



# LSHSA

## Support for Language & Learning Disabilities

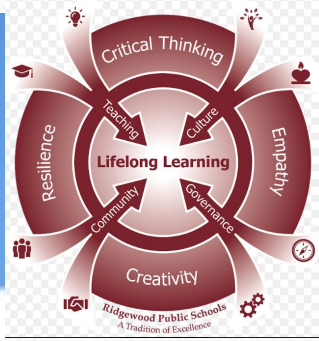
**Christie DeAraujo**

District Multisensory Reading Staff Developer

**Brianne Dobkowski**

Assistive Technology Specialist

Tuesday, February 4, 2020



## Vision 2019-2020:

*To model dignity and empathy while providing support to students with special needs in recognizing and using their abilities, skills, and strengths to foster independence and success as life-long learners and productive members of an inclusive community.*



# SLD & LLD

## **Specific Learning Disabilities (SLD)**

When provided with appropriate learning opportunities, children with specific learning disabilities do not achieve commensurate with age and ability level in one or more of the following areas:

**(1) Basic reading skills; (2) Reading comprehension; (3) Oral expression; (4) Listening comprehension; (5) Mathematical calculation; (6) Mathematical problem solving; (7) Written expression; and (8) Reading fluency.**

## **Language & Learning Disabilities (LLD)**

A language learning disability is a disorder that may affect the comprehension and use of spoken or written language as well as nonverbal language, such as eye contact and tone of speech, in both adults and children.

The Ridgewood Early Development (RED) Program offers a comprehensive educational experience for a child who has been identified as a preschool disabled student, ages 3-5. The areas of focus for skill development are within the social, motor, cognitive, and communication domains.



## LLD PROGRAM

# LLD PROGRAM

The **Language Learning Disabilities (LLD) Program** is designed to meet the individual needs to students with language and/or learning disabilities, such as Communication Impairment and Specific Learning Disabilities. It is a specialized program where students receive intensive interventions in the areas of language and/or learning to support all content areas based on state curriculum standards. Strategies utilized in the classroom support the development of both expressive and receptive language skills, as well as focus on the comprehension of written language.



## NOVA PROGRAM

The **Ridgewood NOVA Program** is a self-contained class designed for students who are dysregulated emotionally/behaviorally. Students' needs are met through a comprehensive system of highly-structured learning and therapeutic environments designed to ensure that students fully benefit from instruction, and learn how to make appropriate decisions and effectively solve problems. The NOVA program is designed to provide an emotionally safe and secure, structured environment with a strong student/staff ratio that provides support and preparation to enable students to function more successfully in a mainstream school setting. The program is supported by the Bergen County Special Services (BCSS) Emotional & Behavioral Disabilities Staff.



## RIDGEWOOD INTENSIVE THERAPEUTIC SUPPORTS

**Ridgewood Intensive Therapeutic Supports (RITS)** is a school-based counseling program that provides direct support to students and families. Therapists utilize a variety of effective models to develop skills and strategies to make personal growth. The program is designed to collaborate with school personnel and therapeutic services are conducted in the student's school building. The counselors are professionals experienced in youth development, therapy and case management. Currently, the district is partnered with CarePlus of NJ to provide the therapists and, therefore, parents have access the complete wrap-up care through CarePlus, a fully-licensed and accredited mental health care organization.





# LLD & Dyslexia

## Language & Learning Disabilities (LLD) & Dyslexia

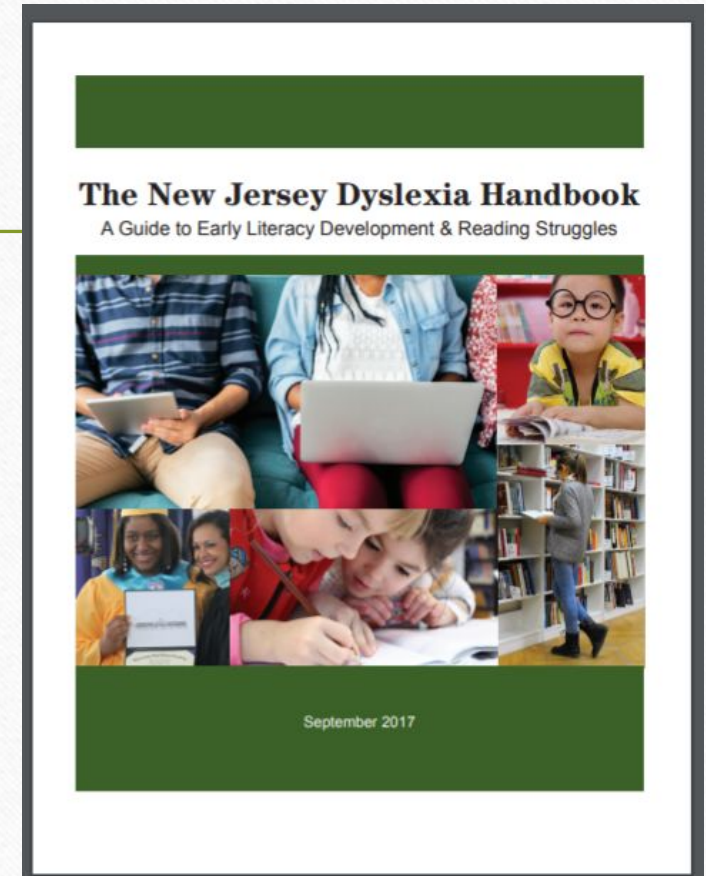
According to the National Institute of Health, at least 15% of the population has some type of learning **disability**. The most common type of learning **disability** is a language learning **disability (LLD)**, which encompasses disorders of reading, writing, and spelling.

Dyslexia is a common **language-based learning disability**. Dyslexia can affect reading fluency, decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders. The greatest difficulty those with the disorder have is with spoken and the written word.

# Early Literacy Development

---

Students with language-based learning disabilities may struggle academically because of weak language skills which can impede comprehension and communication. These students may benefit from early literacy strategies that are based in multisensory techniques.



# **Christie DeAraujo**

## **District Multisensory Reading Staff Developer**

---

### **Other Key MSR Support Personnel:**

- Brianne Dobkowski - Assistive Technology Specialist
- LDT-Cs
- MSR Instructors
- Special Education Teachers
- Education Specialists

## What is Word Study?

Word Study is taught through a multisensory approach to introduce sounds and patterns based on a developmental sequence.

### Components of a Word Study Lesson

Word Study features instruction in decoding and spelling through various multisensory experiences such as:

- Tracing sounds and words
- Writing sounds in sand
- Tapping syllables
- Finger-spelling
- Using editing strategy - COPS
- Highlighting text
- Blending drill
- Phonemic Awareness

# RIDGEWOOD PUBLIC SCHOOLS

## Word Study Overview



### Aspects of Word Study

- Direct Instruction
- Developmental Sequence
- Multisensory
- Rule-based

## Staff Development

Teachers K-3: 30 hours of Orton-Gillingham Training from the Institute for Multi-Sensory Education

## Home Connection

Parents can support their children's development at home:

Encourage your child to trace and say the sounds, or break off a familiar word parts, when reading

Support spelling by reminding your child to segment sounds or syllables on their fingers as they write

Practice reading and spelling of non-phonetic red words

When reading with your child, help them to find or discover new words with their weekly word study pattern(s) or red words



# The ABCs of MSR



**A**ctive learning


**B**ased on research

**C**omponents of language taught

**M**ultiple senses engaged

**S**tructured, sequential, success-oriented

**R**eading and spelling skills



# What is Multisensory Reading?


---

- Multisensory Reading is an **instructional approach** to teaching reading. All special education teachers can use this approach for students that require it.
  - developed to **support students who have difficulties reading and spelling**
  - also proven effective in small group and whole class instruction
  - focused on phonemic awareness, phonics, fluency, and vocabulary instruction

# Universal Screening

*“The law requires that each school district screen students who have exhibited one or more potential indicators of dyslexia or other reading disabilities, no later than the student's completion of the first semester of second grade.” NJDOE, 2014*

Multiple measures to collect data of potential indicators:  
F&P, DIBELS, PAL, etc.

  
State of New Jersey  
DEPARTMENT OF EDUCATION  
PO Box 500  
TRENTON, NJ 08625-0500

CHERI CRISTITE  
Governor

KIM GUADAGNO  
Lt. Governor

DAVID C. HEISE  
Acting Commissioner

April 15, 2014

**TO:** Chief School Administrators  
Directors of Special Education  
Administrators of a State Facility  
Administrators of a Charter School  
Administrators of an Approved Private School for Students with Disabilities  
Administrators of a College-Operated Program  
Statewide Special Education Advisory Council  
Agencies or Organizations Concerned with Special Education

**FROM:** Susan Martz, Assistant Commissioner  
Division of Student and Field Services

Tracey Severns, Chief Academic Officer  
Division of Academics

Peter Shulman, Chief Talent Officer  
Division of Teacher and Leader Effectiveness

**SUBJECT:** Update on Dyslexia Legislation

Within the past few months, three laws were enacted by the New Jersey Legislature with the goal of improving the identification and remediation of reading disabilities. The purpose of this memo is to inform district staff of the responsibilities of both the state and districts in implementing the laws.

**1. Definition of Dyslexia**  
The first law, P.L.2013, c.131, requires that the New Jersey Department of Education (NJDOE) promulgate regulations incorporating the International Dyslexia Association's definition of dyslexia into Chapter 14 of Title 6A of the Administrative Code. This will be done when Chapter 6A:14 is opened for amendment. The definition will not establish another category of disability, but will clarify the term which is currently included in federal and state descriptions of learning disabilities. The definition of dyslexia that school districts should be utilizing is as follows:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and

www.nj.gov/education  
New Jersey is An Equal Opportunity Employer • Printed on Recycled and Recyclable Paper

# MSR Interventions: When are they needed?

---

## Kindergarten - Grade 2:

- MSR strategies embedded in replacement reading instruction

## Grade 3+ Students who are struggling to decode:

- Use variety of measures to determine areas of need (CST assessments, Gallistel-Ellis Test of Coding Skills, Phonological Awareness Profile (PAP), running records)
- Design MSR interventions to meet the student's needs



# Components of MSR

Targeted instruction in basic reading and spelling skills through a multisensory structured-language approach

---

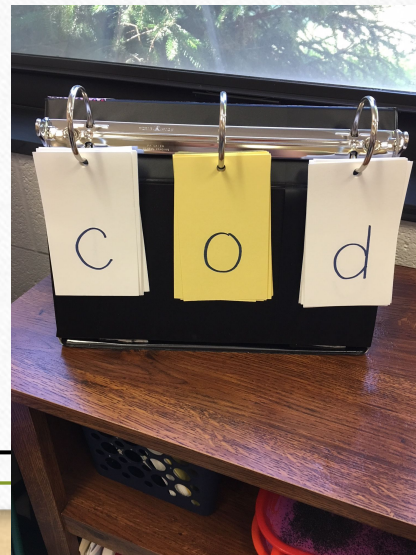
What is taught? Language	How is Language taught in MSR?
<ul style="list-style-type: none"><li>● speech sound system (<b>phonology</b>)</li><li>● sound/symbol association, the writing system (<b>orthography</b>)</li><li>● structure of sentences (<b>syntax</b>)</li><li>● meaningful parts of word (<b>morphology</b>)</li><li>● relationships among words (<b>semantics</b>)</li></ul>	<ul style="list-style-type: none"><li>● driven by student's individual goals</li><li>● intensive direct/explicit instruction</li><li>● systematic/sequential based on student's needs</li><li>● multisensory</li><li>● cumulative</li><li>● extensive review</li><li>● focused on gaining independence</li></ul>

# MSR Lesson Components

## Kindergarten - Grade 5

Reading of Sounds  
Spelling of Sounds (Auditory)  
Phonemic Awareness or Morphological Awareness  
Blending Sounds  
Words for Oral Reading  
Spelling Dictation of Words and Sentences  
New Material  
Red Words  
Connected Text

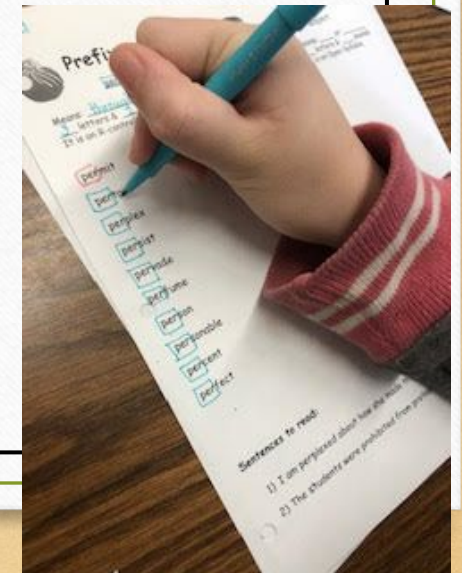
As needed:  
Fluency Activities



## Grade 6 - Grade 12

Reading of Sounds  
Spelling of Sounds (Auditory)  
Morphological Awareness  
Words for Oral Reading  
Spelling Dictation of Words and Sentences  
New Material  
Red Words  
Connected Text

As needed:  
Blending Sounds  
Phonemic Awareness  
Fluency Activities



# Spectrum of Supports Based on Needs

---

- Multisensory Reading Class: Direct Instruction
- Multisensory Reading Consultation: Support for Educational Staff to Support Students
- Staff Development: General and Special Education
- Coordination and Planning



# Supports for Reading & Written Language

---

- Language Arts
  - Explicit/direct instruction of grammar and mechanics
- MSR Consultation Model
  - focused on generalization of decoding and encoding skills





# Assistive Technology (AT)

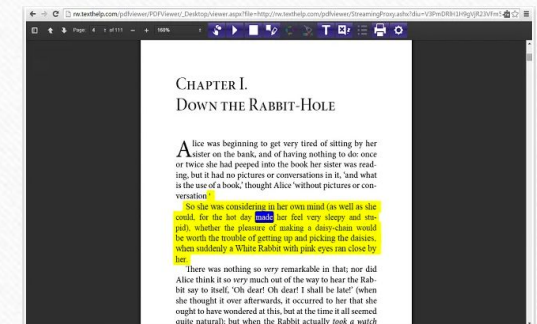
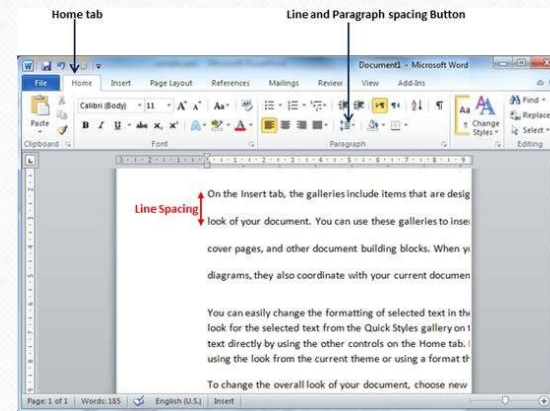
---

Any tool or modification that allows a student to complete a required task that they could not otherwise complete.

Ranges from no and low tech to high tech options

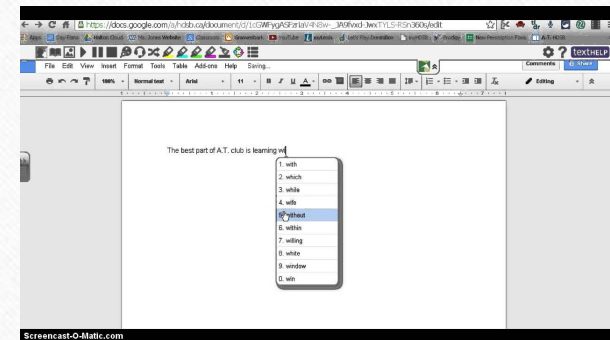
# AT for Reading

- Predictable books
- Reading Guides/Highlighters
- Changes in text (size, spacing, font) / Magnifiers
- Symbolated text
- Electronic dictionaries
- Leveled Text
- Audiobooks, Read-a-longs
- Text to Speech
- Optical Character Recognition (OCR)



# AT for Writing Composition

- Word cards/book/wall
- Dictionaries/thesaurus
- Writing templates/outlines
- Spell checker/grammar checker
- Word prediction
- Speech to Text





read&write



# Types of AT Services

---

- Staff Training
- Consultations
- Whole Class Trainings
- Individual Student Trainings



# Summer MSR Program

---



- Grades K-12
- Held at Ridge School and Ridgewood High School (RHS)
- Extended School Year program for students with IEPs
- Goal: To support students with multisensory reading services in order to maintain skills and limit the length of recoupment next school year

# Upcoming FDU Cohort

---



**FAIRLEIGH  
DICKINSON  
UNIVERSITY**

*Thank you!*