

State Dyslexia Policy: What Drives It, How It's Developed, and What Makes it Work (Or Not)

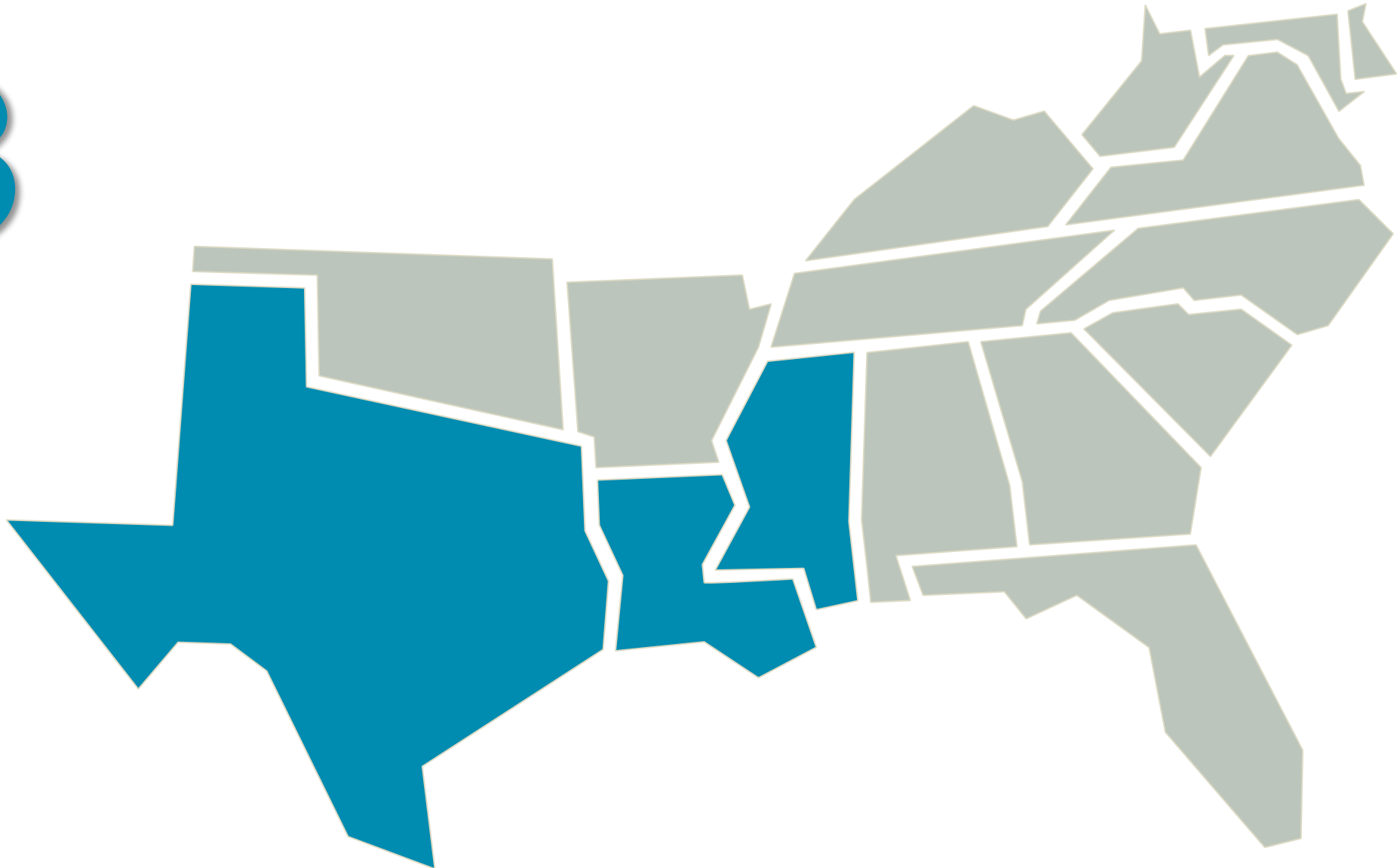
Samantha Durrance, Policy Analyst
Southern Regional Education Board

a changing policy landscape



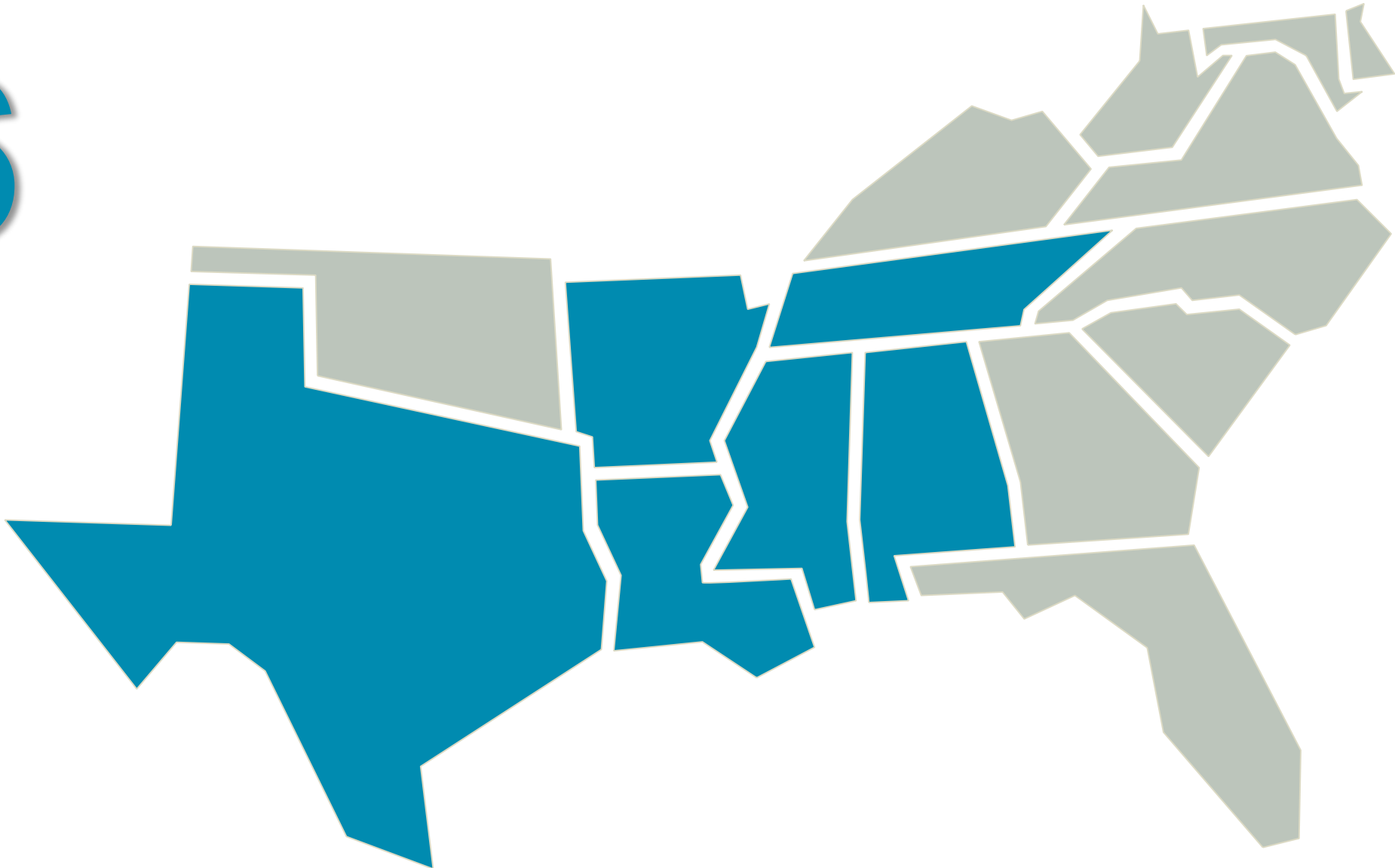
SREB States With Dyslexia Policies, 2010

3



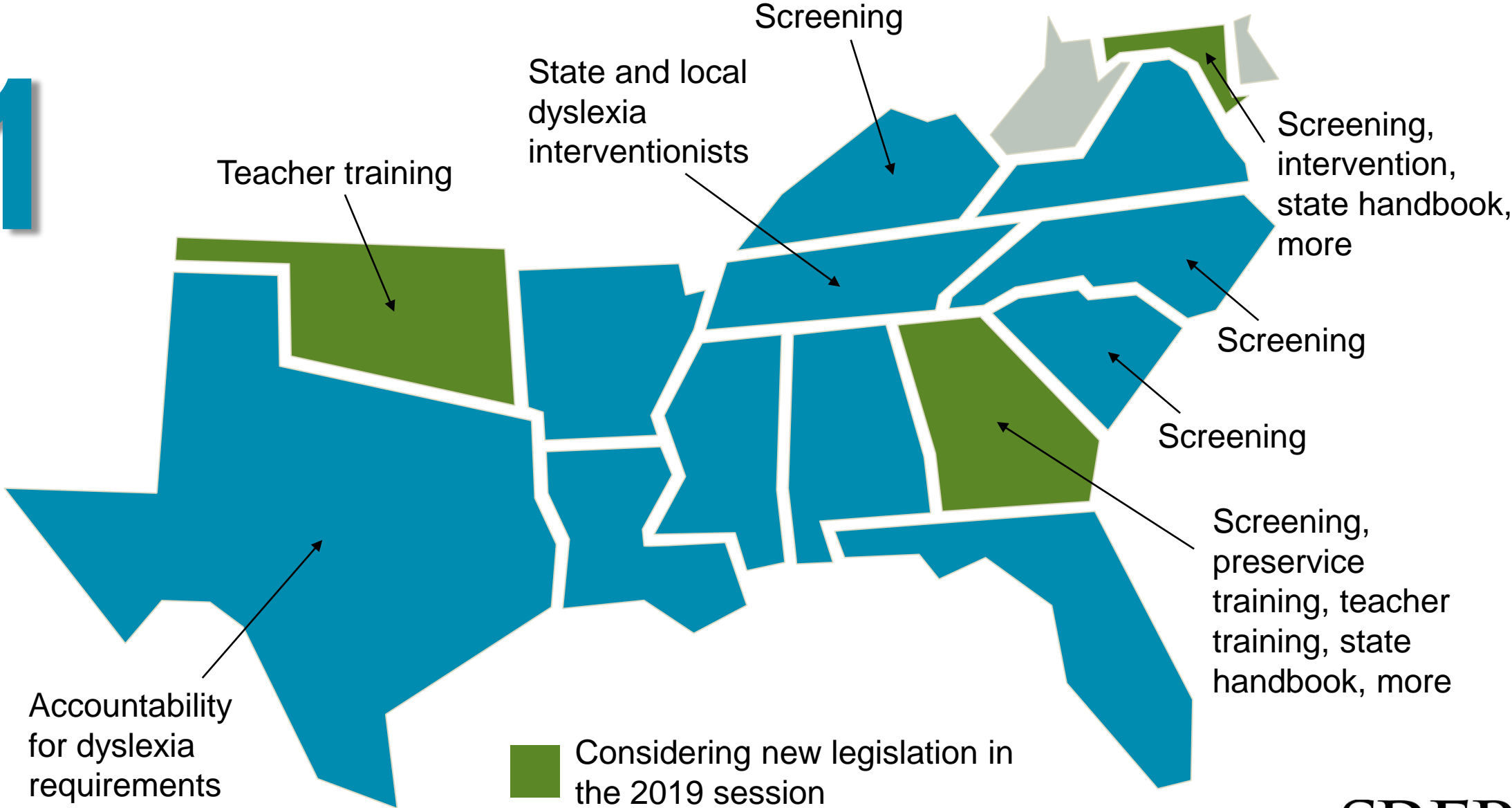
SREB States With Dyslexia Policies, 2015

6



SREB States With Dyslexia Policies, 2019

11





Current Legislation in Georgia



Senate Bill 48

- Pilot screening and intervention programs in 3 school districts
- Universal screening in kindergarten (eff. 2020)
- Screening for struggling readers in grades 1-3
- Training for preservice teachers
- Optional training for current teachers
- Dyslexia handbook
- Dyslexia endorsement for teachers
- District reporting



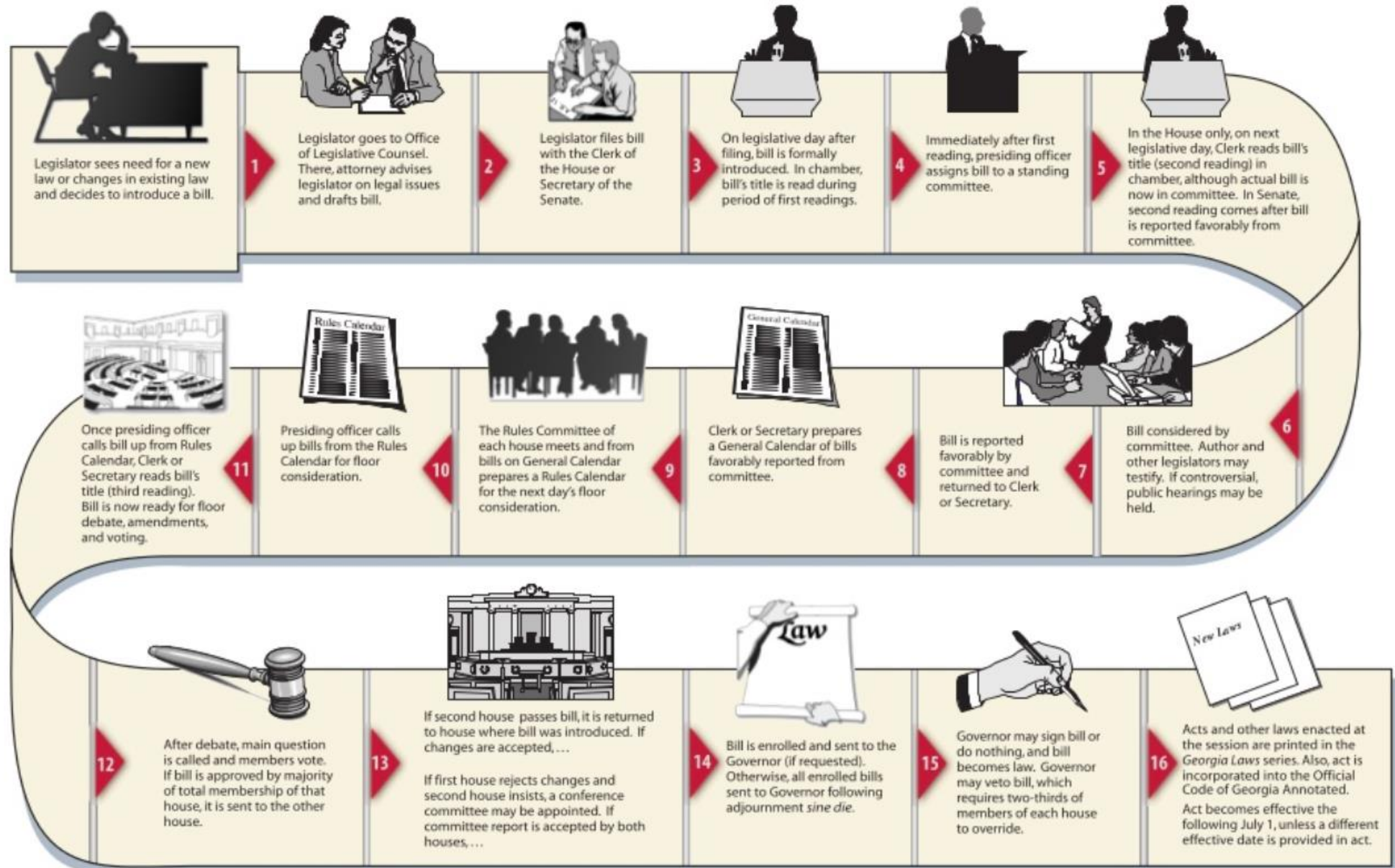
Current Legislation in Georgia



House Bill 40

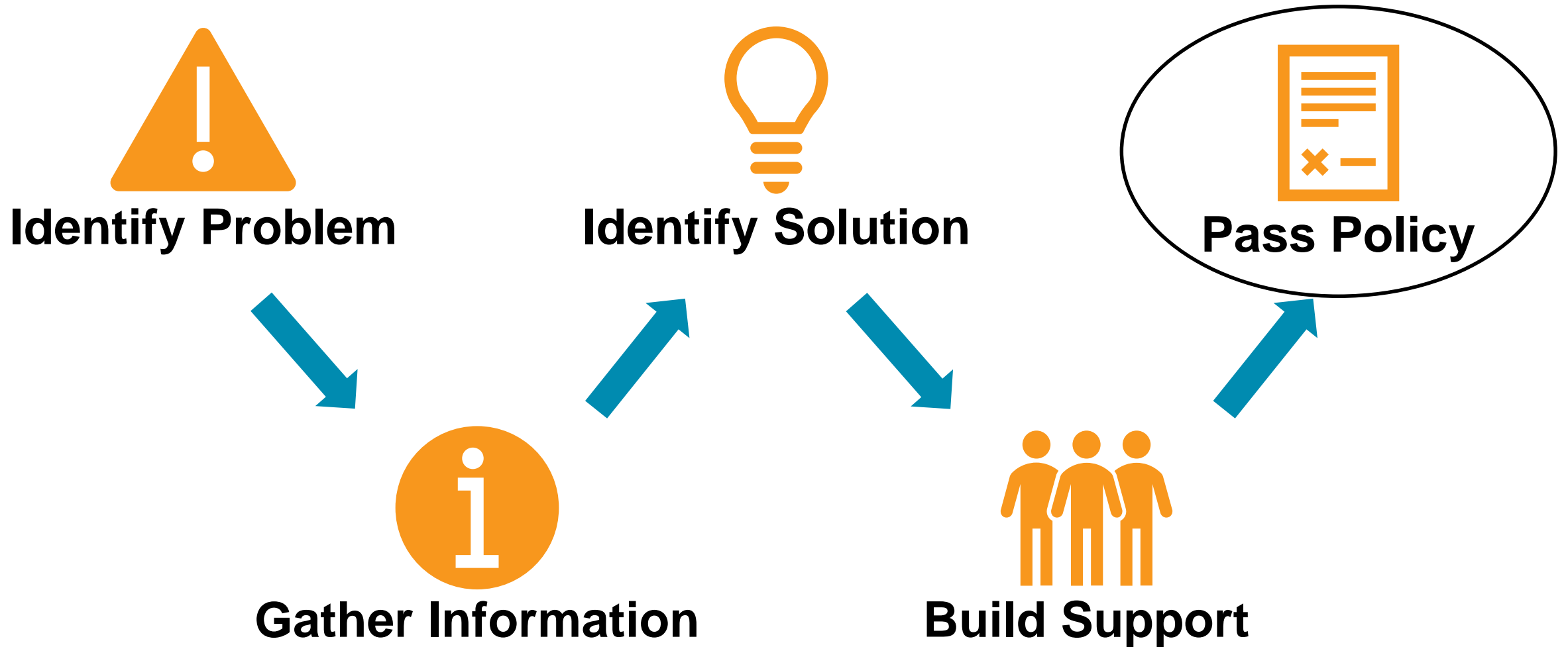
- Universal screening in kindergarten
- Screening for some students in grades 1-2
- Screening for struggling readers in grades 3-12
- State dyslexia consultant

How a Bill is Passed in the Georgia Legislature





The Policy Process, Simplified





A Forgotten Part of the Policy Process



Pass Policy



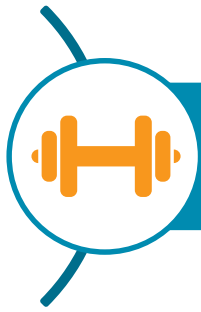
Implement Policy



Ask the audience

Please go to the following URL on your smart device:

Pollev.com/samanthadurr652



The Heavy Lift: Implementation Challenges

- Interpretation
- Resources
- Infrastructure
- Fidelity



Implementation Challenges: Interpretation

(c) Students will be screened for characteristics of dyslexia using screening instruments currently in place for use in public schools.

Kindergarten students who fail the reading screening in the fall should be provided with tiered intervention as determined by the Problem Solving Team. **Dyslexia-specific screening for students in kindergarten should not be conducted prior to December of the kindergarten year (winter benchmark period).** Dyslexia-specific screening for students in kindergarten will provide the student with an opportunity to demonstrate:

1. Letter naming skill
2. Letter sound skill
3. Phoneme segmentation skill
4. Nonsense word fluency skill

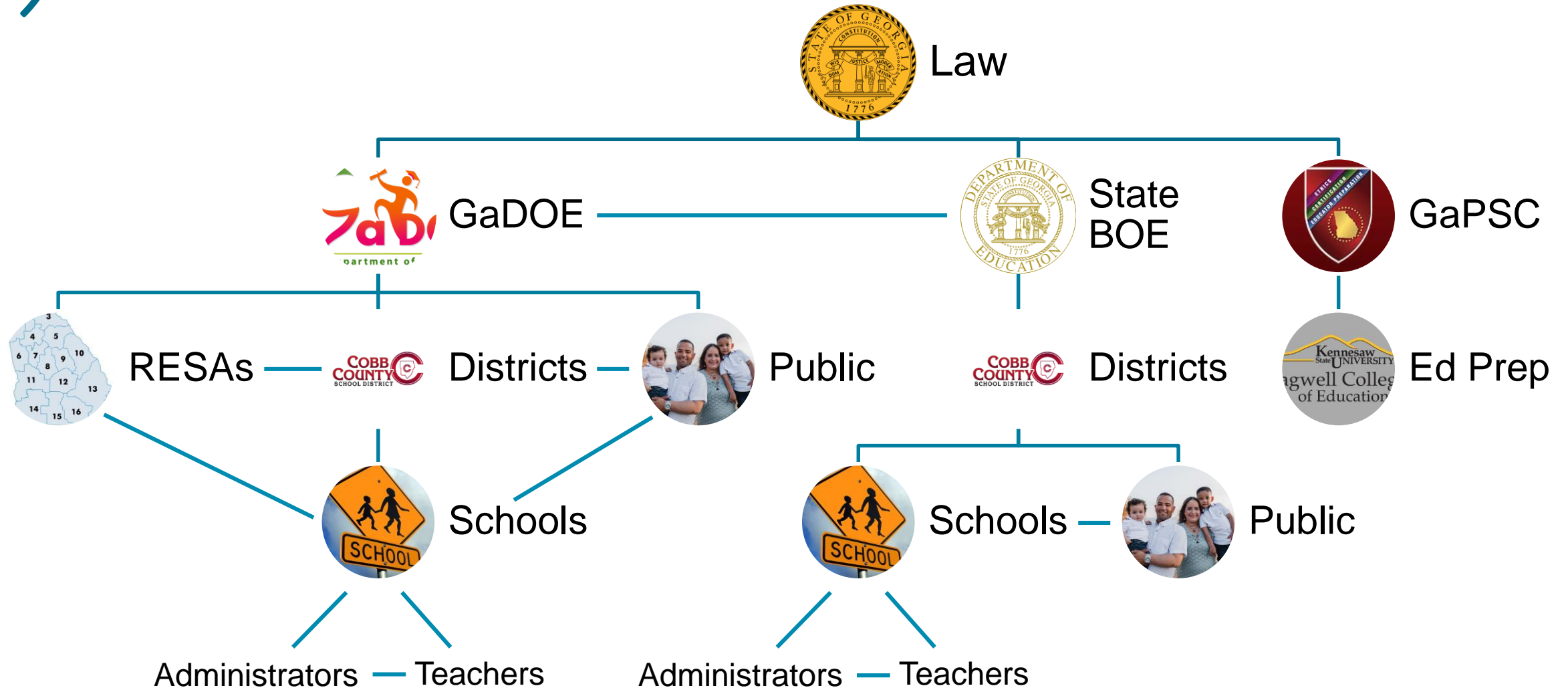


Implementation Challenges: Interpretation

(f) Dyslexia-specific intervention shall mean evidenced-based, specialized reading, writing, and spelling instruction that is multisensory in nature equipping students to simultaneously use multiple senses (vision, hearing, touch, and movement). Dyslexia-specific intervention employs direct instruction of systematic and cumulative content. The sequence must begin with the easiest and most basic elements and progress methodically to more difficult material. Each step must also be based on those already learned. Concepts must be systematically reviewed to strengthen memory. Components of dyslexic-specific intervention include instruction targeting phonological awareness, sound symbol association, syllable structure, morphology, syntax, and semantics.



Implementation Challenges: Interpretation





Interpretation: How You Can Help

- **Clarify or report interpretation problems**
 - May depend on your relationship with a teacher or school
 - Report compliance problems to GaDOE so it can assist
- **Convey continuing problems to state board member**
 - Policy may need to be tweaked or clarified



Implementation Challenges: Resources



Money



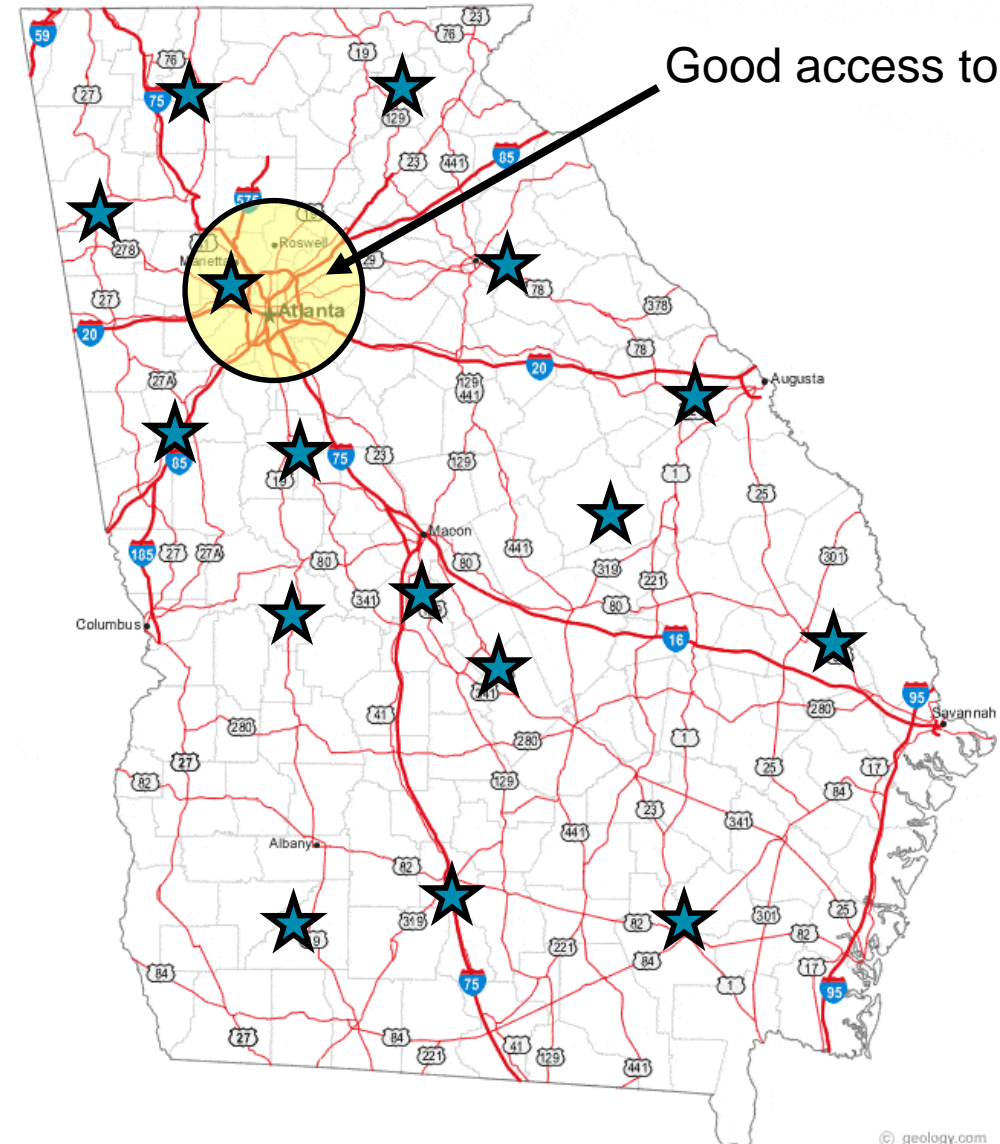
Staff



Training



Materials



Example Elementary School in Rural Georgia

Enrollment: 231 students

Teaching Staff: 17

Pre-K: 2

Kindergarten: 3

1st Grade: 2

2nd Grade: 2

3rd Grade: 2

4th Grade: 2

5th Grade: 2

Special Education: 2

Support Staff: 2

Media Specialist

Counselor

Administrative Staff: 3

Principal P-8

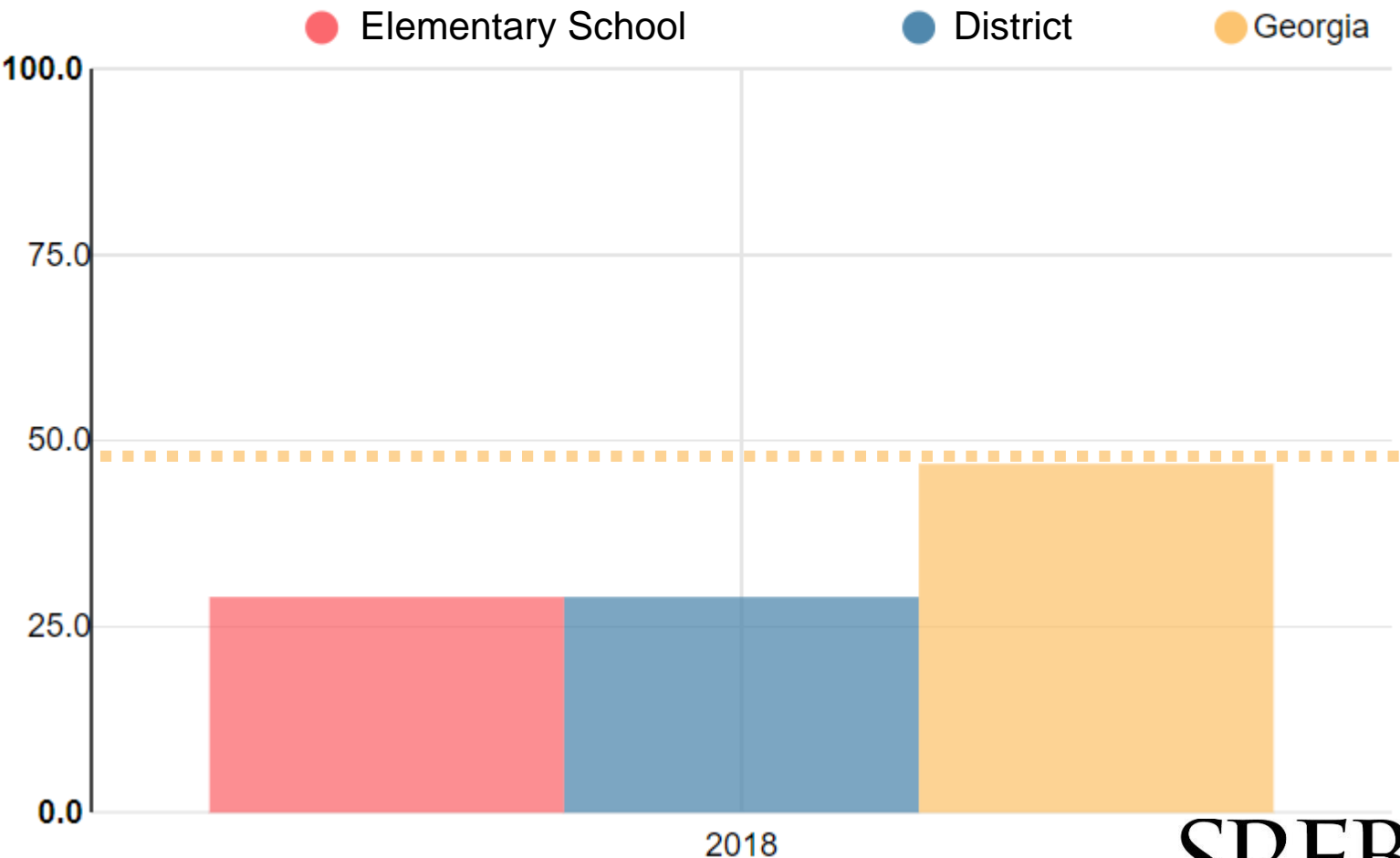
Assistant Principal P-8

Administrative Assistant

68% economically disadvantaged

Reading at or above the Grade Level Target (3rd Grade)

Percent of students in grade 3 achieving Lexile measure equal to or greater than 670



Example Elementary School in Rural Georgia

Enrollment: 231 students

Reading at or above the Grade Level Target (3rd Grade) 68%

Teaching Staff: 17

Percent of students in grade 3 achieving Lexile measure equal to or greater than 670

Pre-K: 2

What is the biggest resource challenge this school might face in implementing requirements for dyslexia screening and intervention?

Media Specialist
Counselor

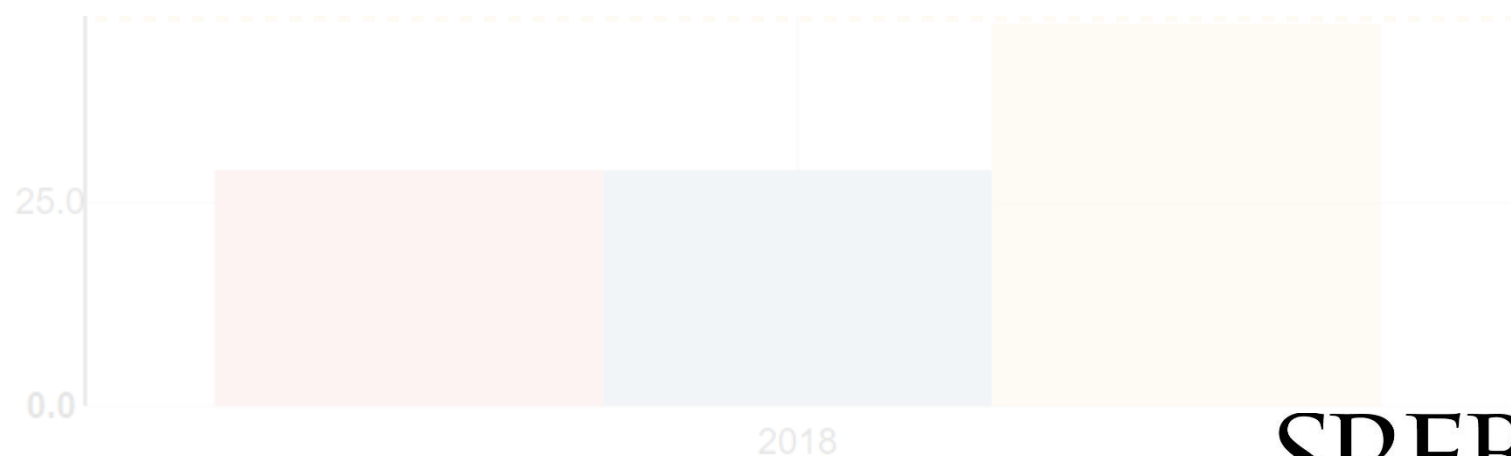
Administrative Staff: 3

Principal P-8

Assistant Principal P-8

Administrative Assistant

68% economically disadvantaged





Implementation Challenges: Resources

Money



Staff



Training



Materials





Resources: How You Can Help

Advocates: Advise schools of any grant or scholarship opportunities, free or low-cost training, etc.

Parents: Work with teachers in your local school or social circle; share knowledge and resources

Teachers: Serve as dyslexia resource for your school; work with principal to identify resources

Students: Help your teachers understand resources you may already use, like assistive technology

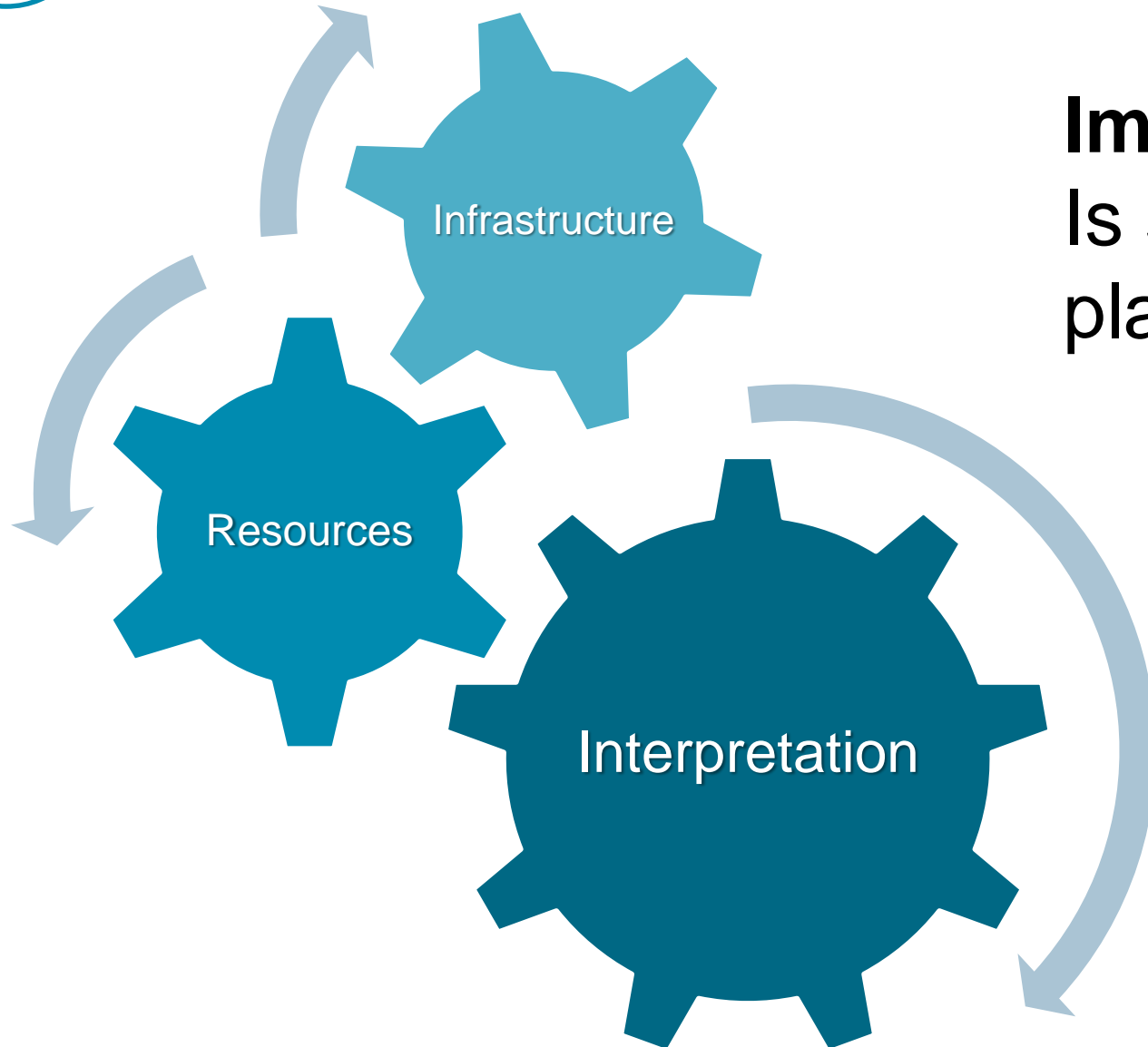


Implementation Challenges: Infrastructure





Implementation Challenges: Fidelity



Implementation Fidelity:
Is something being put into
place as it was designed?



Implementation is Still Not the End of Policy



Pass Policy

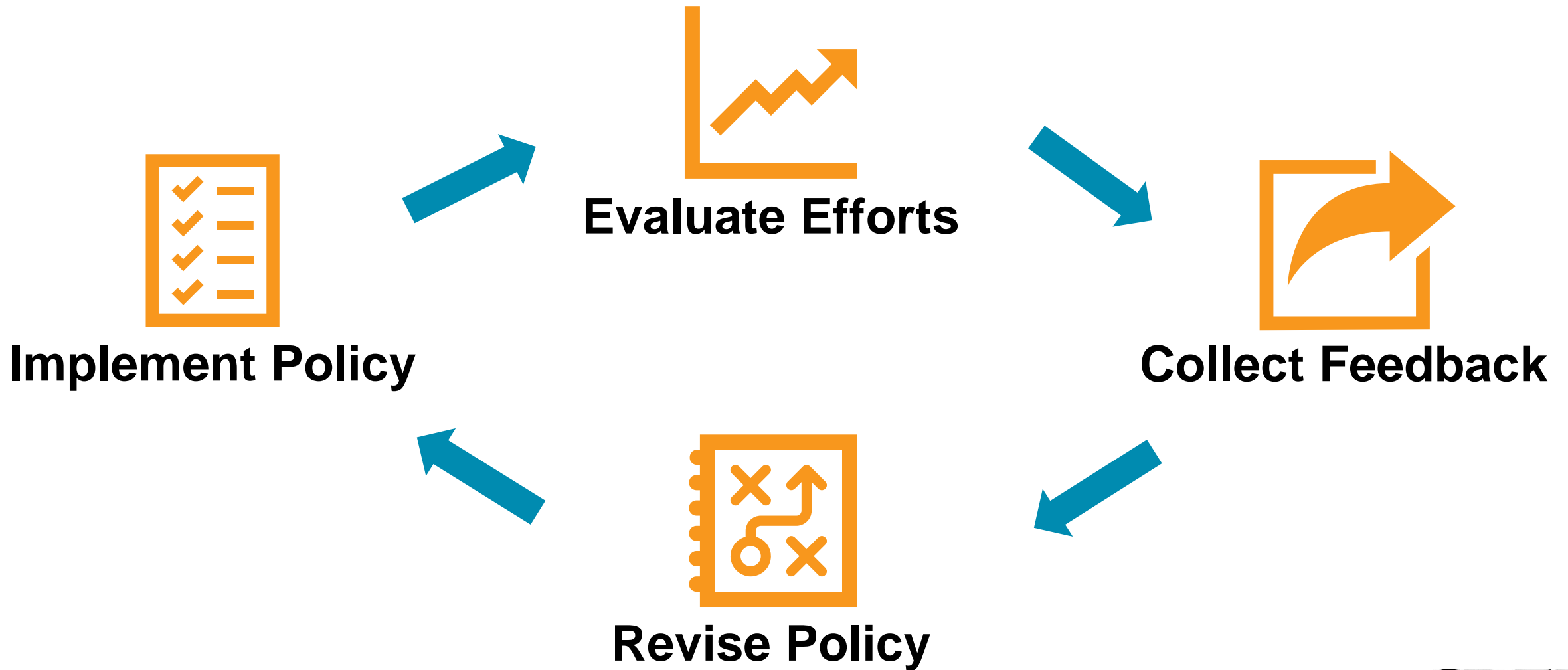


Implement Policy

**Still not the
finish line!**



The Living Policy Process



SREB

More information is available at:
www.sreb.org/dyslexia

Questions? Email
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