



Family Partnership: Michigan Department of Education Dyslexia Guidance For Families and Caregivers

mimtsstac.org

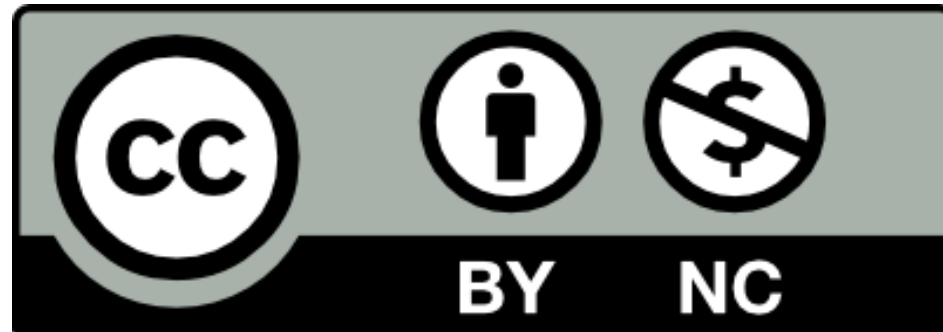


Acknowledgments

The content for this training day was developed based on the work of:

- Institute of Education Sciences (IES)
- National Center on Improving Literacy (NCIL)
- National Center on Intensive Interventions (NCII)
- The Meadows Center for Preventing Educational Risk
- Michigan Department of Education (MDE)
- Michigan's Multi-Tiered System of Supports (MiMTSS) Technical Assistance (TA) Center

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Disclaimer Curricula and Intervention Programs

Any mention of specific literacy curricula or intervention programs in this presentation is for instructional purposes only and does not constitute an endorsement by the MiMTSS TA Center or the Michigan Department of Education.

To view a list of approved literacy curricula and intervention programs by the Section 35m Committee for Literacy Achievement, please visit the following page:

[The Committee for Literacy Achievement/HQ Literacy Materials Grant](https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m)

(<https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m>)

Disclaimer Assessment

Any mention of specific literacy screening or progress monitoring assessments in this presentation is for instructional purposes only and does not constitute an endorsement by the MiMTSS TA Center or the Michigan Department of Education.

To view a list of approved literacy screening or progress monitoring assessments, please visit the following page:

[K-12 Literacy and Dyslexia Law](https://www.michigan.gov/mde/services/academic-standards/literacy/k-12-literacy-and-dyslexia-law)

(<https://www.michigan.gov/mde/services/academic-standards/literacy/k-12-literacy-and-dyslexia-law>)

Group Agreements

We are **Responsible**

- Return on time from breaks
- Take care of our needs

We are **Engaged**

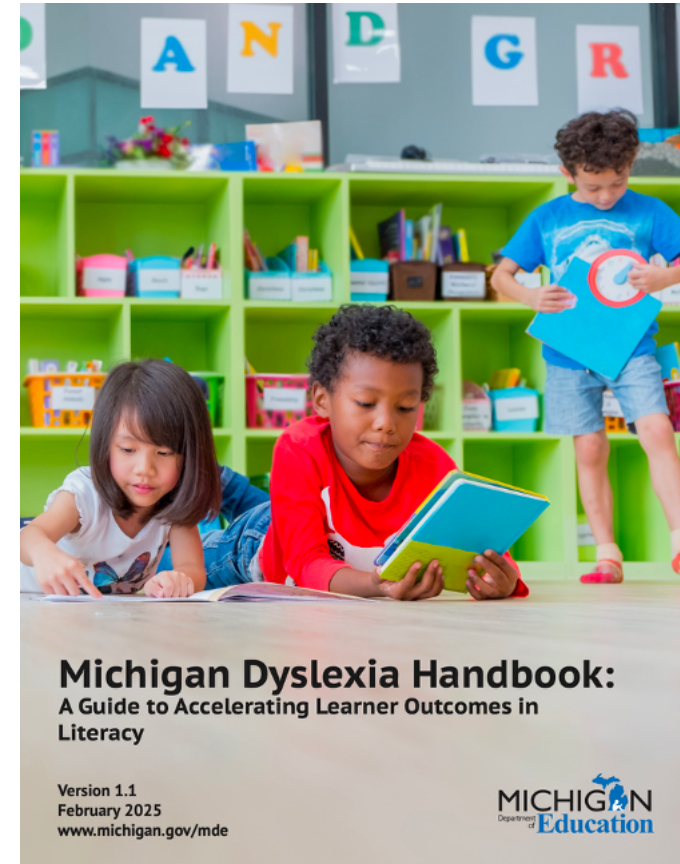
- Share “air time”
- Plan to participate in chat, breakout rooms, polls



(Photo credit. Fauxels (n.d.). Retrieved from Pexels. <https://www.pexels.com/meeting-3184360>)

Purpose

- The purpose of this session is to welcome families of all configurations, cultures, and languages into conversation
- Today's session provides a brief introduction to the Michigan Department of Education (MDE) Dyslexia Handbook



Michigan Department of Education, 2025

Intended Outcomes

- Make connections to learning to read, myths and facts, and beliefs
- Understand definitions, key terms, and characteristics
- Articulate knowledge and understanding with a partner
- Become familiar with resources and supports
- Reflect on own role in developing relationships, celebrating strengths, bidirectional (two-way) communication, lifting barriers (issues), and next steps

Agenda

1.0 Reflections, Myths and Facts

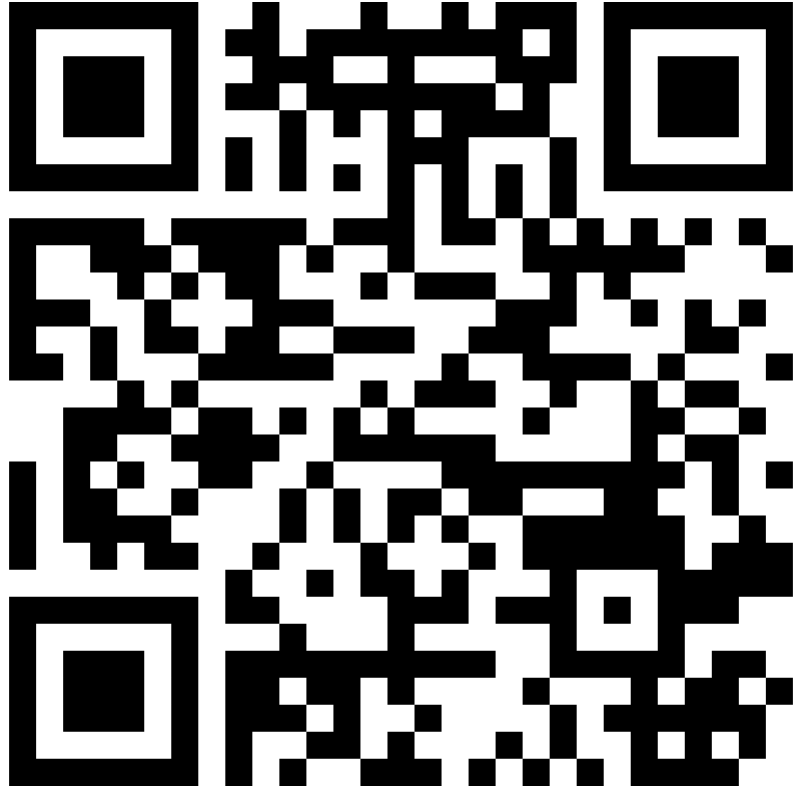
2.0 Big Ideas, Context, Activities, and Timelines

3.0 Michigan Dyslexia Handbook

4.0 Questions and Answers, Wrap-up, and Evaluation

1. Reflections, Myths and Facts

Activity 1.1: Menti Myths and Facts



- Directions
 - Go to Menti
 - Use the code or
 - Direct link
<https://www.menti.com/blv7kqtb3nsk>
 - Answer the questions

Myths and Facts

- All children can learn to read
- Our brains are wired for speech
- Our brains are wired for reading
- Reading and writing need to be explicitly taught
- Explicit instruction is effective in teaching reading/writing
- Good instruction can change the brain

2. Big Ideas, Context, Activities, Timelines

Michigan Context

- Michigan's Top 10 in 10 goals
- Public Laws 146 & 147
- Michigan Department of Education (MDE) Multi-Tiered System of Support (MTSS) Practice Profile
- Intensifying Literacy Instruction Essential Practices
- Tied to the Reading Tiered Fidelity Inventory (R-TFI)
- Aligned with Aligned with High Leverage Practices (HLPs)

Michigan Department of Education, 2020; St. Martin et. al., 2023; Michigan Department of Education, 2020; McLeskey, et. al., 2017, 2024

Activity 2.1

- Directions
 - Jot down three phrases that stand out to you (1 minute)
 - Be prepared to share with a partner (2 minutes)
 - Add to your guided notes



3. Michigan Dyslexia Handbook

Highlights

All Learners


- **All learners** are entitled to educational experiences that prepare them for lifelong learning, success in the workplace, and global citizenship
- **All learners** need educational resources and instructional rigor
- **All learners** need instruction based on evidence
- **Not receiving** quality literacy instruction aligned to reading science is **detrimental** to learners' abilities to achieve educational goals

Michigan Dyslexia Handbook Chapter 2, p. 2; Ehri, 2020; Hanford, 2020; National Institute of Child Health and Human Development (NICHD), 2000)

What is evidence-based?

- Empirically **proven practices** should be used (i.e., have undergone rigorous field testing) to teach children and adolescents to read
 - Use of experimental design
 - Peer reviewed

Tips for Supporting Reading Skills at Home



Four Tips for Supporting Reading Skills at Home:

	Appropriate for children in grades			
	K	1	2	3
1 Have conversations before, during, and after reading together	██████████	██████████	██████████	██████████
2 Help children learn how to break sentences into words and words into syllables	██████████	██████████	██████████	██████████
3 Help children sound out words smoothly	██████████	██████████	██████████	██████████
4 Model reading fluently by practicing reading aloud with your child	██████████	██████████	██████████	██████████

What Works Clearinghouse™

ies NATIONAL CENTER FOR EDUCATION EVALUATION REGIONAL ASSISTANCE
Institute of Education Sciences

Michigan Dyslexia Handbook p. 7

What is the Science of Reading?

- Evolving evidence, scientific explanations about reading and writing based on research
 - Research spans the last **50 years**
 - Research from **multiple countries**
 - Research from **many fields**
 - **Informs** how reading and writing skills develop, sources of difficulty, how to assess and teach learners effectively
 - **Informs** how to improve literacy outcomes through a prevention and intervention model

Michigan Dyslexia Handbook, p. 7; Petscher, et. al., 2020; The Reading League, 2022

What is the Definition?

- The definition of dyslexia used in the handbook includes:
 - Difficulty with accurate and fluent word recognition
 - Poor spelling, and decoding
 - Resulting from difficulties in the phonological component of language
 - Unexpected related to other abilities
 - Seen **despite** effective classroom instruction
 - Includes **secondary consequences** with reading comprehension and reduced reading experience impeding vocabulary and background knowledge, leading to social, emotional, and behavior difficulty

Michigan Dyslexia Handbook Chapter 1, p.1; International Dyslexia Association (IDA), 2002; National Institute of Child Health and Human Development (NICHD), 2002

What are Potential Characteristics in Preschool?

- Preschool
 - Begins speaking later than kids the same age
 - Leaves off initial or final speech sounds in words
 - Recognizes few letter names, colors, shapes after quality instruction
 - Forgets previously known oral vocabulary words
 - Needs help with multi-step directions or routines
 - Has trouble recognizing and producing rhyming words

What are Potential Characteristics in Grades K-3?

- Grades K-3
 - Knows few letters with sounds, confuses letters with similar sounds (p/b, t/d, f/v)
 - Has difficulty taking apart individual sounds in words, putting them together, saying the whole word, and spelling words with taught letter-sound combinations
 - Incorrectly reads words, guesses at unknown words, skips or misreads prepositions, ignores suffixes, relies on picture clues to compensate for letter sound associations in a word, develops skills more slowly than peers
 - Says reading is hard, avoids reading, finds hand writing difficult, and has trouble finding words

What are Potential Characteristics in Grades 4-12?

- Grades 4-12
 - Difficulty reading and spelling multi-syllabic words, may start to read word parts and then guess the rest
 - Unaware of meaningful parts of words to support word reading and meaning of words
 - Understanding text is difficult because of underlying decoding and word recognition issues, oral language difficulties that impact vocabulary and syntax
 - Limited vocabulary and written expression skills compared to peers, and avoids learning foreign language, reading, and writing

Activity 3.1: Characteristics Breakout (5 minutes)

- Locate and review handout
- Assign sections
 - (Preschool, Grades K-3, Grades 4-12)
- Round robin share
 - (Preschool, Grades K-3, Grades 4-12)
- Reflect
 - What did you already know?
 - What was new to you?
 - Add to your guided notes



What Type of Instruction is Needed?

- Effective instruction can change the brain, **including areas responsible for learning to read**
- **Teaching** phonemic awareness skills within phonics lessons improves outcomes
- **Teaching** blending and segmenting phonemes and connecting them to graphemes is a proven practice
- **Explicit instruction** in phonemic awareness, letter-sound associations, and decoding is a proven practice

Brady, 2020; Gaab, Yu, & Ozernov-Palchik, 2018; Krafnick, Flowers, Napoliello, & Eden, 2011

Instructional Practices

Examples

- **Explicit instruction** in word recognition, language, and reading comprehension skills
- Moves from **easy to hard skills**, builds from prior skills, is based on data, and includes opportunities to respond
- Uses ongoing **data**

Non-examples

- Prompting the learner to look at the first letter and guess the word
- Prompting the learner to use the context to figure out the word
- Prompting the learner to rely on pictures

Instructional “Dos”

- Use explicit instruction routines
- Include modeling, guided practice, and independent practice
- Focus attention on speech sounds before letters
- Encourage “mouth awareness”
- Teach all English phonemes (sounds) with graphemes
- Engage hands, eyes, and mouth
- Provide immediate feedback (affirm, correct)

Michigan Dyslexia Handbook p. 20; IES/NCEE REL, 2019

Multi-Tiered Systems of Support (MTSS)

- **Prevents** academic, social-emotional, and behavioral difficulties
- **Reduces** challenges and maximize instructional time
- **Identifies and supports** learners with dyslexia characteristics

Public Act 146:

- An MTSS framework includes Tier 1 instruction (methods, curriculum, resources)
- Tier 2 and 3 intensification of literacy intervention instruction intended to accelerate reading outcomes

McIntosh & Goodman, 2016; McIntosh et. al., 2008; Miciak & Fletcher, 2020

Local Example

- Greenville Schools, 1st grade
- Benchmark: Beginning of Year
 - 64% At or Above
 - 18% Below
 - 18% Well Below
- Benchmark: Middle of Year
 - 82% At or Above
 - 11% Below
 - 17% Well Below



Greenville Public Schools
Cedar Crest Elementary
1st Grade



Reading Composite

Benchmark Assessments

Beginning of Year
Oct 23 - Oct 31, 2024



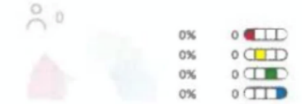
64% At or Above
18% Below
18% Well Below

Middle of Year
Jan 5 - Jan 24, 2025



82% At or Above
11% Below
17% Well Below

End of Year
May 1 - May 14, 2025



Kerriann Poquette/Greenville Public Schools

Reading scores on benchmark assessments at Cedar Crest Elementary have improved since the school adopted a curriculum more aligned with "science of reading"-based principles.

Activity 3.2: Interactive Review

- Directions (3 minutes)
 - Materials: Guided Notes
 - With a partner, complete your guided notes for our session today
 - If you've completed your guided notes, help your partner
 - If you've both completed your guided notes, determine 2-3 next step

Michigan's Multi-Tiered System of Supports Technical Assistance Center
March 2025 – Version 1.0

Family Partnership: MDE Dyslexia Handbook Guided Notes

The purpose of this document is to provide guided notes for today's session with opportunities to add reflections, fill in the blank, circle a response, etc.

Guided Notes

Reflection

- What one word describes your experience learning to read? _____
- What one word describes your child's experience learning to read? _____

Myths and Facts

- All children can learn to read. Myth or Fact
- Our brains are wired for speech. Myth or Fact
- Our brains are wired for reading. Myth or Fact
- We have been speaking for about how many years? _____
- We have been reading and writing for about how many years? _____
- Reading and writing need to be explicitly taught. Myth or Fact
- Good instruction can change the brain. Myth or Fact

Activity 2.1 Video

- List the words or phrases that stand out to you in the video.

4. Resources, Q&A, Wrap-Up, Evaluation

Resources

- [Institute of Education Sciences \(IES\)](#)
- [National Center on Improving Literacy \(NCIL\)](#)
- [National Center on Intensive Interventions \(NCII\)](#)
- [Michigan Department of Education \(MDE\)](#)
- [The Meadows Center for Preventing Educational Risk](#)

Upcoming Professional Learning

- MiMTSS Technical Assistance Center YouTube Channel videos: [Dyslexia](#), [Family Partnership](#)
- Michigan Department of Education (MDE) [PL 146-147 Overview](#) (Recording)
- Family Partnership videos on the MiMTSS Technical Assistance Center Youtube Channel

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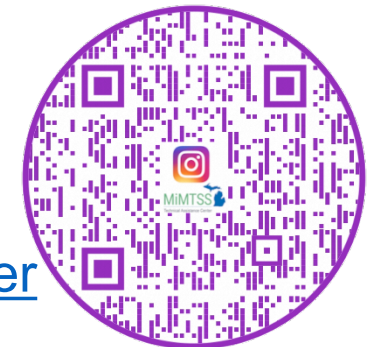
Videos & Playlists



@MiMTSSSTACenter

instagram.com/MiMTSSSTACenter

#MiMTSS



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