DJJ Bi-Monthly Meeting July 20, 2016

Dr. Curtis Williams

Carla Greene, M.S.

WELCOME AND ANNOUNCEMENTS

Dr. Curtis Williams

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

2016 Educational Strategies & Student Engagement Institute

Registration	Topics
http://www.cvent.com/d/rfqsbg/4W	• Alternative Education • Building Family, School and Community Partnerships • Dropout Recovery • Exceptional Student Education • Legislative Updates • Matching Interventions to Student Needs • Improving Graduation Rates • Restorative Justice Initiatives • Positive Behavior Practices/Supports • Services for At-Risk Student Populations • And more…

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Curtis Williams, Ph.D.

DOE Educational Program Director

325 West Gaines Street, suite 614

Tallahassee, Florida 32399

850-245-0475

curtis.williams@fldoe.org

DJJ EDUCATION HOT TOPICS

Carla Greene, M.S.

UPCOMING TRAINING: Vocational Rehabilitation Referral/Application Process for Youth in Commitment Programs

- **Trainer**: Carla Greene, DOE/Project 10

- **Date & Time**: Thursday, July 28th, 2016, 10:00 a.m., eastern standard time

- **Intended Participants**: Lead Educators / Designees who are responsible for referring youth in commitment programs to Vocational Rehabilitation

*Please RSVP by emailing Carla Greene at carlagreene@usfsp.edu.

Directions for Participants

1. At the specified time, dial your Reservationless-Plus Dial-In Number **(888) 670-3525** and follow voice prompts

2. When prompted, enter the Participant Passcode (4899886967**)** followed by #

~*~ Please do not call in until time for the call (maybe 2 mins prior) as we get charged even if you are on hold waiting for the call to begin.

3. Adobe Connect –

Go to the following link http://fcim.adobeconnect.com/djjconferencecall/ and log-in as a guest with your own name.

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Vocational Rehabilitation Referral/Application Process for Youth in Commitment Programs – Technical Assistance

Complete Section A of the Electronic Education Exit Plan (EEEP) after the Transition Conference. According to the timeline, eligibility for VR services may not be determined by the time of the Transition Conference. Check the "NO" box on the EEEP for VR Referral and leave the contact information blank.

Provide comments in the comment box on the EEEP.

Examples:

"Awaiting parent's signature on VR permission forms before referral/application packet can be submitted to VR."

"VR referral/application packet was submitted to VR Area Transition Youth Liaison on 7/1/2016. VR Counselor was assigned. Awaiting eligibility determination."

Vocational Rehabilitation Referral/Application Process for Youth in Commitment Programs – Technical Assistance

Update Section A of the EEEP immediately following notification of eligibility for VR services <u>OR</u> before the CRT Meeting <u>OR</u> after the Exit Conference. Check the "YES" box on the EEEP for VR Referral <u>ONLY</u> if the following reasons apply:

1. If the youth has been determined eligible by the VR Counselor for VR services. (A letter will also be sent to the DJJ program by the VR Counselor to include in the Exit Portfolio).

2. If the Lead Educator/Designee submitted the VR packet, but eligibility for services has yet to be determined.

Provide contact information <u>ONLY</u> if the youth has been assigned a VR Counselor. The VR Counselor's information is important since the case must be transferred to the post-release district by verbal consent of the parent/guardian.

Example of detailed comment to include in the comment boxes on the EEEP:

"VR Packet was submitted to VR Area Transition Youth Liaison on 7/1/2016. VR Counselor was assigned. Awaiting eligibility determination."

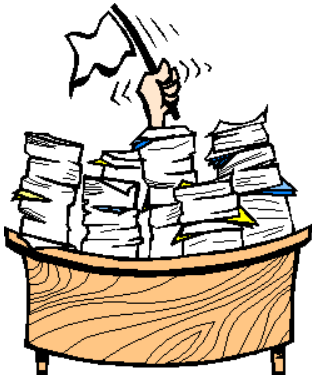# Vocational Rehabilitation Referral/Application Process for Youth in Commitment Programs – Technical Assistance

Check the "NO" box on the EEEP for VR Referral <u>ONLY</u> if the following reason applies:

1. The youth is a student with a disability or section 504 plan and the VR referral/application was <u>NOT</u> submitted to the VR Area Youth Transition Liaison.

Example of detailed comments to include in the comment box on the EEEP:

"VR forms were not signed and returned by the parent/guardian; therefore, the application process was NOT completed while the youth was in the DJJ program. It continues to be a recommendation for the youth to apply for VR services. The youth or parent/guardian should contact the local VR office in the post-release district to apply." (Provide contact information from the VR directory: http://rehabworks.org/office_directory.shtml)

Vocational Rehabilitation Referral/Application Process for Youth in Commitment Programs – Technical Assistance

Encouragement to those feeling overwhelmed by the referral/application process. Prioritize by the following:

1. Students who have earned a standard high school diploma or state of Florida high school diploma (high school equivalency diploma) or who plan to take the high school equivalency exam.

2. Students who are 17 and 18 years of age who are in middle school or high school with very few credits, with low achievement levels and needing intensive instruction in preparation for the high school equivalency exam.

3. Students who are ages 15 and 16.

Vocational Rehabilitation Referral/Application Process for Youth in Commitment Programs – Technical Assistance

For electronic copies of the following forms, please email Carla Greene at carlagreene@usfsp.edu:

- VR Referral/Application Process for Youth in Commitment Programs

- Timeline/Checklist for Lead Educators/Designee

- VR Eligibility or Recommendation Checklist (to include in Exit Portfolios)

Requests for DJJ Bi-Monthly Call Topics

Please email topics (questions, concerns, guidance, professional development) to be addressed during the Bi-Monthly conference calls.

Carla Greene, M.S.

DJJ Representative

Project 10: Transition Education Network

DOE DJJ Liaison

850-528-6720

carlagreene@usfsp.edu

SLD and Dyslexia Overview

Heather Willis-Doxsee, ESE Reading Specialist

Karrie Musgrove, SLD Program Specialist

Why is it important to consider the implications of Specific Learning Disabilities on instruction in Juvenile Justice?

- In 2001 the Office of Special Education Programs (OSEP) reported the prevalence of disabilities among school-age children in the US as 9% compared with a conservative estimate of 32% within the juvenile justice system.

(Quinn et al., 2001)

Outcomes of Students Leaving Juvenile Justice

- A Criminal Justice Policy Council study reported that 37 percent of young prisoners were less likely to return to prison if they learned to read during their incarceration (Susswein, 2000).

- A follow-up study found youth who earned a GED certificate and completed a vocational program during incarceration were 3 times more likely to be employed within 6 months of release than those who had not completed such programs.

Understanding the Problem

Academic achievement level of adolescent-aged delinquents rarely exceed elementary grade levels.

(Zagar et al., 1989)

What is the teacher in Juvenile Justice Programs to do to meet the needs of these students?

Understanding the impact on instruction of reading for students with specific learning disabilities, including dyslexia, will give teachers a starting point.

Dyslexia and the IDEA

- 34 CFR 300.8(c)(10)

(10) Specific learning disability. (i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

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Dyslexia

Definition adopted by the International Dyslexia Association:

"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."

http://eida.org/definition-of-dyslexia/

Information about Dyslexia and the Brain

- Information shared by Dr. Nadine Gaab, Associate Professor of Pediatrics at Harvard Medical School:
    - Individuals with dyslexia have less gray matter, meaning less processing capacity.
    - Individuals with dyslexia have less activation/functioning in areas of the brain during reading activities.
    - Functional characteristics of developmental dyslexia in left-hemispheric posterior brain regions PREDATE reading onset.
    - Dr. Gaab reinforces the practice of using a customizable approach to remediation based on a student's strengths and weaknesses—there is not one program that will meet the needs of all students with dyslexia.

Dyslexia: What does it look like?

- The most common symptoms associated with dyslexia include weaknesses in:
  - word reading
  - word decoding
  - oral reading fluency
  - spelling
- In addition, students with dyslexia <u>may</u> have weaknesses in:
  - conventions in writing (orthography)
  - phonological coding (phonemic awareness)
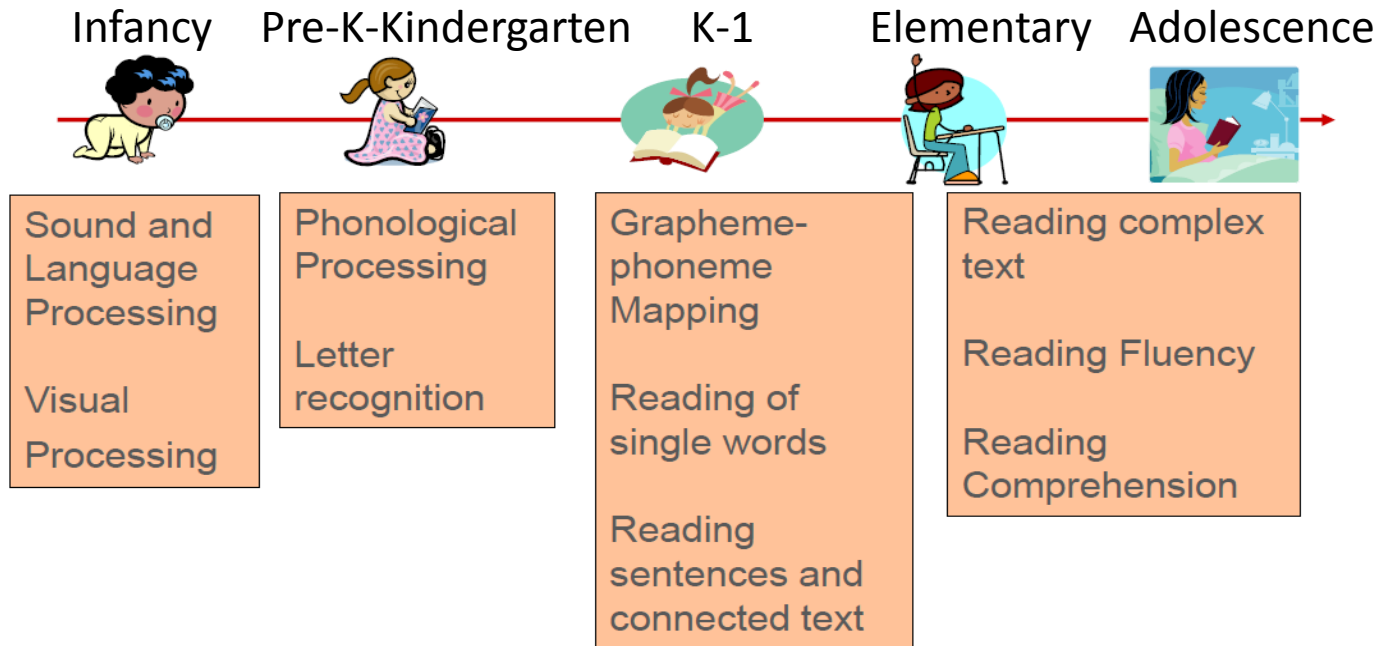 - rapid automatic naming
  - attention

Information taken from the IDA Fact sheet: Understanding Dysgraphia (http://eida.org/understanding-dysgraphia/)

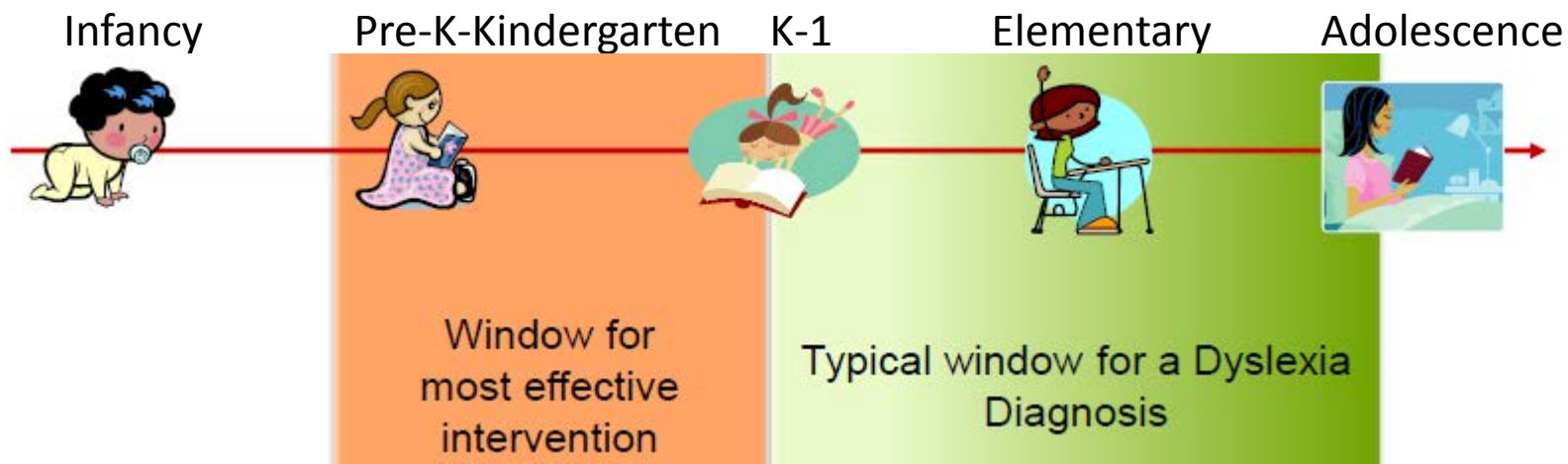# Dyslexia: What does it look like?

- Additional characteristics of students with dyslexia <u>may</u> include:
  - doesn't read for pleasure
  - takes excessive time to complete assignments
  - difficulties in remembering procedures or formulas
  - difficulty mastering math facts
  - difficulty with multi-step directions

Timeline of Typical Reading Development

Infancy   Pre-K-Kindergarten   K-1   Elementary   Adolescence

Infancy	Pre-K-Kindergarten	K-1	Elementary
Sound and Language Processing Visual Processing	Phonological Processing Letter recognition	Grapheme-phoneme Mapping Reading of single words Reading sentences and connected text	Reading complex text Reading Fluency Reading Comprehension

The Dyslexia Paradox

Infancy   Pre-K-Kindergarten   K-1   Elementary   Adolescence

Window for
most effective
intervention

Typical window for a Dyslexia
Diagnosis

Best Practices

Best Practices for Working with Older Students with Dyslexia

The Center on Instruction recommends that teaching word study to older students should include instruction on:

- breaking words into syllable types;
- when and how to read multisyllabic words by blending parts together;
- recognizing irregular words that do not follow predictable patterns;
- the meanings of common prefixes, suffixes, inflectional endings, and roots;
  - Instruction should include ways in which words relate to each other (for example, *trans*: transfer, translate, transform, translation).
- how to break words into word parts and to combine word parts to create words based on their roots, bases, or other features; and
- how and when to use structural analysis to decode unknown words.

Information taken from http://eida.org/adolescents-and-adults-with-dyslexia-fact-sheet/.

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Additional Best Practices:

- **Students with dyslexia need to be taught spelling rules!**

- **Multi-Sensory strategies.**

- **Universally designed learning.**

- **Differentiation.**

Resources for Best Practices

- http://www.fcrr.org/assessment/pdf/smallGroupAlternativeLessonStructures.pdf

- https://ccrs.osepideasthatwork.org/

- http://rmls.florida-ese.org/

- http://www.fcrr.org/assessment/ET/essentials/essentials.html
  http://ies.ed.gov/ncee/wwc/default.aspx

Accommodations & Strategies

Classroom & Assignments

- peer note taker or provide students with a copy of lecture notes or important information

- allow sufficient time to read & comprehend material

- software with text-to-speech & speech-to-text options

- break up a large assignment into smaller parts

- provide study guides

- audio books

Exams

- extended time

- alternate testing site with reduced distractions

- oral exam

- use of calculator

- allow student to dictate answers to essay and short answer questions

Organization & Planning

- multi-modal methods to present material

- create visual graphic organizers and/or timelines to help organize information

- use illustrations with informational text

- schedules, rules, and assignments written on board

- work with student to set achievable goals

Accommodations & Strategies

Reading

- use marker or highlighting tape to highlight important textbook sections
- assign peer reading buddies
- review vocabulary prior to reading
- do not require the student to read aloud
- use text summaries to reduce the amount of content in a text so students can focus on core ideas
- Use of graphic organizers

Writing

- extended time
- allow use of a keyboard when appropriate
- focus on content vs. spelling and handwriting
- student held accountable for spelling words that have been mastered only
- use of graphic organizers
- speech-to-text software

Math

- allow use of a calculator
- use visuals and concrete examples
- use grid paper to help correctly line up math problems
- present information and problems in small increments
- read story problems aloud

Dyslexia & Student Strengths

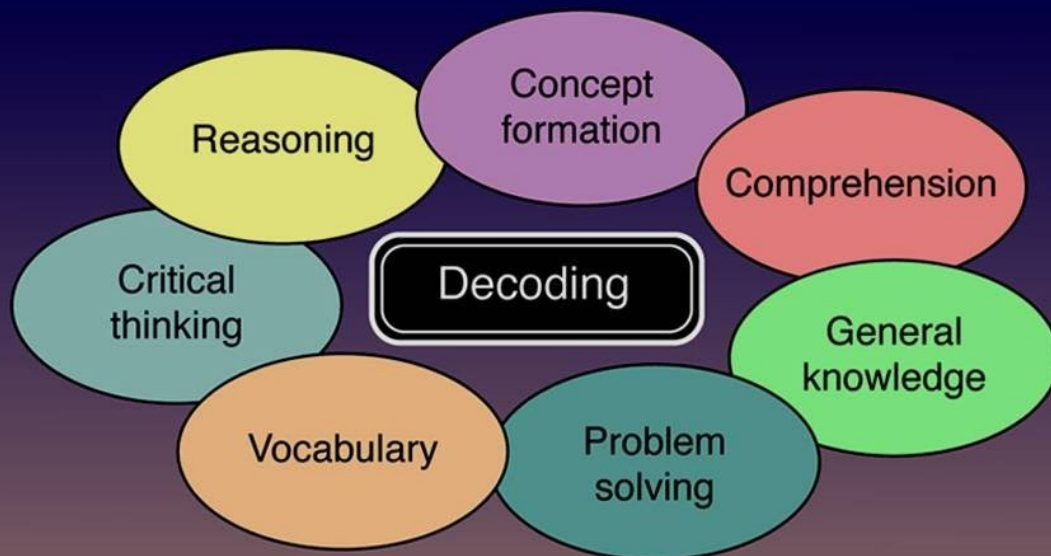"Dyslexia is a weakness in a sea of strengths."
Sally Shaywitz, M.D

"The strengths are as important to find and address as the deficits....All too often we focus on the deficit and not the asset, and we really need to focus on that as well."
E. Emmerson Dickman, J.D., Former President of IDA

Dyslexia & Student Strengths

Contact Information:

Heather Willis-Doxsee
ESE Reading Specialist
Heather.Willis-Doxsee@fldoe.org

Karrie Musgrove
SLD Program Specialist
Karrie.Musgrove@fldoe.org

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