Michigan Department of Education (MDE) Dyslexia Guidance
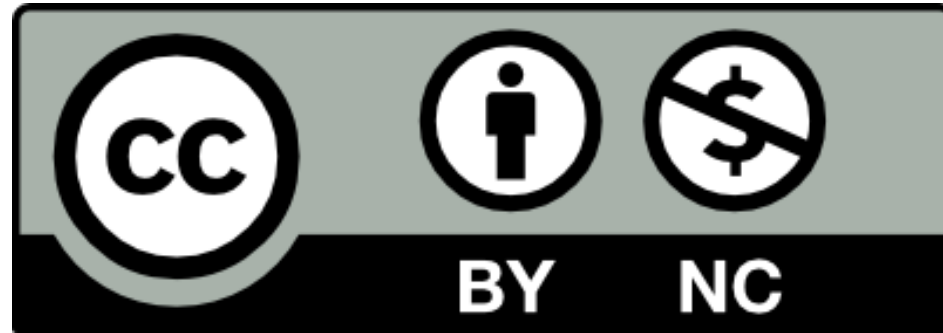

mimtsstac.org

Acknowledgments

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

- Institute of Education Science (IES)

- National Center on Improving Literacy (NCIL)

- National Center on Intensive Interventions (NCII)

- The Meadows Center for Preventing Educational Risk

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs
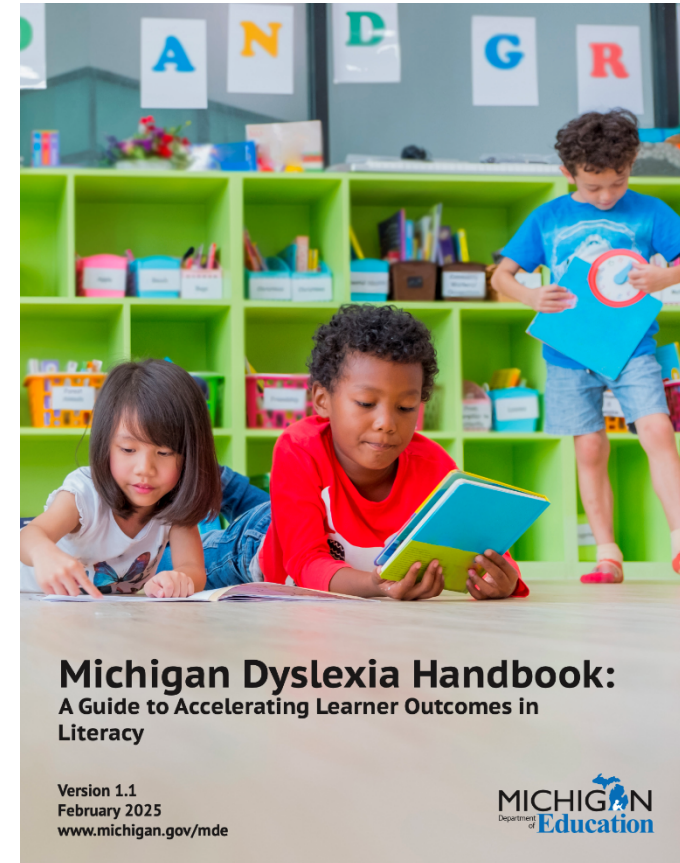
We are Engaged

- Share "air time"
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

- The purpose of this session is to welcome families of all configurations, cultures, and languages into conversation

- We will provide a brief introduction to the Michigan Department of Education (MDE) Dyslexia Handbook

Michigan Dyslexia Handbook:
A Guide to Accelerating Learner Outcomes in Literacy

Version 1.1
February 2025
www.michigan.gov/mde

MICHIGAN Department of Education

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Intended Outcomes

- Make connections to learning to read, myths and facts, and beliefs

- Understand definitions, key terminology, and characteristics

- Articulate knowledge with a partner

- Become familiar with resources and supports

- Reflect on own role in developing relationships, celebrating strengths, bidirectional communication, lifting barriers, and next steps

Agenda

1.0 Introductions, Reflections, Myths and Facts

2.0 Big Ideas, Context, Activities, and Timelines

3.0 Michigan Department of Education (MDE) Dyslexia Handbook

4.0 Questions and Answers, Wrap-up, and Evaluation

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1. Introductions, Reflections, Myths and Facts

Family Engagement Definition and Principles

- Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner

- https://www.michigan.gov/mde/resources/family-engagement
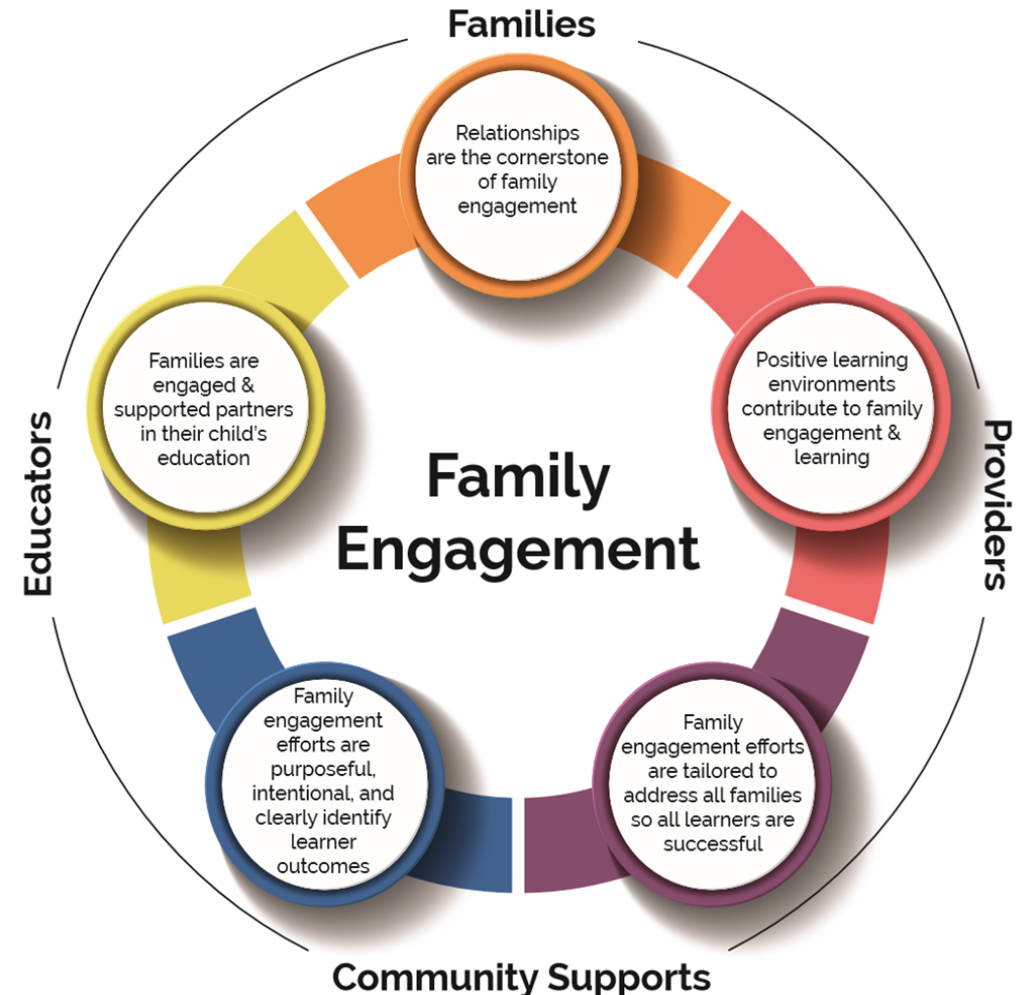
Michigan Department of Education, 2020

Activity 1.1: Menti Myths and Facts

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

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2. Big Ideas, Context, Activities, Timelines

State Context

Activity 2.1

- Directions
  - Watch the video (3 minutes)
  - 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

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3. Michigan Department of Education 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

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

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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

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

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

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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

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

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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

Handbook p. 15

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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

Handbook p. 15

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

Handbook p. 15

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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

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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

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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

Handbook p. 12

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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)

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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

- An MTSS framework includes universal screening, Tier 1 instruction

- Tier 2 intervention with progress monitoring, and Tier 3 intervention supports for learners who are not responding (Advanced Tiers)

- Tier 3 is intended to accelerate reading outcomes

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

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Local Example

Greenville Public Schools
Cedar Crest Elementary

acadience learning online

1st Grade

Reading Composite

Benchmark Assessments

Beginning of Year	Middle of Year	End of Year
Oct 23 - Oct 31, 2024	Jan 5 - Jan 24, 2025	May 1 - May 14, 2025

Beginning of Year — 44
18%	8
18%	8
23%	10
41%	18
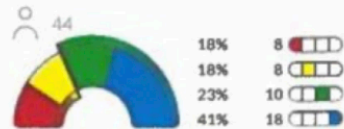
64% At or Above
18% Below
18% Well Below

Middle of Year — 45
7%	3
11%	5
20%	9
62%	28
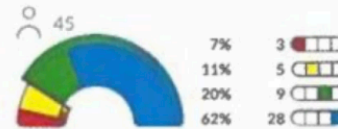
82% At or Above
11% Below
17% Well Below

End of Year — 0
0%	0
0%	0
0%	0
0%	0
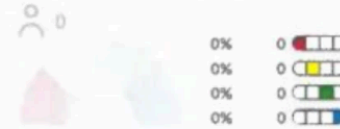
Kerriann Poquette/Greenville Public Schools

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.

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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 steps

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.

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

Resources

National Center on Improving Literacy (NCIL), Institute of Education Sciences (IES), Meadows Center

Upcoming Professional Learning

- **Learning Opportunities**
  - Kim St. Martin on the Dyslexia Handbook (April 3rd at 4:00 p.m.)
  - Kim St. Martin on the Reading Brain (April 15th at 4:00 p.m.)
  - MiMTSS Technical Assistance Center Youtube Channel videos on Dyslexia, Family Partnership
  - Michigan LETRS (Educators), new cohort registration starts 4/14

- **Family Partnership Opportunities**
  - Family Partnerships for Social, Emotional, Behavioral Health (April 28th at 4:00 p.m.)
  - Family Partnerships for Middle and High Schools (April 29th at 4:00 p.m.)
  - Family Partnerships: Supporting Older Children with Reading Needs (April 30th at 10am and 4pm)

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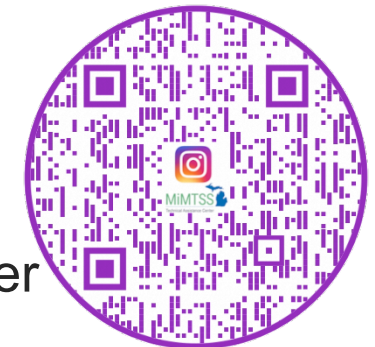@MiMTSSTACenter

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