Specific Learning Disabilities (SLD)/Dyslexia

Back-to-School

September 13, 2017
**SLD/Dyslexia Statewide Data**

- Students with SLD/Dyslexia – 55% ↑
  - 2015-16: 724
  - 2016-17: 1149

- Students Identified for the First Time with SLD/Dyslexia – 50% ↑
  - 2015-16: 231
  - 2016-17: 347

- Students with SLD/Dyslexia Previously Identified as SWD – 63% ↑
  - 2015-16: 493
  - 2016-17: 802
SLD/Dyslexia Statewide Data

2015-16 Students with SLD/Dyslexia
- Students Identified for the First Time with SLD/Dyslexia - 231
- Students with SLD/Dyslexia Previously Identified as SWD - 493

2016-17 Students with SLD/Dyslexia
- Students Identified for the First Time with SLD/Dyslexia - 347
- Students with SLD/Dyslexia Previously Identified as SWD - 802
SLD/Dyslexia Statewide Data

Percentage of Students with SLD/Dyslexia / SWD

- 2015-16: 5%
- 2016-17: 3%

Percentage of Students with SLD/Dyslexia / SLD

- 2015-16: 5%
- 2016-17: 3%
SLD/Dyslexia Statewide Data

Previous Special Education Identification

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<thead>
<tr>
<th>Category</th>
<th>2015-16</th>
<th>2016-17</th>
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<tr>
<td>SLD</td>
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<td>SLI</td>
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<td>67</td>
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<tr>
<td>OHI-ADD/ADHD</td>
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(i)(2) On and after July 1, 2018, any (A) certified employee applying for a comprehensive special education or integrated early childhood and special education endorsement, or (B) applicant for an initial, provisional or professional educator certificate and a comprehensive special education or integrated early childhood and special education endorsement shall have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.
Number of People Accessing CSDE/SERC Professional Learning Activities (January 1, 2015 - June 30, 2017)

- Cumulative # of visitors to SERC SLD/Dyslexia website: 3,343
- Increasing Awareness of SLD/Dyslexia: Implications for CT Educators (3-15-15 Webinar--800 initial participants): 3,960
- Identifying Students with SLD/Dyslexia: An Online Course: 679
- SLD/Dyslexia: Connecting Research to Practice in Connecticut (12 hour Online Module): 141
- It’s Never Too Late: How to Motivate and Teach Older Struggling Readers with SLD/Dyslexia (Online Module): 98
- Using Literacy Screening Data to Support Students with Reading Difficulties (1-10-17 Webinar--485 initial participants): 695
- Remediating and Accommodating Students with SLD/Dyslexia at the Secondary Level (3-21-17 Webinar--130 initial participants): 195
2017-18 SLD/Dyslexia Initiatives

  - Update & add SLD/Dyslexia information
  - Revise Multidisciplinary Evaluation Report Form
  - Revise Reading, Writing, and Math Worksheets

- Parent’s Guide to SLD/Dyslexia in Connecticut
  - Electronic, web-based publication
  - Expand SERC Parent/Family website information

- Connecticut’s SLD/Dyslexia Assessment Resource Guide (REVISED 2017 with over 15 new assessments)
2017-18 SLD/Dyslexia Professional Learning Opportunities

- **Case Study Review of a Connecticut Student with SLD/Dyslexia** – (2 hours; 9/1 online course)

- **Identifying Students who are Gifted-Talented and have Specific Learning Disabilities (SLD)/Dyslexia** – (1 hour; 9/2017 awareness level online module)

- **Distinguishing Between Typically Developing English Learners (ELs) and Students with Reading Difficulties** – (2 hours; NEW awareness level online module)

- **Implementing Changes to Connecticut’s Guidelines for Identifying Children with Learning Disabilities** – (2 hours; live webinar – 2017 date TBD; will be archived)
2017-18 SLD/Dyslexia Professional Learning Opportunities

- Math and SLD/Dyslexia (Presenter: TBD) – (2 hours; live webinar – date TBD; will be archived)

- Reading Horizons® Training * – One day, face-to-face session with additional online modules (total of 24 hours of PL) that instructs teachers in a unique marking system and seven phonetic/decoding skills based on Orton-Gillingham principles.

- Collaborative Roles for Speech-Language Pathologists in SLD/Dyslexia* – (1-day; 2017 date TBD)

- Differentiating Speech-Language Impairment (SLI) from SLD/Dyslexia* – (2-day professional learning opportunity involving district case studies/data; 2017 date TBD)

* Fee for service
2017-18 SLD/Dyslexia Professional Learning Opportunities

- **Building District Capacity to Conduct Comprehensive Evaluations for Students Suspected of Having SLD/Dyslexia** * – (half-day training)
- **Orton-Gillingham Introductory Training Program** * – (5 days)
- **Wilson Reading System®: Introductory Workshop** * – (3 days)
- **Just Words® Introductory Training** * – (2 days)
- **Wilson Fundations® Level I: Kindergarten** * – (1 day)
- **Wilson Fundations® Level I: Grade 1** * – (1 day)
- **Wilson Fundations® Level I: Grade 2** * – (1 day)

* Fee for service
Other 2017-18 SLD/Dyslexia Professional Learning Opportunities

- **Structured Literacy Resource Guide** — Description of the components, characteristics & requirements of a variety of structured literacy instructional methods (CSDE/CREC collaboration)

- **David Kilpatrick** (Author of *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*)*  — [CREC]

- **Four-Day Structured Language Series***  — [CREC]

- **Structured Literacy Series** * — Two offerings (Fall and Spring) of a five-day (30 hour) course developed by Dr. Margie Gillis, a Certified Academic Language Therapist and founder of Literacy How

* Fee for service
Other 2017-18 SLD/Dyslexia Professional Learning Opportunities

- SIM™ Helping Secondary Students Who Struggle with Reading: Accessing Content - Paraphrasing Strategy* – [CREC]
- SIM™ Teaching Self-Advocacy: Tier 2 and Tier 3 Interventions for Increasing Student Independence* – [CREC]
- Strategies for Students with SLD/Dyslexia at the Secondary Level* – [CREC]
- Assistive Technology for SLD/Dyslexia* – [CREC]
- Wilson Reading Training: Introductory Workshop (3 days) * – [CREC]

* Fee for service
To add district personnel to SLD/Dyslexia Dissemination List:
• Download the form off of the Back to School Handout website,
• Type in staff names and contact information,
• Save the Excel Spreadsheet and
• Attach it in an email to: Patricia.anderson@ct.gov
## Contacts for Additional Information & Questions:

<table>
<thead>
<tr>
<th>CSDE SLD/Dyslexia Contact:</th>
<th>Patricia L. Anderson, Ph.D.</th>
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<tbody>
<tr>
<td></td>
<td>Academic Office</td>
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<td></td>
<td>Bureau of Special Education</td>
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<td></td>
<td><a href="mailto:patricia.anderson@ct.gov">patricia.anderson@ct.gov</a></td>
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<td>860-713-6923</td>
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<tr>
<th>CREC Professional Learning:</th>
<th>Natalie Nicole, Interim Program Coordinator, CREC/TABS</th>
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<tr>
<td></td>
<td><a href="mailto:nnatale@crec.org">nnatale@crec.org</a></td>
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<tr>
<th>SERC Professional Learning:</th>
<th>Donna Merritt, Ph.D.</th>
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<tr>
<td></td>
<td>Education Consultant, SERC</td>
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<td><a href="mailto:merritt@ctserc.org">merritt@ctserc.org</a></td>
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<th>Literacy How:</th>
<th>Margie Gillis, Ed.D.</th>
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<tr>
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