

The screenshot shows a presentation slide with a blue header bar containing the NEE EDHUB logo and the title 'Student Learning, Growth & Development'. The main content area is light gray. A blue-bordered box on the left contains the text 'Student Learning, Growth & Development'. To the right of this box, the text 'What Do Teachers Needs to Know About the Dyslexia Intervention Process?' is displayed. A 'Continue' button with a right-pointing arrow is located at the bottom right of the text area.


NEE EDHUB Student Learning, Growth & Development

Student Learning, Growth & Development

What Do Teachers Needs to Know About the Dyslexia Intervention Process?

Continue ➔

Slide 2



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In your own words, what is important for all teachers to understand about reading instruction, dyslexia and other reading disorders and effective interventions? Why has this recently become a focus for many school districts and departments of education?

Slide 3



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What does the Missouri statute require of all teachers?

Slide 4



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What treatments may be utilized with students who have been diagnosed with dyslexia?

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Slide 5



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Describe the difference between a modification and an accommodation in terms of making changes in the classroom to better meet students' needs.

An accommodation is:

A modification is:

Slide 6



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Select two of the accommodations provided on slide 6 in the activity and describe how you could use them in your classroom.

1.

2.

Slide 7



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The mandated universal screening will take place in the general education classrooms in Kindergarten through 3rd grade. What impact might this testing have on you, your students and classroom?

Slide 8



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Although the universal screenings will take place in K-3rd grade classrooms, how might other teachers be involved in identifying students who may be suffering from the effects of dyslexia and need additional diagnostic assessments?

Slide 9



What happens after the universal screening if a student is identified as:

- *at or above the benchmark and progressing normally in the classroom
- *at or above the benchmark but not progressing normally in the classroom
- *below the benchmark and not progressing normally in the classroom

Slide 10 & 11



The progress of students who receive services as a result of a dyslexia diagnosis will be carefully monitored on an ongoing basis to determine the effectiveness of the interventions and to identify the next steps to be taken. All teachers need to understand the data that is collected and be able to interpret what the data mean for the students in their classroom, including:

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- *
- *
- *
- *

Task



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Consider some of the tasks that students complete in your classroom. What accommodations could be enacted in order to better support learning for students with dyslexia or related reading disorders?