

# Dyslexia & SDI: *Proof That It Can Be Done!*

Vanessa Conatser, Plano ISD



## Dyslexia & SDI

Proof It Can Be Done!

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## We are GREAT Architects!

A good architect can build a house on flat land.



A great architect can build a house around a tree.



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## SPED with Dyslexia?

Where do these students go for services?

- Special education students served in a general education program (Take Flight, MTA)
  - The dyslexia therapist is the only one available, staff shortages
    - class size more than 4-6
  - A percentage of students do not do well in this setting
    - Pace, Rigor
- Special education students served in special education setting
  - Special education teachers may not be trained in dyslexia
    - Time commitment, limited resources
  - may or may not use a dyslexia curriculum or program
  - length of service
  - ?

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**Program Model**

Dyslexia Therapy = Take Flight, Pre-Flight, Touch Phonics  
*(Standard Protocol Dyslexia Instruction)*

Special Education = Herman Method  
*(Specially Designed Instruction)*



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**What's the Difference?**

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**SPDI vs SDI**  
Both are approaches...

SPDI	Standard Protocol Dyslexia Instruction
	<ul style="list-style-type: none"><li>standardized or prescribed set of instructional strategies to address dyslexia</li><li>follow a specific program or curriculum</li></ul>
SDI	Specially Designed Instruction
	<ul style="list-style-type: none"><li>services tailored to meet the needs of individual students with disabilities, including dyslexia</li><li>fundamental principle of special education</li><li>in the context of dyslexia – instruction that is specifically designed to address the challenges associated with dyslexia</li></ul>

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**01**  
**Find a Resource**  
 Components of Effective Dyslexia Instruction

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**Components**

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**2 Decoding Skills**  
 1. If there is just one consonant following the vowel, that consonant will move to the next syllable

**beside**

Instruction: Sound to Sentence

b = b/    ba    bag    Dad had the bag.  
 \*bgb

Letter Instruction: Bb  
 The Slide: bg  
 Build a Word: bbg  
 Nonsense Word: \*baf

Phonetic Skill 1: bbg  
 Phonetic Skill 2: bump  
 Phonetic Skill 3: be  
 Phonetic Skill 4: bike  
 Phonetic Skill 5: brain

Decoding Skill 1: became  
 Decoding Skill 2: bunny

Multisyllabic Words: boomerang

Reading Horizons

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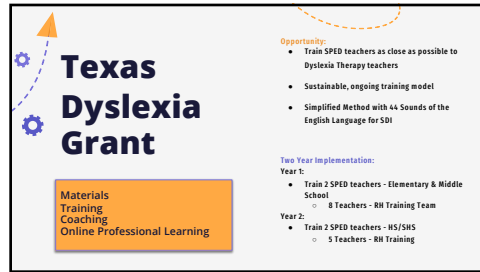
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**Texas Dyslexia Grant**

**Materials**  
Training  
Coaching  
Online Professional Learning

**Opportunity:**

- Train SPED teachers as close as possible to Dyslexia Therapy teachers
- Sustainable, ongoing training model
- Simplified Method with 44 Sounds of the English Language for SDI

**Two Year Implementation:**

**Year 1:**

- Train 2 SPED teachers - Elementary & Middle School
  - 8 Teachers - RH Training Team

**Year 2:**

- Train 2 SPED teachers - HS/SHS
  - 5 Teachers - RH Training

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**02 Training**

Do all teachers of dyslexia need a two-year training?

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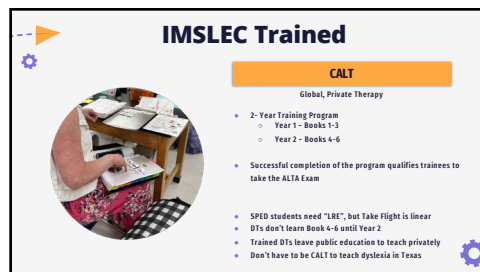
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**IMSLEC Trained**

**CALT**  
Global, Private Therapy

- 2-Year Training Program
  - Year 1 - Books 1-3
  - Year 2 - Books 4-6
- Successful completion of the program qualifies trainees to take the ALTA Exam

- SPED students need "LINE", but Take Flight is linear
- DTs don't learn Book 4-6 until Year 2
- Trained DTs leave public education to teach privately
- Don't have to be CALT to teach dyslexia in Texas

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### District/Program Trained

**Special Education Teacher**  
District, State Training



- 1-Day Training
  - Online Self-Paced Course (Herman)
  - Esperanza - 2-Day Training
- Reading Horizons - 2-Day Training with PLCs
- SPED students with dyslexia instructed by a teacher that is not trained specifically in dyslexia.

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### Equitable Training?

	Initial Training	Follow Up Training	Certification
General Education	• 4-6 Day Summer Institute	• 4-6 Seminars throughout the year	• Year 1 and Year 2 Certificate • CALT
Take Flight			
Special Education Reading Horizons	• 2-Day Training	• Monthly PLCs	• Certificate of RH Training • Leadership Academy

**Soft Roll Out:** September Training  
October Training  
Required in January

Attendance was optional therefore minimal Recorded for Flexibility

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### Leadership Academy



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**Future Equitable Training**

	Initial Training	Follow Up Training	Certification
Take Flight	<ul style="list-style-type: none"> <li>4-6 Day Summer Institute</li> </ul>	<ul style="list-style-type: none"> <li>4-6 Seminars throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 and Year 2 Certificate</li> <li>CALT</li> </ul>
2023- beyond Reading Horizons	<ul style="list-style-type: none"> <li>4-Day Training</li> </ul>	<ul style="list-style-type: none"> <li>4-6 PLCs throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Certificate of RH training</li> <li>Leadership Academy</li> </ul>

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**03**

**Programming Decisions**

Take Flight or Reading Horizons?

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Students (SPED) with dyslexia in Take Flight

**SDI** - Standard Protocol Dyslexia Instruction

Standard protocol dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. It must be explicit, systematic, and intentional in its approach. It will often take place in a **small group setting**.

Students (SPED) with dyslexia served in SDI

**SDI** - Specially Designed Instruction

For students with dyslexia who have been determined eligible for and who are receiving special education services, specially designed instruction must also address the critical, evidence-based components. Specially designed instruction differs from standard protocol dyslexia instruction in that it offers a more individualized approach specifically designed to meet a student's unique needs.

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### Guidance for Programming Decision

**Dyslexia Programming Guide**

The following document **serve as a guide** when making decisions about programming for students with dyslexia identified through FIE. Decisions should be individualized according to the needs of each student and comply with Section 504 or IDEA regulations, as applicable. **This is a committee decision based on the individual needs of each child.** One single person **does not** make this decision.

**Disclaimer:** This document is not intended to be used as a substitute for professional advice. It is provided for informational purposes only. The user assumes all responsibility for the use of this document.

**Special Education Teacher:** The special education teacher can provide insight into the programming of Take Flight components (keyword-sound cards, coding, formulas, lip pictures, syllabication rules). If the child has dyslexia, the question is, "What dyslexia program is best for this student?" Even though both programs are based on the science of reading and Orton-Gillingham, Reading Horizons does not have memorization of many formulas, keyword-sound cards, lip pictures, etc. The sequence of instruction and coding of words is simplified while the perceived difficulty for students is dropped, increasing self-efficacy. Contact your campus dyslexia specialist or district dyslexia coordinator for further guidance, if needed.

**Special Education Teacher:** The special education teacher can provide insight into the programming of Reading Horizons, especially with the simplification of instruction and sequence within the program in order to help the committee to determine programming.

**Classroom Teacher:** The classroom teacher can provide observational insight of the child in the classroom that would directly impact the student's ability to memorize or the need for simplified instructions in order to help the committee to determine programming.

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Students with dyslexia and below average or low scores in short and long-term memory and potential processing speed tend to have difficulty accessing the memorization of Take Flight components (keyword-sound cards, coding, formulas, lip pictures, syllabication rules). If the child has dyslexia, the question is, "What dyslexia program is best for this student?" Even though both programs are based on the science of reading and Orton-Gillingham, Reading Horizons does not have memorization of many formulas, keyword-sound cards, lip pictures, etc. The sequence of instruction and coding of words is simplified while the perceived difficulty for students is dropped, increasing self-efficacy. Contact your campus dyslexia specialist or district dyslexia coordinator for further guidance, if needed.

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### Guidance for Programming Decision

**Dyslexia Programming Guide**

When determining what program would best support the student, committee members discuss the needs of the individual child utilizing the FIE, program knowledge, student performance, etc.

**Roles |**

**Diagnostician:** The diagnostician would provide insight into the cognitive profile to help the committee to determine programming.

**Dyslexia Therapist:** The dyslexia specialist can provide insight into the programming of Take Flight, especially with students' ability in accessing the memorization of Take Flight components in order to help the committee to determine programming.

**Special Education Teacher:** The special education teacher can provide insight into the programming of Reading Horizons, especially with the simplification of instruction and sequence within the program in order to help the committee to determine programming.

**Classroom Teacher:** The classroom teacher can provide observational insight of the child in the classroom that would directly impact the student's ability to memorize or the need for simplified instructions in order to help the committee to determine programming.

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**04**

**Results**

Some SPED/Dyslexia students surpassed Gen Ed!

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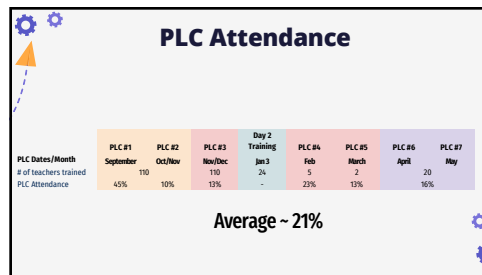
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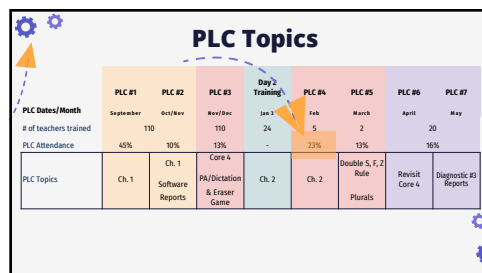
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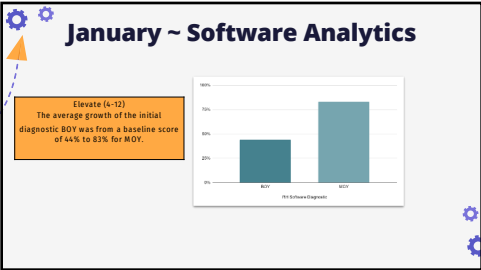
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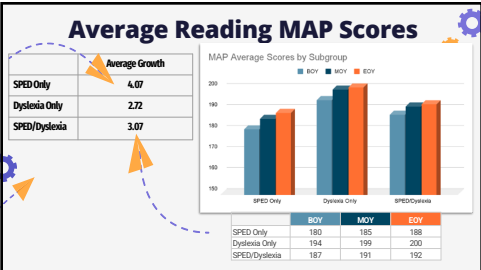
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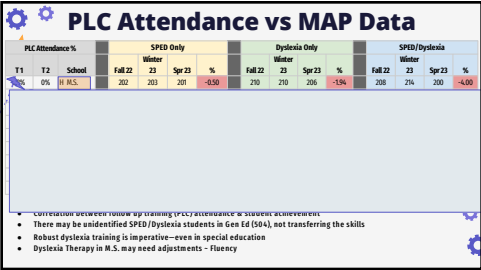
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### PLC Attendance vs MAP Data

PLC Attendance %		SPED Only			Dyslexia Only			SPED/Dyslexia						
T1	T2	School	Winter	Spr 23	%	Winter	Spr 23	%	Winter	Spr 23	%			
70%	0%	C E.S.	183	189	194	5.87	198	204	199	0.50	181	189	193	6.22
20%	0%	H E.S.	168	171	175	4.00	185	188	196	5.81	162	160	171	6.36
20%	0%	W E.S.	195	200	202	3.47	193	199	204	5.39	190	195	203	6.40
0%	0%	S E.S.	177	183	184	3.88	200	208	211	6.27	187	191	202	7.43
10%	0%	T E.S.	166	172	176	5.88	175	183	188	5.91	166	174	180	7.38
20%	0%	HO E.S.	174	182	187	6.95	189	197	202	6.44	177	184	192	7.81
5%	12%	SI E.S.	174	182	186	6.40	183	188	197	7.11	168	179	191	12.04

- We have some Rockstar Teachers!
- Good instruction leads to student achievement

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### Pilots & MAP Data

School	Kinder			1st			2nd					
	Winter	Spr 23	%	Winter	Spr 23	%	Winter	Spr 23	%			
SI E.S.	144	155	163	11.66	158	167	175	9.71	177	188	194	8.76
School	2nd			4th			5th					
	Winter	Spr 23	%	Winter	Spr 23	%	Winter	Spr 23	%			
SI E.S.	194	202	202	8.76	208	213	215	3.26	216	219	219	1.37
School	SPED Only			Dyslexia Only			SPED/Dyslexia					
	Winter	Spr 23	%	Winter	Spr 23	%	Winter	Spr 23	%			
SI E.S.	175	185	189	7.41	189	199	198	4.56	188	202	195	3.59

SI Elementary - Pilot using RH in Tier 2, Dyslexia Therapist piloted RH for Gen Ed

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### Pilots & MAP Data

School	Kinder			1st			2nd					
	Winter	Spr 23	%	Winter	Spr 23	%	Winter	Spr 23	%			
C E.S.	139	151	158	12.83	160	167	176	9.89	182	191	197	7.81
School	3rd			4th			5th					
	Winter	Spr 23	%	Winter	Spr 23	%	Winter	Spr 23	%			
C E.S.	194	198	201	3.48	204	210	212	2.83	215	217	221	2.71

C Elementary - Pilot using RH in Tier 2

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### Reading Horizons Software Data BOY to EOY

Discovery (Grades 1-3)				Elevate (Grades 4-12)		
Grade	Usage	BOY Diagnostic SWR	EOY Diagnostic SWR	Grade	BOY Diagnostic	EOY Diagnostic
1	150 logins given	8%	8%	3	30%	82%
2	10 never logged in	10%	19%	4	37%	76%
3	99 made less than 10% progress	18%	20%	5	43%	79%
	47 - made more than 10% progress			6	48%	67%
	1st Grader - 45% completed			7	51%	69%
				8	49%	67%

31

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## 05 Recommendation

Fit a student into a program...or meet the diverse needs of students with diversification of programming?

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### HB 3928

\*Guidance as to how to implement this bill will be communicated at a later date\* (Texas Education Agency, 2023).

**Recommendations:**

Enhance training for **ANYONE** that will serve a student with dyslexia.

- Mirror an IMSLEC training as close as possible
- Summer Institute - Science of Reading & Structured Literacy w/ Program of Choice Training (not Started)
- Follow up with PLCs/Seminars/Recorded Webinars
  - 1 Day Summer Institute - Monthly PLC
  - 3-4 Day Summer Institute - 6-8 PLCs

Adopt a diversification of programming - At least 2

- Dyslexia Therapist - Take Flight & Reading Horizons (simplified)
- SPED Teacher - Reading Horizons

**Summary/Analysis**

Dyslexia is an example of, and meets the definition of, a specific learning disability under the IDEA. Much of the other requirements in HB 3928 are consistent with current practice and regulation while others will be new. "The addition of this language in the Education Code ensures that dyslexia does not otherwise have to be described formally as a learning disability in basic reading or reading fluency" (Texas Education Agency, 2023).

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### HB 3928

Recommendations:

- No distinction between types of dyslexia instruction
  - "ARD committees will continue to determine what type of instruction a student needs without distinguishing between SPD and SD" (Texas Education Agency, 2023).
  - "LEAs need to begin to operate as if there is no longer this distinction" (Texas Education Agency, 2023)
- Creating a guiding document for M.E.T. (Multidisciplinary Evaluation Team) to use when determining **programming**.
- Specially Designed Instruction = meets the needs of individuals.
  - Take Flight is linear, coverage, grouping together, but DT must be able to modify components
    - Typical dyslexia profile
  - Program #2 still structured literacy, but can be individualized (software, grouping, pacing)
    - long & short term memory, processing speed

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### HB 3928

Hold a DTI license, the most advanced dyslexia-related certification issued by an association recognized by SBOE, OR meet the training requirements adopted by SBOE.

- Enhanced training you provide or send participants to should cover situations where a DTI is not available. "Dyslexia instruction providers are fully trained in the district's adopted instructional materials for students with dyslexia."

The IDEA Multidisciplinary team (M.E.T.) must include a highly trained member with specific knowledge about the reading process, dyslexia, and related disorders, and dyslexia instruction. This person's signature is required to ensure dyslexia professionals are not excluded from the new district evaluation practices under IDEA.

- Reading Academy is not sufficient.
- "General" Reading Intervention training is not sufficient.

Figure 4.1. Training Requirements for Educators Providing Dyslexia Services

District Certification/Course	Training Units	Degree Required	Training Program	Course Content Hours	Prerequisite(s)	Direct Observation	Certification Exam	Continuing Education Requirement
Educator certification in dyslexia	20	None	Approved program	160	None	None	None	None

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### HB 3928

**Information to Parents:**

- Progress Reports every grading period
- DAEP placement-parents receive information on requesting an IIE.
- Transition Plan for students released from DAEP receive information on requesting an IIE.

**Progress Reports:**

**Take Flight**

- single-word decoding
- fluency (rate and accuracy)

**Reading Horizons**

- single-word decoding
- fluency (rate and accuracy)

**Dysgraphia**

- letter formation (accuracy)
- handwriting rate (fluency)

**Floating (Itinerant) Teacher?**

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**Take Flight**

Reading Horizons - Single Word Decoding

Date	Words Read Correctly	Competency
10/10/22	25	25
11/15/22	25	25
12/15/22	25	25
1/15/23	25	25
2/15/23	25	25
3/15/23	25	25
4/15/23	25	25
5/15/23	25	25
6/15/23	25	25

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**Esperanza**

Dysgraphia - Fluency

Date	Words Read Correctly	Competency
10/10/22	25	25
11/15/22	25	25
12/15/22	25	25
1/15/23	25	25
2/15/23	25	25
3/15/23	25	25
4/15/23	25	25
5/15/23	25	25
6/15/23	25	25

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**HB 3928**

School Board Meeting Updates

- Share data from district/campus
- input from parents

Cyclical Monitoring of District Dyslexia Services:

- solicit input from parents of students
- policy to comply with Texas Dyslexia Handbook

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**Summary**

1. Don't recommend a soft roll out
2. Enhance your training to mirror dyslexia therapy training
3. Diversification of programming
4. Keep progress monitoring simple but informative
5. Regularly schedule the sharing of data with district and community



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**Q & A**



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**Thanks!**

Do you have any questions?  
 vanessa.cramer@pisd.edu  
<https://www.pisd.edu/dyslexia>

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