

**Special Education Reading & Language- Based Programs
Summary of Specialized District Initiatives (2018-2020)**

Programs	Description of Interventions for Students with a Language-Based Disability	Targeted Students Implementation Plan	Training Requirements & District staff
<p>Wilson Reading System</p>	<p>WRS is an intensive Tier 3 program for those with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. students receive instruction in:</p> <ul style="list-style-type: none"> • Word structure, in depth, for automatic decoding and spelling • Word recognition and spelling of high frequency words, including irregular words • Vocabulary, word understanding, and word-learning skills • Sentence-level text reading with ease, expression, and understanding • Listening comprehension with age-appropriate narrative and informational text • Reading comprehension with narrative and expository text of increasing levels of difficulty • Narrative and informational text structures • Organization of information for oral or written expression • Proofreading skills • Self-monitoring for word recognition accuracy and comprehension 	<p>Grade 2- Adult</p> <p>Special Education Learning Disabilities Specialist Implementation: Elementary, Middle and High Schools</p>	<p>3-day introductory workshop; certified practicum in Levels 1 & 2</p> <p>All (39) District Learning Disabilities Teachers are trained in Wilson Level 1</p> <p>(2) District Wilson Trainers Level 1 & 2</p>
<p>Fundations</p>	<p>Based on the Wilson Reading System® principles, Wilson Fundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Students receive a systematic program in critical foundational skills, emphasizing:</p> <p>Phonemic awareness Phonics/ word study</p>	<p>Grades K-3 Facilitators General Education and Selected Special Education Teachers (2010 – 2016)</p>	<p>One-day general ed. workshop for each grade level. Elementary Schools Tiered 2 Intervention (2018-2019)</p>

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<p>Fundations</p>	<p>High frequency word study Reading fluency Vocabulary Comprehension strategies Handwriting Spelling</p>	<p>Grades K-3 Facilitators General Education and Selected Special Education Teachers</p>	<p>An additional 2-day workshop for used as a Tier 2 intervention program</p>
<p>Just Words</p>	<p>Just Words® is a highly explicit, multisensory decoding and spelling program for students who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The program is designed for students with below-average decoding and spelling scores and should be combined with other literature-rich programs.</p>	<p>Grade 4-adult District implementation at the secondary (2016 – Present)</p>	<p>Two-day workshop; additional 1-day workshop for screening and placement</p>
<p>Project Read Language Circle Framing Your Thoughts</p>	<p>Framing Your Thoughts – Is a sequential systematic method of instruction that teachers sentence structure from simple to complex. Using graphic symbols to represent the sentence parts and how they function, students learn to construct compound complex sentences with accuracy and creativity. Teachers will use and understand multisensory structured language techniques utilizing various strategies. Student Impact: Students will develop skills in sentence writing and editing and understanding of syntax, grammar and punctuation</p> <p>Project Read Language Circle Curriculum Components: Phonics, Reading Comprehension, and Writing Programs that are research- based and student tested Written Expression (Framing Your Thoughts) Delivers direct skill instruction and multisensory strategies for all tiers. Students are targeted visual, auditory, kinesthetic, and tactile strategies that enables students to transfer these skills across content areas. This curriculum is aligned to Common Core State Standards</p>	<p>Targeted Teachers of Moderate Special Needs Grades: 4 - 8</p> <p>Targeted Teachers of Moderate Special Needs and Learning Disabilities Grades: 7 – 12</p>	<p>Selected Special Needs Teachers began a three day training October 2019 – June 2019</p> <p>On-going PD Training Plan 2019-2020</p>

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<p>Lively Letters</p>	<p>The Lively Letters program is used throughout the US and globally as a supplement to the core reading curriculum in grades Pre-K - 2. It is also used as a powerful intervention program, quickly closing gaps for all types of learners and struggling students of all ages. The Lively Letters Program addresses the needs of students with various learning challenges, including the following:</p> <ul style="list-style-type: none"> • Students with various reading disabilities, including dyslexia • Students with speech and language disorders • Students with memory weaknesses • Student learning English as a second language <p>The Lively letters program teaches students the following critical skills:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Speech Production • Phonics 	<p>Pre-School Teachers and (40) Speech and Language Pathologists received training.</p>	<p>On-going Implementation 2018 - 2019 Analysis and Review of student progress</p>
<p>Lindamood Phoneme Sequence Program for Reading, Spelling, and Speech (LiPS)</p>	<p>The LiPS® Program addresses the sensory cognitive functions, and the development of an oral-motor, visual, and auditory feedback system that enables all students to prove the identity, number, and order of phonemes in syllables and words. It is more basic and more extensive than traditional phonics programs. LiPS teaches students to discover and label the oral-motor movements of phonemes phonemic awareness is then applied to reading, spelling, and speech. Students can then verify the identity, number, and sequence of sounds in words. Visualizing and Verbalizing program develops concept imagery to address comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking and writing.</p>	<p>Children and adults of all ages SPED Teachers and Speech and Language Pathologist</p>	<p>Specialized Training (3-4) days/Monitoring Projected Training Dates May – Oct 2019</p>
<p>Edmark Reading Training</p>	<p>Across Levels 1 and 2, the Edmark Reading Program provides repeated encounters with 350 frequently seen sight words and three word endings. Students begin by recognizing and reading a new word in isolation and then in the context of phrases, sentences, and stories. They use their newly learned words in a variety of reading activities, which include matching pictures to words, using manipulatives, reading story books, practicing spelling and writing, and playing interactive card and board games for reinforcement of word recognition and comprehension</p>	<p>Students with developmental disability, intellectual disability, autism, hearing impairment; and ELL learners</p>	<p>Teacher Training through the formal training program</p>

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<p>Orton-Gillingham</p>	<p>Orton- Gillingham (OG) is a systematic intensive multi-sensory reading intervention that requires educators to complete a coursework (30-40 hours) as well as (50) hours of a supervised practicum which must also include 1:1 observations. The Orton Gillingham Classroom Educator is qualified to apply the principles of the Orton-Gillingham approach to modify and provide literacy instruction for a classroom or small groups (Tier 1), and targeted direct instruction to individual students which can also include a (Tiered 3) service delivery intervention model.</p> <p>Currently, the district has two learning disabilities specialist trained in Orton-Gillingham and we are exploring feasibility to train additional special needs teachers in this multisensory program. As a result of school committee request, the special education department will also review service delivery needs of students with a language-based disabilities to address an implementation plan of Orton- Gillingham at the elementary level given the emphasis for students in grades: (K-3).</p> <p>Additionally, The Institute of Multi-Sensory Education (IMSE) is offering an OG training in Massachusetts. The cost for each participant is \$1,175.00.</p> <p>This comprehensive training provides participants with an in-depth understanding of IMSE’s Orton-Gillingham methodology over the course of (30) hours. IMSE course is a more traditional OG approach that focuses primarily on phonological awareness and phonics. Participants will also discuss how to teach fluency, vocabulary, and comprehension using the OG philosophy of multi-sensory, sequential, direct instruction.</p>	<p>Targeted Students Grades: K-3</p> <p>Implementation Plan of OG</p> <p>Training: Based on funding and given support from Principals to implement an OG Program for selected students based on IEP’s the district will identify and train a specific number of Elementary Teachers of Moderate Special Needs or Learning Disabilities Teachers.</p>	<p>IMSE</p> <p>Comprehensive Orton-Gillingham Training (30)Hours Anticipated Training Dates March 11 -15, 2019</p> <p>Review of students with disabilities who have a language- based disability or dyslexia to determine if OG intervention would be an appropriate multi-sensory intervention</p>
<p>Research Study with MGH Institute of Health Professional Study</p>	<p>MGH – Speech & Language Literacy Lab Tiffany P. Hogan, PhD, MGH Institute of Health Professions World Learning, reading and Academic Achievement: A Longitudinal Study from Kindergarten to 4th Grade. This will include:</p> <ul style="list-style-type: none"> • Language screening to determine which students will participate in study • Teachers will receive data on classroom screening measures • Research staff will provide professional development on language as related to reading and academic achievement, as well as implementation of evidence-based language and reading comprehension instruction, which can help close achievement gaps 	<p>Research Projects based on parental consent for students Grades: K-4</p> <p>Dyslexia screener as required by the new Dyslexia Law</p>	<p>June 2019 – June 2020</p>