

*Question 1: Does training include educating general education and SPED teachers on how to have more collaborative/inclusive classes? Some teachers don't seem to be aware of or willing to collaborate in this regard.*

Both general and exceptional education teachers have opportunities to attend training on strategies for effective collaboration. This summer, our keynote speaker at our summer conference is Marilyn Friend, an author of several books on co-teaching. In addition, all new teachers receive training in effective collaborative practices.

*How many resources/teachers are available that are Orton-Gillingham trained?*

The county has ten teachers with Level 1 Wilson certification, two teachers with Level 2 Wilson certification, five teachers who have received training through the VDOE, five who have completed training through the Institute for Multi-sensory Education, and about 50 teachers who are Wilson trained. Many other teachers benefit from the direct training of their colleagues through their collaboration and mentorship.

*How can teachers become OG trained? Can this training be through the county? (This was asked by a teacher.)*

The county is providing in Orton-Gillingham based strategies and curriculum for select exceptional education middle school teachers this summer. Our hope is to offer this training to additional teachers in the future. Teachers can also apply for Orton-Gillingham training through the VDOE.

*Can you provide websites or examples of graphic organizers?*

The choice of the best graphic organizer depends upon the reading assignment. It will be important for students to learn to become independent in choosing a graphic organizer that will help them meet their specific purpose for reading. As those skills are being developed, teachers can help support selection of effective graphic organizers. This [site](#) has some good organizers that would be useful at upper elementary and above. This [site](#) would be useful in elementary.

*What Orton Gillingham based programs are teachers utilizing in elementary schools?*

The programs currently being used in elementary schools are Wilson, IMSE (teachers trained by the Institute for Multi-Sensory Education), teachers trained in Orton-Gillingham methods through the Virginia Department of Education, and Foundations.

*Testing done with private psychologists was more in depth than with school based testing and resulting in deficiencies and diagnosis not identified in school. Curious why this is?*

School based referrals use a team approach to assessment so that it is comprehensive and multifaceted. Therefore, some assessments or gathering of data may be spread out across multiple reports. In terms of specific assessments, we often use very similar measures to those in private reports, such as cognitive, achievement, processing measures, checklists, etc. It is important to note that the referral question for school teams is whether a student meets special education criteria and is eligible for services. The private report often focuses on a specific diagnosis. Private reports are always considered by school teams when provided as well.

*The term dyslexia has not been used by my twins school, but special learning disability. Is it based on being a medical diagnosis? (I hope this makes sense). Thank you!*

Under the federal law, IDEA, dyslexia falls under the umbrella of Specific Learning Disability (SLD). Therefore, a student with dyslexia will be identified as having a Specific Learning Disability. The school can further define the nature of the learning disability under SLD, but the category will be SLD. If a student's testing indicates characteristics of dyslexia, that can be included in the IEP.

*How to manage a child both with dyslexia and ADHD?*

A student with both dyslexia and ADHD may need specialized instruction to address particular areas of need for both dyslexia and ADHD. A student may require direct instruction in both reading skills as well as executive function support. Students can access assistive technology to support text acquisition as well as organizational skills. All areas of need can be addressed through the IEP.

*How to get access to the teachers with the special training?*

Most elementary schools have teachers with some training in Orton-Gillingham strategies and methods. We are working this summer to provide training for middle school teachers. The county is committed to expanding teacher training.

*Any recommendations for summer programs?*

Students who need summer instruction may receive instruction through Extended School Year (ESY). The need for ESY is determined by the IEP team. ESY considerations should occur during each IEP meeting. If you believe that your child may require extended school year services, and

these conversations have not been a part of your IEP process, please contact your child's school to request an IEP meeting.

*How do children learn to manage dyslexia when they are in situations where there are no accommodations available?*

Our first goal is to provide instruction that will allow students with dyslexia to read well enough so that they will not need accommodation. Some students will continue to need accommodation in situations with high volume text demands. Many adults with dyslexia continue to use assistive technology such as audio apps and speech to text apps.

Possibly the most important accommodation for any student with dyslexia is extended time. It will take a student with dyslexia longer to decode and decipher text than a student without dyslexia.

*Best way to test if accommodations are successful or need to be re-evaluated.*

If accommodations are not meeting student needs, the IEP team should convene to determine what needs are not being met and how they can be met. When accommodations are meeting student need, it should be evident in their ability to learn content material and to demonstrate their knowledge on classroom, district, and state assessments.