Addressing Reading Needs

Matt Levin (Lead School Psychologist/Administrative Intern)
Mary Ellen Lane (Coordinator of Reading/Language Arts K-12)
How does Pennsbury address student specific needs in Reading?
MTSS - Multi-Tiered System of Support

Multi-Tiered System of Support (MTSS): MTSS is a framework that organizes resources to address student needs. This is an evidence based model of instruction, that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

*MTSS was formerly known as RTI (Response to Intervention), and also RTII (Response to Instruction and Intervention).
MTSS Tiers of Support

- Tier III: Intensive Level Interventions
- Tier II: Targeted Interventions
- Tier I: Core Support
Assessments and Universal Screenings

Types of assessments:

**Universal Screening** - Screening measure, by definition are typically brief assessments of a particular skill or ability that is highly predictive of a later outcome. (Dibels)

**Instructional Planning** - to make data-based decisions for instruction informed by results of testing. (DRA, Benchmark assessment, Core assessments)

**Diagnostic Evaluation** - to identify an individual’s learning strengths and weaknesses and likely source of academic programs and to determine if profile fits the definition of a learning disability.

**Progress Monitoring** - to determine if progress is adequate or if more or different intervention is required (Dibels, CBA curriculum based assessments)
Fair Isn't
everyone getting
the same thing.

Fair Is
everyone getting
what they need in order
to be

Successful!
Chapter 14 Eligibility Criteria: “300.8 Child with a disability. (a) General. (1) Child with a disability means a child evaluated in accordance with 300.304 through 300.311 as an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance’’), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services”.
Specific Learning Disability, Defined

From Federal (IDEA) and Pennsylvania (Chapter 14) Regulations: “Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”
Definition of Dyslexia

“Dyslexia is a specific learning disability this is neurological 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 with reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Adopted by the International Dyslexia Association, Nov. 12, 2002
Dyslexia/SLD Overlap

IDEA lists Dyslexia as a Specific Learning Disability
Percentages by Classification of Identified Special Education Students

- Specific Learning Disability: 29.3%
- Speech or Language: 23.9%
- Other Health Impairment: 23.9%
- Autism: 9.0%
- Emotional Disturbance: 9.0%
- Intellectual Disability: 2.4%

Breakdown of Students Identified With Disabilities in Pennsbury
Evidence Based Interventions for Reading:

**Tier 2 supports:**
- Achieve 3000
- Fundations
- Lexia
- Levelled Literacy Intervention
- Megawords

**Tier 3 supports:**
- Corrective Reading
- Edmark
- Fast ForWord
- Lexia
- Let’s Play Learn
- Read 180
- Reading Mastery
- Sunday System 1 and 2
- System 44
- Visualizing and Verbalizing
Pennsbury’s Best Resources:

- Paraprofessionals - 185
- Psychologists - 17
- Reading Specialists - 16
- Teachers of Special Education - 149.5
- Title 1 Teachers - 21
Resources for Families

International Dyslexia Association Handbook

30 Days of Family Reading

Dial a Story

Reading Rockets Family Adventure Packs

ReadWriteThink Parent Resources

LDOnline

Learning Disabilities Association of America-Parent Resource Page

writing process

https://www.callscotland.org.uk/common-assets/cm-files/books/ipads-for-communication-access-literacy-and-learning.pdf
COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!