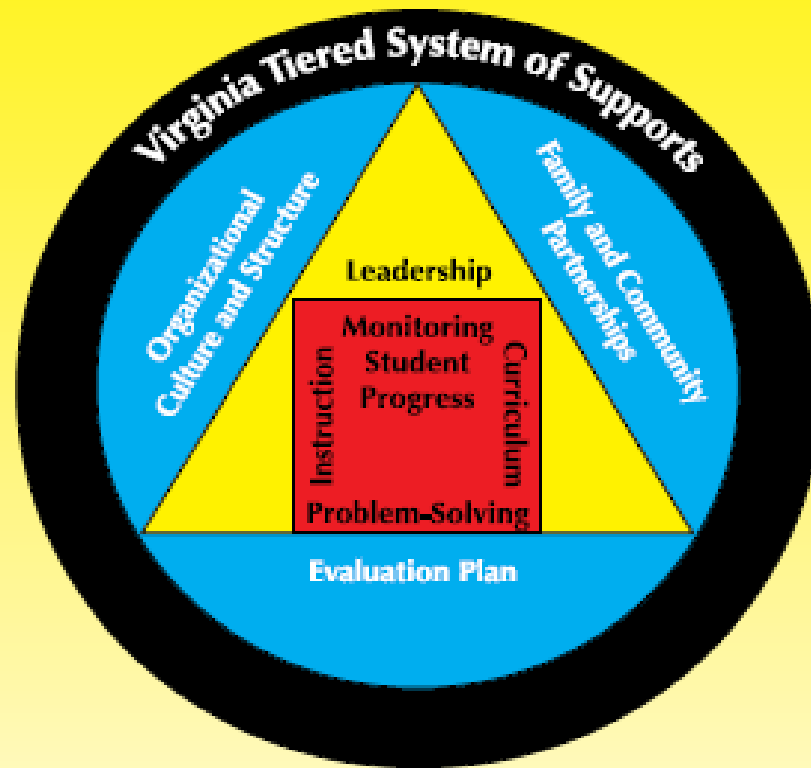
- ▶ Universal screening within Multi-Tiered Systems of Support (MTSS)
- ▶ Individual referrals for Student Study

Function of these teams is *collectively* to determine the need for educational (or behavioral) interventions to assist individual students who are struggling to succeed.

Multi-Tiered System of Support (Aka Response to Intervention)

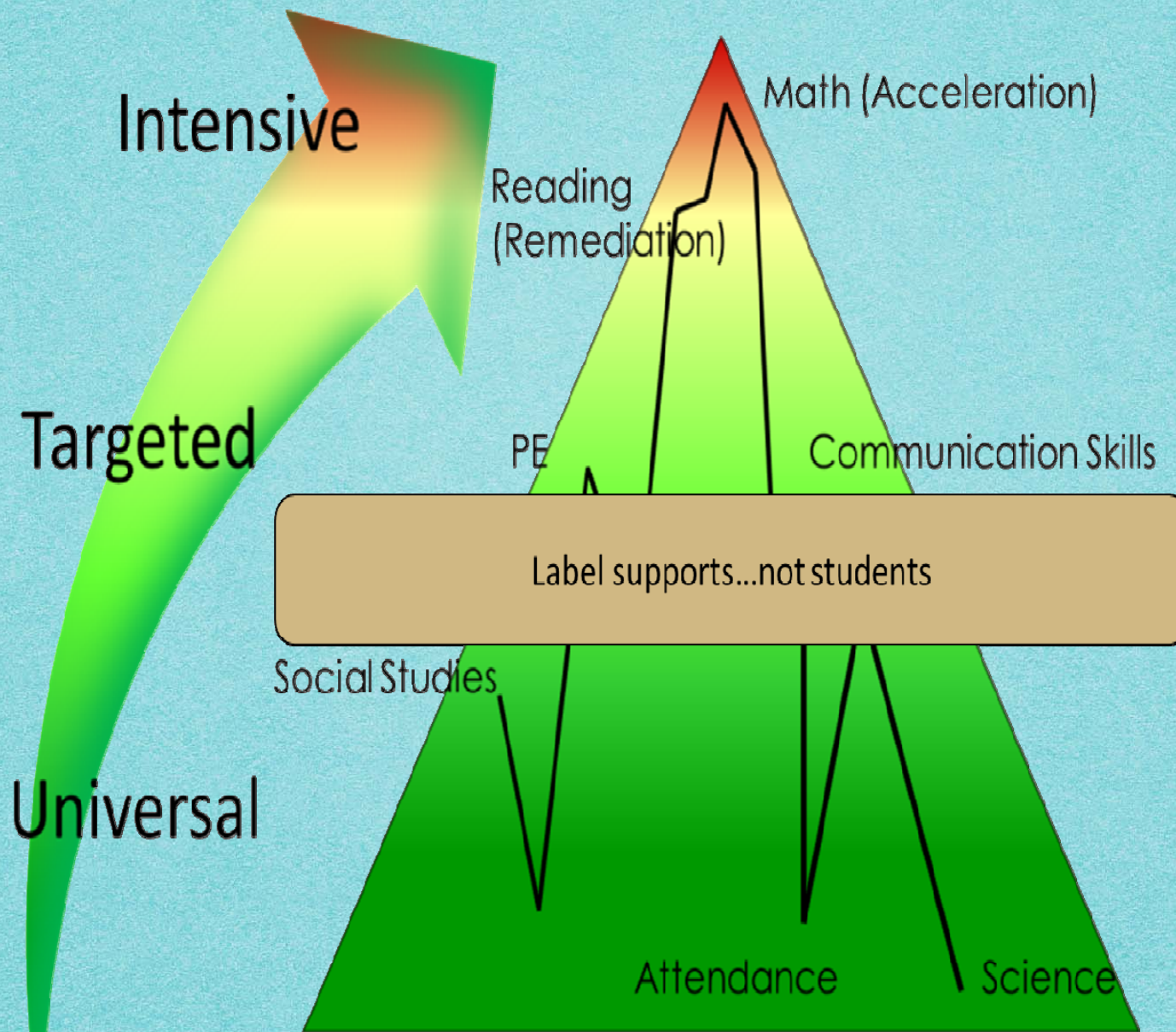
“Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities.” (National Center on Response to Intervention, 2010, p. 2)

Virginia Tiered System of Supports (VTSS) A Guide for School Divisions



Virginia Department of Education
Division of Special Education and Student Services

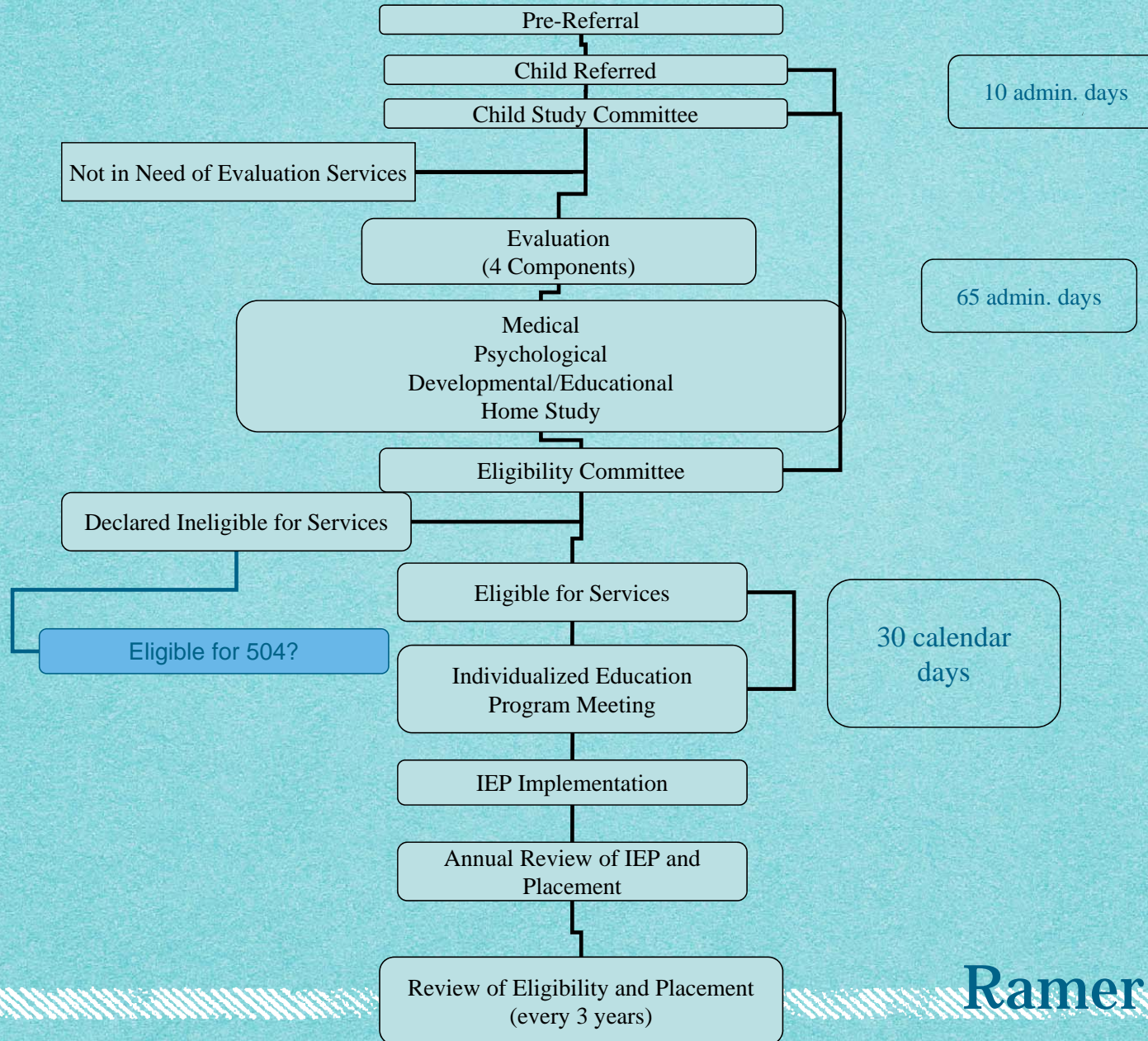
Layered Continuum of Supports



Student Study

- ❑ The team meets to discuss what is going on with the student and what has already been tried, and they brainstorm additional interventions.
- ❑ Once intervention strategies are developed, responsibilities and timelines are set for the implementation and review of those strategies.
- ❑ If adequate improvement is shown, the intervention will continue until no longer necessary.
- ❑ If inadequate improvement is noted, one of two things happens.
 - ❑ Intervention is redesigned and new timelines set. Or,
 - ❑ If the problem seems more severe or persistent, the team may proceed to make a formal referral to begin a special education evaluation.

Special Education Process Flow Chart



Ramer, 2015

*Team judgments to be made
throughout the process require
active, interdisciplinary
problem-solving!*

Student and Parent Participation

- ▶ IDEA stresses the importance of involving families and students throughout the process.
- ▶ A major goal is to form partnerships between parents, schools, and professionals.



At a Glance: IEP's Must Include

Student's present levels of performance

How the student's disability influences participation and progress in the general education curriculum

Measurable annual goals, including academic and functional goals

Educational services to be provided, including modifications and supports

Explanation of why the child will not participate in general education classes with non-disabled peers

Description of accommodations in state or district-wide testing

Projected date for initiation, frequency, location, and duration of services

At age 16, identification of post school goals to address transition assessments and service needs

Information about transfer of rights at age of majority

How student's progress will be measured and parents informed

A Continuum of Service Delivery Options

Nearly all students with Dyslexia served in general education with MTSS or Special Education support

Pull-Out Services

- ▶ Direct instruction in reading (typically a structured literacy program) and learning strategies for content areas
- ▶ Provided by a Reading Specialist or Special Educator
- ▶ Usually in a small group setting
- ▶ Intended to ***supplement not replace*** ongoing reading instruction in the classroom

Services in Inclusive Settings

- ▶ Combination of direct instruction in literacy and also instructional support for accessing the ongoing curriculum
- ▶ Provided by Special Educator or Reading Specialist co-teaching with a classroom teacher
- ▶ In an inclusive general education classroom
- ▶ With ***active teacher interaction*** using varied approaches

Modifications & Accommodations

Modifications change “what” the student learns.

Accommodations change “how.”

EXAMPLES?



Ongoing Collaboration Essential for Coherent, Effective Services



*Every child
comes with
hopes and
dreams.*

*It takes **TEAMWORK**
to ensure those
happen!*



Selected Resources

Friend, M., & Cook, L. (2017) Interactions: Collaboration skills for school professionals (8th ed.). Boston: Pearson.

Murawski, W. W. & Scott, K. L. (2017). What really works with exceptional learners . Thousand Oaks, CA: Corwin.

National Center on Response to Intervention <http://www.rti4success.org>

Virginia's Guidelines for Educating Students with Specific Learning Disabilities
http://www.doe.virginia.gov/special_ed/disabilities/learning_disability/learning_disabilities_guidelines.pdf

Virginia Tiered System of Supports (VTSS)
http://www.doe.virginia.gov/support/virginia_tiered_system_supports/index.shtml

William & Mary Training & Technical Assistance Center (T/TAC).
Considerations Packets: Co-Teaching
<http://education.wm.edu/centers/ttac/resources/considerations/index.php>