

FOURTH ANNUAL



# Ohio Family Engagement

— LEADERSHIP SUMMIT —

Setting the Table Together:

**JOY** and  
**POWER** in  
**PARTNERSHIPS**

SEPTEMBER 22,  
**2023**

Hosted by the Ohio Statewide  
Family Engagement Center



**THE OHIO STATE UNIVERSITY**

CENTER ON EDUCATION AND  
TRAINING FOR EMPLOYMENT

# WELCOME!

This event will start shortly. In the meantime,  
visit us at [OhioFamiliesEngage.osu.edu](https://OhioFamiliesEngage.osu.edu)

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Ohio Statewide

**Family Engagement Center**

**Professional Learning** — at The Ohio State University

# Communicating with Families about Dyslexia

## Two Ohio District Examples

# Your Story



Share in the chat your connection to dyslexia.

Personal experience?

Family/friend with dyslexia?

Professional role supporting students/families?

General interest?



# Presenters



**Erica Kaufmann**

Educational Service Center of  
Lorain County, OH  
Literacy Specialist  
Mother of Child with Dyslexia



**Kristy Tucker**

Ashland City Schools, OH  
Dyslexia Therapist



**Meredith Wellman**

Ohio Statewide Family  
Engagement Center  
Program Manager



# Learning Objectives

- ✓ I can explain legal and ethical reasons why Ohio schools are screening students for dyslexia and communicating more about it with families
- ✓ I can access examples and templates for family-school communications related to dyslexia
- ✓ I'm able to apply general criteria to my communications to understand if they are “trust-building”



# What is dyslexia?

## Definition

- “a specific learning disorder that is neurological in origin and that is characterized by **unexpected** difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities **not consistent with the person’s intelligence**, motivation, and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language”

## Prevalence

- The percentage of students experiencing *characteristics of dyslexia* is reported as high as 15%-20% (Elliott & Grigorenko, 2014; Fletcher, et al., 2019; Odegard, et al. 2020).
- Dyslexia exists on a continuum

MILD

MODERATE

PROFOUND



# Ohio Dyslexia Laws

- Staff professional development
- Screenings
- Instructional support in classrooms
- School-Family Communication





# Ohio District Examples





# Ashland City School **District**

**Kristy Tucker**

Dyslexia Therapist

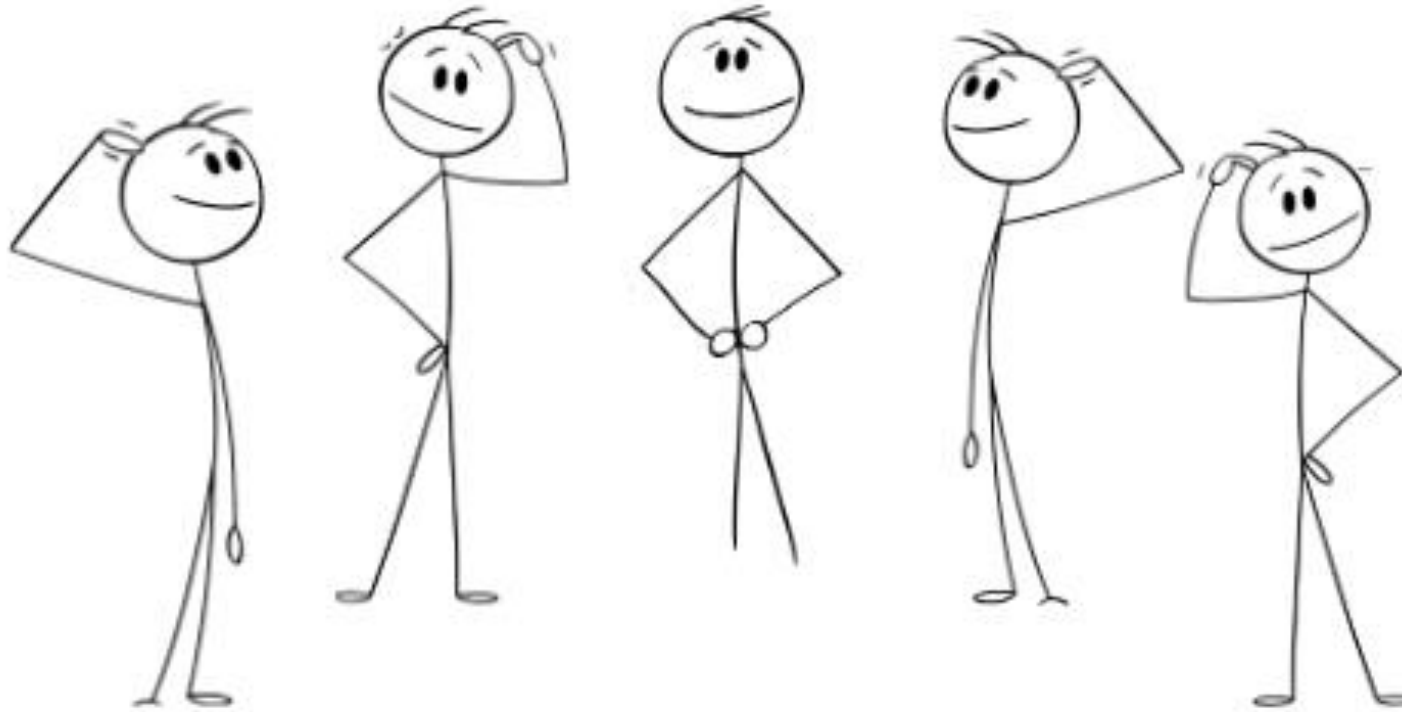






# Who?

Uh... Which one of you  
has Dyslexia?



# Why assess so early?

kindergarten



## STAGES OF WORD READING DEVELOPMENT

### PRE-ALPHABETIC PHASE

1

- Know general print concepts
- Recognizes incidental features of words
- No letter-sound knowledge

LOOK

### PARTIAL ALPHABETIC PHASE

- Has some letter-sound knowledge
- Early phonological and phonemic skills (hearing and identifying syllables and some letter sounds in the word)

2

spent  
/s/ /e/ /t/

### FULL ALPHABETIC PHASE

- some automatic word recognition
- uses letter-sound knowledge
- Basic phonemic awareness (segmenting and blending words with 3-4 sounds)

3

blank  
/b/ /l/ /a/ /n/ /k/

### CONSOLIDATED ALPHABETIC PHASE

- Continue to develop automatic word recognition
- Use word families, syllable patterns and morpheme knowledge to read words
- Demonstrates advanced phonemic awareness skills (deletion, substitutions, reversal of phonemes)

4

carpenter  
/car/ /pen/ /ter/

## Common Risk Factors for Dyslexia

The following is a list of some common traits of dyslexia. Students who have difficulties with the skills below do not necessarily have dyslexia, however, they will benefit from a structured literacy approach and intervention.

Difficulty with:

- retrieving words when speaking
- learning letter names, colors, numbers, days of the week
- making expected progress despite effective instruction over a long period of time
- learning the relationship between sounds and letters
- recognizing, producing, and working with individual sounds in spoken words
- reading out loud
- spelling
- handwriting
- organizing written and spoken language

### More Information

ReadingRockets.org  
DyslexiaIDA.org



## Growing PreK-3 Readers

Parent Guide to Ashland City Schools Commitment to Reading Development

Scan for Audio Recording



Notice QR Code to have it read aloud.

# Ashland City School District's Work

Pamphlet designed by Literacy Coach  
Jonlyn Hartzler

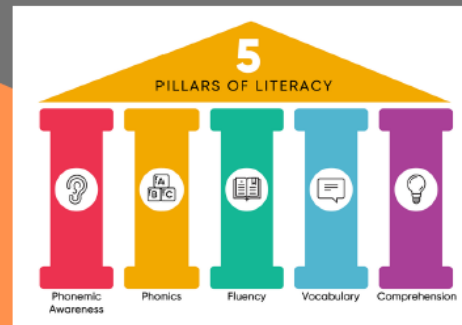


## Snapshot of the Science of Reading

The Science of Reading is based on hundreds of thousands of research studies by educators, speech and language specialists, psychologists, neurologists, and more.

The Science of Reading gives focus to these 5 essential areas of literacy, which are also referred to as the 5 pillars of literacy.

- **Phonological Awareness**- is the ability to notice the sound structure of spoken words
- **Phonics**- a system for approaching reading that focuses on the relationship between letters and sounds
- **Fluency**- the ability to read a text quickly, accurately, and with proper expression
- **Vocabulary**- the knowledge of words and word meanings
- **Comprehension**- phonological awareness, phonics, fluency, and vocabulary all lead to comprehension, the ability to derive meaning from a text



## Structured Literacy

Ashland City Schools is committed to provide all students with instruction using a Structured Literacy approach. In accordance with state law our teachers have been trained in structured literacy practices.

A structured literacy approach includes:

- A specific order is followed to teach skills, beginning with simple to more complex skills.
- Teacher directed instruction focuses on the skills that students need to know to go from speech to print through the use of corrective feedback and modeling, along with teacher supported and independent student practice.
- Structured literacy includes systematic practice, review, and correction of errors as students learn their new skills.
- Structured literacy teaching will begin in early childhood and continue through high school. Listening, speaking, reading, and writing are paired with one another to teach reading skills.

## Evidence Based Intervention

The National Reading Panel identified five key components of an effective reading intervention program: phonemic awareness, systematic phonics, fluency, vocabulary, and comprehension instruction.

Our evidence based intervention will include the following practices:

### Systematic and Cumulative:

- the organization of material follows the logical order
- begins with the easiest and most basic concepts and progresses to more difficult concepts and elements
- each step must be based on concepts previously learned

### Explicit Instruction:

- purposeful teaching of all concepts with continuous student-teacher interaction

### Diagnostic Teaching:

- the instruction is based on targeted and continuous assessment
- the instruction meets a student's needs
- the content presented must be mastered to the degree of automaticity

### Multi-Sensory:

- more than one sense is used during teaching/learning (seeing, hearing, doing, touching)



# Inside information

Pamphlet designed by Literacy Coach  
Jonlyn Hartzler





# Sample Parent Letter

September 22, 2023

Dear Parent or Guardian of \_\_\_\_\_,

Each year, in first through third grade we screen all students' literacy skills in the fall, winter, and spring using mCLASS Dibels 8. This assessment is required for all students in order to understand their reading skills and to see if they are at risk for reading difficulties. After analyzing the results, we completed additional assessments to narrow down areas that your child may struggle with to help us design our instruction.

Your child's scores are listed below as well as on the included mCLASS Home Connect paper. Currently the scores indicate that your child could be at risk for reading difficulties, including dyslexia.

	<u>Student's Score</u>	<u>Mastery Score</u>
Zgonc Phonemic Awareness	_____	_____
CORE Phonics Survey	_____	_____

We use these results, along with teacher observations and other diagnostic assessments to help guide and tailor instruction. Teachers will provide structured literacy instruction for your child's needs and share information about your child's progress during parent-teacher conferences.

Additional information can be found through the QR below as well as the included documents. Thank you for your partnership to support your child's development to read, write and spell. Please reach out to your child's teacher for additional information that may be helpful or if you have any questions.

Sincerely,  
Ashland City Schools





AMHERST EXEMPTED VILLAGE SCHOOLS

## Erica Kaufmann

Formerly at Amherst Exempted Village Schools

Now at Educational Service Center of Lorain County, OH

Literacy Specialist

Mother of Child with Dyslexia



# Amherst School District's Work

## A PARENTS GUIDE TO ACADIENCE



### What is Acadience?

Acadience is a Universal Screener that consists of several short tests given to children in order to screen and monitor their progress in learning necessary skills required to become successful readers.

### What is a Universal Screener?

A universal screener is an assessment that helps teachers identify students who are at risk for not meeting grade-level learning goals. Universal Screeners are given at the beginning, middle, and end of the school year.



### Timed Format

All Acadience measures are timed, with most taking only one minute. The reason for the timing is to find out if a child is able to answer the questions or read the words correctly. Having these basic reading skills at the automatic level allows children to focus on understanding the meaning of what they are reading.



### Progress Monitoring

Students progress is measured through Acadience. Progress monitoring is completed roughly every two weeks. The one minute progress monitoring assessment allows your child's teacher to see if your child is positively responding to the interventions they are receiving.



Questions? Contact Erica Kaufmann or Breanna Garden, AESS Literacy Coaches

## More About Reading

### What is reading fluency?

Fluency is the ability to read a text accurately, quickly, and with expression. Reading fluency is important because it provides a bridge between word recognition and comprehension. (Source: Reading Rockets, Fluency)



### What is reading accuracy?

Accuracy is the ability to read without errors. It is expressed as the percentage of words read correctly of the words attempted. It also provides the teacher with insight into a student's ability to use strategies to decode unfamiliar words. If students are reading below 95% to 97% accuracy, they are struggling to make meaning from what they are reading.

### An example of reading with 80% accuracy.

The Blimbat  
My tmloydn and I were standing in line to buy xtlogms for the Blimbat. Finally, there was only one pubdrm between us and the xtlofm tmnutzq. This pubdrm made a big ampler on me. There were eight utzs all probably ord the age of 12. You could tell tures did not have a lot of willen. Their pard weer not yanker, but tures were clean. The utzs were well-behaved, all of them standing in line, two-by-two zors their potent holding zibits. Tures were telly temering about the plums, fonts, and other yoks tures would wint that noster.

### An example of reading with 90% accuracy.

The Circus  
My tmloydn and I were standing in lun to buy tickets for the circus. Finally, there was only one family between us and the cketict counter. This family made a big impression on me. There were eight cids all probably under the age of 12. You doulc tell they did not have a lot of nomey. Their pard were not yanker, but they were clean. The kids were well-behaved, all of them standing in line, two-by-two behind their parents holding nass. They were excitedly jabbering about the lown, animals, and other acts they would see that night.



Supporting families  
with interpreting  
Acadience  
Assessment results.



# Region 2 Literacy Leaders Network

The Literacy Leaders Network was comprised of regional literacy leaders within Region 2. This network is facilitated by State Support Team Region 2 and the Educational Service Center of Lorain County

The Literacy Leaders Network came together to collaborate, create, and generously share documents for the purpose of communicating with parents and families in alignment with Ohio Dyslexia Guidebook.

The goal of the documents is for districts is to be able to use the templates available to customize them appropriately for their district.

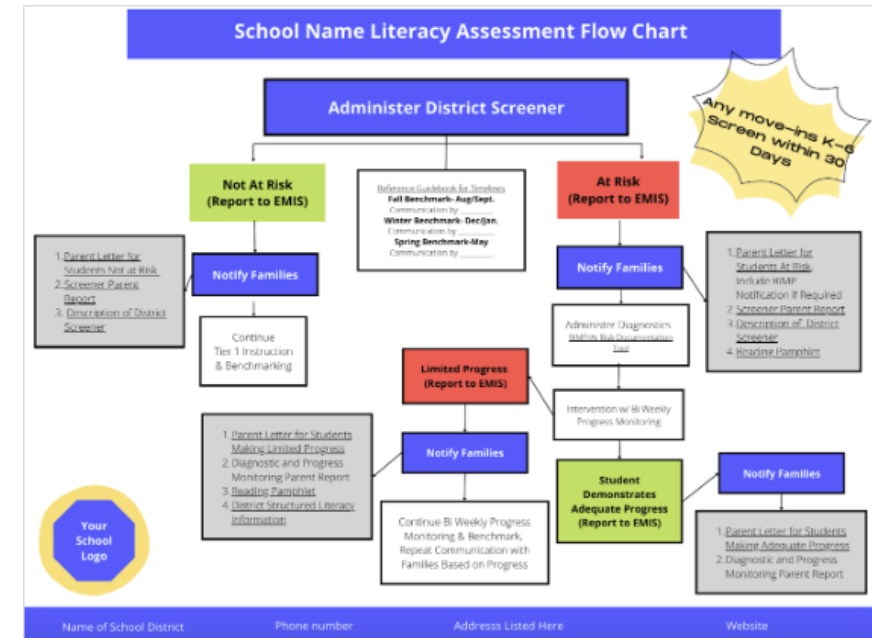
<https://tinyurl.com/bdenmdft>



# Examples from the Literacy Leaders Network

Customizable Documents Include:

- ❖ Literacy Assessment Compliance Flowchart
- ❖ Literacy Assessment Best Practices Flow Chart
- ❖ Family Brochure
- ❖ Dyslexia Fact Sheet
- ❖ RIMP Templates to document diagnostics and interventions



All of these tools were created in a collaborative effort to develop local resources. Districts can choose to utilize pieces and parts or create their own tools.



# Ohio State University's Work

- **Collaborative process** to develop tools to help schools meet new legal requirements
- **Results:** 7 templates for educators and families
- Continuously improving, adapting



# Templates from the Ohio Statewide Family Engagement Center

Equipping families for their role

**Ohio Statewide Family Engagement Center**  
Every Child. Every Family. Every School.

## Dyslexia Resource Guide for Ohio Families

As many as 1 in 5 people have dyslexia worldwide!

**What is dyslexia?**

People with dyslexia have trouble matching letters on a page with the sounds they make. Dyslexia is brain-based disability, however, people with dyslexia can be taught to read. In fact, dyslexia does not affect a person's intelligence. Families, early childhood teachers, or kindergarten teachers are often the first to notice children having difficulty with talking or learning at school. Since dyslexia can run in families, sometimes parents find out they are dyslexic when their children are diagnosed. It is important to pay attention to potential signs that a child may have dyslexia. It is not simply seeing letters differently. Children with dyslexia can show any mix of signs. While any one sign does not necessarily mean your child has dyslexia, it is important to talk with your child's teachers if you notice the signs.

**What are signs that my child might have dyslexia?**

**Preschool**

- Delay in learning to talk
- Pronouncing words can be a challenge
- ("puppet" for "spagetti")
- "Persistent" "baby talk"
- Remembering nursery rhymes and chants can be a challenge
- Difficulty naming letters/numbers
- Talking stories that are hard to follow

**K-2nd Grade**

- Doesn't associate letter or letter combinations with sounds
- Struggling out simple words like cat, map, and nap is a challenge
- A history of reading problems in parents or siblings
- Reads slowly, reads words incorrectly or reads without expression
- Confusion with pairs such as before/after, right/left, etc.

**3rd-6th Grade**

- Often guessing words because they cannot sound them out
- Relies on answering questions about text if it is read aloud
- Difficulty pronouncing words correctly (e.g., "maginea" instead of "magazine")
- Writing can be a challenge, with frequent spelling mistakes
- Skipping or misreading common short words

**6th-12th grade**

- Reads slowly and becomes frustrated.
- Often skips over small words or leaves out part of longer words when reading aloud
- Prefers multiple choice questions over fill in the blank or other questions with short answers
- Learning a foreign language can be a challenge
- Memorizing facts, lists or directions can be tough

September 2022

**THE OHIO STATE UNIVERSITY**  
CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT

What is dyslexia?

**Ohio Statewide Family Engagement Center**  
Every Child. Every Family. Every School.

## What is structured literacy?

Structured literacy is a way to teach students to read.

**What does it look like or sound like?**

Structured literacy follows a specific order to teach reading, from simple to more complex skills, based on how we know people's brains work. It is also very direct. Teachers focus on the exact skills that students need to know to go from speech to printed words. Structured literacy is hands on learning with lots of practice, review, and correction of errors as students learn their new skills. Structured literacy teaching can begin in early childhood and continue through high school. Listening, speaking, reading, and writing are paired with one another to teach reading skills.

**It looks like:**

- Teaching letter names and sounds,
- Sounding out letters and how they blend together into words,
- Building words with letter tiles and other objects,
- Tapping or clapping out sounds and syllables in words,
- Using a word mapping chart to show students how each separate sound in a word is made up of one or more letters,
- Making sentences with words on cards, and
- Color coding sentences in paragraphs.

Using this approach, we do not ask students to "guess" or use "context clues" in a book to teach them how to read words.

**Where can I learn more?**

Structured literacy is based on hundreds of thousands of research studies by educators, speech and language specialists, psychologists, neurologists, and more. This body of knowledge is called the Science of Reading.

Your local school district should be able to share more information with you about how they are using a structured literacy approach. There are also many organizations that share information about structured literacy and family-friendly activities that build reading skills. For example, the International Dyslexia Association ([DyslexiaID.org](http://dyslexiaid.org)) and Reading Rockets.org. Visit the Ohio Statewide Family Engagement Center's website at [OhioFamiliesEngage.osu.edu](http://OhioFamiliesEngage.osu.edu) to view more resources like this one that support strong family, school, and community partnerships for student well-being and academic success!

March 2023

**THE OHIO STATE UNIVERSITY**  
CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT

What is structured literacy?

Dear Teacher,

I have noticed that my child, \_\_\_\_\_, is having trouble in school with learning (to read, to do math work, other). I have noticed the following signs: \_\_\_\_\_. Given these warning signs, I would like my child to be screened for Dyslexia as soon as possible.

Please give me a call so that we can discuss next steps for the screening, and talk about other steps that can be taken to get my child more support in the classroom for learning.

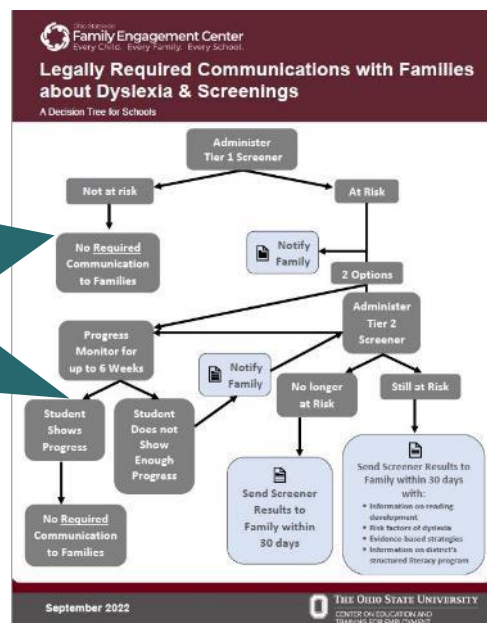
Thank you,  
Parent/Caregiver Name  
Date

Sample dyslexia screening request letter families can customize



# Templates from the Ohio Statewide Family Engagement Center

Equipping educators for their role



Legally required communications with families: Decision Tree and sample screening timeline

**Sample Parent/Caregiver Letters Schools Can Send to Share with Families about Tier II Dyslexia Screener Results (and if dyslexia signs are identified, next steps)**

Details about this Sample Letters

To support their child's learning, families want clear, accurate, and understandable information about what their child is learning in school and how they can support their child at home. The following letters are not required for schools to use, but they provide examples for schools to adapt and tailor for the families of their students. Each district should work with staff and families of young children to determine the most appropriate and understandable messaging. The first example letter below can also serve as a Reading Improvement and Monitoring Plan (RIMP) letter to families.

In accordance with Ohio Law, the letter should provide families with:

- a clear explanation of screener results, and if the letter is serving as the RIMP communication, whether their child is reading "on grade level" or not,
- information about dyslexia, and options for the family if their child is identified as having signs of dyslexia on the screener,
- a jargon-free definition of structured literacy instruction,
- a description of the specific services the school will provide for the instruction the child needs based on the screener results and the structured literacy program guidelines,
- how, and how frequently the school will be communicating about the child's progress with the family,
- ideas for what the family can do to support their child's early literacy at home,
- if the letter is serving as the RIMP, an explanation of the 3<sup>rd</sup> grade retention policy.

This sample letter was written by the Ohio Statewide Family Engagement Center at The Ohio State University in collaboration with the Ohio Department of Education and Ohio parents/caregivers of children with dyslexia. If you would like to submit feedback on this sample letter, questions, or your own sample letters/phrases to explain results, please contact [OhioSEFC@osu.edu](mailto:OhioSEFC@osu.edu).

Sample Letters to Send to Families



**Adding Family-Friendly Content to your School's RIMP Communications**

Ohio Districts are now [required](#) to include in their Reading Improvement and Monitoring Plan (RIMP) letters/communications to families specific aspects of literacy that the school will be focusing on with their child, based on the school's assessments. In the table below, we share 5 key early literacy concepts based on the Simple View of Reading, how to talk about these concepts with families, and activities families can try at home together to support their child's early literacy skill development, which can be added to a RIMP letter. We encourage you to consult our [guide for writing a family-friendly RIMP letter](#) as you continue to improve upon your school's communications for families.

What schools do to Support Early Literacy (EMIL Guide from ODE)	How to Talk about this Literacy Skill in Communications with Families	Family-Centered Activities to Add to your Communications with Families	Links to More Family Resources
Explicit instruction in Fluency	An important reading skill for children is to read like they speak in everyday conversations.	Things to try at home: <ul style="list-style-type: none"> <li>Ask your child to read something out loud to you</li> <li>Read books more than once together</li> <li>Ask your child to read something at the same time as you (choral reading)</li> </ul>	5 Fluency-Building Activities for Families from Reading Rockets for all ages
Explicit instruction in Vocabulary	Part of learning to read is knowing all the words to say what you want to say.	Things to try at home: <ul style="list-style-type: none"> <li>Kids need to hear new words many times to learn them well. We work on learning new words in school, and at home you help with this skill by having conversations with your child every day. Kids learn more words from conversations at mealtimes than they do from reading with you! For example, you can ask your child about what they enjoyed most about their school day, and what they enjoyed least. You can tell them about when you were in school, or talk about your favorite place to visit. We can't wait to learn more about your family and the conversations you're having as the school year goes on!</li> </ul>	9 Tips for Families to Build Vocabulary from Iowa Reading Research Center All ages Supporting Young English Learners at Home: 8 Family Activities from Institute of Educational Sciences Book Fix: Online Books to Develop Vocabulary Skills

Avoiding jargon: Family-friendly ways to explain literacy terms, and home learning ideas

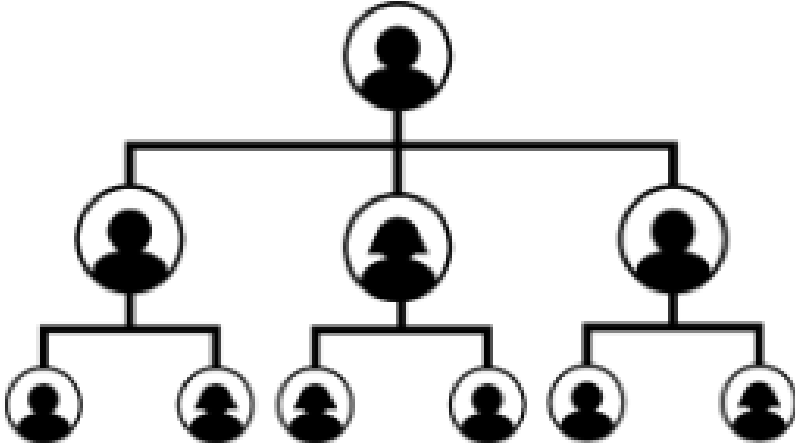


# Applying Trust to Communication

- ✓ Is the **tone** collaborative, professional, and engaged?
- ✓ Is the **focus** oriented to academics?
- ✓ Does it **value families'** expertise?
- ✓ Is the **message** proactive, solutions-focused, and strategic?
- ✓ Is the **mood** inclusive, positive, and committed?



# A couple last thoughts...



# Questions/Comments Time





THANK YOU FOR COMING!

[OhioFamiliesEngage.osu.edu](http://OhioFamiliesEngage.osu.edu)



Ohio Statewide  
**Family  
Engagement  
Center**

—at The Ohio State University—



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