



ADDRESSING DYSLEXIA IN PAUSD A PROGRESS REPORT

PALO ALTO UNIFIED SCHOOL DISTRICT

JUNE 11, 2019

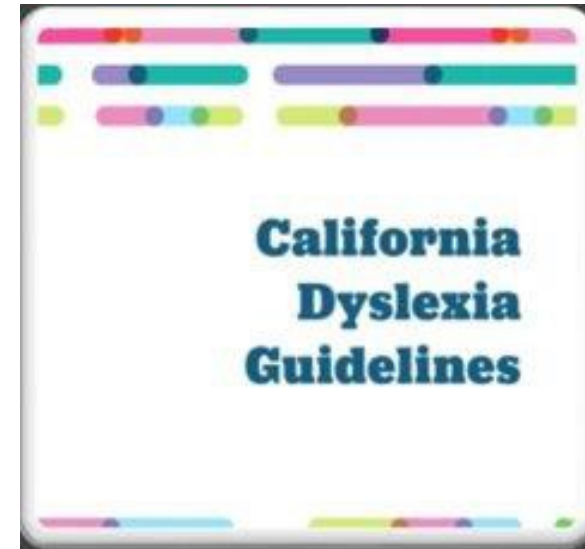
PRESENTED BY
YOLANDA CONAWAY, ASSISTANT SUPERINTENDENT

California Dyslexia Legislation

October 2015, Governor Brown
signed into law Assembly Bill 1369



California Dyslexia Guidelines AB 1369
Published August 2017



Plans to improve educational services and
develops program guidelines for students with dyslexia

BEFORE THE CALIFORNIA DYSLEXIA GUIDELINES

- ❑ The Child Find Mandate has always been in place long before the California Guidelines were issued
- ❑ Psychologists and specialists have been addressing the needs of students with markers of dyslexia, but not always efficiently and with continuity
- ❑ Instructional practices were not always aligned with the needs of dyslexic students
- ❑ Early identification typically resulted from outside evaluations

Before we were finding and reaching students in Tier 3 and to a lesser extent Tier 2. The guidelines re-enforced and refined the processes under IDEA allowing us to find students in Tier 1.

FOCUS OF THE WORK

- ❖ Develop processes and procedures to ensure students with dyslexia are identified early, have access to appropriate supports and services, (i.e. instruction, accommodations, and assistive technology) that allow them to benefit from high quality reading instruction.
- ❖ Ensure educators are fully equipped to address the learning needs of students with dyslexia and other reading challenges.

FOCUS OF THE WORK

- Early Identification/Universal Screening**
- Assessment of Phonological Processing**
- Social/Emotional Supports**
- Structured Literacy Approaches**
- Assistive Technology/Accommodations**

Components of the PAUSD Comprehensive Approach to Dyslexia

- ❑ Multi-Tiered Intervention
- ❑ Universal Design For Learning
- ❑ Evidence-Based, multi-sensory, direct, explicit, structured, and sequential approach to reading instruction
- ❑ Accommodations and Assistive Technology

HIGHLIGHTS - 2017-2018

- ❑ Established dyslexia workgroup (8 planning meetings)
- ❑ Conducted Dyslexia Awareness Training
- ❑ Partnered with Dyslexia researchers and International Dyslexia Association expert
- ❑ Held Dyslexia Workshop for Elementary Educators
- ❑ Hosted Orton-Gillingham Academy for elementary educators
- ❑ Dyslexia Board Resolution Passed
- ❑ Created Teacher Resource Website and posted on BOB
- ❑ Hays Elementary hosts a Dyslexia Summer Intervention Pilot (Phono-Graphix)

(See Report for full list of completed actions)

HIGHLIGHTS - 2018-2019

- ❑ Expanded Dyslexia Workgroup to include parents, teachers, and specialists
- ❑ Created Board Policy on Dyslexia to go to BPRC in August
- ❑ Held 2 parent education sessions on Dyslexia
- ❑ Completed Dyslexia Handbook
- ❑ Piloted the identification and intervention process at 1 elementary school
- ❑ Piloted an intervention using local and normed screening tools and OG reading intervention
- ❑ Partnered with the Institute of Multi-Sensory Education to provide a Orton-Gillingham training Summer program intervention strategies aligned to CA Dyslexia Guidelines
- ❑ Selected screening and intervention tools
- ❑ Established PAUSD Summer Intervention program (Phono-Graphix)
- ❑ Training for educators on the procedures and administration of screeners (August 7)

NEXT STEPS - 2019-2020

- ❑ Prioritize time to provide all Secondary educators with awareness training
- ❑ Continue to provide Ed Specialists and reading interventionists (if applicable) with OG training and/or training in a dyslexia aligned program
- ❑ Widely communicate expectations and distribute resources for addressing Dyslexia (August)
- ❑ Schedule dyslexia policy for the August Board Policy Review Committee agenda (August))
- ❑ Share/train educators and parents on Dyslexia Handbook components (August-September Parent Nights)
- ❑ MTSS Coach to ensure robust delivery system of support
- ❑ Dyslexia Workgroup will continue to meet to assess areas of need related to dyslexia guidelines
- ❑ Ensure that every school has access to ongoing training and tools to identify and meet the needs of students with dyslexia

ONE SCHOOL'S EXPLORATION

HAYS ELEMENTARY SCHOOL





THANK YOU

**PAUSD
School Board &
Administrators**

**Walter Hays Principal
Mary Bussmann**

Our Students



“I remember my parents were holding my hands. We were about to cross the street to go into my new second grade classroom, when I suddenly thought to myself,

“If I run into traffic, then I won’t have to go into the classroom.”

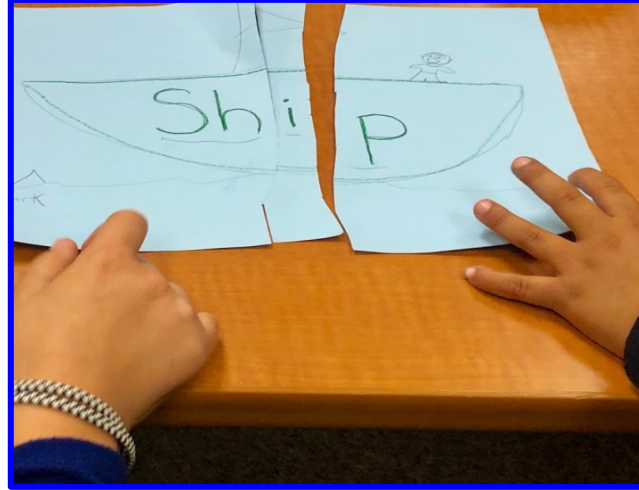
**Rob Schiede
16 Years old
High School Senior
Evanston, Illinois**

**Summer Learning Buddy
trained in Phono-Graphix**



What do some families do?

Lindamood-
Bell
Private
Tutoring
Private
School
Litigation



Phono-Graphix

“Phono-Graphix is very good... Some data suggests Phono-Graphix is about as good as Lindamood Bell... and it’s much easier to train teachers to do it.”

Dr. Joe Torgesen
International Dyslexia Association Advisor
Reading Researcher

Method Matters!

**Explicit,
Systematic,
Multi-sensory,
Research-based,
Data-Driven
Phonics Instruction**

done with fidelity:

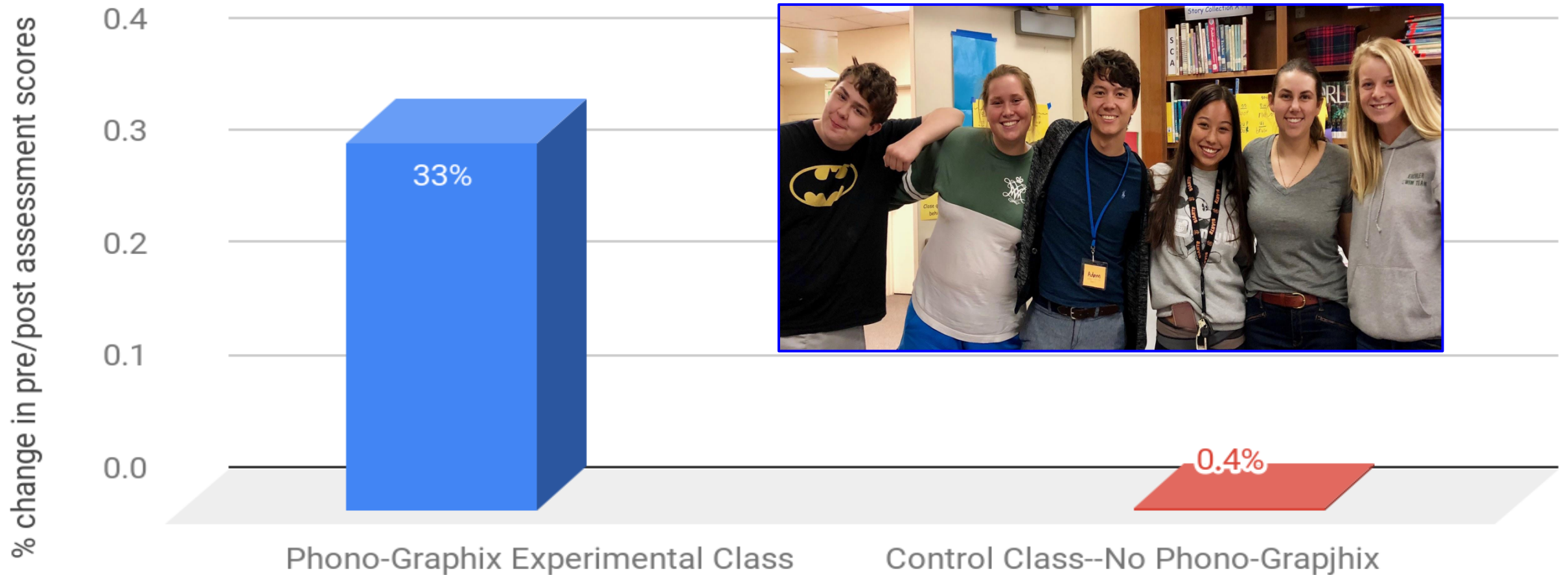
frequency & intensity for measurable
gains

+ oral reading practice for accuracy
and fluency.

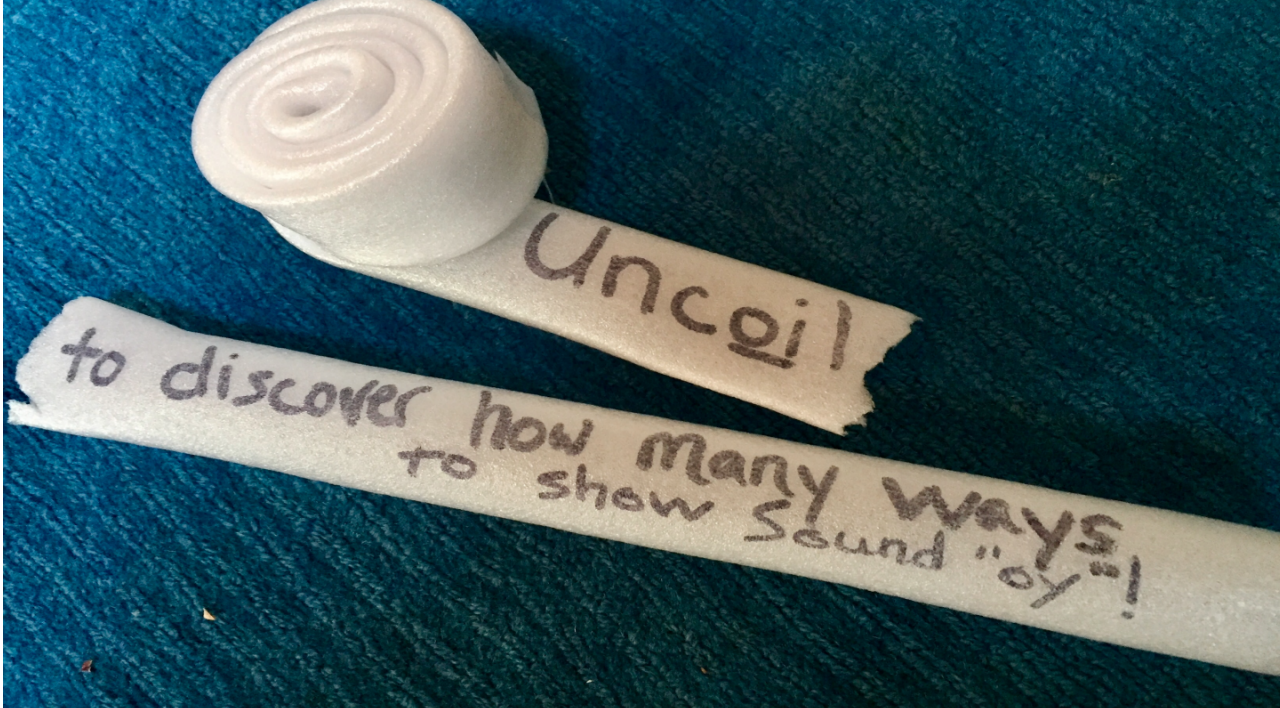


Pro Bono Research Project for PAUSD: Testing Phono-Graphix instruction on Foundational Phonics for Reading & Writing

Skills Tested: Blending/Segmenting/Phoneme Manipulation/Sound-Symbol Code



Average Overall Change in Foundational Phonemic Skills/2 Rising GR 3 classes, 2017 PAUSD Summer School



Phono-Graphix: 34 Students, K-5th (IEP & at-risk Gen Ed)

100% measurably strengthened phonics skills

Special Ed students average gain: 41%

Early Intervention: K-GR 1 average gain: 30%

10-minute assessment drives instruction

Under the
direction of
Walter Hays
Reading
Specialist
Kathleen
Bransfield

“I turn the pages, and move my eyes, so the teacher thinks I’m reading.”

“I write something, but then later, I can’t tell what I was trying to write.”

“I get confused.”

“I can read, but I can’t spell anything!”

“I keep trying.”

“I get frustrated.”

“I don’t like to read.”

“One time, I thought if I slam the car door on my arm, I won’t have to go in my classroom.”

“I get mad.”

“I want to read and spell. It feels crummy.”





Classroom Teacher:

Before PAUSD Dyslexia Professional Development:

This student “doesn’t care and doesn’t try.”

After PAUSD Dyslexia Professional Development:

“It takes this student longer to process written

information--that is why the student sits there quietly, not participating. Not because this student won’t, but because this student can’t--not at the pace of the rest of the class.”

Classroom Aide: “I tell the student that she should know these words.

They are ‘sight’ words. She should know them. But then all she does is cry.”

Student: “Not good. I am trying. It feels sad.”

Your Continued Leadership is needed

Academic Achievement

Student Health & Well-being

Equity: Providing research-based practices, done with fidelity, to close the achievement gap

Accountability: use data to drive mandated instruction, monitor measurable outcomes, Gen Ed & Special Ed K-12

Expectations: one neurological difference surrounded by a sea of strengths. Vet all our interventions, K-12, based on measurable data:
What works? What is cost-effective?



Strengthen awareness & teacher strategies

- Our best measurable outcomes: when strategies learned and practiced during intervention are understood and reinforced in the classroom.

Phono-Graphix

*“has made a big difference.
I feel proud of myself.”
It’s fun!”*

