

Oregon Department of Education
Dyslexia Advisory Council
April 26, 2016 ~ 1:00 - 4:00 p.m.
Oregon State Library Room 103
250 Winter St. NE, Salem, OR

X	Carrie Thomas Beck		Lori Sattenspiel	X	Emma Lee Demianew	online	Christine Culverwell
X	Jennifer Cappalonga	X	Aaron Cooke	X	Jason Small	X	Colt Gill
X	Diana Sticker	X	Liliana Jimenez	X	Lisa Darnold	online	Stephanie Ewing
X	Betsy Ramsey	X	Rhonda Erstrom	X	Myrna Soule	online	Tania Tong
X	Elizabeth Israel-Davis	X	Amy Frazee Johnson	X	Alicia Roberts Frank		
X	Jennifer Larsen	X	Colleen McCombs		Paula Kinney	X	Barbara Conreux
X	Kathy Helgesen	X	Rinda Montgomery		David Putnam		
X	Beth Harn	X	Cathy Wyrick	X	Ronda Fritz		
online	Judith Brizendine	X	Lynetta Weswig	X	Chris Demianew		
X	George Winterscheid	X	Kara Williams	X	Alishia Anderson		

Agenda Item	Discussion	Action
<p><i>Welcome</i></p> <ul style="list-style-type: none"> • <i>Introduction of Members Not Present on 3.15.16</i> • <i>Today's Meeting Objectives</i> 	<p>Carrie Thomas Beck introduced council members who were not able to attend in person at the 3.15.16 meeting.</p> <p>Carrie Thomas Beck presented the objectives for the meeting:</p> <ol style="list-style-type: none"> 1. Provide feedback on report of ODAC Measurement Group. 2. Provide input on how to screen for family history of reading difficulties. 3. Provide input on parent notification. 4. Provide input on next steps (intervention/ additional screening) for those students who are identified as showing risk factors in the initial screening. 5. Review definitions of dyslexia from other states and provide input on definition to include in Oregon OARs. 	
<p><i>Implementation Timeline</i></p>	<p>Carrie Thomas Beck presented an updated timeline for the Initial Planning Phase. The initial planning phase includes four large group ODAC meetings (March 15, April 26, June 1, and August, 3 of 2016). A measurement work group and training work group will meet regularly in between the large-group meetings. The timeline included specific tasks for ODAC to complete at each meeting in order to be on track to complete a report on the plan to the legislature by September 15, 2016. Carrie also shared the schedule for State Board of Education meetings in the fall. The Board will meet in October and December of 2016. ODAC will need to have all OARs drafted and ready to present to the Board for a first reading by October 3, 2016 when dockets are due. It is likely that the Board will require a second reading of the OARs at the December meeting. Once OARs are approved, the Department can release a list of training opportunities for teachers. The list is likely to be released in mid-December with training opportunities beginning as early as January 1, 2017.</p>	

<p><i>Screening Requirements</i></p> <ul style="list-style-type: none"> • <i>Review of Requirements of Plan</i> • <i>Summary of Feedback from 3.15.16 Meeting</i> • <i>Report from ODAC Measurement Work Group</i> • <i>Opportunity for Feedback</i> • <i>Family History of Reading Difficulties</i> 	<p>Carrie Thomas Beck provided a review of the requirements of the plan due to the legislature in September. She also shared a summary of the input on screening questions that ODAC members provided at the initial meeting.</p> <p>Carrie Thomas Beck presented a report from the ODAC Measurement Work Group which included a recommendation to establish the following criteria for districts to select screening instruments: predictive validity, classification accuracy, and norm-referenced scoring. Many Oregon districts already administer DIBELS, DIBELS Next, easyCBM, or AIMSweb as universal screening measures. These measures include screening for phonological awareness and letter/sound correspondence and meet the criteria as outlined. The work group recommended the use of RAN measures that do not use letter names as stimuli. Color naming was the suggested format. Measures such as the CTOPP-2, RAN/RAS, and PAR meet the criteria, but are more expensive. The work group will be gathering information regarding the possible use of a more informal RAN screener such as the Arkansas Rapid Naming Screener as a less expensive option. The larger group was supportive of these recommendations.</p> <p>The group then discussed how to screen for a family history of reading difficulties. Members suggested providing a few sentences with background information to explain why the question was being asked. Questions should focus on family history of reading difficulties vs. student characteristics. The group recommended starting with a question such as, "Is there anyone in the family who has struggled with reading? Spelling? Writing?" Members agreed that including the question(s) as part of school registration should reach all students. The possibility of providing districts with other options such as face-to-face meetings (during conferences) to ask the question was discussed. There was not consensus regarding whether or not to use the term dyslexia in the question(s).</p>	
<p><i>What Happens After Initial Screening?</i></p> <ul style="list-style-type: none"> • <i>Parent Notification</i> • <i>Plan for Intervention and Additional Screening</i> 	<p>The group discussed how to best provide notification to parents of students who were identified as being at risk in the initial screening. Members suggested utilizing the notification systems currently in place through Rtl models as a mechanism for notifying parents. This may include a general letter explaining the Rtl process to all parents followed by a letter specifically for parents of students who are identified as at risk through screening, as well as additional notification for the need for Tier 3 intervention. The group suggested providing sample letters to districts along with a bulleted list of what should be included in the notification. Including wording such as "could indicate dyslexia" was discussed. The group considered the frequency of notification, given the typical model in districts for universal screening three times per year. Members agreed it was important that the notification process blend into existing school practices/culture.</p>	

	<p>The group discussed next steps for intervention and additional screening when a student was identified as being at risk during the initial screening. Carrie Thomas Beck shared information regarding other states' models of serving students with dyslexia. In general, states choose one of two routes:</p> <ol style="list-style-type: none"> 1. Identification and initial dyslexia-specific intervention through general education as part of the Rtl process; or 2. Identification and dyslexia-specific intervention provided through special education evaluation and services. <p>The group concurred that providing support through the Rtl model in general education was the preferred model.</p>	
<p><i>Oregon's Definition of Dyslexia</i></p> <ul style="list-style-type: none"> • <i>Definitions Used in Other States</i> • <i>Definition for Oregon's OARs</i> 	<p>Carrie Thomas Beck asked council members to review the document that summarized definitions of dyslexia used in 24 other states, to read the IDA definition of dyslexia provided in the Powerpoint presentation, and send Carrie thoughts on components of a definition of dyslexia that should be included in Oregon's Administrative Rules.</p>	<p>Council members should review definitions of dyslexia and email Carrie Thomas Beck with recommendations on components to include in a definition for the OARs.</p>
<p><i>Wrap-Up and Next Steps</i></p> <ul style="list-style-type: none"> • <i>Training Work Group Sign-Up</i> • <i>Updated ODAC Contact List</i> • <i>Expense Forms/Sub Reimbursement</i> • <i>Next ODAC Meeting</i> 	<p>Carrie Thomas Beck asked members who were interested to sign up for the training work group.</p> <p>Carrie Thomas Beck shared that the ODAC Contact List had been updated/corrected and that the most recent version was posted on the Google Site for the meeting.</p> <p>Carrie Thomas Beck asked members to submit completed expense forms to Barbara Conreaux at ODE. Members who required substitutes to attend the meeting were asked to have districts send an invoice to Barbara Conreaux.</p> <p>Carrie Thomas Beck reminded members that the next large-group ODAC meeting was scheduled for Wednesday, June 1st from 1 to 4 p.m. The group will meet in Basement A of the Public Service Building in Salem for the June meeting.</p>	<p>Members who are interested in participating as a member of the training work group should sign-up on the bottom of the Meeting Notes on the Google Site or ask Carrie to sign them up.</p> <p>Carrie Thomas Beck will send out a Doodle Poll to schedule the first training group meeting.</p> <p>Council members should submit expense forms along with their invitation letter to Barbara Conreaux at ODE.</p> <p>Council Members who are teachers should have districts send an invoice for substitutes to Barbara Conreaux at ODE to process.</p>