



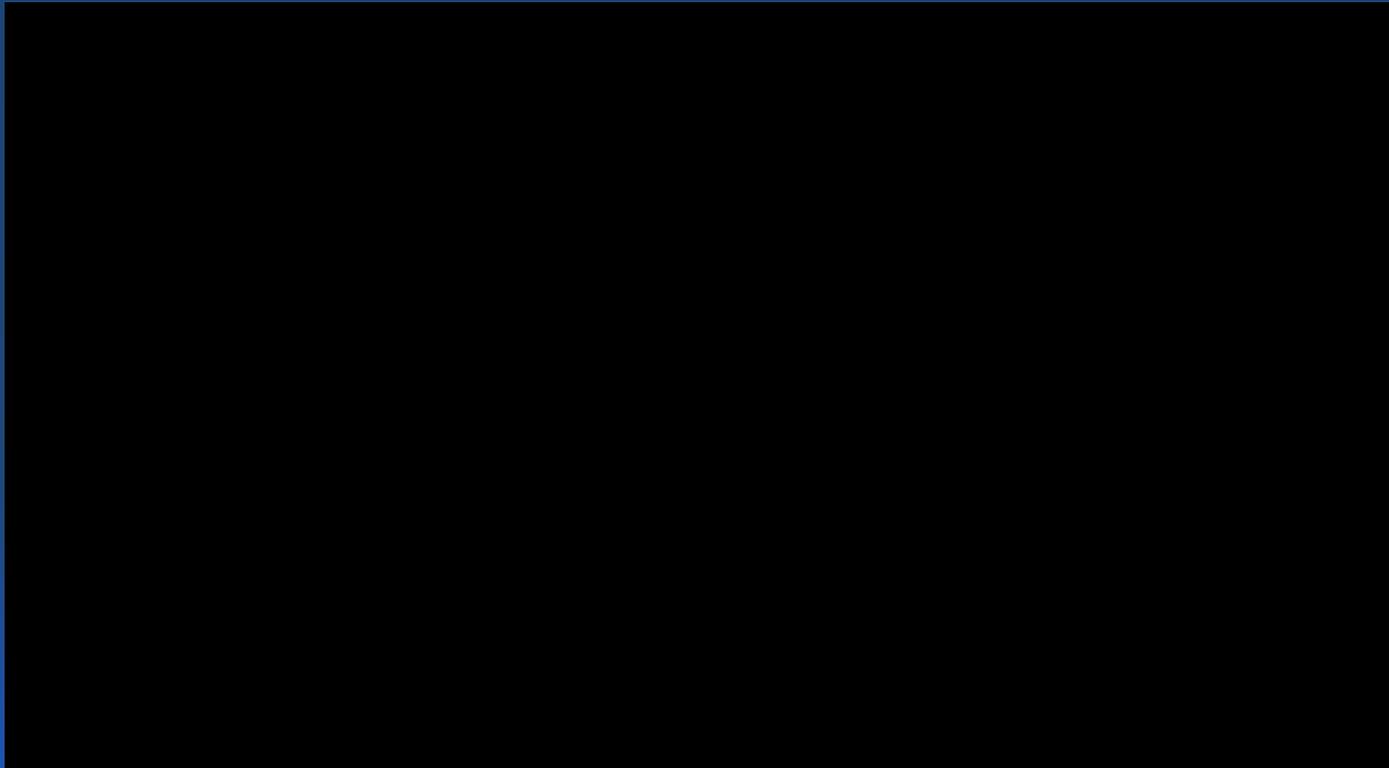
Legislative Task Force Recommendations

November 2017

Dyslexia

The term “dyslexia” means a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition, and poor spelling and decoding abilities that 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, and of which secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

What is Dyslexia? -Dr. Kelli Sandman Hurley



A few facts:

- It is estimated that 10-20% of the population is affected by dyslexia.
- According to the National Institutes of Health:
 - 1) Dyslexia is the leading cause of reading failure and the nation's school dropouts.
 - 2) Reading failure is the most commonly shared characteristic of juvenile justice offenders.
 - 3) 80-90% of some prison populations may be affected –at a tremendous cost to our society.



HB 2379 enacted in August 2016

Two major provisions related to dyslexia

1) Screening, classroom support and teacher in-service

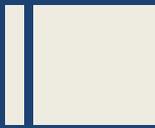
- DESE to develop guidelines for screening of students for dyslexia and classroom support by December 31, 2017
- Public schools to conduct dyslexia screenings, provide classroom support in the 2018-19 school year
- Teacher assistance programs to annually offer two hours of in-service training beginning 2018-19 school year

2) Created the Legislative Task Force on Dyslexia

Summary Recommendations- Teacher Certification

A survey of Missouri institutions of higher education training programs for teachers of reading, special education, speech-language pathology, school psychology, and psychology conducted by the Legislative Task Force on Dyslexia revealed that information about the characteristics of dyslexia, and effective identification of students with those characteristics and intervention for those students is often insufficient or absent.

- Teacher education programs should address dyslexia characteristics, identification and intervention in curriculum.



The survey also indicated a lack of instructional collaboration in institutions of higher education.

- Instructional collaboration across university departments with specific expertise in dyslexia or related disorders.
- Specific recommendation for the Department:
 - Establish a collaborative relationship with the Department of Higher Education regarding pre-service teacher education curriculum

Summary Recommendations- Teacher Certification

- Strongly recommend that institutions of higher education and the Department align literacy/reading instruction coursework with knowledge and practice standards from the Center for Effective Reading Instruction (CERI).
 - Implementation may be accomplished through the rule-making process or may require legislation

Center for Effective Reading Instruction

Knowledge and Practice Standards for Reading Teachers

- <http://effectread.wpengine.com/wp-content/uploads/2016/02/KPS.pdf>
- Foundation Concepts about Oral and Written Learning
- Knowledge of the Structure and Language
- Structured Language Teaching: Phonology
- Structured Language Teaching: Phonics and Word Recognition
- Structured Language Teaching: Fluent, Automatic Reading of Text
- Structured Language Teaching: Vocabulary
- Structured Language Teaching: Text Comprehension
- Structured Language Teaching: Handwriting, Spelling, and Written Expression
- Interpretation and Administration of Assessments for Planning Instruction
- Knowledge of Dyslexia and Other Learning Disorders

Goal:

Missouri teachers have competencies aligned with CERI standards.

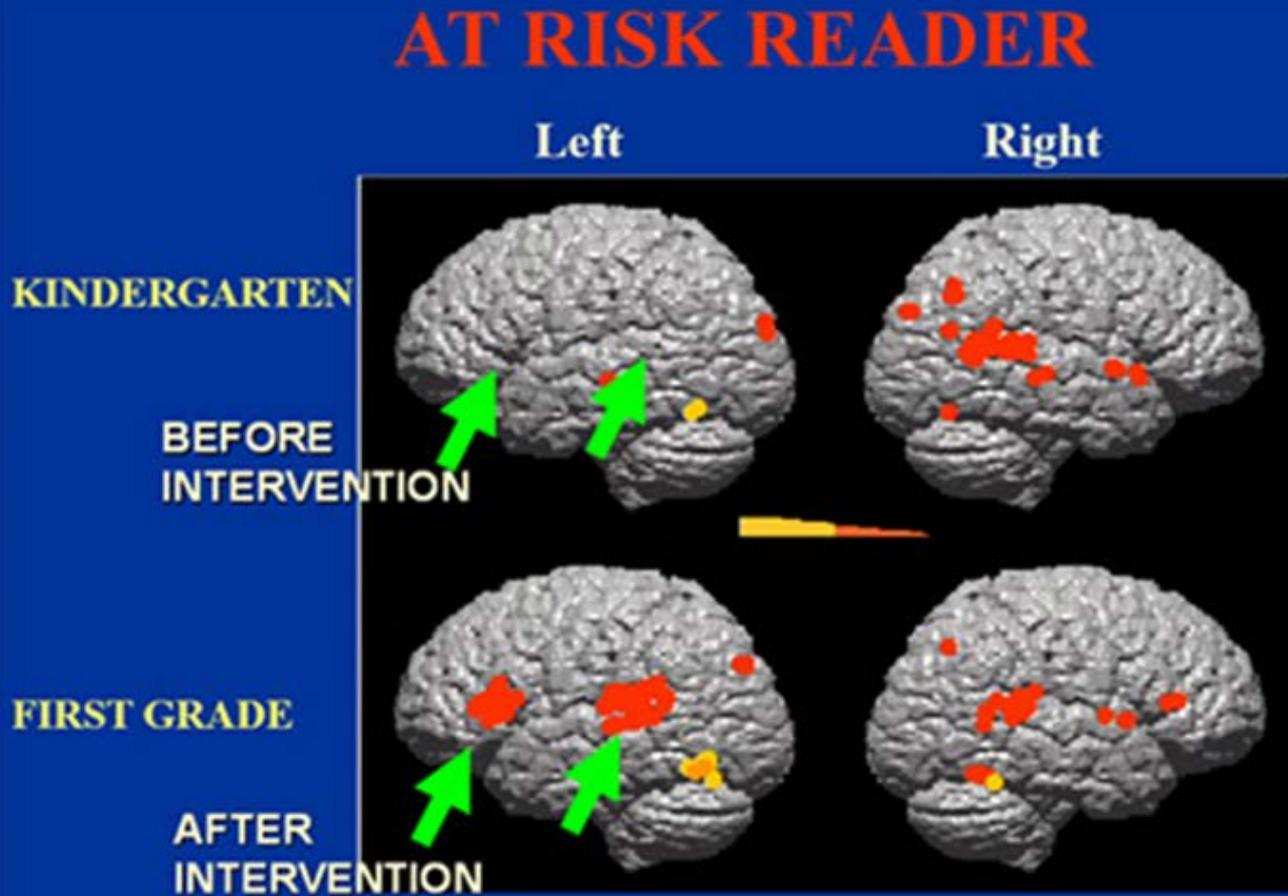
Possible Certification tracks:

1. Separate Certification
12-15 hours

<http://www.notredamecollege.edu/sites/default/files/Reading-Endorsement--2017.pdf>
<https://online.uark.edu/programs/dyslexia-therapist-endorsement-program.php>

2. Expanded Certification with emphasis in
Dyslexia/MSSL
6 hours?
3. Alignment within current Certificate

Pre and Post Intervention



Thank you!

Kim Stuckey

573-751-2584

kim.stuckey@dese.mo.gov



Resources

- Bowers, Peter, How the Written Word Works, 2010
- Henry, Marcia, Unlocking Literacy, 2nd Ed., 2010
- Kilpatrick, David, Equipped for Reading Success, 2016
- Kilpatrick, David, Essentials of Assessing, Preventing and Overcoming Reading Difficulties, 2015
- Selznick, Richard, Dyslexia Screening, 2015