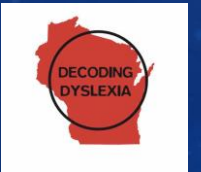


DYSLEXIA UPDATES: WHAT IS NEW IN WI 2021

BY Katie Kasubaski, CALP
State Lead Decoding Dyslexia WI

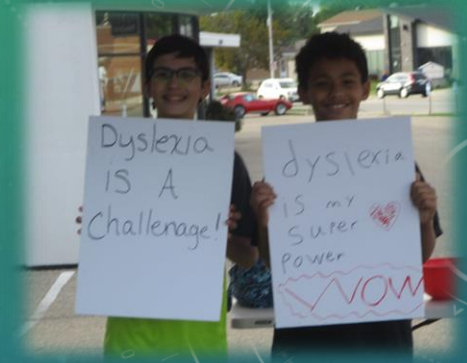


Overview

- Decoding Dyslexia WI
- Dyslexia Defined
- Dyslexia Myths
- WI Informational Guidebook on Dyslexia and Related Conditions
 - Appendix B Most FAQ
- How/Why to Start Community Discussions About Dyslexia



Decoding Dyslexia WI



- Decoding Dyslexia WI is a grassroots group of volunteers. Mostly parents of children with dyslexia or adults with dyslexia.
- DDWI is one of 50 chapters in the United States and more international chapters.
- We aim to raise dyslexia awareness, empower families to support their children and inform policy-makers on best practices to identify, remediate and support students with dyslexia.
- We provide support for our members and events to build community.



DYSLEXIA IS NOT RARE

- Dyslexia is not rare; its prevalence in the population is from 10-20%. If your child is in a classroom of 30, as many as six students have dyslexia.
- WI enrollment in 2020-2021 was 829,935 students. Roughly 83,000-165,000 students in WI are impacted by dyslexia.
- In 2019, 14% of WI students qualified for special education services.
- The speech and specific learning disability tied for biggest chunks of disability category.

<https://wi.dyslexiaida.org/about-dyslexia/>
<https://wisedash.dpi.wi.gov/Dashboard/dashboard/18110>
https://dpi.wi.gov/sites/default/files/imce/eis/pdf/schools_at_a_glance.pdf

STUDENTS (2019-20)

Student Enrollment	854,959
High Schools	260,001
Middle Schools	148,620
Junior High Schools	4,075
Combined Elementary/Secondary	26,539
Elementary Schools	415,724

Demographics

Students with Disabilities	14.0%
English Learners	6.0%
Economically Disadvantaged Students	42.3%



DYSLEXIA MYTHS

Myth #1- Dyslexia is rare. False.

- 17- 20% gen. population

Myth #2- They see letters or words backwards. False.

- Dyslexia is NOT a vision problem
- Information takes different neurological route to connect letters with their sounds

Myth #3- Reading more over the summer would help.

- More of the same approach doesn't work
- Intense appropriate intervention is needed

Myth #4- The Wait and See Approach. Maybe they will grow out of it?

- Dyslexia is neurological/genetically inherited. One does not outgrow dyslexia.
- Waiting doesn't help, it impacts student's emotional health and wastes valuable time

<https://www.mottchildren.org/posts/your-child/dyslexia-reading-problems#:~:text=Research%20from%20the%20National%20Institutes,as%20high%20as%2017%20percent>



DYSLEXIA DEFINED

Dyslexia is

“a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

<https://dyslexiaida.org/definition-of-dyslexia/>

https://dpi.wi.gov/sites/default/files/imce/reading/Dyslexia_Guidebook.pdf (page 8)



WI Law Regarding Reading

APPENDIX B

- Reading instruction
- Wisconsin Teacher Certificates and Licensure
- Assessment of Reading Readiness
- Intervention
- Informational Guidebook on Dyslexia and Related Conditions
- Special Education Services (Specific Learning Disability)



WI TEACHER LICENSING

Foundations Of Reading Test (FoRT)

- All applicants for grades kindergarten through 5th grade, special education, initial reading license or initial license for reading specialist (Wis. Stat. 118.19 (14) (a) and 118.194 (1) (d))
- OR alternative coursework which meets the criteria of Wis. Stat. 118.19
 - Rigorous instruction in the teaching of phonemic awareness, phonics, vocabulary, reading comprehension, and fluency
 - Feedback and coaching from an individual deemed an expert in reading instruction
 - And the student provides a portfolio demonstrating their competence in phonemic awareness, phonics, vocabulary, reading comprehension, and fluency

<https://docs.legis.wisconsin.gov/document/statutes/118.19>



ASSESSMENT OF READING READINESS

Reading Readiness Law 4k-grade 2

Wis. Stat. 118.016

- All students grades 4K-2 must be screened annually in
 - phonemic awareness
 - letter-sound knowledge
 - parents must be notified of screening scores
- WI DPI has no data after 2016 on screening results

<https://docs.legis.wisconsin.gov/document/statutes/118.016>



INTERVENTION

WIS STAT. 121.02

- Intervention is required if ANY of the following occur:
 1. The pupil fails to meet the reading objectives specified in the reading curriculum plan maintained by the school board under par. (k).
 2. The pupil fails to score above the state minimum performance standard on the reading test under par. (r) and:
 - a. A teacher in the school district and the pupil's parent or guardian agree that the pupil's test performance accurately reflects the pupil's reading ability
 - b. A teacher in the school district determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects the pupil's reading ability.
 3. The pupil's reading assessment under s. 118.016 (Reading Readiness) indicates that the pupil is at risk of reading difficulty.
- Each school determines if a student scores low enough for intervention.
- Parents do not need to be notified of intervention or progress monitoring

[https://docs.legis.wisconsin.gov/document/statutes/121.02\(1\)\(c\)](https://docs.legis.wisconsin.gov/document/statutes/121.02(1)(c))



INFORMATIONAL GUIDEBOOK ON DYSLEXIA AND RELATED CONDITIONS

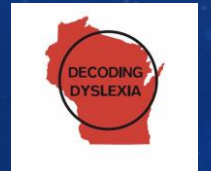
- Wisconsin Act 86 2020 requires that all school districts post the Informational Guidebook for Dyslexia and related conditions on their website.



SPECIAL EDUCATION SERVICES

Specific Learning Disability In Reading

- Dyslexia is a spectrum condition. Therefore, not all students with dyslexia will qualify for Special Education Services.
- Specific Learning Disability (SLD) in Reading is another name for dyslexia.
- The evaluation process outlined in PI 11.36(6) is a two part process:
 1. Two interventions with data collection
 2. Evaluation by the school (usually the school psychologist)
- IEP teams should consider additional information such as an outside diagnosis.
- NOTE: Students with dyslexia often struggle with many categories of the SLD Rule including math.

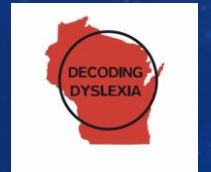


SPECIAL EDUCATION

Parent/School Documents

Found on page 66 of the Dyslexia Guidebook:

- Guidance to clarify dyslexia and specific learning disability (SLD)
 - <https://dpi.wi.gov/sites/default/files/imce/sped/pdf/sld-dyslexia.pdf>
- Guidance on Child Find early identification
 - <https://dpi.wi.gov/sped/early-childhood/child-find>
- Guidance on Section 504
 - <https://dpi.wi.gov/sped/topics/504>
- Shared Services for Private school students
 - <https://dpi.wi.gov/sped/topics/private-schools>



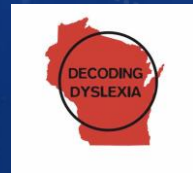
BUILDING A COMMUNITY OF SUPPORT

- Start a subcommittee of your School Board or PTO/PTA
- Have a goal in mind:
 - How to identify and help those with dyslexia or struggling readers sooner?
 - How to engage parents/families of those with dyslexia?
- Engage community members in the discussion
 - Parents/Guardians
 - Adults with dyslexia
 - Reading Teachers/Interventionists
 - Community members/Employers

https://dpi.wi.gov/sites/default/files/imce/reading/Guidance_on_Guidebook.pdf (page 2)



Thank You
And
Questions!!



Links/References

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<https://wisedash.dpi.wi.gov/Dashboard/dashboard/18110>

https://dpi.wi.gov/sites/default/files/imce/eis/pdf/schools_at_a_glance.pdf

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[https://docs.legis.wisconsin.gov/document/statutes/121.02\(1\)\(c\)](https://docs.legis.wisconsin.gov/document/statutes/121.02(1)(c))

[https://docs.legis.wisconsin.gov/document/administrativecode/PI%2011.36\(6\)](https://docs.legis.wisconsin.gov/document/administrativecode/PI%2011.36(6))

https://dpi.wi.gov/sites/default/files/imce/reading/Dyslexia_Guidebook.pdf (p. 66)

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/sld-dyslexia.pdf>

<https://dpi.wi.gov/sped/early-childhood/child-find>

<https://dpi.wi.gov/sped/topics/504>

<https://dpi.wi.gov/sped/topics/private-schools>

https://dpi.wi.gov/sites/default/files/imce/reading/Guidance_on_Guidebook.pdf (page 2)

