



**OK House of Representatives
Common Education Committee**

INTERIM STUDY # 16-036
Effects of Dyslexia on Youth and Model Programs
Rep. Michael Shelton and Ann Coody

No Child Should Struggle to Read.



Carrie Brown, Ph.D.
Executive Director

No Child Should Struggle to Read.

OVERVIEW



No Child Should Struggle to Read.

Multisensory Structured Language (Structured Literacy)

- ❖ *Systematic*: material organization follows the logical order of the language, starting with the most basic concepts and progressing methodically to the more difficult elements
- ❖ *Cumulative*: each step of the material must be based on concepts previously learned
- ❖ *Explicit*: requires the deliberate teaching of every concept in the English language
- ❖ *Diagnostic*: the instruction must be individualized to meet each student's unique needs

Payne Reading Instruction

- ❖ **Teacher Training:** 6 teacher trainings authored by Payne, for Pre-kindergarten – 6th grade teachers
- ❖ **Therapy Training:** 2 year training program to create dyslexia reading therapists (CALTs) using the research based, proven Take Flight curriculum. L. Waites Center for Learning Disabilities at TX Scottish Rite Hospital for Children, Dallas, TX
- ❖ **Volunteer Training:** Community volunteer tutor training program

Payne Education Center Certifications

International Multisensory Language Education Council (IMSLEC)

- International certifying organization for quality teacher training institutions in Multisensory Structured Language reading techniques
- Payne has been recognized nationally by IMSLEC 3 times since 1999, most recently June, 2016, as a premier teacher training institute

Academic Language Therapy Association (ALTA)

- National certifying organization of educators who have completed an IMSLEC certified course to become a Certified Academic Language Practitioner (CALP) or Therapist (CALT).
- Certifications for classroom teachers available through ALTA.

Payne conversing with the OK State Department of Education for sanction and recognition of these certifications

What Is the Ultimate Solution?

Teacher Candidates at the Undergraduate and Graduate Levels of University Instruction Who Graduate with the Skills of Teaching Evidenced Based Reading Strategies and knowledge of dyslexia

What Has to Happen?

Faculty at Teacher Preparation Universities Must Be Experts in Evidence Based Reading Methodology Proven to Work with Students with Dyslexia and Impart This Knowledge to their Teacher Candidates.

Examples will be shared.

CONTINUE WITH OTHER PRESENTERS

National Center on Teacher Quality

www.nctq.org

Mission: founded 2000; funded by foundations, private, not govt

The **National Council on Teacher Quality** is led by the vision that every child deserves effective teachers.

A nonpartisan research and policy organization, recognizes that it is not teachers who bear responsibility for their profession's many challenges, but the institutions with the greatest authority and influence over teachers. Work to achieve fundamental changes in the policy and practices of teacher preparation programs, school districts, state governments, and teachers unions. Advocate for reforms at the federal, state and local levels.

Board of Directors and Advisory Board are composed of Democrats, Republicans and Independents, all of whom believe that policy changes are overdue in the recruitment and retention of teachers.

National Center on Teacher Quality

Learning About Learning: What Every New Teacher Needs to Know.
January 2016

Combed through thousands of pages of teacher education textbooks for discussion of research-based strategies that every teacher candidate should learn in order to promote student learning and retention. What few references we found were buried among pages discussing teaching strategies with much less -- often no -- scientific merit. This report asserts that textbook publishers and authors are failing the teaching profession, students and the public by neglecting to provide our next generation of teachers with the fundamental knowledge they need to make learning “stick.”

The *Teacher Prep Review* is an annual analysis of higher-ed based teacher training programs. The *Teacher Prep Review* addresses critical areas of teacher preparation through 19 standards that are specific, measurable and designed to identify the programs most likely to produce graduates whose students have the best outcomes. **Chapter on Standard 4: Struggling Readers.**

National Center on Teacher Quality

2015 State Teacher Policy Yearbook, December 2015

Ninth annual *Yearbook* report. Comprised of a National Summary and analysis of every state law, rule and regulation that shapes the teaching profession—from teacher preparation, licensing and evaluation to compensation, professional development and dismissal policy.

State of the States 2015: Evaluating Teaching, Leading and Learning, November 2015

This report presents the most comprehensive and up-to-date policy trends on how states are evaluating teachers. It also breaks new ground by providing a look at the policy landscape on principal effectiveness. Finally, this report examines state efforts to connect the dots – that is, use the results of evaluations to better inform practice and make decisions of consequence for teachers in the 50 states and the District of Columbia.

Nat'l Center on Teacher Quality OK University Report

NATIONAL RANK	UNIVERSITY
27	Northwestern Oklahoma State University
40	Oklahoma Baptist University
97	Oklahoma State University
97	University of Oklahoma
117	University of Science and Arts of Oklahoma
165	University of Central Oklahoma
229	East Central University
260	Langston University
312	Southeastern Oklahoma State University
345	Oklahoma Panhandle State University
394	Oral Roberts University
41	Northeastern State University SpEd
Not Reported	Northeastern State University
Not Reported	Cameron University
Not Reported	Southwestern Oklahoma State University
Data insufficient	Southern Nazarene University
Data insufficient	University of Tulsa

Charlene Larimore, Ph.D.

Assistant Superintendent

Derby PS, Derby KS

- ❖ Derby PS has 6 year partnership with Payne Education Center
- ❖ Harvard study just completed
- ❖ Take Flight/Therapy model
- ❖ ALTA certified reading therapists (CALTs) in every elementary and high school (50 Total)
- ❖ Depending on need, 1-6 certified therapist per building
- ❖ Reading, writing and spelling data is significant
- ❖ Teaching students with dyslexia is a priority and is succeeding

2015-2016 State Dept. of Education Grant funded Teacher Surveys

- ❖ First Grade Foundations (FGF)
- ❖ Structured Language Basics (SLB)
- ❖ Academic Language Practitioner Certification (CALP)
- ❖ 107 total teachers trained
- ❖ 4 surveys: one every quarter

See Handouts for Data

Ardmore Public Schools

Grants/Foundation Funding

- ❖ Community partnership to create a stronger literate community
- ❖ Strong Payne trained contingent of teachers live in Ardmore
- ❖ Many children starting school poorly prepared for learning and reading
- ❖ Started 2015-2016 School Year. Continue 5+ years
- ❖ Train 1st – 3rd grade teachers in Structured Literacy at Charles Evans Elementary School
- ❖ Mentoring for teachers by onsite teachers and Payne mentor
- ❖ Train 4th & 5th teachers this month
- ❖ Starting with BOY data, Payne statistician working with Ardmore PS to collect reading performance data

Edmond Public Schools:

Reported by Nancy Goosen, Director of Special Education Services,
Edmond PS

Trinity Private School

- ❖ Trinity was founded in 1961 to teach children, not served in the public schools, with dyslexia and other learning disabilities.
- ❖ Mission Statement: Trinity provides a safe and nurturing educational experience for children with learning differences through programs designed to meet each student's specific needs.
- ❖ Every teacher of reading at Trinity is Payne trained.
- ❖ 55 years of saving the lives of students and families through Structured Multisensory (Structured Literacy) Reading Instruction

Successful Research and Evidence Based Reading Instruction

- ❖ International Dyslexia Association: Knowledge and Practice Standards for Teachers of Reading
 - See handout
- ❖ The work has been done
- ❖ Based on Research since the 1920's
- ❖ Last Functional Magnetic Resonance Brain Imaging (fMRI) proves what we know
- ❖ Screening and Assessment of 4-year olds up to 1st grade are critical
- ❖ Response to Progress Monitoring
- ❖ We have the solutions; we need cooperation

Higher Education Masters Programs

DuBard School for Language Disorders

U. of Southern Mississippi

Masters of Education in Dyslexia Therapy

Maureen K. Martin, Ph.D.

Collaboration between Dept. of Speech and Hearing Sciences and the Dept. of Curriculum Instruction and Special Education and DuBard School for Language Disorders.

- ❖ 30-semester hour program including practicum component
- ❖ IMSLEC accredited
- ❖ IDA Knowledge and Practice Standards for Teachers of Reading accredited
- ❖ On campus, online, weekend, summer instructions, supervised practicum, assessment course work
- ❖ Graduates can sit for exam to be a Certified Academic Language Therapist (CALT)
- ❖ Collaborate with other IMSLEC and ALTA certified teacher training organizations such as Payne.
 - ❖ On behalf of teacher candidates, will explore Payne collaboration with USM

Mississippi College

Masters of Education in Dyslexia Therapy

Kay Peterson, M.S.

Adjunct Faculty, Mississippi College, Dyslexia Therapy Program. CEO,
Director: LEAD: Literacy Education & Academic Development, Inc. Dallas,
TX.

- ❖ 2-year program
- ❖ 200 hours classroom instruction
- ❖ Written requirements
- ❖ 820 hours supervised clinical reading remediation instruction
- ❖ Complete 6 hours graduate electives reading, gifted, special education to complete the degree
- ❖ Onsite, online, weekends.
- ❖ IMSLEC accredited
- ❖ Is willing to collaborate with Payne and OK teacher candidates.



Midwestern State University,

Wichita Falls, TX

Masters of Special Education in Dyslexia Therapy

Master of Education Degree in Specializing in Dyslexia

Mary Wines, MSE.

- ❖ Texas recognize and serve students with dyslexia for 45 years
- ❖ Focus on degrees in special education and diagnosticians
- ❖ Collaborates with LEAD out of Dallas
- ❖ Teach and practicum with Take Flight out of L. Waites Center for Learning Disabilities for therapy training
- ❖ 2 year program; 36 hours for Special Education and Diagnostician degree
- ❖ Extensive practicum and clinical teaching hours
- ❖ Willing to collaborate with Payne, LEAD, and possibly instate tuition for close OK residents.
 - ❖ IMSLEC certified



Summary

- ❖ **Oklahoma Universities and Faculty should join others across country in providing Multisensory Structured Language training**
- ❖ **Are other options being offered to achieve change?**

“If you are a good reader, you can look at a word and you are on the express highway to reading; if you are dyslexic, that route is blocked and you have to get off and take a country road. It is circuitous and bumpy. You can get where you are going but it takes longer.

Just as a diabetic requires insulin, a person with dyslexia requires extra time.”

Dr. Sally Shaywitz
Overcoming Dyslexia, 2003

“You cannot continue to perform the same actions and expect a different outcome.”

Dr. Reid Lyon
Director of the *National Reading Panel Study*
NIH, 2000

**Thank you for your attention and your
commitment to literacy and learning for all
students.**



No child should struggle to read.