Statewide Psych Professional Learning Community

September 2021
Presented By:
El Dorado SELPA Program Specialists
Welcome and Introductions

Tell us who you are!
Type into the Chatbox your name and your school(s)
Instructions: Chatbox

- Click Chat in the meeting controls panel.

- This will open the chat on the right of your screen. You can type a message into the chat box to Everyone in the meeting or click on the drop down next to To: if you want to send a message to a specific person.

- When new chat messages are sent to you or everyone, a small preview of the message will appear on your screen and the Chat will flash orange in your controls.
School Psychologist Academy Portal

Welcome to the School Psychologist Portal where you can access all resources and materials used during the training series.

Thank you for participating in the El Dorado SELPA School Psychologist Academy. Participants in the 2021-2022 School Psychologist Academy will deepen their knowledge of:

https://charterselpa.org/school-psych-portal/
Meeting Agenda

- Breakout Rooms: Meet & Greet
- Resources and Considerations
  - Supporting Students with Dyslexia
  - BIS through the Lens of Ed. Benefit
- Networking Opportunity
Meet and Greet

Once in your breakout rooms, discuss the following with your group:

- Your Name
- Your School/Region
- What is one unique role you have taken on as a psychologist in your school(s)? Or, what is an area you would like to learn more about this school year?
School Psychs and Dyslexia in the Educational Setting
Defining Dyslexia

“Dyslexia is a **specific learning disability** that is neurobiological 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 growth of vocabulary and background knowledge”

[https://dyslexiaida.org/definition-of-dyslexia/](https://dyslexiaida.org/definition-of-dyslexia/)
Dyslexia and Education

OSERS Dear Colleague Letter:

...the IEP must address the child’s needs resulting from the child’s disability to enable the child to advance appropriately towards attaining his or her annual IEP goals and to enable the child to be involved in, and make progress in, the general education curriculum. 34 CFR §§300.320(a)(1), (2), and (4).

Therefore, if a child’s dyslexia, dyscalculia, or dysgraphia is the condition that forms the basis for the determination that a child has a specific learning disability, OSERS believes that there could be situations where an IEP Team could determine that personnel responsible for IEP implementation would need to know about the condition underlying the child’s disability (e.g., that a child has a weakness in decoding skills as a result of the child’s dyslexia).

**Dyslexia and Education**

AB 1369: Effective January 1, 2016

2 Main Components:

- Addition of “Phonological Processing” to the list of basic psychological processes within the Specific Learning Disability Criteria
- Creation of California Dyslexia Guidelines

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB1369
Dyslexia Assessment

Both the CA Dyslexia Guidelines and the Pearson Dyslexia Toolkit suggest a multi-disciplinary assessment, including evaluation in the following areas:

- Overall cognitive and psychological processing
- Language
- Educational Ability

[Link to Pearson Dyslexia Toolkit]
[Link to Dyslexia Assessment White Paper]

Dyslexia Assessment-Psychoeducational Portion

Dyslexia assessment should take into consideration the child’s overall ability to learn, by examining the learner’s overall IQ. Additional assessment should be conducted in order to investigate the underlying cognitive processes correlated with dyslexia. *Pearson’s Dyslexia Toolkit (2019)* identifies the following processing correlates:

- Phonological Processing
- Auditory Working Memory
- Rapid Automatic Naming
- Verbal Comprehension and Reasoning
- Processing Speed
- Long-term Storage and Retrieval
- Associative Memory

*The first 3 are key skill areas recommended for dyslexia assessment by the International Dyslexia Association*
**Dyslexia Assessment - Case Study**

You’ll now review a case study regarding an assessment for a student with suspected Dyslexia. Work with your breakout group to walk through the prompts in the case study, and be prepared to share out what you found.

**Case Study** - Please access your breakout room’s folder for the case study/note catcher (one doc):
https://drive.google.com/drive/folders/10Hx5OYHYFiIu5S82BXLf3Nog-t4gVRlD?usp=sharing
Breakout Room Collaboration

- We will be getting into breakout rooms to discuss the next few case consult/questions.
- Choose someone to take notes in the shared google doc (link in the chat box)
- Choose someone to share out the big ideas or ah-ha’s your team discussed
Share Out
Resources

Assessment for Dyslexia Padlet:
https://padlet.com/selpad/owrqvgfrnqlm

Demystifying Dyslexia Padlet:
https://padlet.com/selpad/dyslexia

Dyslexia Assessment Webmodule:
https://charterselpa.org/online-learning-center/dyslexia-assessment/
Behavior Intervention Services (BIS) Through the Lens of Educational Benefit
BIS Through the Lens of Ed. Benefit

An IDEA evaluation must be sufficiently comprehensive to identify all of the student's needs for special education and related services, whether or not commonly linked to the identified disability category.

20 USC 1414 (b)(3) and 34 CFR 300.304 (c)(6).
BIS Through the Lens of Ed. Benefit

- Positive interventions/supports are required when behavior impedes learning
- A pattern of inappropriate behavior suggests a need for IEP supports
- Pre-existing behavior supports must be amended when behavior continues to interfere with learning
- Staff training may be warranted
BIS Through the Lens of Ed. Benefit

- Behavior supports are most effective when delivered as tiered supports
- LRE may not be compromised due to behavior challenges
- Suspensions are not shown to be effective in reducing challenging behaviors
BIS Through the Lens of Ed. Benefit

In the case of a pupil whose behavior impedes his or her learning or that of others, the IEP team must consider the use of positive behavior interventions and supports and other strategies to address that behavior.

20 USC § 1414(d)(3)(B)(i); EC § 56341.1(b)(1)
BIS Through the Lens of Ed. Benefit

1. Locate the BIS Matrix in the school psychologist portal, under “Guidelines and Resources”

<table>
<thead>
<tr>
<th>Frame of Educational Benefit</th>
<th>Possible Role(s) of Service Providers Related to Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Psychosocial</strong></td>
</tr>
<tr>
<td></td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td>Executive/Functioning</td>
</tr>
<tr>
<td><strong>Present Levels/Needs (non-exhaustive list)</strong></td>
<td>Frustration tolerance related to academic work (not MH-related)</td>
</tr>
<tr>
<td></td>
<td>Functional Academics (Moderate)</td>
</tr>
<tr>
<td></td>
<td>Social Interactions</td>
</tr>
<tr>
<td><strong>Goals (non-exhaustive list)</strong></td>
<td>Organization</td>
</tr>
<tr>
<td></td>
<td>Study skills</td>
</tr>
<tr>
<td></td>
<td>Self-help</td>
</tr>
<tr>
<td></td>
<td>Self-advocacy</td>
</tr>
<tr>
<td></td>
<td>Functional Academics (e.g., daily living skills, emotional regulation, self-monitoring, feelings identification)</td>
</tr>
<tr>
<td><strong>Services, based on identified goals (non-exhaustive list)</strong></td>
<td>Specialized Academic Instruction</td>
</tr>
<tr>
<td></td>
<td>Behavior Intervention Services (BIS) in direct support of behavior goal as identified through assessment.</td>
</tr>
<tr>
<td><strong>Progress</strong></td>
<td>Behavior Intervention Services (BIS) may be supported by an SLP or OT ONLY when supervised by appropriately credentialed staff pursuant to the implementation procedures outlined by the IEP/504 to make progress towards goals.</td>
</tr>
</tbody>
</table>

Service Provider(s):
- Educational Specialist
- Board Certified Behavior Analyst (may provide BIS only)
- Speech-Language Pathologist
- Occupational Therapist

The role service providers’ have in supporting behavior is contingent upon the underlying need as indicated by assessment(s), pursuant to the student’s IEP goals. Collaboration amongst service providers is crucial in providing FBA to ensure meaningful educational benefit for the student.

General Education Teacher
BIS Through the Lens of Ed. Benefit

In your breakout room, review the BIS matrix independently for 5 minutes and then discuss the following:

1. How do the underlying needs for behavioral support play a critical role in determining appropriate goals & services?

2. How can this resource support your future practice when collaborating with other service providers?
Behavior Resources and/or Considerations

- OSEP Dear Colleague Letter on Supporting Behavior of Students with Disabilities: A Summary for Stakeholders, *reiterates the school’s obligation to support students’ behavior*
  [https://sites.ed.gov/idea/files/dcl-summary-for-stakeholders.pdf](https://sites.ed.gov/idea/files/dcl-summary-for-stakeholders.pdf)

- Positive Environments, Network of Trainers, *provides a multitude of templates, forms, sample cases*
  [https://www.pent.ca.gov/](https://www.pent.ca.gov/)

- What Works Clearing House, *US Dept of Ed. resources that identifies research and evidence based practices related to supporting behavior*

Welcome to the School Psychologist Portal where you can access all resources and materials used during the training series.

[https://charterselpa.org/school-psych-portal/](https://charterselpa.org/school-psych-portal/) [https://charterselpa.org/professional-learning-catalog/](https://charterselpa.org/professional-learning-catalog/)
Networking and Resources

Take 5 minutes to review the School Psychologist Academy Portal and sign up for one upcoming training opportunity, then:
Identify one of the resources below to explore (as a group):

- Review ERMHS Program Guidelines
- Review ERMHS FAQ for School Psychologists
- Review NPS/RTC Guidelines

Share with your group any takeaways or wonderings you have based on the resource you reviewed.
Share Out in the Chat!
2021-2022 Professional Learning Catalog Now Available @ http://charterselpa.org/professional-learning-catalog/
Save the Date:
School Psychologist PLCs

12/9/21

2/1/22

5/12/22
**Psych PLC Feedback Survey Link**

Please complete a short survey regarding the session today:

https://forms.gle/3SiFjaYn25t7hRSt6
Thank you!