

Dyslexia Advisory

November 8th 2018





Bellingham
Public Schools

a collective commitment

- Norms
- OSPI Dyslexia Advisory Link
- Vocabulary alignment
- Current reality in Bellingham Public Schools

Norms

- Write 3 things you need...
- Pass and underline
- Share most underlined ideas



WHAT IS DYSLEXIA?



What is a strength in this message?
What is missing or would we add?



OSPI Dyslexia Advisory

English Language Arts

Dyslexia Advisory Council

The Office of the Superintendent of Public Instruction has selected the members of the [Dyslexia Advisory Council](#) as required by the [state law](#) passed early this year.

The Council will:

- By June 1, 2019, identify tools and resources that will help screen for dyslexia; and
- By June 1, 2020, develop recommendations on best practices for implementing the screenings in school districts, staff training to target the areas of need for those experiencing dyslexia, information for parents and families that includes a list of resources, and best practices to help students in grades three and above who might be experiencing dyslexia.

2 of our
members

Range of Providers



Primary Care Doctor

1:1 with family

**Specialists:
Neuropsychologists
Speech Language Pathologists**

1:1 with family



Bellingham Dyslexia
Sendan Center
Vision Therapy
WWU Student
and
many more!



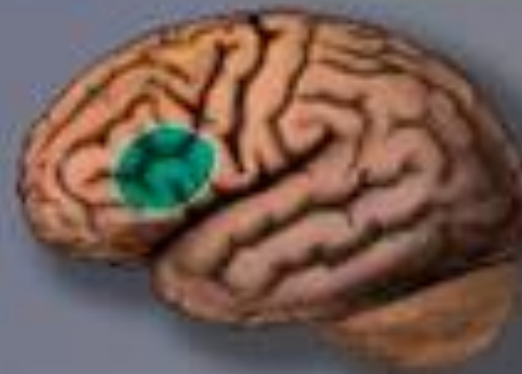
504	Education
ELL	Classroom teacher with students
IEP	Intervention K-8
McKinney Vento	Education PK-12
EBD	
HCL	
Foster	
Migrant	
.....	
Typically Developing	

Jennifer Gruenet (SLP perspective)

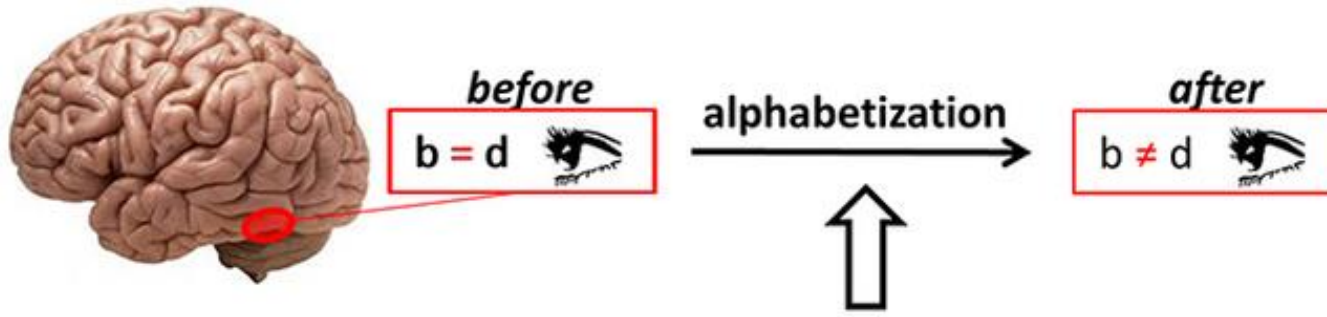
Neural Signature for Dyslexia: Disruption of Posterior Reading Systems



Non-impaired



Dyslexic




Motor plans for handwriting:
e.g., Exner's area

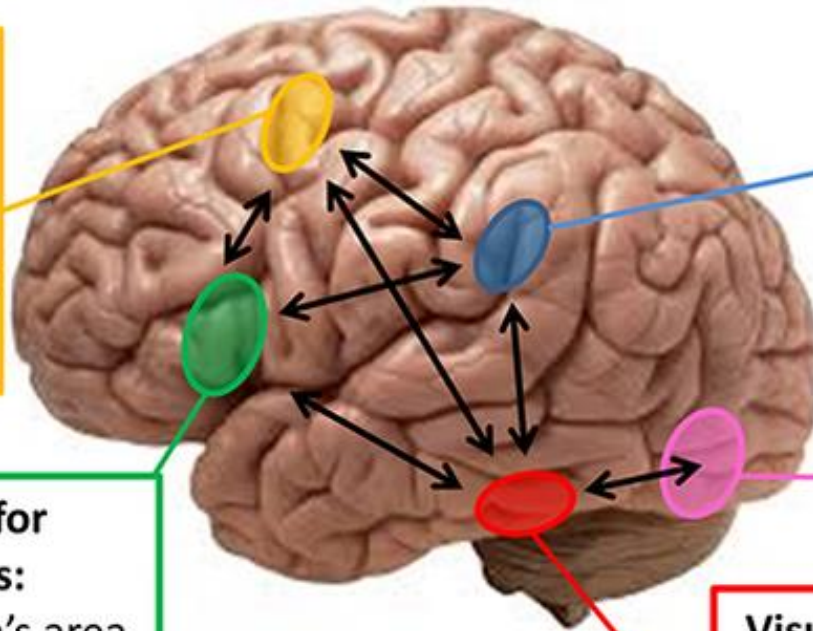



This block contains a yellow-bordered box with text and a diagram. The diagram shows the cursive letters 'b' and 'd' on a dashed line, with an eye icon and a pen nib.

Motor plans for vocalisations:
e.g., part of Broca's area



This block contains a green-bordered box with text and a diagram. The diagram shows two profiles of a human head with the mouth open, representing the articulation of the phonemes /b/ and /d/.




Auditory representations of phonemes:
e.g., *Planum Temporale*
/b/ ≠ /d/ 

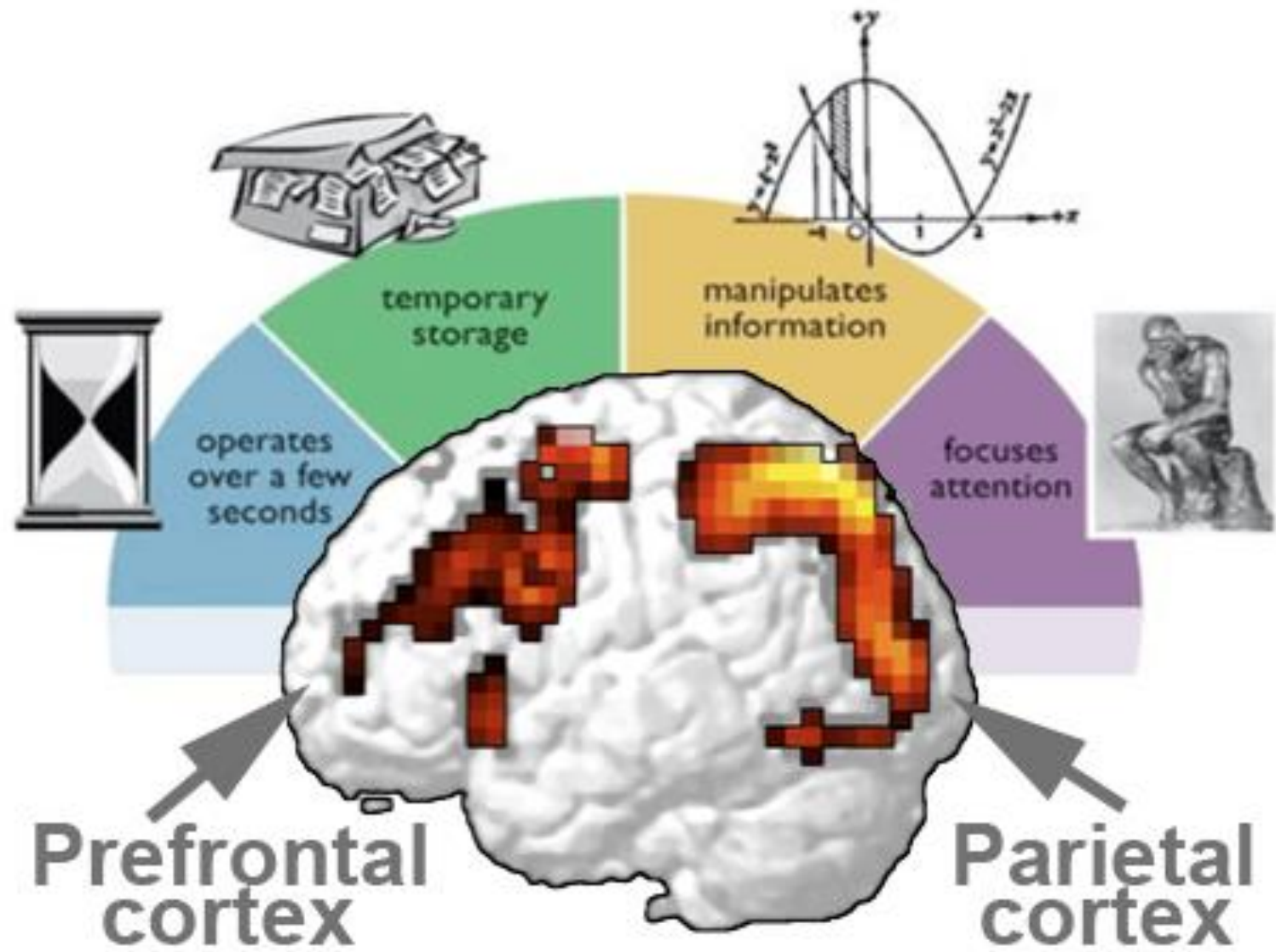
This block contains a blue-bordered box with text and an ear icon.

Lower-level visual areas

This block contains a pink-bordered box with text.

Visual representations of letters:
e.g., Visual Word Form Area (VWFA)
b ≠ d 

This block contains a red-bordered box with text and an eye icon.



Q: What are **executive functioning skills**?

A: behavior regulators



source: Dawson, P. & Guare, R. (2010). *Executive skills in children and adolescents: A practical guide to assessment and intervention* (2nd ed.). New York, NY: The Guilford Press.

Current Reality

- Assessments (wall of...)
- Instructional Materials (PK-12)
- Staff (Trainings, FTE, jobs that support)
- MTSS approach

Thank You!

