

IDA Knowledge & Practice Standards:

Ensuring Quality in How We Teach Reading

Liz Liptak, IDA Director of Professional Services
September 13, 2012



International Dyslexia Association

- A nonprofit dedicated to the study and treatment of dyslexia and related language-based learning differences
- IDA promotes research-based practices in reading
- 44 branches across the United States
- 21 global partners

What's Going On at the National Level

- The end of Reading First
- Little accountability for research-based practices in schools
- Lots of talk about “teacher quality” but little on knowledge and skills required to teach reading

The State and District Level

- School budgets are tight
- Few states with rigorous teacher licensing standards (NCTQ reports)
- Few teachers trained or certified in any structured language approach
- Grants are not going towards building teaching expertise

Momentum has slowed

- But struggling readers remain
- NAEP scores consistently find about 35% of fourth graders reading at the “below basic” level
- Reading difficulties, including dyslexia, are very common
- Effective instruction is the key!

Lots of Standards!

- Common Core State Standards are being implemented across the country
- International Reading Association adopted by many universities
- Council for Exceptional Children for special education

Why IDA Standards?

IDA Standards Fill a Gap

- Common Core State Standards do not address early reading skills
- Focus on student outcomes and college readiness
- CCSS do not address the needs of dyslexic/LD/low achievers
- IRA and CEC are too general

Vision Behind the IDA Standards

- Change the way teachers and specialists are trained to work with dyslexic and other struggling readers
- To become “the gold standard” in what teachers need to know and demonstrate to teach reading to ALL children

IDA Standards Committee

- Louisa Moats, chair
(Reading IS Rocket Science)
- Suzanne Carreker
- Rosalie Davis
- Phyllis Meisel
- Louise-Spear Swerling
- Barbara Wilson

How Standards Will be Used

- To provide a framework for course content in teacher training programs
- To guide instructional reading programs
- To develop an exam for IDA certification for individuals (including practicum)
- To help parents select and advocate for good teaching methods

Teacher Training in Universities: Where it All Begins

- In September 2011, IDA invited over 800 Schools of Education to have their reading programs reviewed using the IDA Standards
- January-April 2012, IDA conducted reviews and recognized nine university programs
- Mostly graduate; both general and special ed programs reviewed
- Created awareness of the problem

Other Training Programs in Reading

- Academy of Orton-Gillingham Practitioners
- IMSLEC (International Multisensory Structured Language Education Council)
- Wilson Language
- National Institute of Learning Development

About the IDA Standards

- The most comprehensive, evidence-based standards for reading (74 items)
- Written for general educators/specialists
- Addresses needs of *all* students: dyslexic, struggling and proficient readers
- Not a curriculum, but the foundation for good reading instruction

The IDA Standards include ...

- Oral and Written Language Learning: a rich research base on these abilities
- Dyslexia and Other Language Disorders
- How to Interpret and Administer Assessments (to plan instruction)
- Ethical Standards for the Profession

The IDA Standards include ...

The Structure of Language

- Phonology (the speech sound system)
- Orthography (the spelling system, rules and patterns, six syllable types)
- Morphology (English morphemes/influences)
- Semantics (grammar)
- Discourse (different genres of text: narrative and expository; paragraphs, main idea)

What Teachers (and Parents) Need to Know About ...

Structured Language Teaching

- Phonology
- Phonics and Word Study
- Fluent, Automatic Reading of Text
- Vocabulary
- Text Comprehension
- Handwriting, Spelling, Written Expression

Phonology

- The sound system of language
- Poor phonological awareness with dyslexia
- Teachers should know how phonological skills develop (e.g., listening, rhyme, sentence, syllable, onset-rime, differentiating phonemes)
- Instructional activities should include activities in identifying, blending, segmenting, substituting, and deleting sounds

Phonics and Word Study

- Decoding skills: ability to read unfamiliar words by applying knowledge of phonics
- A major weakness for students with dyslexia and other learning disabilities in reading
- Important to provide explicit and systematic instruction in the appropriate sequence
- Use multisensory and multimodal techniques: listening, speaking, movement, touch, reading, and/or writing

Fluent, Automatic Reading of Text

- Ability to read text quickly and accurately
- Essential for good comprehension (NRP)
- Research supports the role of practice
- Match students with appropriate texts according to fluency rate to promote independent oral and silent reading

Vocabulary

- Vocabulary development and knowledge plays a key role in reading comprehension
- Research supports both direct and indirect methods of instruction
- Good teaching provides wide exposure to words, both orally and through reading (important for rich vocabulary development)

Text Comprehension

- The ultimate goal of reading (instruction)
- Builds upon earlier components, as well as background knowledge and text structure
- Need to assess and pinpoint the weaknesses
- Research-based comprehension strategies: background knowledge, inferences, summarization, graphic organizers

Handwriting, Spelling, Written Expression

- Often overlooked, fluent handwriting improves written composition
- Spelling is a complex linguistic skill that reflects how well students understand language: errors reveal a lot!
- Translating ideas into language: word choice, sentence and paragraph construction; revising and editing

Effective Instruction is ...

- Structured
- Explicit
- Systematic
- Multisensory

Effective Instructors

- Trained and certified in a structured language approach
- Use Orton-Gillingham-based methods
- Titles and degrees (e.g. reading specialist, literacy instructor, M. Ed., special education) do not guarantee they have this training

Questions to Ask Service Providers:

- Do you use explicit and systematic instruction in reading?
- Are you trained/certified in a structured language reading program, such as Orton-Gillingham?
- How much experience do you have working with dyslexic children?
- Have you assessed my child's decoding skills?
- Will my child's IEP include science-based reading instruction?

IDA Resources

- IDA Website (www.interdys.org)
- IDA Knowledge & Practice Standards
- Information: Fact Sheets
- List of IDA Branches around the country
- IDA Bookstore
- Find a Provider directory

IDA's 63rd Annual Conference

- October 25-27 in Baltimore
- First-ever Parents Conference
October 26-27



Questions?

Liz Liptak, Director of Professional Services

International Dyslexia Association

40 York Road

Baltimore, MD 21204

Email: ElIPTak@interdys.org