



# California Department of Education

## Dyslexia Guidelines

Frederick Douglass

*"Once You Learn to Read,  
You Will Be Forever Free."*

**CALIFORNIA DEPARTMENT OF EDUCATION**

Tom Torlakson, State Superintendent of Public Instruction



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Overall Purpose

The overall purpose of the Dyslexia Work Group is to assist the California Department of Education in developing program guidelines for dyslexia to be used to assist regular and special education teachers and parents to identify and assess pupils with dyslexia and to plan, provide, evaluate, and improve educational services to pupils with dyslexia (AB 1369; EC 56335(a)).



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# The Guidelines Are Not Law

Please note that the guidance in the Dyslexia Guidelines is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced in the guidelines, the document is exemplary, and compliance with it is not mandatory.

- The guidelines must be completed in time for use no later than the beginning of the 2017-18 academic year. To be published on CDE website August 2017.



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## However.....

*It isn't about what we put in the "box". It's about our willingness to provide effective instruction to meet the needs of struggling readers.*



*“Resilient, powerful new beliefs—the kinds of beliefs that transform the way we think about how children are treated in schools, for example, are shaped by people engaging in behaviors or practices that are deeply unfamiliar to them.”*

Richard Elmore

*“I used to think...but now I think.”*



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# Dyslexia Guidelines

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# Effective Approaches for Teaching Students with Dyslexia

*California Education Code* Section 56335(a) defines educational services for students with dyslexia as follows: "... 'educational services' means an...

- ✓ **evidence-based,**
- ✓ **multisensory,**
- ✓ **direct,**
- ✓ **explicit,**
- ✓ **structured,**
- ✓ **and sequential** approach to instructing pupils who have dyslexia."



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# Effective Instruction for Students with Dyslexia Should Include:

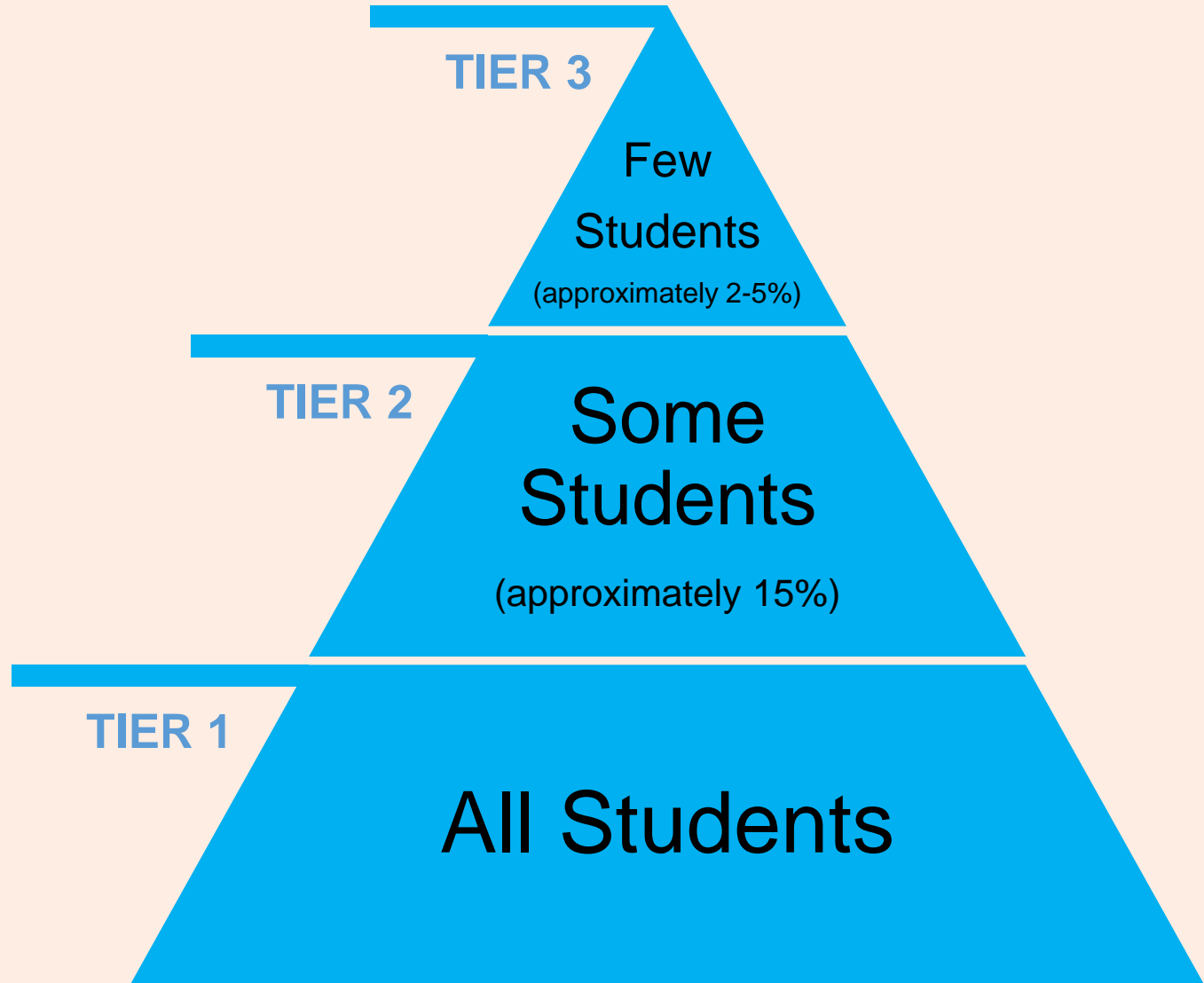
- Phonological awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



# Multi-Tiered System of Supports: Students with Dyslexia and Other Struggling Readers



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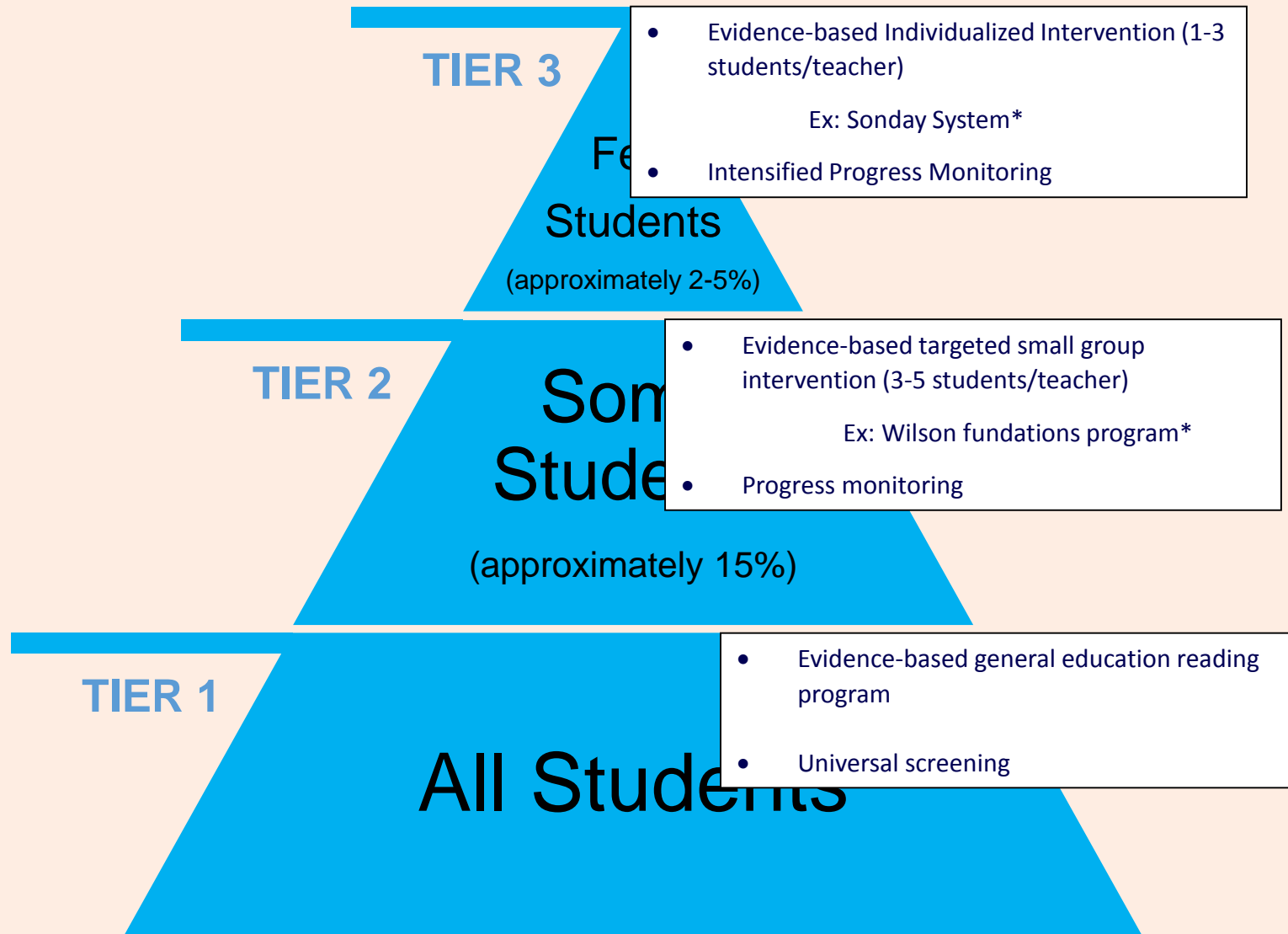




# Multi-Tiered System of Supports: Students with Dyslexia and Other Struggling Readers



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\* CDE does not endorse any specific reading intervention.



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# What to say...

- It's ok to say the “d-word!” Even OSEP agrees!

# What not to say...

- We are going to wait until CDE releases the guidelines.
- Dyslexia is a medical condition and school staff don't assess for medical conditions.
- Dyslexia isn't real.
- Dyslexia doesn't appear in California Education Code.



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# Questions to Consider

- Assessments selected: what do they assess?
  - Phonological processing?
- Curriculum selected: does it meet these criteria:
  - Evidence based?
  - Multisensory?
  - Direct?
  - Explicit?
  - Structured?
  - Sequential?



# Now What?



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- Don't wait until August. Be strategic in your planning!
- Call us or reach out to an LEA or SELPA that has done some of this already (we can create a listserve for SELPA if interested).
- Think about the following:
  - What screeners could your staff use?
  - What assessments could your staff use?
  - What interventions could your staff use?
  - What type of progress monitoring?
  - How will instruction be adjusted based on results from progress monitoring?





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