

A quarterly publication from Families Together, Inc., the Parent Training and Information and Health Information Centers for the State of Kansas

Update on Kansas Dyslexia Requirements

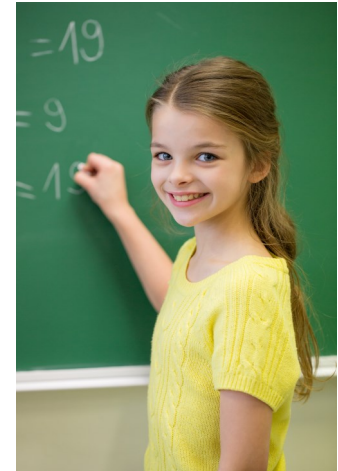
In 2018, the Kansas State Legislature initiated the Legislative Task Force on Dyslexia. Their goal was to provide recommendations of evidence-based practices for students with dyslexia and other reading comprehension impairments. In 2020, based on the Task Force recommendations, the Kansas State Department of Education (KSDE) adopted the following requirements:

- evidence-based and consistent professional learning opportunities with an initial 6-hour training (2021-2022), followed by annual training on a topic related to dyslexia, structured literacy, screening and/or progress monitoring (2022-2023);
- universal screening of all K-12 students to identify those at risk of dyslexia or demonstrating characteristics of dyslexia while ensuring that evidence-based interventions are being fully executed (2021-2022);
- evaluate current reading resources for explicit and systematic instruction, evaluate the effectiveness of core instruction of structured literacy elements, and consider purchasing structured literacy resources or supplemental resources to include teacher training (2021-2022). Each district will then report annually the structured literacy practices and elements that have been implemented (2022-2023);
- schools will implement a rigorous tiered system of supports based on the Kansas Education Systems Accreditation (KESA) model subject to external review. All schools will have tiered instruction fully implemented by the 2022-2023 school year with annual reporting to KSDE.

It is important to note that what is being required is the implementation of structured literacy practices and elements into the district's general education reading instruction. Structured literacy is defined as instruction that is explicit, systematic and cumulative, multisensory and taught to automaticity. To read more about the Evidence-Based Reading Instruction guidelines, click [here](#).

Many parents find themselves asking "What do I do when I feel my child is struggling with reading?" A good first step would be to ask, in writing, for a meeting with your child's teacher and administrator. It's important to work as a team to discuss your concerns, ask which tiered instruction your student is receiving and what interventions can be tried next. Be sure to set a time to meet again to review your child's progress.

For more information and resources, please visit KSDE [page on dyslexia](#) or download the [Dyslexia Handbook](#).



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 decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

- Adopted by KSDE
November 2020

Información corriente sobre los requisitos en Kansas para dislexia

En el año 2018, la asamblea legislativa de Kansas establecía el equipo operativo de dislexia. La intención del equipo era proveer recomendaciones de prácticas basadas en pruebas para estudiantes con dislexia y otros impedimentos de comprensión después de leer. En el año 2020, escuchando a las recomendaciones del equipo operativo, el Departamento de Educación en Kansas (KSDE) había aprobado las siguientes requisitos:

- oportunidades profesionales, coherentes y basados en pruebas de aprender. Al empezar con una sesión de capacitación de 6 horas (2021-2022), después de eso, capacitación cada año de una tema relacionado a la dislexia, alfabetización estructurada, evaluaciones y / u observaciones de los progresos (2022-2023);
- evaluaciones universales de todos los estudiantes en niveles K-12 para identificar ellos que tienen riesgos de dislexia o ellos que demuestran las características de tener dislexia mientras que se aseguran que las intervenciones basadas en pruebas son usadas completamente (2021-2022);
- que se evalúa los recursos corrientes que se usan para enseñar la instrucción explícita y sistemática de leer, que se evalúa la eficacia de los planes de estudios comunes de los elementos de alfabetización estructurada, y que se piensa de comprar recursos de alfabetización estructurada o recursos adicionales al incluir capacitación de los maestros (2021-2022). Cada distrito escolar presentará un anual informe de cuales de los prácticas y elementos de alfabetización estructurada habían puesto en práctica (2022-2023);
- las escuelas pondrán en práctica un sistema riguroso de niveles diferentes de apoyos que es basada en el modelo de homologación de sistemas educacionales en Kansas (KESA) que someterá revisos por otra institución. Todas las escuelas tendrán instrucción de niveles diferentes puesto en práctica completamente por el año escolar de 2022-2023 con informes anuales presentados al KSDE.



Es importante que notamos el requisito es poner en práctica los elementos y las prácticas asociados con alfabetización estructurada como parte de la instrucción de leer en el currículo de educación general del distrito escolar. Alfabetización estructurada es definida como *instrucción que es explícita, sistemática y acumulativa, multisensorial y enseñado al punto de hacer automático por el lector*. Para aprender más de las pautas de instrucción de leer que son basadas en pruebas, haga clic [aquí](#).

Muchos padres preguntan "¿Qué puedo hacer cuando siento que el niño tenga problemas de leer?" Primero, es bueno que usted le pide, por escrito, tener una reunión con el maestro del niño y la administradora de la escuela. Es importante que ustedes trabajen juntos como equipo, para hablar de sus preocupaciones, aprender cual sistema de instrucción de niveles que el estudiante reciba y cuales intervenciones sigan. Asegura que usted tiene otra reunión planeada para revisar el

progreso del niño.

Para más información y recursos, por favor visite [el sitio de dislexia](#) de KSDE o descargue el [Manual de](#)

Para obtener más recursos, visite www.familiestogetherinc.org

For more resources, visit www.familiestogetherinc.org

Dislexia es una discapacidad específica en el aprendizaje que tiene el origen neurológico. Los síntomas incluyen: dificultades con el reconocimiento preciso y / o fluido de palabras, mala ortografía y dificultades de decodificar las palabras. Estas dificultades típicamente resultan a causa de un déficit en el componente fonológico de la lengua que a menudo no se espera en relación a las otras capacidades cognitivas y la provisión de tener instrucción efectiva en la clase. Consecuencias secundarias pueden incluir problemas con comprensión después de leer y menores experiencias de leer que puedan dificultar la expansión del vocabulario y el saber del contexto.

- Adoptado por KSDE en noviembre del año 2020

Together We Can Learn



September 17, 2022

Statewide Conference

8:15 a.m. - 4:30 p.m.

The Best Conference Center
Overland Park

Keynotes:

The Power of Disability Inclusion

Michael Murray, Chief Relationship Officer, GT Independence

People with disabilities make valuable contributions to the world around us. To create a disability inclusive environment, we must examine the subtle messages we send one another. These messages can cause us to feel connected or disconnected, engaged or disengaged, included or excluded.



Family Matters: Beliefs Shape Learning

Jane Groff, Executive Director, KPIRC

There is something every child needs to believe. There is something every family member and caregiver needs to know. When they do, all will thrive. There is a powerful way that we, as the adults in children's lives, can nurture this belief and set our children up to learn, grow and flourish. It sounds simple but the effects are huge!

Breakout Sessions:

- *Straight Talk with Siblings*
- *It's All About Who You Know: Mapping Community Services & Supports For Student Success*
- *Adding to Your Toolbox: Resources to Support Child/Youth and Caregiver Well-Being*
- *Step Ahead at Age Three*
- *Ugh...My Kid's Been Suspended! Now What?*
- *From Opponent to Partners: A Parent & Teacher's Story*
- *Parent-School Relationships: How to Positively Support your Child*



Registration - \$35

A limited number of parent scholarships are available.



Register

<https://2022TWCL.eventbrite.com>



Thank you Corinne's Creations for the awesome artwork!

Upcoming Events

Our workshops and conferences are offered to parents, education advocates, special educators, paraprofessionals, administrators, service providers, and other individuals who care for, and about children/youth who have disabilities.

For more information, visit
famielstogethelinc.org/events/

Team Empowerment Conference

There is still time to register for the TEC. Spend the day learning about your parent rights in the special education process.

[August 15, 2022](#) [Pittsburg](#)

Empowering Families Series

Free interactive training for families and youth with disabilities who are navigating the day-to-day challenges in a school setting and transitioning from school to adulthood. Explore parents' rights and responsibilities in special education, IEPs, person-centered planning, self-determination and supported decision making. This training is offered both virtually and in person.

[August 18, 2022](#) [Ft. Leavenworth](#)

[September 15, 2022](#) [Ft. Leavenworth](#)

[October 20, 2022](#) [Ft. Leavenworth](#)

[November 17, 2022](#) [Ft. Leavenworth](#)

[December 15, 2022](#) [Ft. Leavenworth](#)

Education Advocate

Families Together will offer eight Education Advocate trainings this coming school year. Interested persons are welcome to contact Darla at Darla@famielstogethelinc.org to be put on our notification list.

[August 15, 2022](#) [Pittsburg](#)

[September 8, 2022](#) [Topeka](#)

[October 6, 2022](#) [Wichita](#)

[November 15, 2022](#) [Olathe](#)

Find us on Facebook!

www.facebook.com/FamiliesTogetherInc

Transition to Adulthood

SHIFT

Free interactive training for families and youth with disabilities ages 14-21 who are navigating the transition from school to adulthood. Explore person-centered planning and learn about the transition process, vocational rehabilitation services, independent living centers, Medicaid waivers and more.

[August 27, 2022](#) [Hays](#)

Together We Can Learn Statewide Conference

Well-known speakers, breakout sessions on education and health, networking, and fun! More information included in this newsletter.

[September 17, 2022](#) [Overland Park](#)

Contact Us

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785-233-4777
1-800-264-6343

Wichita

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1-888-815-6364

Garden City

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620-276-6364
1-888-820-6364

Nosotros hablamos español
1.800.499.9443

FamiliesTogetherInc.org

Education Advocate Update: Starting the School Year Off Right

Summer is winding down and the start of school is just around the corner. One of the most important things an education advocate can do to start the year off right, is to build relationships. Introduce yourself and explain your role. Not everyone will understand the role of an education advocate, so be assertive, but gentle and patient. Let your student's teacher(s) know how and when to contact you. Establish a time, once a week or bi-monthly, to check in with your appointed student's teacher(s) so you can stay updated on progress. If there were unresolved issues at the end of the school year, consider asking for an IEP team meeting as soon as possible to iron out wrinkles. Show appreciation for the work and energy being dedicated to your student. It is a challenging time to be a teacher, your appreciation will go a long way!

Families Together has a variety of training opportunities this fall. We'd like currently trained advocates to consider retraining. We have four in-person trainings coming up in Pittsburg, Topeka, Wichita, and Olathe. We also have a two-hour virtual refresher training for already trained advocates on August 25, 2022, from 12:00 to 2:00 p.m. We will have other ways for parents and education advocates to access helpful information, so watch our calendar for upcoming events.

Have a great 2022-2023 school year, and as always, we are here to help you as you help Kansas kids!

Staff Spotlight

How long have you been with Families Together?

I've been on staff with Families Together for 2.5 years but have been a volunteer for around 27 years. I became involved because of my brother, Skylar, who is 2.5 years younger than me. We attended family enrichment weekends and would present sibling workshops together.

What programs do you work on?

I do a little of everything, including early childhood and minority outreach, IEP mentor, helping families with health information, Parent to Parent, and creating our electronic Monday Memo.

What do you like most about working at Families Together?

I like helping families learn to be the best advocates they can be, and seeing schools and families come together with common goals, and better relationships, after utilizing our mentor program. I also try to make sure that everyone I assist leaves with more information than they had. I strive to know what local/state resources are available so even if we cannot help someone, I can connect them with someone who can. I also love our family dynamic at work, everyone has their strengths and weaknesses and, we lean on each other to learn more, and do our jobs better.

When you're not serving families, what do you like to do?

In my free time I enjoy family time and community activities. Our community is very diverse and we have a lot of events that bring everyone together for fun, food, parades, and music. I do a lot of awareness projects for Pregnancy and Infant Loss, and started Faith's Friends in memory of my daughter who was stillborn August 29, 2016. We do a birthday project each year and also host our community Wave of Light event each October 15th.

Would you like to tell us about your family?

I have three adult boys. Ryley (23) and his wife Lexis have blessed me with a granddaughter, Irene (4). Braydon (21) and his wife Alyssa were just married this year and have a cat named Monster. Ian (20) and his girlfriend Sky plan to marry in a couple of years. My husband Bruce and I have our daughter, Faith, who was stillborn 2016, and our son Pierce (4). Our granddaughter is 2 weeks older than our son. We also have one rescue dog and three rescue cats.



Shannon Ulrich

ABC or 123? How Reading Can Get in the Way of Math

What's makes this word problem difficult to access? Hint: It's not the math.

Rachel has 12 tickets at the carnival. She buys some more tickets to ride on the roller coaster. Now Rachel has a total of 20 tickets. How many tickets did Rachel buy to go on the roller coaster?

Use the arrow way to show your simplifying strategy. Then write an equation with a question mark to show how you could find the unknown number of students.



The math in this word problem has an appropriate amount of rigor for a first grader. The problem is with the words. There are too many of them, and some are too difficult for children who are just learning to read.

For instance, beginning readers may not be able to decode words such as Rachel, tickets, buy, roller, coaster, strategy, arrow, question, let alone the three-syllable words: carnival, equation, simplifying. What's more, students must wade through a lot of words before they get to the math content in the second sentence of paragraph two. Chances are, they're exhausted by the time they even get there.

Most math materials suffer from this same problem: readability. That's bad news—not just for the millions of kindergartners and first graders who are just learning to read—but also for the millions of older students who struggle to read, including the estimated 20% of students with [dyslexia](#).

Words should not stand in the way of learning math—or anything for that matter. A student's identity as a mathematician should not be dictated by their reading ability or confidence. We must create a culture of access and equity in classrooms by improving the readability and accessibility of text without sacrificing grade-level rigor.

Look how much more accessible the math would be if a problem type like the one above was presented like this:

Jade has 12 tickets. She gets more tickets to go on a ride. Now she has 20 tickets. How many tickets did she get?

To ensure both readability and rigor, math and reading experts worked together to develop word problems that are more accessible, without sacrificing the math. Teachers can focus on teaching, and students have a better chance to experience the joy of math from an early age.

Adapted from an article written by Lynne Munson and featured on the [Council for Exceptional Children](#) website

Q & A

Q: What resources are available to children who have IEPs and how do I access those resources?

A: Look at as many possible resources from within the school. Resources include, but are not limited to, counselors, tutoring programs, and peer mentoring. Your child's school will explain what happens after a referral is made and who you should contact if you have questions or concerns.

Then branch out into the community for additional resources. Community resources include, but are not limited to, mental health, support programs, community health programs and social rehabilitation services.



From the [Guide to Special Education for Families and Education Advocates](#)