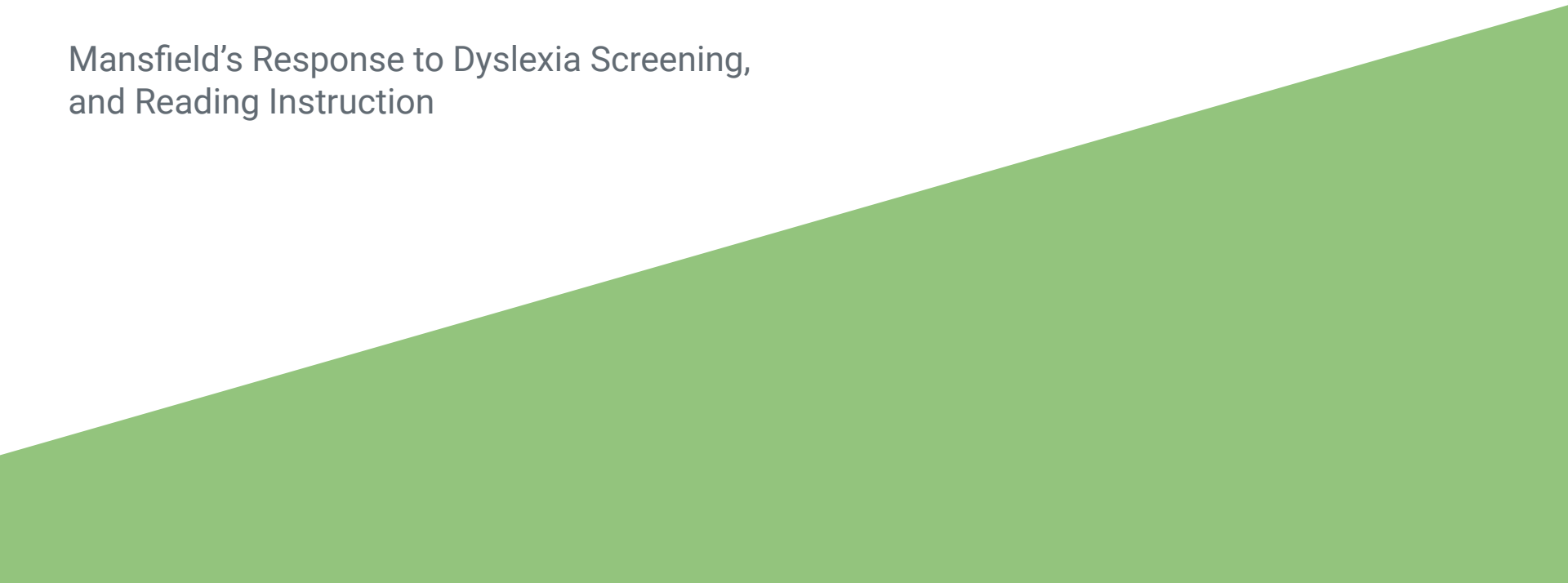


# READING: Screening, Interventions and Specially Designed Instruction

Mansfield's Response to Dyslexia Screening,  
and Reading Instruction



# How We Got Here



MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
EDUCATION

In April 2021, the Massachusetts Department of Elementary and Secondary Education (DESE) released dyslexia guidelines to provide direction and support to school districts, staff at all levels, and parents to ensure students with dyslexia and other learning disabilities receive the education they are entitled to, starting with early identification and continued access to evidence-based instruction.

The guidelines were enacted following the amendment to Chapter 71 of the MA General Law:

*Section 57A. The department of elementary and secondary education, in consultation with the department of early education and care, shall, subject to appropriation, issue guidelines to assist districts in developing screening procedures or protocols for students that demonstrate 1 or more potential indicators of a neurological learning disability including, but not limited to, dyslexia. M.G.L. Chapter 71, § 57A, added by St. 2018, c.272, § 1, effective January 17, 2019.*

(MA DESE Dyslexia Guidelines, pg 5.)

## What is Dyslexia



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.

(MA DESE Dyslexia Guidelines, pg 6.)

## Implications for Mansfield Public Schools

MPS utilizes a multi tiered system of support (MTSS) to ensure our students receive the supports they need to become successful learners. Part of our MTSS includes the administration of diagnostic assessments to collect data. Data gathered from these assessments is analyzed and used to inform instructional decisions to best support our students.

Our dyslexia working group was tasked with reviewing several early literacy/dyslexia universal screening tools recommended by DESE in order to identify a tool that would best fit the needs of our district.

# Implications for IEP Development

Historically, School Districts stayed away from including direct references to Dyslexia unless a student was diagnosed through a neuropsychological evaluation. DESE has issued guidance so that IEP teams are now encouraged to identify Dyslexia and address the needs within the IEP without a “Diagnosis”

# Universal Screening at the Elementary Level

Fastbridge screening is administered 3 times a year within the classroom setting.

Grade 3: aReading and CBM Reading

Grades 4 & 5: aReading and AutoReading

Data from each Fastbridge assessment, along with BAS scores, MCAS results, or previous MTSS referrals is used to determine reading interventions.

The subtests and progress monitoring tools help to provide more targeted goals for RTI and interventions.

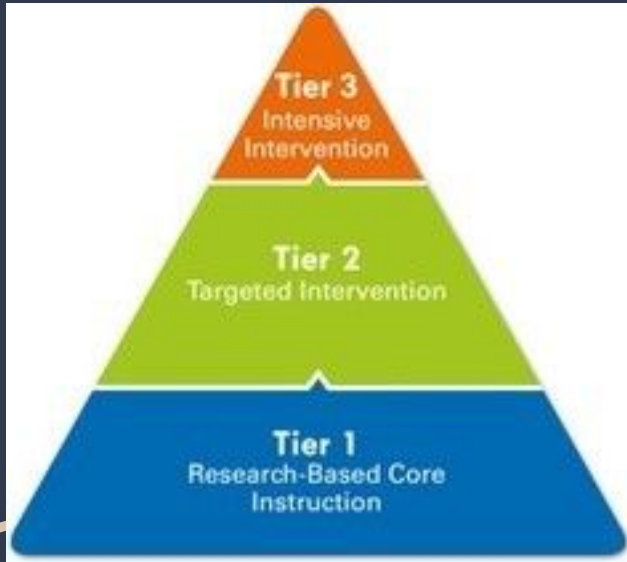
We will receive data for incoming third grade students, and the data will follow students to QMS.

# Screening and Supports at the Middle School Level



- **STAR: Current Screening Tool**
  - 4 Times Per Year
- **Transition to Fastbridge**
  - Test & Learn Program
  - Future
    - Consistent Data from K-8
    - Progress Monitoring
    - Whole Group, Small Group, and Individual Intervention Recommendations

# Multi-Tiered System of Supports (MTSS)



## Interventions

- [District Curriculum Accommodation Plan](#)
- Individualized Intervention Plan monitored by the MTSS Team
- Literacy Class for Grades 7 and 8
  - In place of Foreign Language
- Fundamentals of ELA Intervention
  - Trimester long, targeted intervention
  - Continued Progress Monitoring

For students who are not making effective progress with above supports:

- Revisiting Intervention Goals with the MTSS Team
- Continued participation in Tier 2 and Tier 3 Interventions with updated Goals
- Possible referral for special education evaluation



# Should I be concerned about my student's performance in reading?



## Reading Milestones: 4th-8th Grade

Students usually begin to:

- explore and understand different kinds of texts, like biographies, poetry, and fiction
- understand and explore expository, narrative, and persuasive text
- read to extract specific information, such as from a science book
- understand relations between objects
- identify parts of speech and devices like similes and metaphors
- correctly identify major elements of stories, like time, place, plot, problem, and resolution
- read and write on a specific topic for fun, and understand what style is needed
- analyze texts for meaning

## What to do if you have concerns:

- Contact your student's ELA teacher first
  - Update on student current performance level
  - Ask for next steps

Milestone Data Link: [kidshealth.org](https://kidshealth.org)

# Interventions at the High School Level



## Small Group Reading Classes Provide Specialized Instruction

- Reading Strategies I
- Reading Strategies II
- Literacy Skills

# Reading Strategies

## I and II



**Reading Strategies classes utilize a structured, multi-sensory, language-based approach to teaching reading, based on the Wilson Reading System.**

Students work on **decoding, encoding, fluency, vocabulary,** and **reading comprehension** using Wilson materials as well as materials from other reading programs.

The classes are designed for students with language-based learning disabilities and word-level deficits. Reading Strategies I is for students with significant decoding issues and little exposure to word study. Reading Strategies II is for students who are ready for more advanced word study.

# Literacy Skills

**Literacy skills focuses on reading fluency, word study and explicit instruction in reading comprehension.**

The class is designed to help students develop those strategies they need to utilize before reading, during reading and after reading in order to increase their reading comprehension.

Resources may include:

“The Keys to Literacy” Joan Sedita

“Words their Way; Vocabulary for Middle and High School Students” Pearson

“Increasing Fluency with High Frequency Word Phrases” Edward Fry, Ph.D. and Timothy Rasinski, Ph.D.

“Reading A to Z”

# 10 Ways to Encourage Your High-Schooler to Read



1. Keep things real
2. Let your teen choose
3. Look for books at your teen's reading level
4. Model reading
5. Discuss what your child reads
6. Resist the urge to criticize
7. Find a compelling series
8. Connect reading to your teen's passion
9. Tie reading to social media
10. Leverage interest in current events

By Louise Baigelman, MEd  
[www.understood.org](http://www.understood.org)

# QUESTIONS??

Thank you

