

PENNSYLVANIA's DYSLEXIA SCREENING AND EARLY LITERACY INTERVENTION PILOT PROGRAM

Presenters Monica McHale-Small and Diane Reott have not relevant financial or professionals relationships to disclose

History of Pilot

- **WHO WE ARE:**

- The Coalition began in 2012 when I invited 4 women to meet with me in a pizza shop to discuss a new journey. The journey had no direction other than the fact that I knew it was 10 years since I began the journey and nothing was changing so we needed to do more. We knew there were other organizations working as hard as we were with the same challenges so why not work together as a Coalition supporting each other, our work and our efforts. It would take a village but we were ready.
- As the Coalition grew we began to include more parents of dyslexic students who were not identified in early elementary school, did not receive evidence-based instruction, and who felt stupid for not being able to read. For those parents, the work of the Coalition is a labor of love and a deep commitment to saving future generations of students from the emotional toll of being a non-reader.
- There is something to be said for timing because a draft pilot was presented to us by Rep Ed Neilson. We weren't initially interested in a pilot program, our goal was to change PA policy. And as timing would have it, a friend of mine began working as the Chief of Staff for the Chair of the Senate Education committee. We invited him to meet with Reid Lyon and by the end of the meeting he gave us his full support and staff and allowed us to rewrite the Senate version of the Pilot program, SB873. Monica, Daphne and I had weekly calls that included the legislative staff and PDE and we met every Sunday to edit and draft the pilot language.
- At that time our Coalition was also a part of Literate Nation that connected us with amazing individuals in other states who provided their experience, knowledge and expertise to help us draft the best pilot we could.

HB198-Act 69

- HB198 represents an entire year of hard work by then-state Rep. Ed Neilson and the PA Dyslexia Literacy Coalition. Once the Senate version was rewritten and PDE fully agreed to support it, Rep Neilson adopted our language on the House version. The Coalition met tirelessly with legislators, held a rally in Harrisburg, organized 4 dyslexia awareness events throughout the state, and organized grassroots support of the bill when it finally passed the Senate Education Committee in February 2014.
- HB198 was signed into law by Governor Corbett in June 2014. The work on the implementation of Act 69 of 2014 began in July of 2014.

Advisory Committee added in recognition of the work of the parents and educators of the PA Dyslexia Literacy Coalition

- The Advisory group began with the three women who drafted the language,
 - Monica McHale Small,
 - Diane Reott
 - Daphne Uliana
- Additional members added whose experience and expertise was essential to the drafting and implementation of the program components.
 - Eugenia Flaherty
 - David Braze
 - Pam Cook
 - Marilyn Mathis
- Advisory Committee and the Pilot Program Consultants met monthly for a year prior to implementation to develop a plan and begin training the interventionist and the teachers.
- The Advisory Committee continues to work closely with the consultants to continue to refine the pilot.

Parent Liaison

- PDE added a Parent Liaison
- Each district has identified a parent(s) as part of this pilot
- Purpose:
 - Promote effective communication
 - Assist between the school district, parents, and community
 - Participate in activities
 - Collaborate with other Parent Liaisons

Lead Teacher

- Each dyslexia pilot district has one or more lead teachers
- Lead teachers participate in quarterly calls with other lead teachers in the pilot
- This is an added layer of communication to support the school district pilot team

Eligibility

Three Pilot School Districts required in legislation

- 3,000 to 15,000 student population
- Full day kindergarten program

PDE added Three Expansion Pilot School Districts:

Provide opportunity for school districts under 3,000 student population to participate

- 60% of school districts are under the 3,000 student population so PDE decided to extend the pilot opportunity

Pilot Districts

Eastern Region:

Delaware Valley and Pen Argyl

Central Region:

Blue Mountain and Governor Mifflin

Western Region:

Bentworth, Crawford Central, Ellwood City, and
Millcreek Township

Cohorts

- 8 school districts with 21 elementary schools
- Implementation began with the kindergarten class of 2015–16.
- This cohort will be followed for three years, with a new kindergarten cohort added each year, totaling three cohorts

Goals of the Pilot

- To identify students early with reading difficulties,
- To provide an “intensive evidence-based” instructional program in conjunction with a core reading program earlier to improve overall reading skills for at risk students, and
- To reduce special education costs to school districts by providing intensive evidence based instruction.

Goals Continued

- To identify students early with reading difficulties,
- To provide an “intensive evidence-based” instructional program in conjunction with a core reading program earlier to improve overall reading skills for at risk students, and
- To reduce special education costs to school districts by providing intensive evidence based instruction.

Dyslexia Defined

- A condition that is characterized by difficulty with accurate or fluent word recognition and by poor spelling and decoding abilities, which characteristics typically result from a deficit in one or more processes related to the phonological component of language, that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction and that may result in problems in reading comprehension and reduced reading experience that may impede the growth of vocabulary and background knowledge. *The term shall apply only for purposes of the pilot program.*

Required Activities

- Screening 3 times per year
- Diagnostic assessment
- ❖ Peabody Picture Vocabulary Test (PPVT) 4
- ❖ Comprehensive Test of Phonological Processing (CTOPP)

CTOPP2:

- Phonological Awareness: two subtests: Blending and Elision
- Rapid Naming: two subtests: Rapid Object Naming and Rapid Color Naming

Required Activities

- Administration of evidence-based core reading program and intervention services, including multisensory structured language programs
- Notice of eligibility for those students who can receive these intervention services
- Written parental notification for participation in the program

Required Activities

- Parent education about dyslexia and recommended evidence-based treatments
- Methodology for evaluating effects of the Project with assistance from a nationally recognized educational evaluation institution or organization
- Annual report to the Pennsylvania Department of Education

Required Activities

The legislation defined “intensive intervention” as

- explicit
- multisensory
- synthetic phonics instruction
- a structure language program
- delivered with fidelity by a trained interventionist
- via timely, targeted instruction with strategic re-teaching.

Two Levels of Supports

- Classroom component, which enhances core instruction for all students focused on phonemic awareness and multisensory structured language (MSL), and
- Intervention component, MSL intervention for students to provide intensive additional instruction.

Improving Instruction for All

30 Minute Daily Lesson Implementation

- Phonemic awareness
- Phonics
- Multi Sensory Structured Language (MSSL) strategies in K-2

Focus on Oral Language and Vocabulary

- Building explicit Instructional Routines
- Choosing which words to teach
- Utilizing instructional resources

Sample 30 Minute Daily Lesson Plan Structure

Activity	Time	Big Ideas
Sounds	2 minutes	Phonemic awareness & automaticity
Sounds/Spell Connection	2 minutes	Phonemic awareness & Phonics
Read Words	5 minutes	Phonics, automaticity, vocabulary, and comprehension
Spell Words	7 minutes	Phonemic awareness, phonics, fluency, vocabulary, and comprehension
Spell, introduce new sight words & sounds	5 minutes	All above
Connected decodable text	10 minutes	All above

Reading Specialist

- *The training I have received this year has been more powerful and effective than any others I have received in the past...The self-confidence this has given them (my students) is huge! The OG method truly has the power to change the entire course of a reader's life. I am sincerely thankful to have had this opportunity...When I looked at where some of them (my students) started and how far they've come, I felt so much excitement! I am so proud of them! This year has made such an impact on not only the students' lives, but also mine. Thank you!*
 - **Rene Vollbrecht, Tracy Elementary, Millcreek Township School District**

Parent

- *My daughter was selected to participate in the Orton Gillingham Program being taught by a group of educators being specially trained in this program. It's been about 4 weeks or so, and it's been fantastic! My daughter is showing me the letters and sounds that they make. She is so excited and I am so happy to see her smiling and happy to do this now.*
 - **Monica Council – Miles, Delaware Valley School District**

Reading Specialist

- *My experience has been a life changing one, not only for myself, but for the students that I teach. I knew before starting this year that there were students that I still had trouble teaching to read. Even with a master's degree in Reading, I could not figure out why after using all of the strategies I know, there were still students that struggled. The OG approach was the answer, I have been searching for all these years. I am amazed at how much I have learned this year. My mind has been challenged as it has never been challenged before.*
 - **Amy Lawrence, Crawford Central School District**

Teacher

- *I have had quite a few parents tell me how impressed they are with how much their child has grown academically since the start of the year.*
 - **Amy Platt, Kindergarten Teacher, Bentworth School District**

Parent

- I just have to tell you, I came home from picking my daughter up on Monday to find Joey sitting on the couch reading his library chapter book he checked out from school. Reading is always a fight and for once he was doing it on his own. You have no idea how excited I was. I just wanted you to know this program is making a difference for him and to tell you that I really appreciate you working with Joey I have seen a big difference in a short time! He loves working with you! Thank you again. **Cristy Little, PenArgyl School District***

After Two Years of Implementation

- Statistically significant results.
- Districts and schools across the state are incorporating pilot practices and training.
- Incorporation of aspects of pilot into state literacy implementation.
- Benworth Elementary Title I Distinguished School

Maya Angelou

***Do the best you can until you know better.
Then when you know better, do better.***

Contact

- Monica McHale-Small: monica.mchale.small@gmail.com
- Diane Reott: dreott55@gmail.com