

SLD/Dyslexia Workgroup 2014-15

Meeting Summary

October 21, 2014 ♦ 8:30 am – 12:30 pm

SERC Community Room, 25 Industrial Park Rd., Middletown, CT

❖ *Introduction and Reconnecting*

Donna asked participants to introduce themselves, reviewed the purpose of the group and the objectives for this meeting. Members shared their connections to dyslexia and the stakeholder group or role that they were representing on this Workgroup.

❖ *Laying the Foundation: CT SRBI Update*

- Jennifer Webb shared SDE's efforts to increase Scientific Research-Based Intervention (SRBI) Efforts.
 - Don Briere presented an overview of SRBI work through the State Personnel Development Grant along with the Regional Education Service Center (RESC) Alliance. He shared a new grant, School Climate Transformation Grant (SCTG), which was received to move multi-tiered systems of support across districts. A practitioner workgroup was created to develop a survey that will be distributed in late November regarding district SRBI implementation practices with results finalized and shared by February, 2015. The survey is intended to get into the hands of all teachers as well as administrators who work with students.
- Expanded Preschool Opportunities—Crosswalk of Early Learning and Development Standards (ELDS) with CT Core Standards.
- K-3 Reading Legislation—Universal screening assessments initially piloted with priority school districts will be rolled out to all districts 2015-2016. K-3 reading survey will be administered to this group of educators.
- Professional development modules are being developed on how to implement CT Core Standards to address student learning needs for teams that will include special education, general education, and teachers of English Learners – late fall/early winter.

- ❖ Patricia Anderson updated group on questions that arose during the 9/25 meeting
 - Data—SLD/Dyslexia will not reported separately to the federal government—Only SLD
 - Over 22,000 students reported as SLD last year in the federal child count data
 - Districts do not have a specific responsibility to identify a student with “dyslexia” (vs. SLD) under Child Find.

❖ ***Defining Dyslexia***

Transitioned to the activity of defining dyslexia. Donna shared six of the definitions that were provided to and by the Workgroup to review – International Dyslexia Association (IDA), Diagnostic Statistical Manual (DSM 5), National Institute of Neurological Disorders and Stroke (NINDS), summary of other State definitions, orthographic definition and House Resolution 456 definition – and gave the charge to each table group to come to consensus on a definition of dyslexia.

Group Shareout – Essential elements of dyslexia

Next Task – Each group worked together to identify essential key phrases that should be included in a definition. Initial draft definition will be compiled based on group feedback for final consensus at the November meeting.

❖ ***Clarifying the Process for Sharing Resources***

❖ ***Establishing Next Steps***