



BRANCHING MINDS

Identifying and Supporting **Dyslexia
Within an **MTSS** Practice**

WEBINAR



BRANCHING MINDS

WELCOME!

- Please share your **role** and **location** in the chat box!
- This is a webinar format - your camera and mic are off.
- Please interact using chat and Q&A.
- The webinar recording, slides, and resources will be shared with you via email following the webinar.



BRANCHING MINDS

learning science + technology + team collaboration

TO MAKE **MTSS EFFECTIVE, EFFICIENT &
EQUITABLE**

Before we begin...



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Meet Your Presenter




Dr. Eva Dundas
Chief Academic Officer
Branching Minds




agenda

- Dyslexia—what it is and what it is not
- The science of reading and the brain
- Supporting dyslexia in an MTSS practice
- How a data system can make this work easy and effective
- Q&A and discussion



Kick-Off
Question:
Tell us in the chat!



What is
dyslexia?

What Dyslexia Is **NOT**



Related to general intelligence or aptitude



A byproduct of unmotivated readers



A medical diagnosis



An inability to comprehend higher meaning of text



A visual processing or visual memory disorder

What Dyslexia IS



A profound difficulty in developing foundational reading skills



A genetic neurodevelopmental disorder



Sometimes a byproduct of a lack of educational opportunity/
appropriate literacy instruction



Helped by early identification and intervention

Science of Reading Basic Principles

Principle #1:

Reading is not natural, and learning how to read requires a *dramatic* reorganization of the brain

Principle #2:

Brain cells that “fire” together, “wire” together



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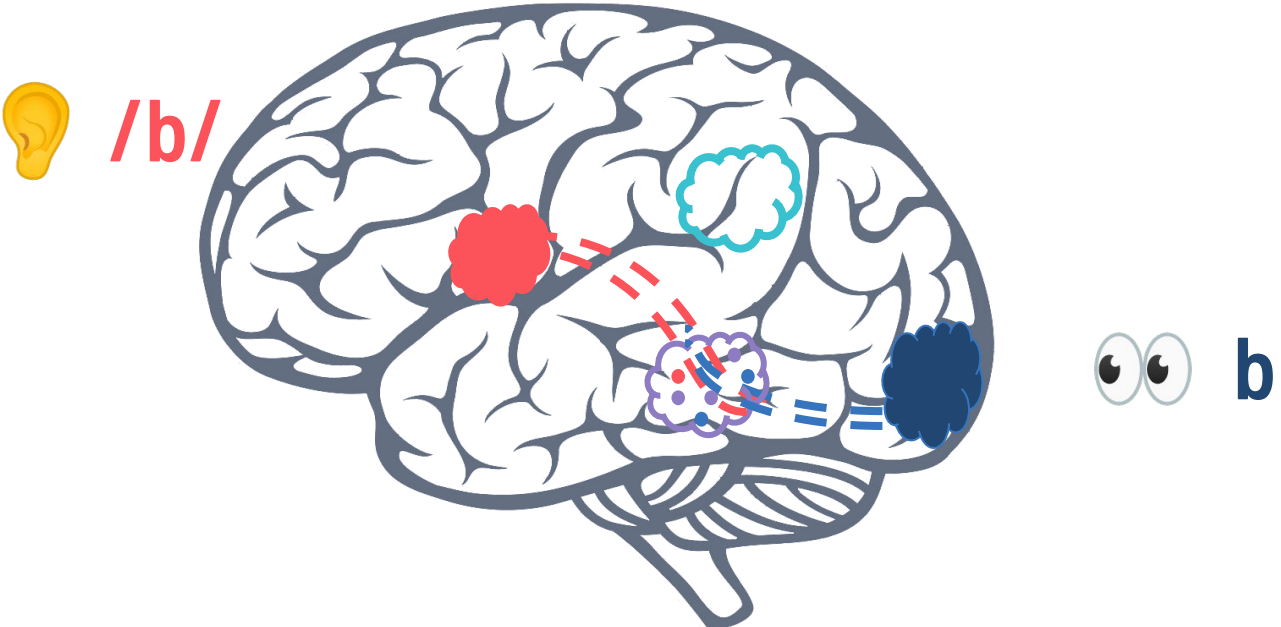
Principle #2:

Brain cells that “fire” together, “wire” together

Principle #3:

The foundation of the reading brain is built on the connections between sound (phonemes) and vision (graphemes)

Reading and the Brain



Science of Reading Basic Principles

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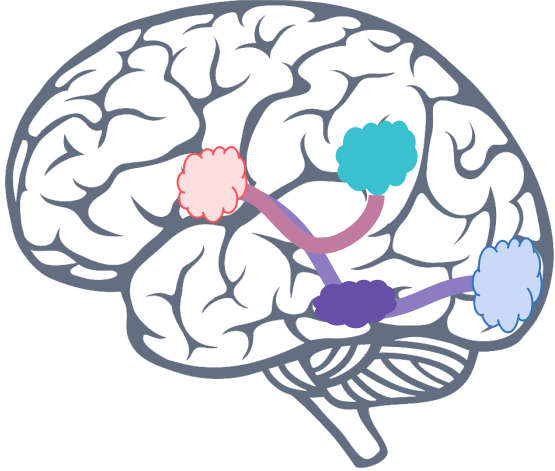
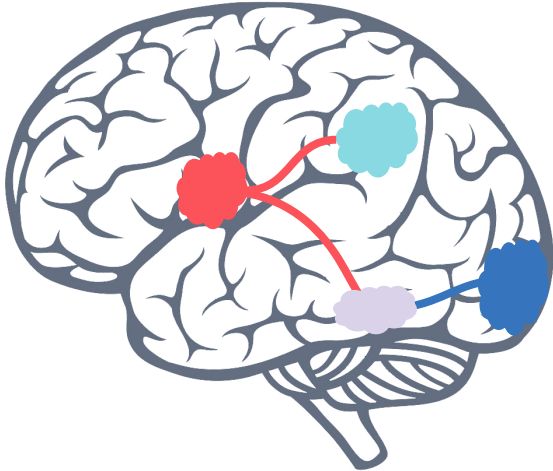
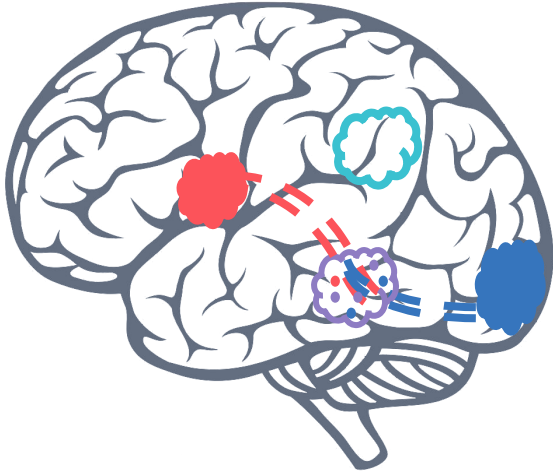
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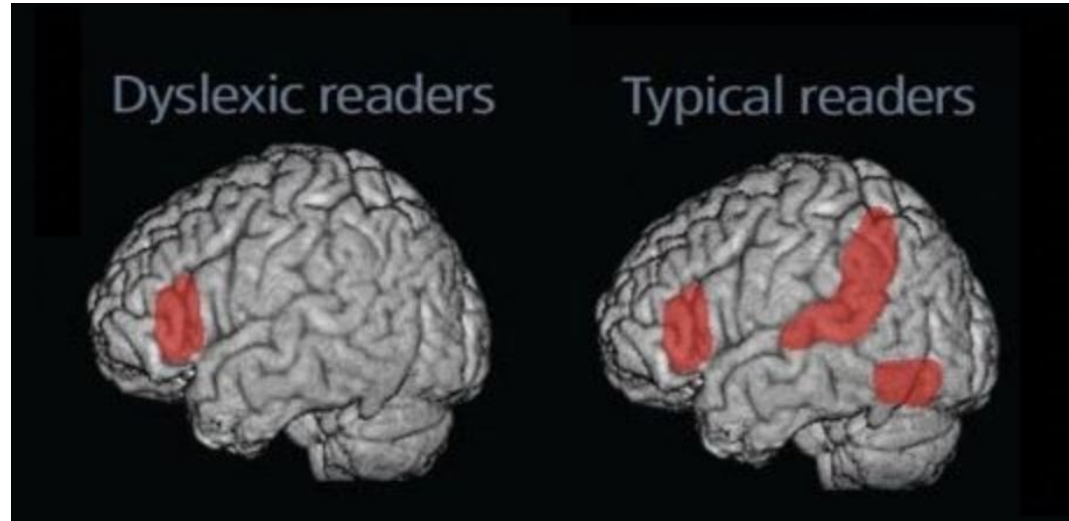
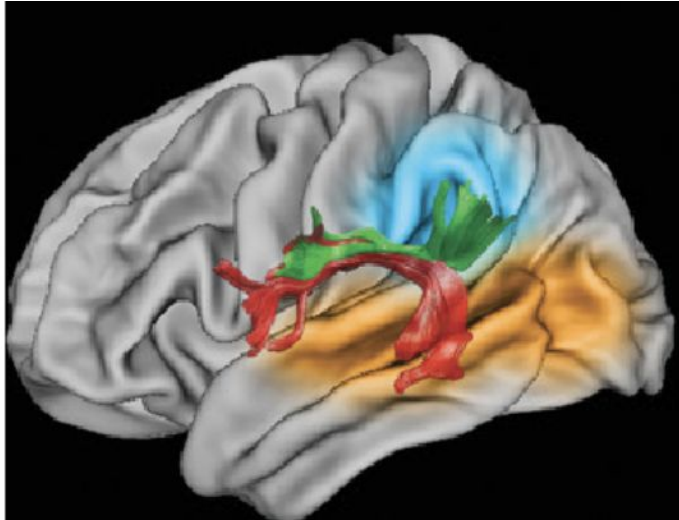
Principle #4:

Building the phoneme-grapheme bridge enables us to devote more brain resources to higher order reading skills

Reading and the Brain

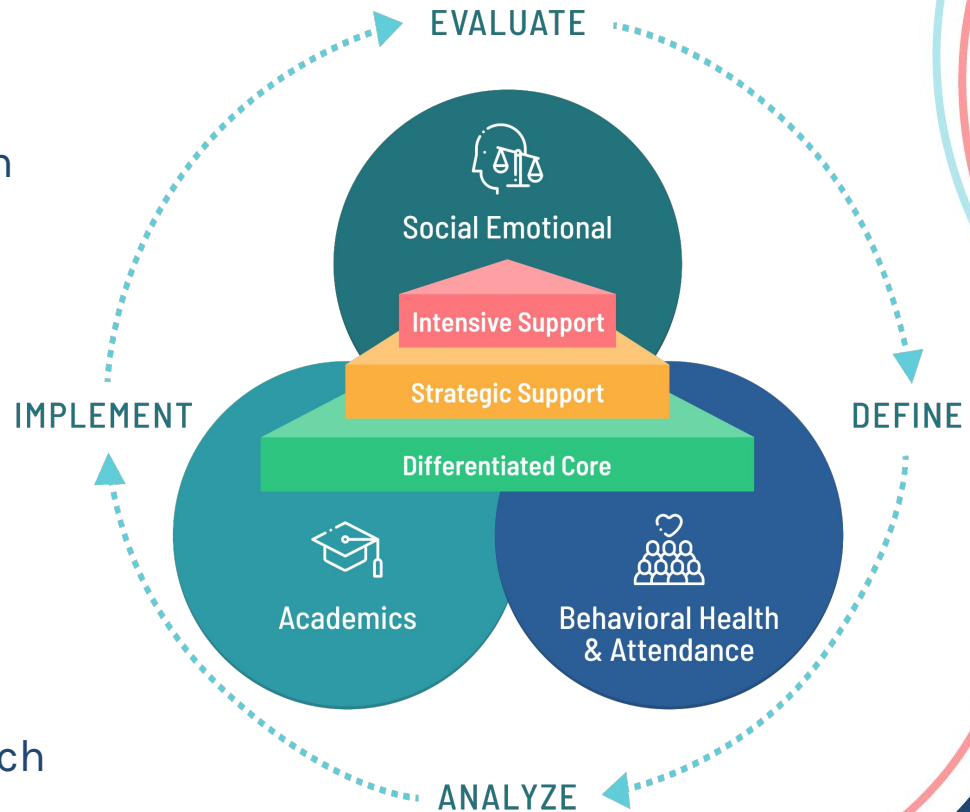


Individual differences can influence how difficult it is to build reading pathways in the brain



Supporting Dyslexia & MTSS

- Evidence-based core instruction
- Universal Screening
- Targeted Support Plans based on need
- Continual monitoring of progress
- Cyclical evaluation and adjustment of support approach



Tier 1 Instructional Approach Matters

Whole Language

Teaches reading through word study, without explicitly teaching phonics or decoding

Uses the “3 cueing system”

- Semantics
- Syntax
- Graphophonic cues

Balanced Literacy

Utilizes the same 3 cueing system as Whole Language with the addition of phonics instruction

Students use leveled readers for independent reading practice

Structured Literacy

Teaches reading guided by the evidence and research of the Science of Reading

Directly teaches decoding skills and comprehension strategies through:

- Explicit and systematic instruction
- Skill building
- Data collection

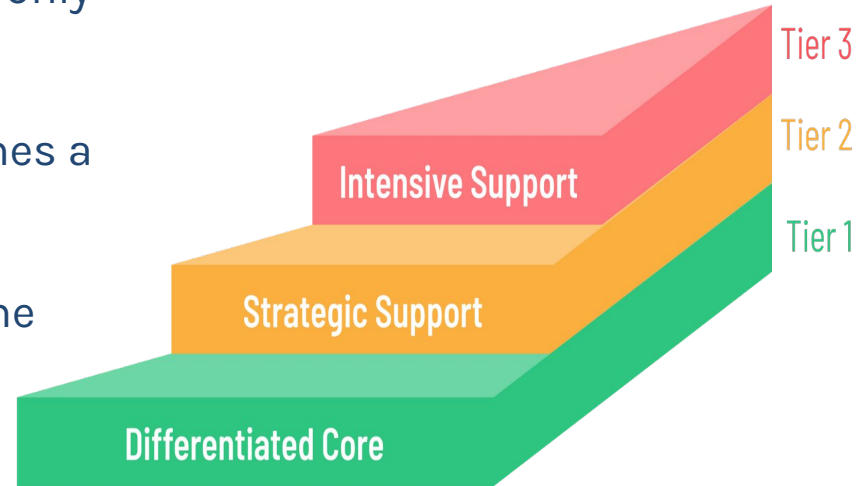
What does this mean for Tier 1 literacy instruction?

1. **Most** children will learn how to read with balanced literacy or whole language programs ***under ideal conditions*** – but those approaches are reinforcing the wrong brain networks which disproportionately affects children with dyslexia or who haven't had appropriate educational opportunities
2. Build the phoneme-grapheme bridge first – structured literacy instruction is a critical foundation for ***efficient*** and ***effective*** reading ***for ALL students***

Universal Screening Practice in MTSS

Purpose: Identify students who are at risk for not meeting grade level expectations by only receiving core instruction

- Skill-based assessment given 3 times a year
- Pre-set thresholds used to determine level of support needed



Dyslexia Screening Focuses

**Phonemic
Awareness**

**Rapid
Automatized
Naming**

**Alphabetic
Principles**

Word Reading

Identifying Students in Need of Tier 2 Support

Cohort Assessment Performance

		Fall					
<input type="checkbox"/>	Student Name	ID	Early Literacy	Initial Sounds	Letter Naming Fluency	Letter Word Sounds Fluency	Phoneme Segmentation ▲
<input type="checkbox"/>	Son Brower	42269	55 3	21 7	69 28	75 10	1 0
<input type="checkbox"/>	Harvey Fancher	41815	42 44	57 12	14 15	20 23	1 0
<input type="checkbox"/>	Joni Healey	42214	18 15	9 5	6 49	32 2	1 0
<input type="checkbox"/>	Kiana Derosa	32401	38 17	–	40 15	90 12	1 1
<input type="checkbox"/>	Stetson Chin	42099	1 35	69 11	37 26	–	3 8
<input type="checkbox"/>	Axl Whitten	42265	12 16	–	30 2	81 31	11 23
<input type="checkbox"/>	Jarrod Dailey	42271	26 86	–	–	7 11	12 25
<input type="checkbox"/>	Bruce Salvador	42267	21 11	6 3	–	60 14	15 28
<input type="checkbox"/>	Fletcher Pattison	41842	4 46	17 12	50 48	64 13	15 29



Creating Tier 2 Support Plans

- Small group, direct explicit instruction
- Additional opportunities with structured literacy curriculum/programming
- Supplemental practice in phonemic awareness and phonics skills

The screenshot displays the 'Eva Dundas: Reading Library' interface, which is a digital platform for creating and managing support plans. The interface is organized into a grid of activity cards, each with a title, a description, and a 'Scheduled' button. A vertical sidebar on the left contains navigation icons for home, search, and other functions. The top right corner has tabs for 'Supports' and 'Assessments'. The activities shown include:

- Initial Phoneme Picture Sort**: A card with a green checkmark and a 'Scheduled' button.
- Phonemic Awareness**: A card with a yellow background, featuring a 'Game' icon and a 'Scheduled' button.
- Phoneme Challenge**: A card with a green checkmark and a 'Scheduled' button.
- Vowel Picture Sort**: A card with a yellow background, featuring an 'Activity' icon and a 'Scheduled' button.
- Fluency**: A card with a yellow background, featuring an 'Activity' icon and a 'Scheduled' button.
- Letter-Sound Dominoes**: A card with a green checkmark and a 'Scheduled' button.
- Letter Cards: Phonics**: A card with a green checkmark and a 'Scheduled' button.

Each activity card includes a 'Scheduled' button and a 'Plan Appropriate' checkmark. The interface also features a vertical sidebar with navigation icons and a top right corner with 'Supports' and 'Assessments' tabs.

Appropriate Progress Monitoring

Summary of suggested progress monitoring measures to use in K-2:

Grade	Measure
Kindergarten	Phonemic awareness measures, especially measures of phoneme segmentation
Grade 1	Fluent word recognition Nonsense word (pseudo word reading) Oral reading fluency (connected text)
Grade 2	Fluent word recognition Oral reading fluency

Sources:

<https://dyslexiaida.org/universal-screening-k-2-reading/>
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

Compare Growth to Peer Expectations



KA

Katlynn Anderson

3rd Grade (8 yrs old)



← Overview



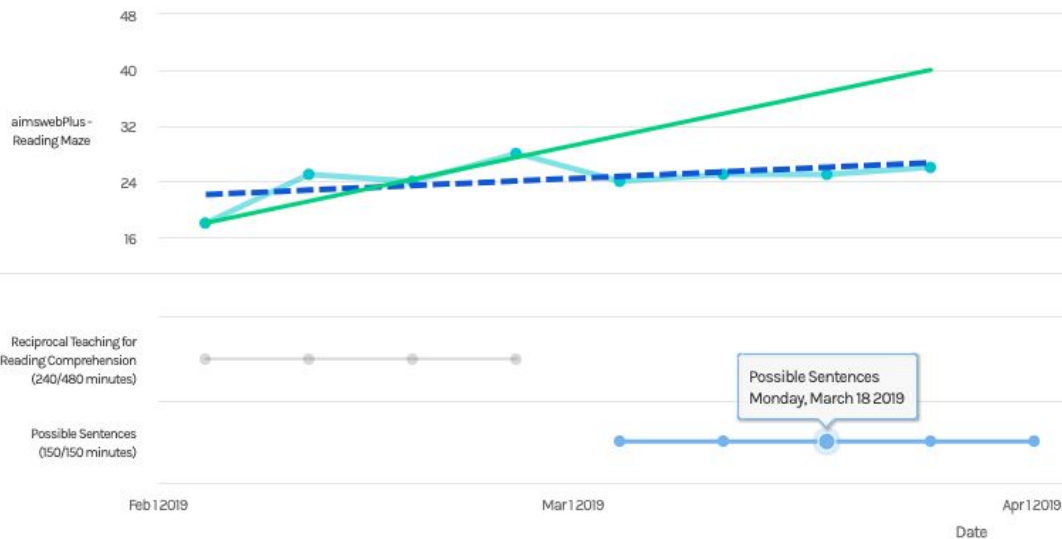
Summary

Goals & Progress Monitors



Interventions & Accommodations

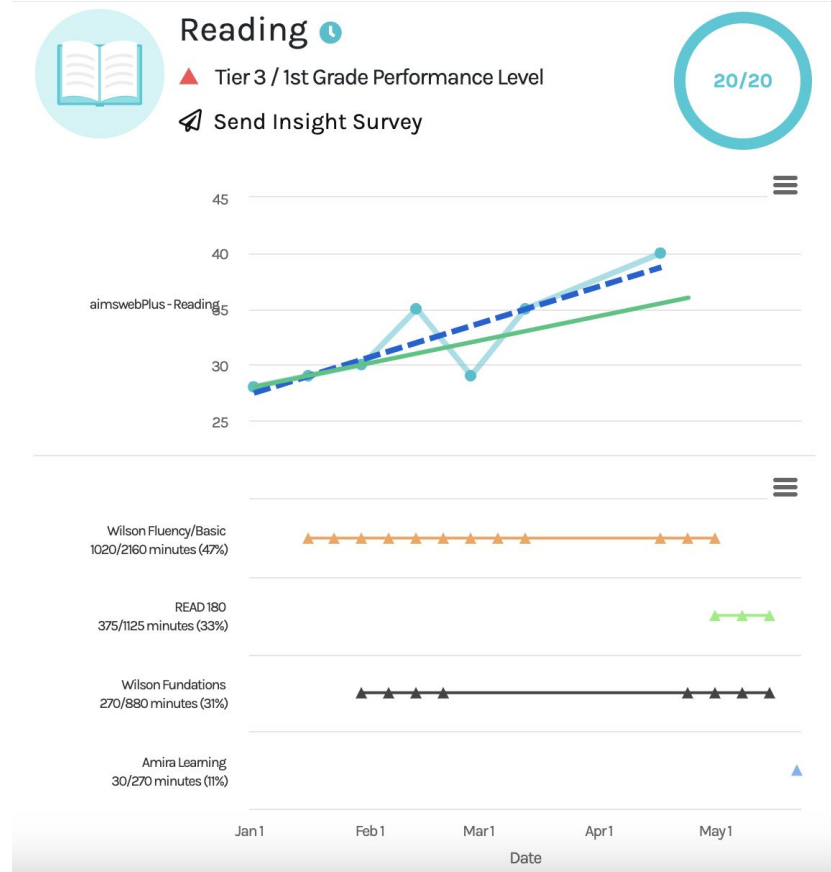
Progress Chart



Creating Tier 3 Support Plans

Intensive individualized intervention

- Additional 120 minutes per week
- Evidence-based intervention program with trained specialist
- Continual monitoring of progress evaluating word processing



Wrap-up
Question
Tell us in the chat!

What is
dyslexia?

Questions?



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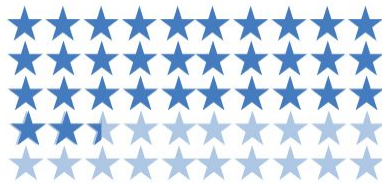
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We don't just document the work.
We help you do it with fidelity.

- ✓ Make the best practices of MTSS practicable
- ✓ Save educators time and effort
- ✓ Improve student outcomes & shrink equity gaps
- ✓ Meet compliance needs as a byproduct of supporting students holistically

1,500,000 +

Supported
Students

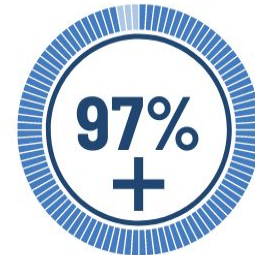


32 States



91%

Of our business
comes from
repeat clients

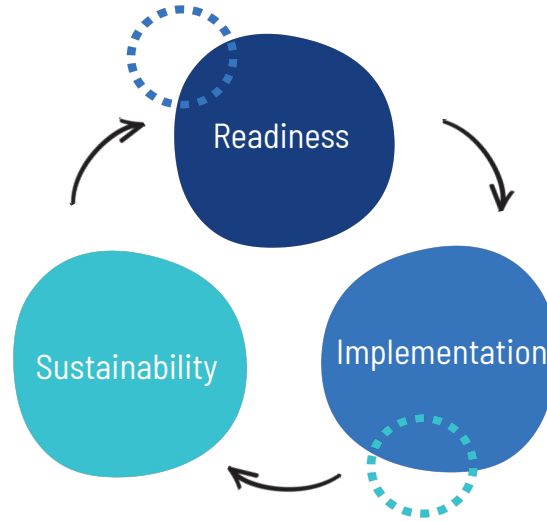


Of school and
district admins
believe that BRM
improved their
ability to support
students

Need support with your MTSS implementation & adoption?

Branching Minds can help.

Our professional learning sessions are designed to help you meet goals at every stage of implementation.



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Thank You!

rti.mtss@branchingminds.com