

**Supporting Students with Dyslexia in Schools and the Community**

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**Efforts to Improve Practice Takes Time**

5 Significant Changes in Law administered by

1 agency, of which 2 divisions support

2,000 schools to train and coach

54,000 teachers to use evidence-based practices that improve

174,000 readers' proficiency

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**About the Dyslexia Informational Paper**

**Process**

- Involve all stakeholder groups
- Go beyond the typical and what exists
- Answer urgent questions

**Page 1**

**Outcome: Parents and teachers have a resource that takes them beyond just knowing what dyslexia is into how to navigate supporting students in getting what they need.**

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Rationale and Agreements in Drafting the Informational Paper



- Parents need capacity to advocate
- The word Dyslexia is controversial
- All of us have to navigate multiple systems, laws, and availability of resources
- We agree on being child centered

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Goal for Today's Discussion

- Explain why "Dyslexia" is not universally known and used by all professionals
- Discuss and preview in paper how to prepare yourself
- Review and discuss how we handle talking about the Menu of services
- Review and gather feedback on the fidelity of practices tool
- Review and discuss "Buyer the Beware" section

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How do I prepare Myself



We heard many questions and get many calls asking for how to advocate a child.

Audience Response: Given what you see in the paper:

- What do you like?
- What would be challenging for you to take action on?
- Is there something we should add?

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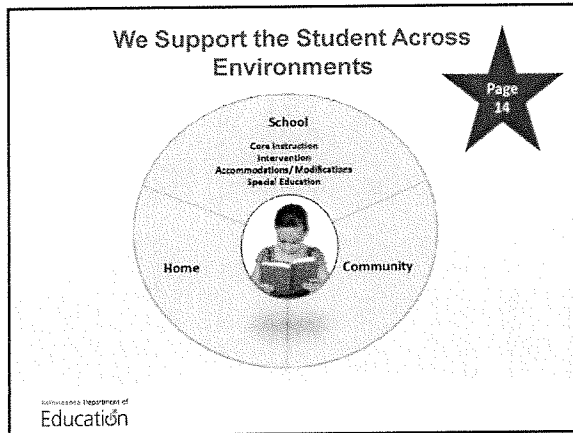
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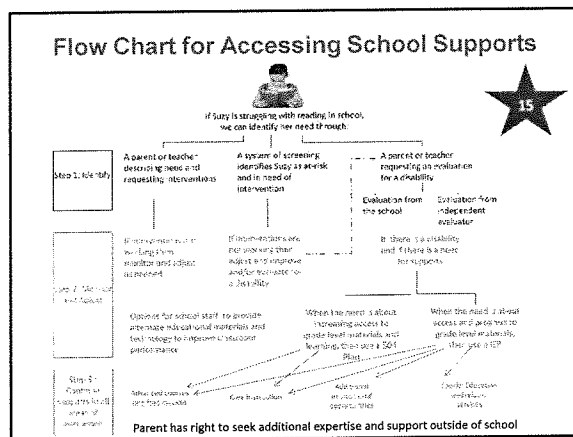
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### How to Determine if Your Child is Getting the Critical Components of Instruction



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Refer to the table in the paper and read through it

**We anticipate multiple uses for this tool observe and select providers**

- verify instruction is provided as intended
- guide decisions about what data to collect
- monitor effectiveness over time

**Audience Response: What do you need to make it usable?**

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**Beyond What We Can Cover Today**

- **Buyer Beware**
- **When schools opt to not provide services**
- **What to do when services and supports are not enough**

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**When to Expect the Paper**

- **Our Goal: Complete collecting feedback and editing by May**
  
- **Posting on organizational websites in time for "Back to School"**
  - Decoding Dyslexia
  - IDA-UMB
  - LDA of Minnesota
  - Minnesota Department of Education
  - The Reading Center/Dyslexia Institute of Minnesota

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