

Intensive Diagnostic Education Centers

Division of Special Education
Los Angeles Unified School District



The IDEC Approach to Reading Intervention

What aspects of reading does IDEC address and how is IDEC different from other interventions?

The IDEC Referral and Placement Process

How are IDEC candidates identified and placed in the program?

IDEC Data Outcomes

What learning outcomes does the program produce

Agenda

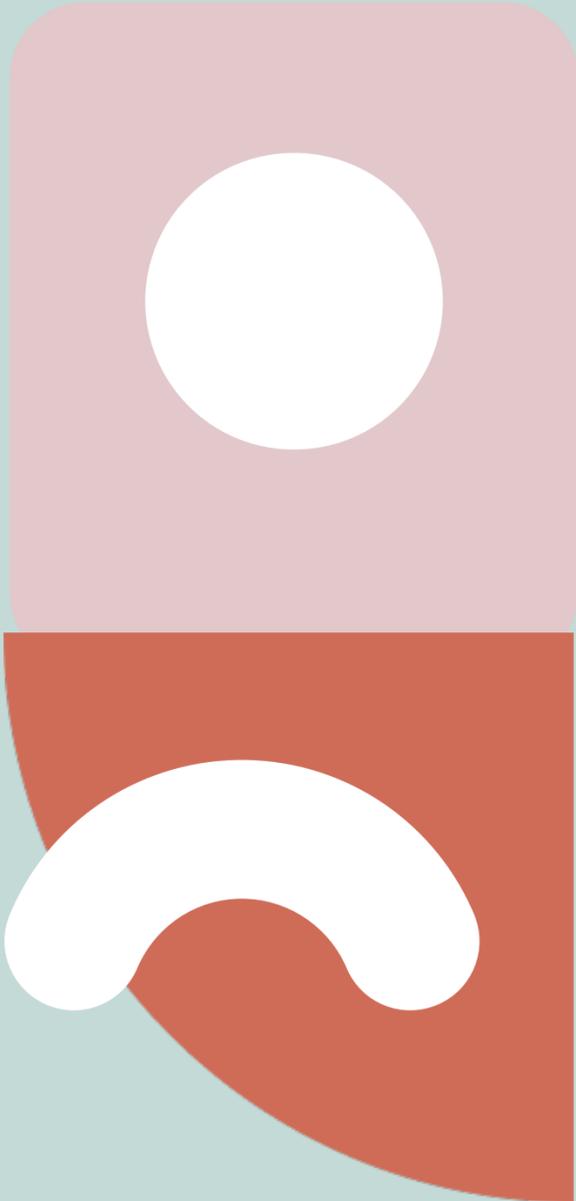


The IDEC Mission

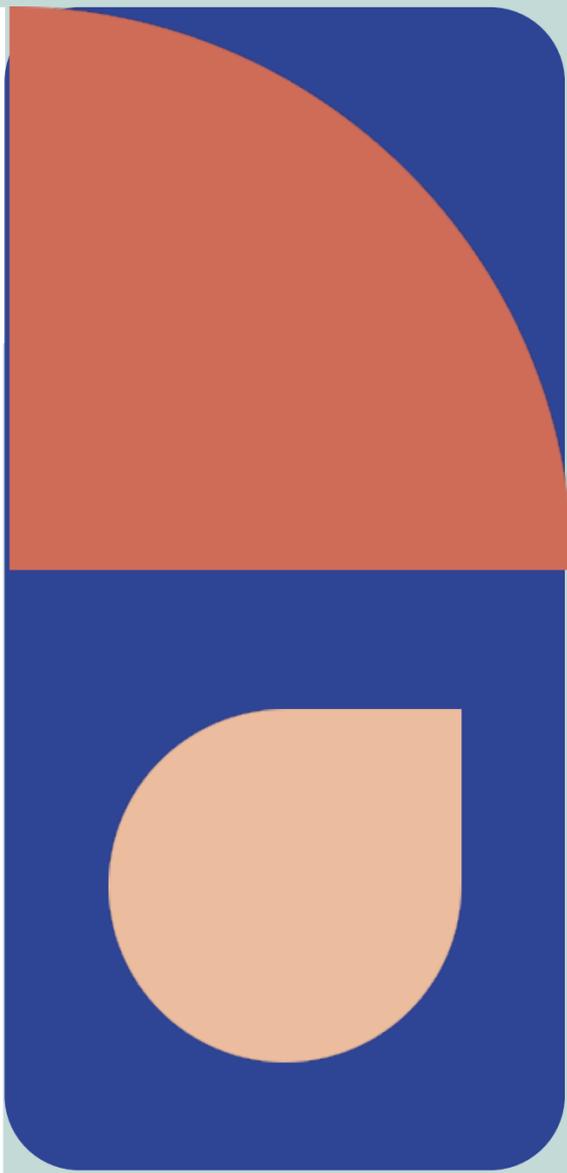
Provide equitable access to high quality intervention for students with dyslexia

Enhance student access to core instruction to promote long term academic success

Promote and support science-based reading instruction in classrooms across the District



What is
Reading?



The Simple View of Reading

D

Decoding

x

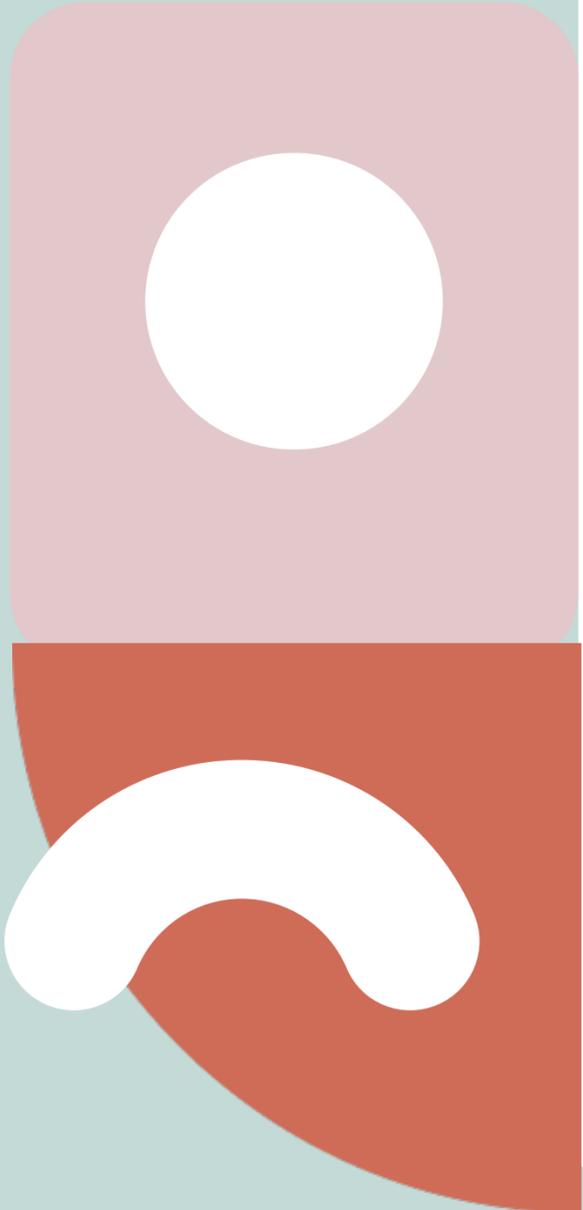
L

Language
Comprehension

=

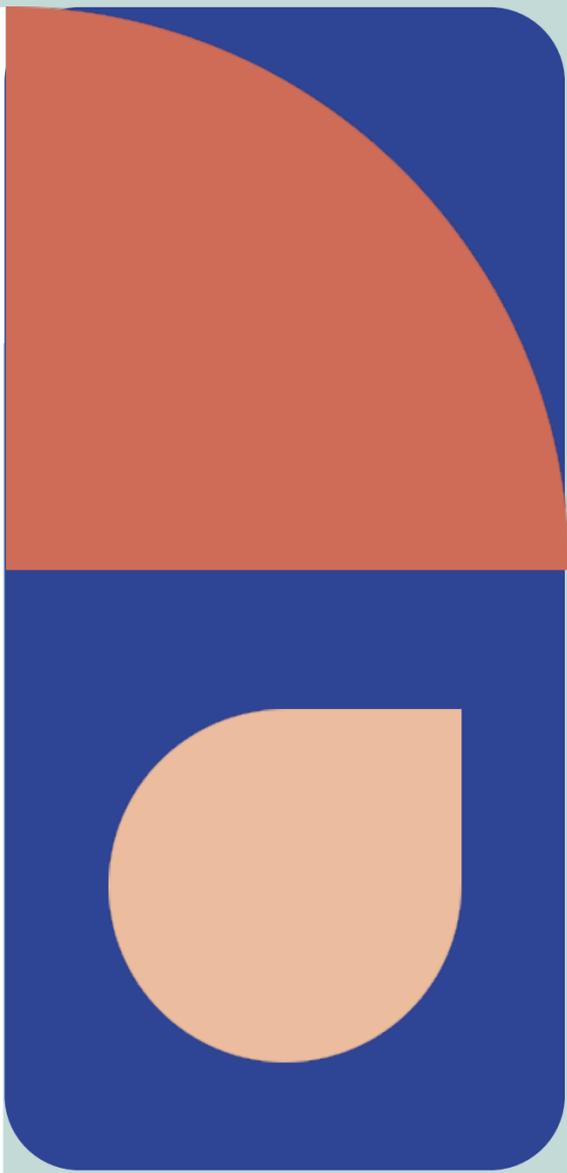
R

Reading
Comprehension

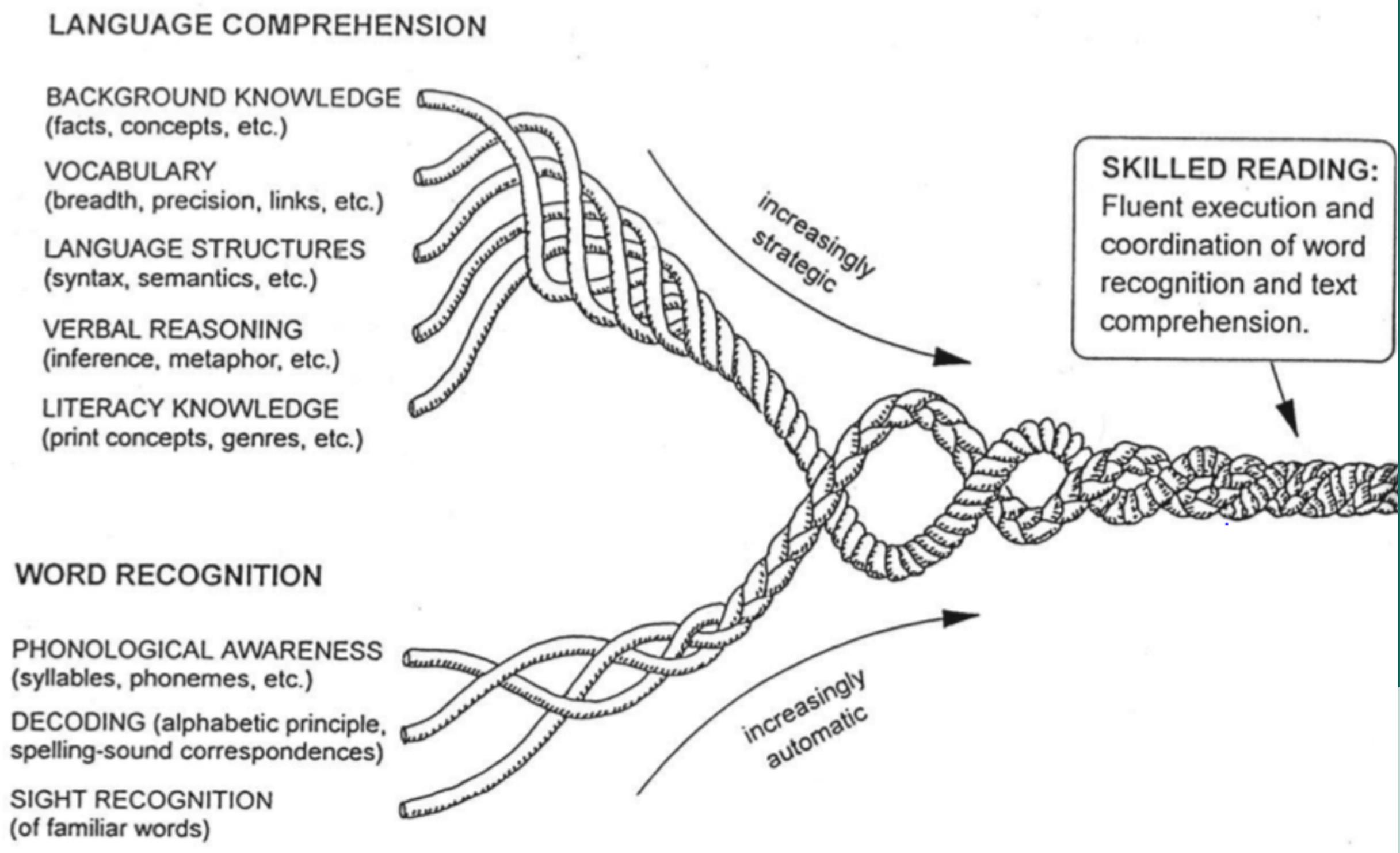


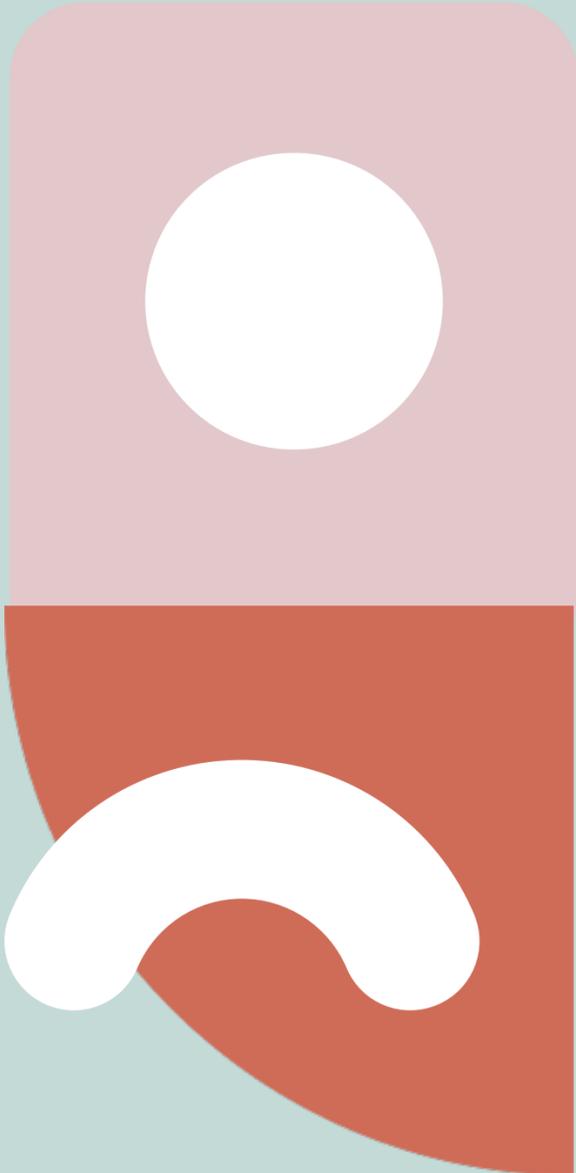
What Skills

Comprise
Reading?

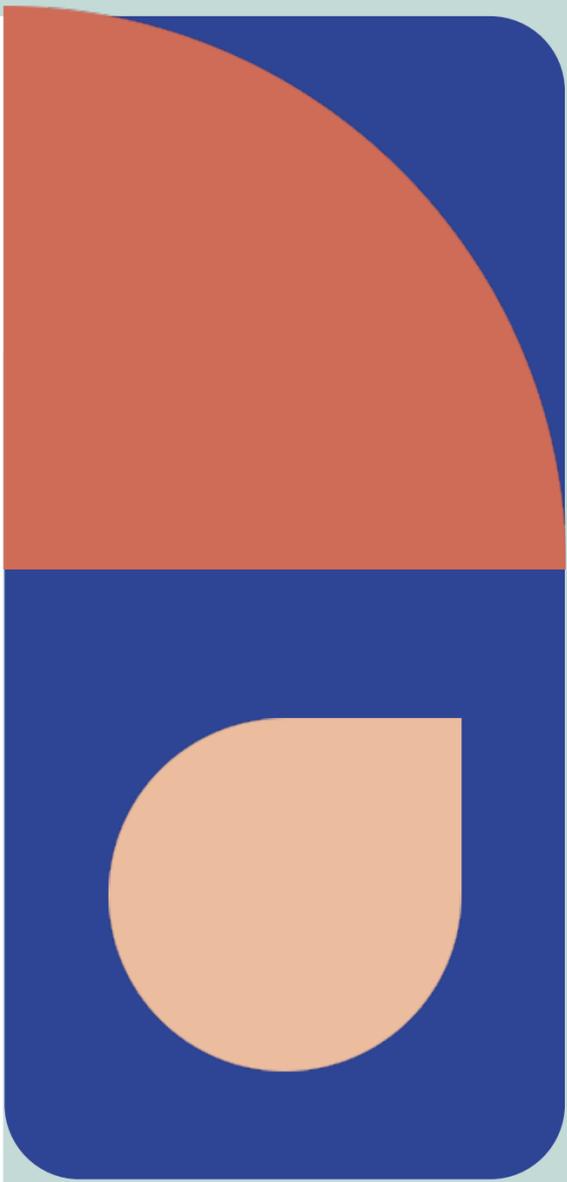


Scarborough's Rope

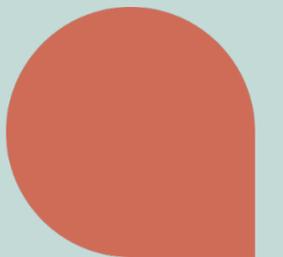
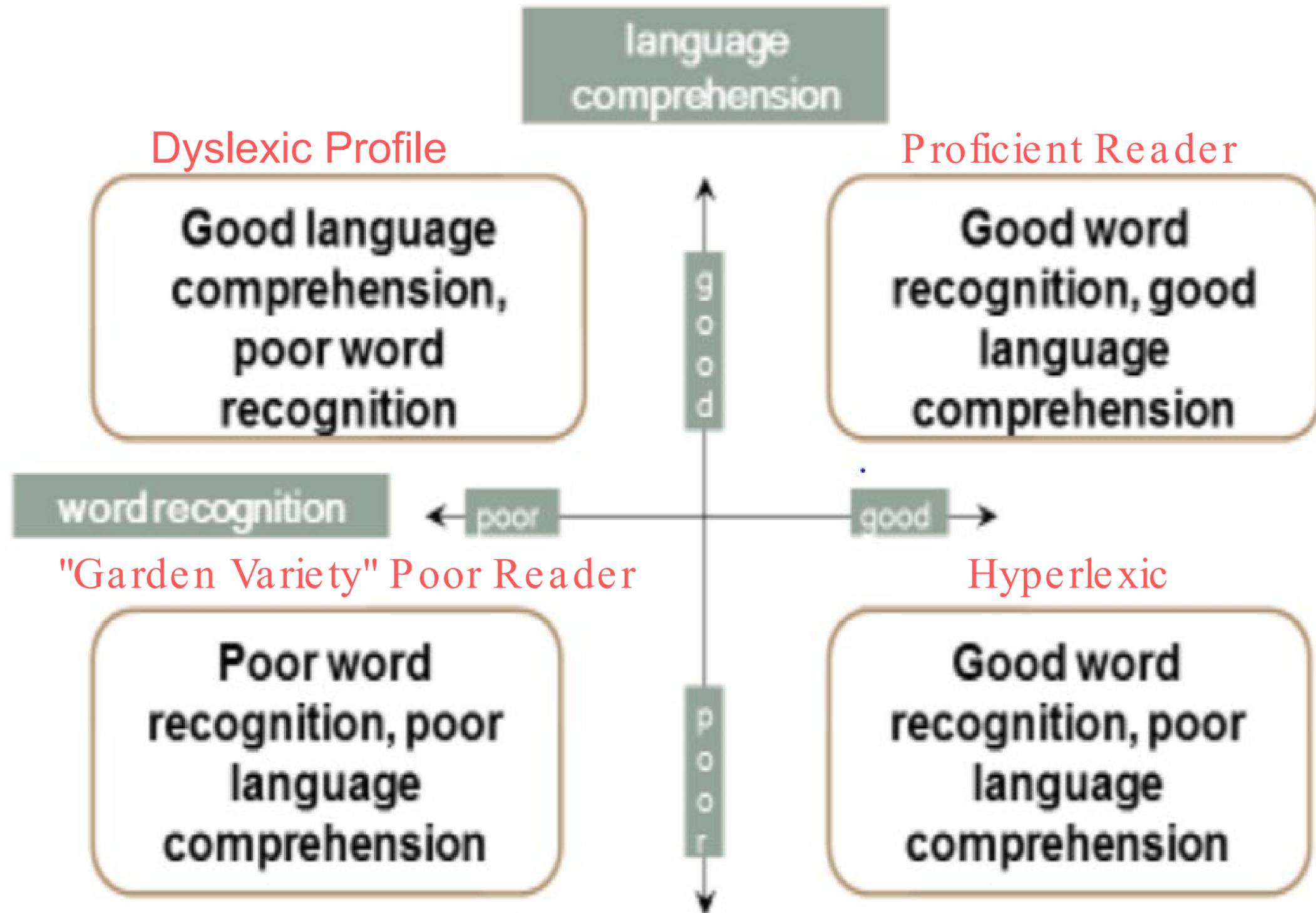




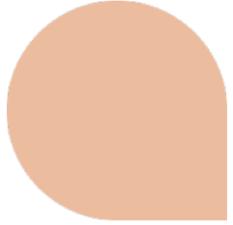
How can a
specific
learning
disability
impact reading
development?



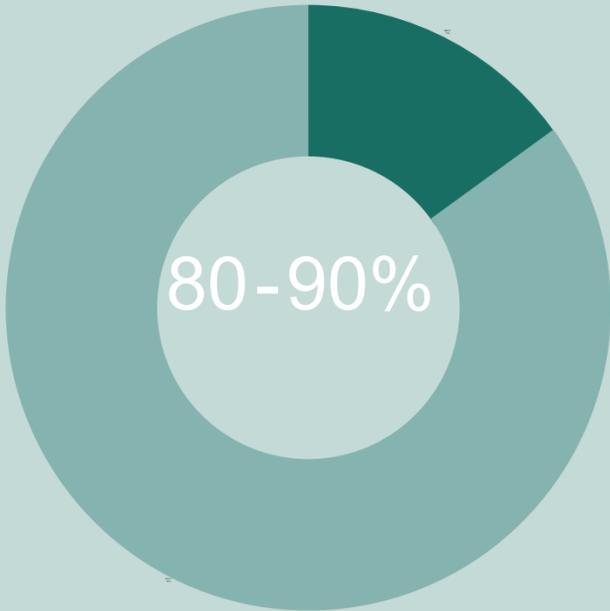
Developmental Outcomes



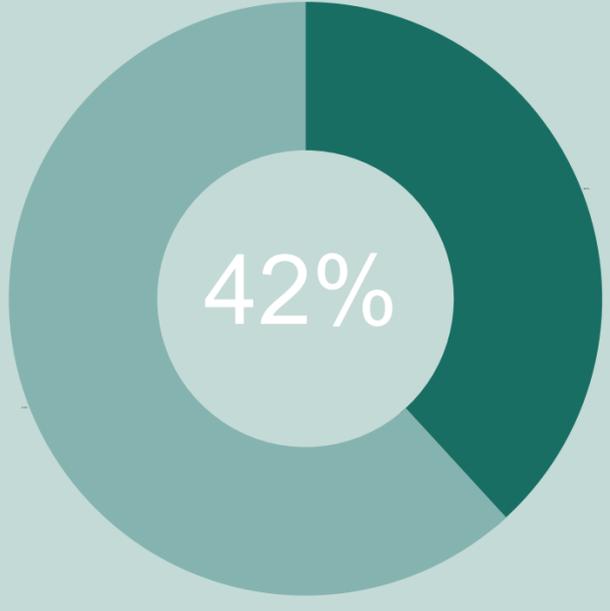
Dyslexia and LAUSD



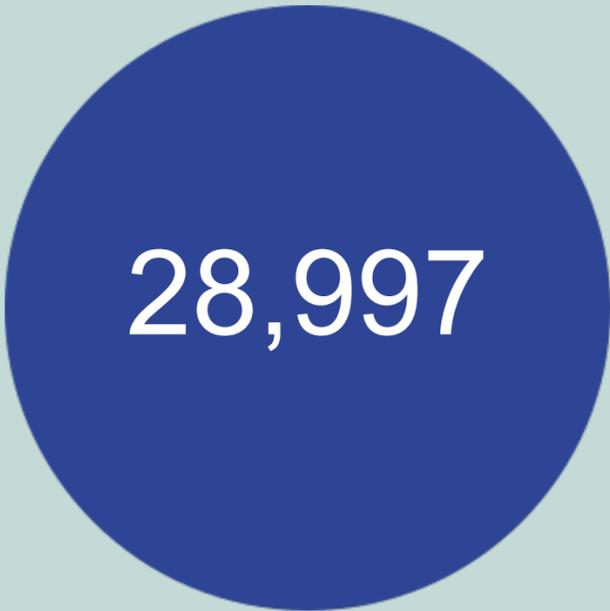
Students with Learning Disabilities within LAUSD



Dyslexia effects 80-90 percent of those identified with a Learning Disability



Special Education Students in LAUSD with current SLD Eligibility



Approximate Number of Students in LAUSD with Dyslexia

IDEC ETHNIC BREAKDOWN

● African American - 9.1%

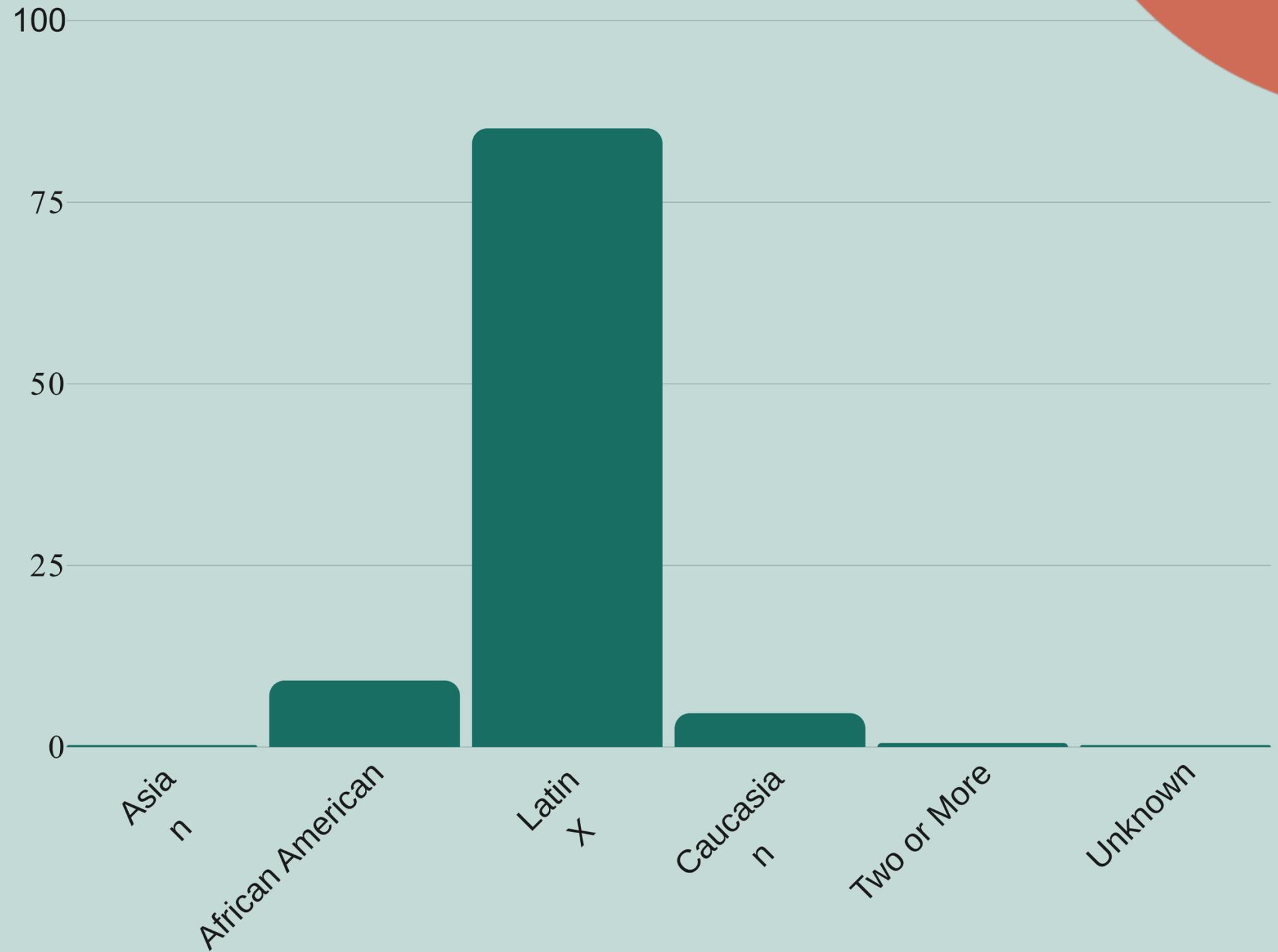
● Latin X - 85.1%

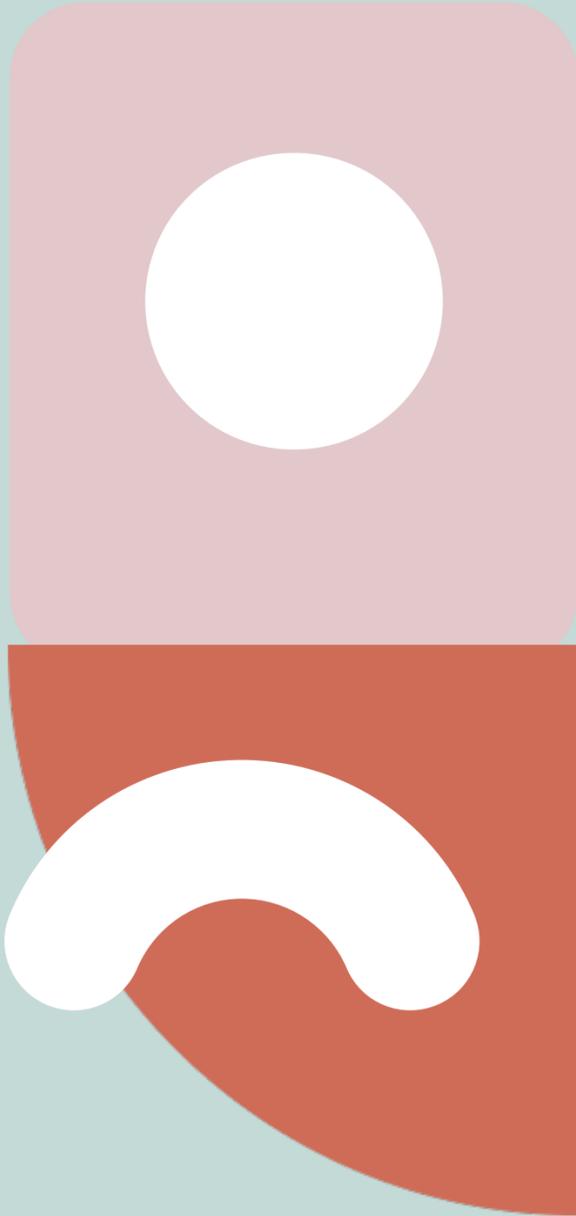
● White - 4.6%

● Asian - 0.2%

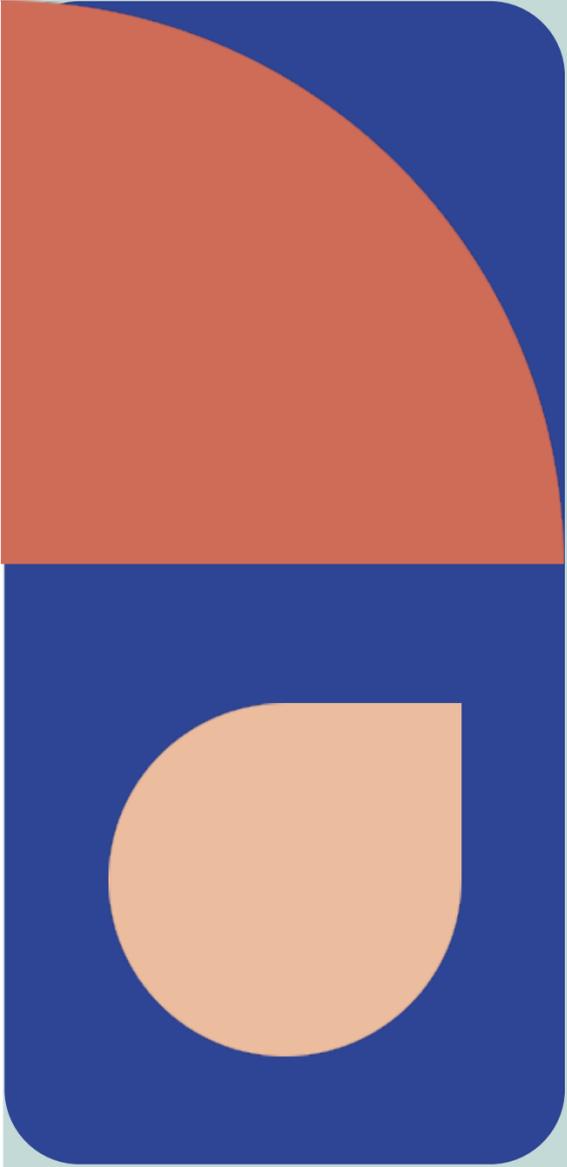
● Two or More - 0.5%

● Unknown - 0.2%





What is the
purpose of a
reading
intervention?

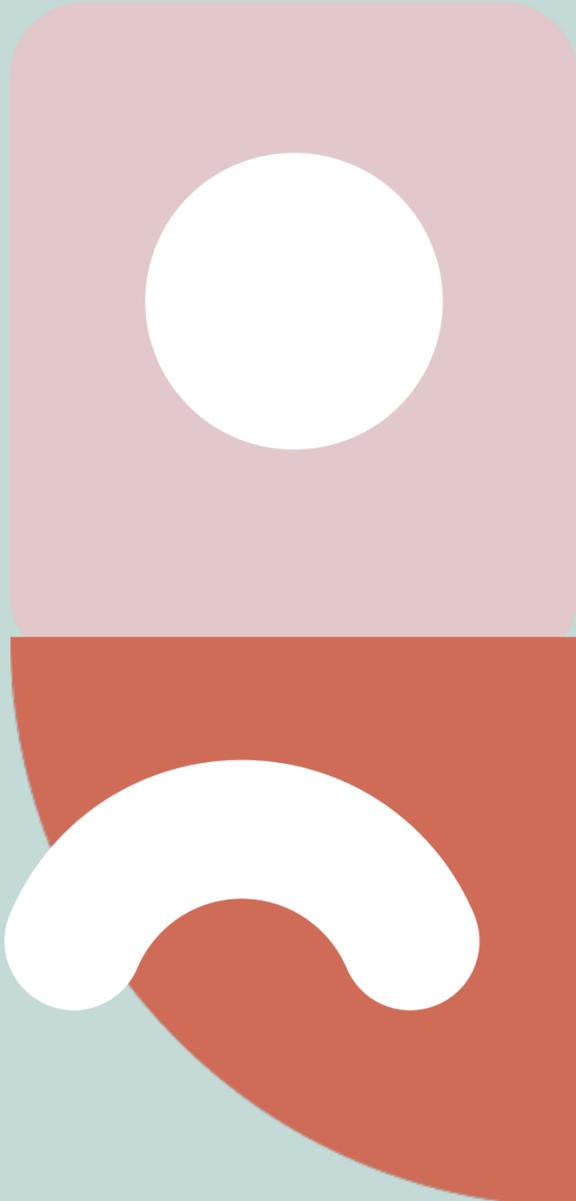


Intervention
instruction
should meet
the following
criteria :

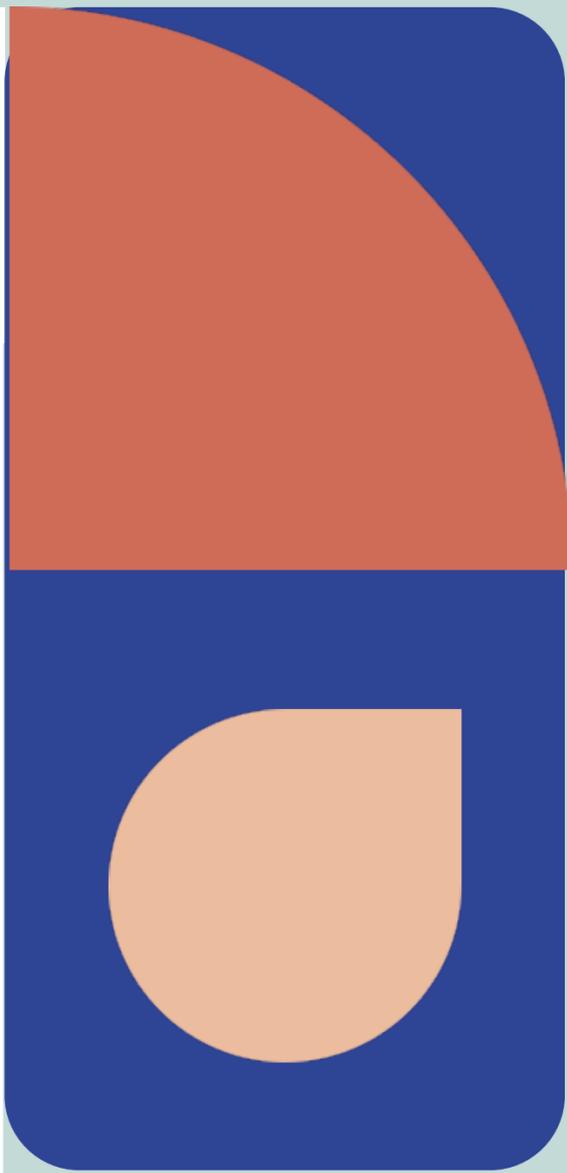
- Produce
Measurable
Outcomes

- Ensure
Transferability
to Content
Area Class

- Target Skills
as opposed to
content

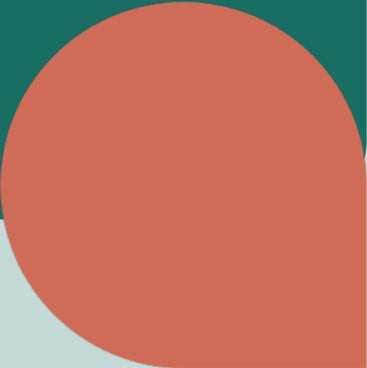


What aspects
of reading can
be addressed
through
intervention?



Decoding

The ability to identify unfamiliar words and, over time, recognize them by sight.

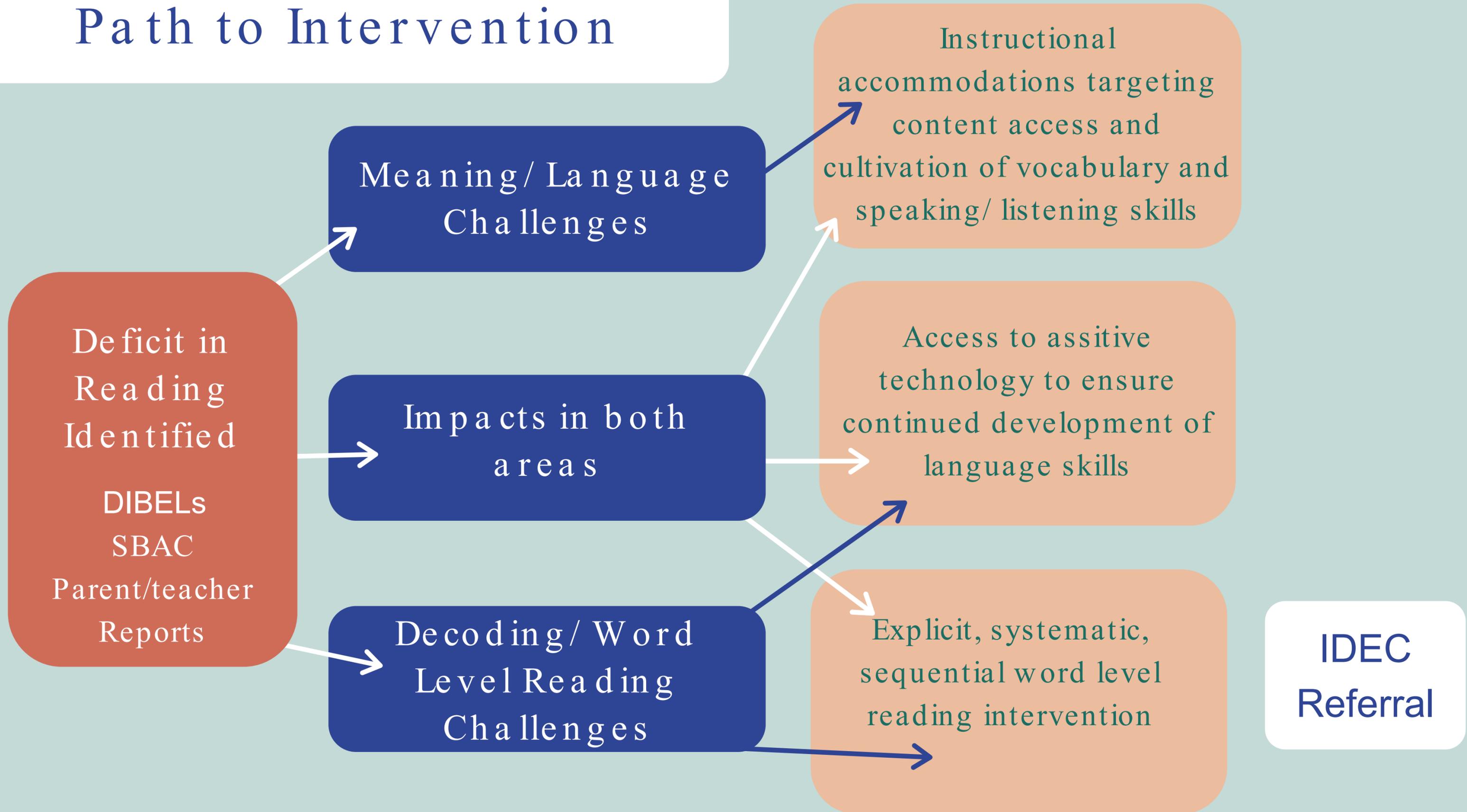
- Comprised of discrete skills that can be targeted through intensive instruction
 - Impacted by deficits in student phonological processing
 - Evidence suggests that 95 percent of students can develop proficiency
- 

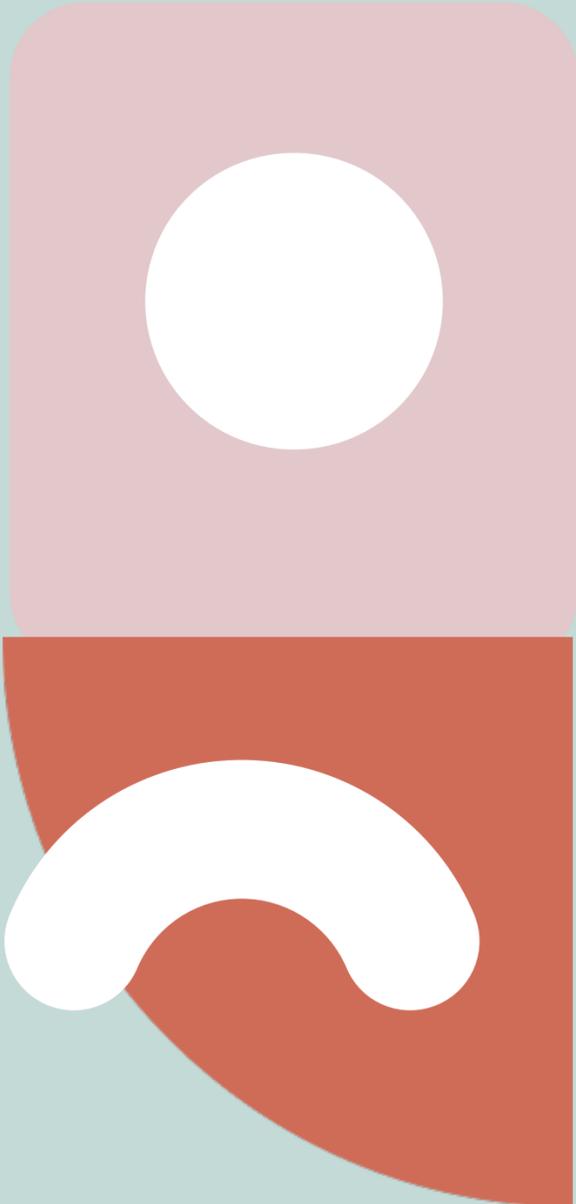
Language Comprehension

The ability to derive
meaning from words and
structures of language

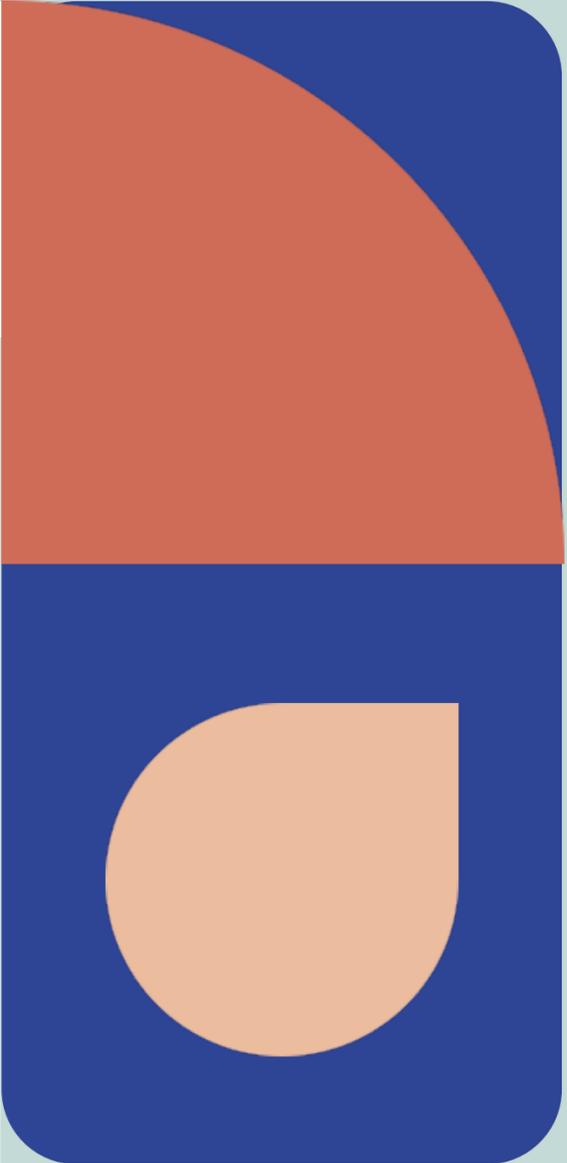
- Determined largely by background knowledge
- Impacted by a variety of skills and cognitive processes
- Evidence is limited as to the efficacy of intervention efforts

Path to Intervention





What does
research tell us
about word
level reading
intervention?



Approach to Intervention

Putting Research to Practice

High Quality Teacher and Para Training

Teachers and paraprofessionals are provided a strong background of theory and practices related to evidence-based intervention

Student to Teacher Ratio

Small group instruction does not exceed 4:1

Approach to Intervention

Putting Research to Practice

Evidence-Based Practice

High-fidelity implementation of proven instructional programs

Multi-Level Data Analysis and Response

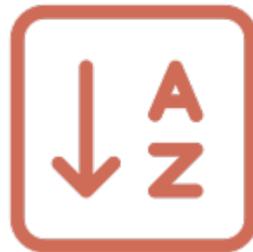
Consistent use of diagnostic and progress monitoring measures in classrooms;
establishment of program-wide metrics to determine and enhance program efficacy

Selecting the Right Tools

Addresses Components of an Effective Reading Intervention



Training of
Phonemic
Awareness
Skills to the
Advanced
Level



Explicit
Phonic
Instruction



Platform to
Practice
Learned Skills



Unraveling
research and
statistical
language



Critical review
of research
design and
outcomes



Implementation
of strategies
with Moderate
to High
Improvements

Strategies Proven
Effective

Components of Effective Reading Intervention: Instructional Tools

01 Elimination of Phonemic Deficits

Teaching sound identification and manipulation to the advanced level

Equipped for Reading Success, LIPS



02 Explicit Phonics Instruction

Intensive, sequential, explicit

Wilson Reading System, Orton Gillingham

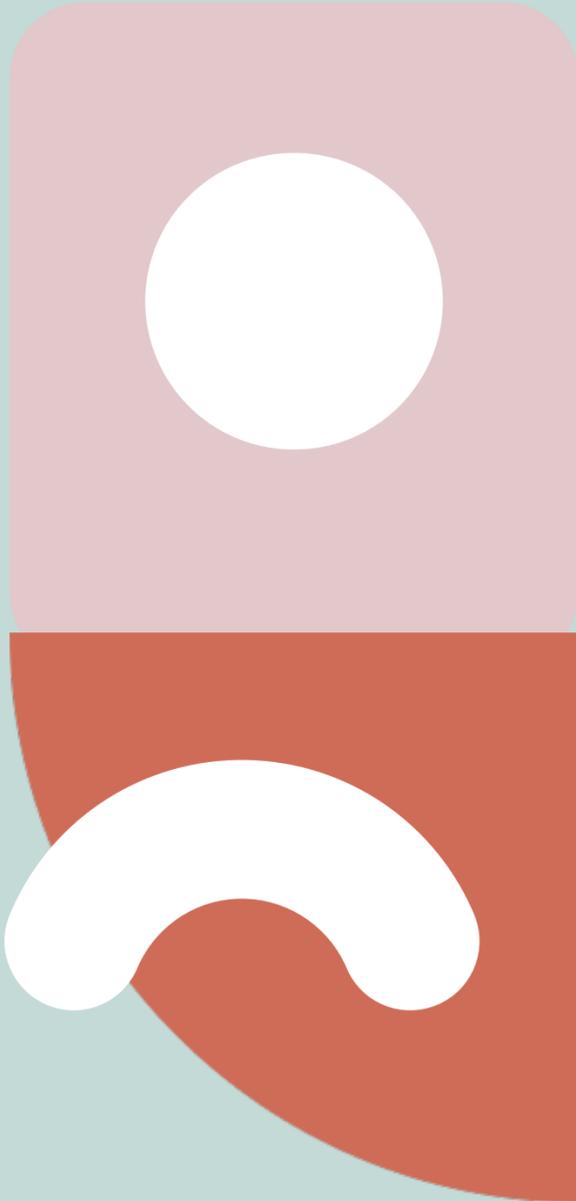


03 Platform to Practice

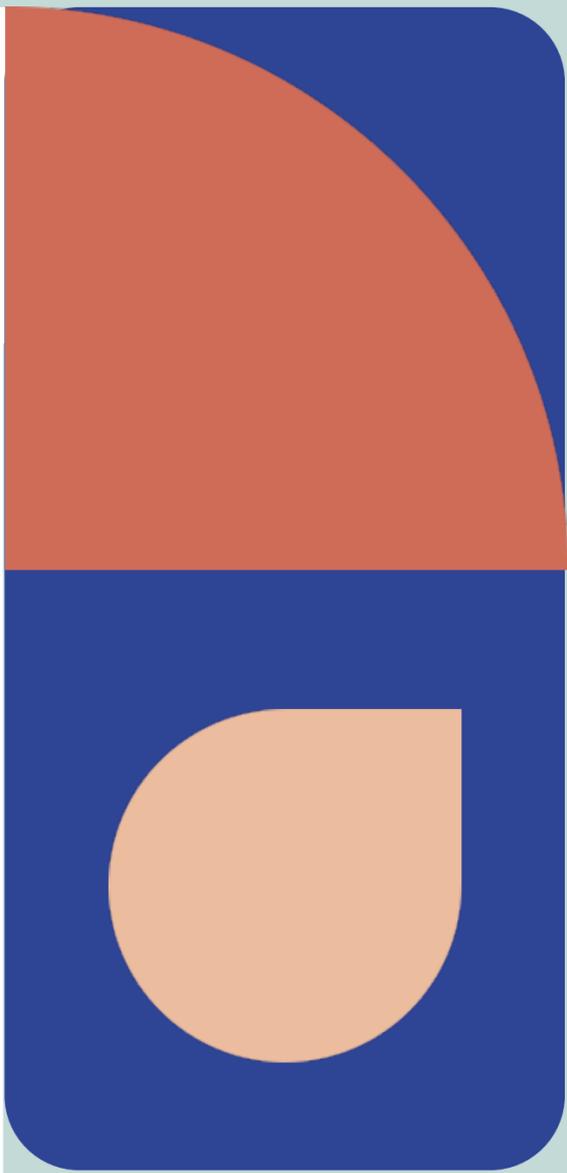
Building automaticity and exposure to build sight vocabulary

Learning Ally, Read Live, Achieve 3000





What does the
IDEC Model
look like in
practice?



The IDEC Model



Diagnostic

- Variety of assessments
- Short and long-term goals
- Progress monitoring

Intensive

- Small group instruction
- Skills taught and targeted for accuracy and fluency
- Cumulative instruction

Dynamic

- Data-informed instruction
- Use of multiple programs and instructional strategies

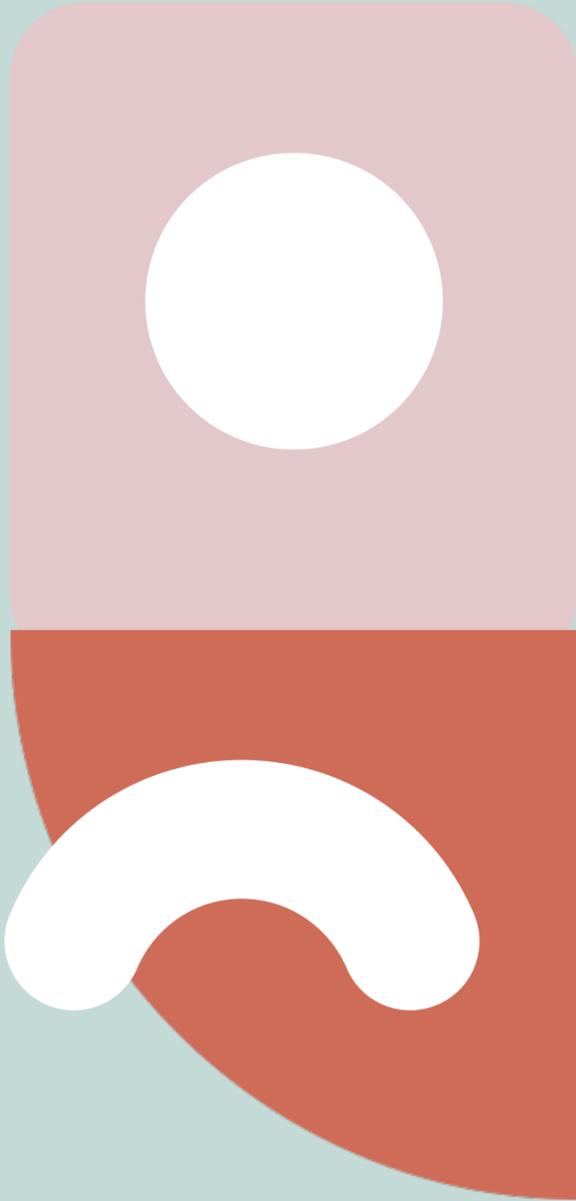
Screening
and
Placement

1-4
Semesters
of Intensive
Intervention

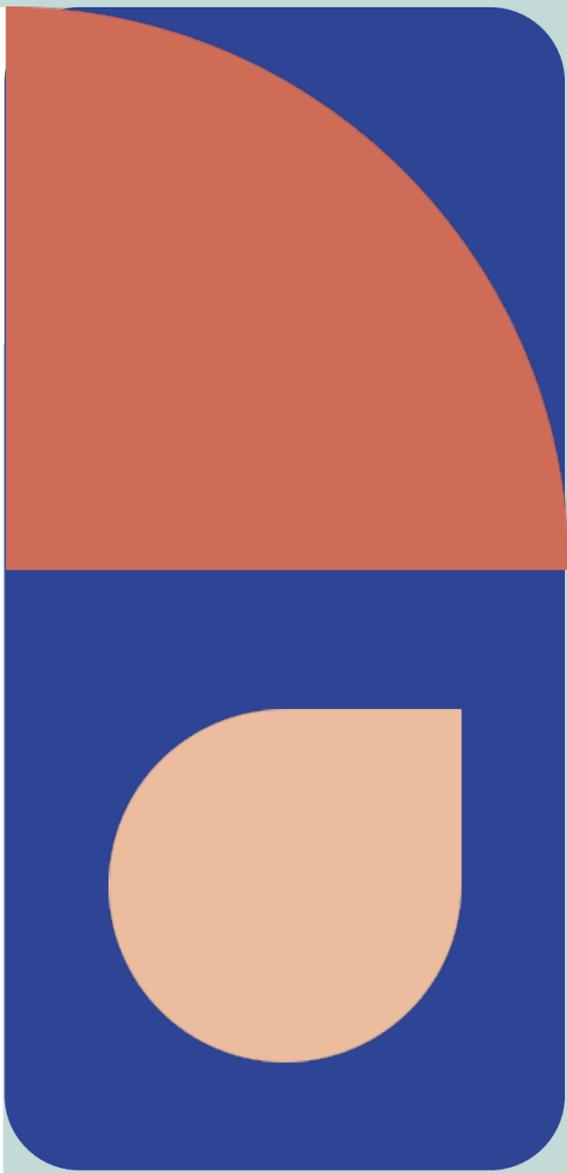
Transition
and
accommodation

IDEC Students...

- Are referred from grades 1-8
- Receive transportation if attending a non school of residence
- May be in the center from 1-3 hours daily
- Transition out of program once maximum benefit has been extracted from the intervention and appropriate accommodations are in place



How are
program
candidates
identified?



Referral

- Student is referred for assessment and parent authorizes screening

Screening

- Assessment of reading and phonological processing
- Observation and records review to ensure student readiness for intensive instruction

IEP Amendment

- If candidate is eligible for the program an IEP will be held to add intervention to FAPE 2 based upon availability of space

IDEC Screening Process

IDEC is a special education intervention, to be eligible, a child must have an IEP

IDEC Candidates

Factors to be considered by the IEP Team

The student has a specific learning disability and is on the general education curriculum

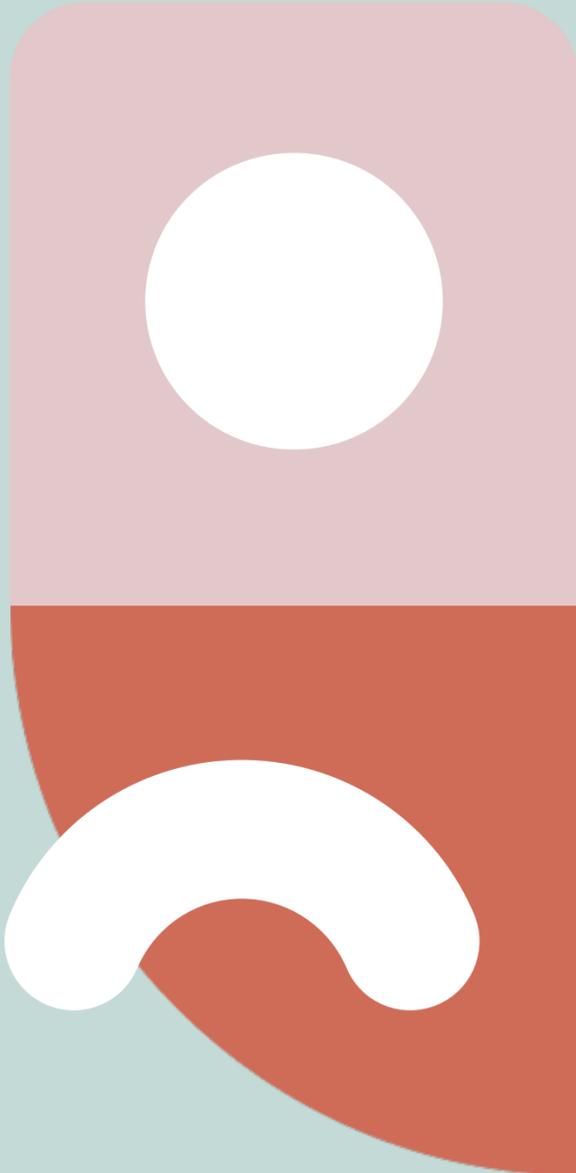
The programs implemented in IDEC are evidence-based for students within average ranges of cognitive abilities

IDEC Candidates

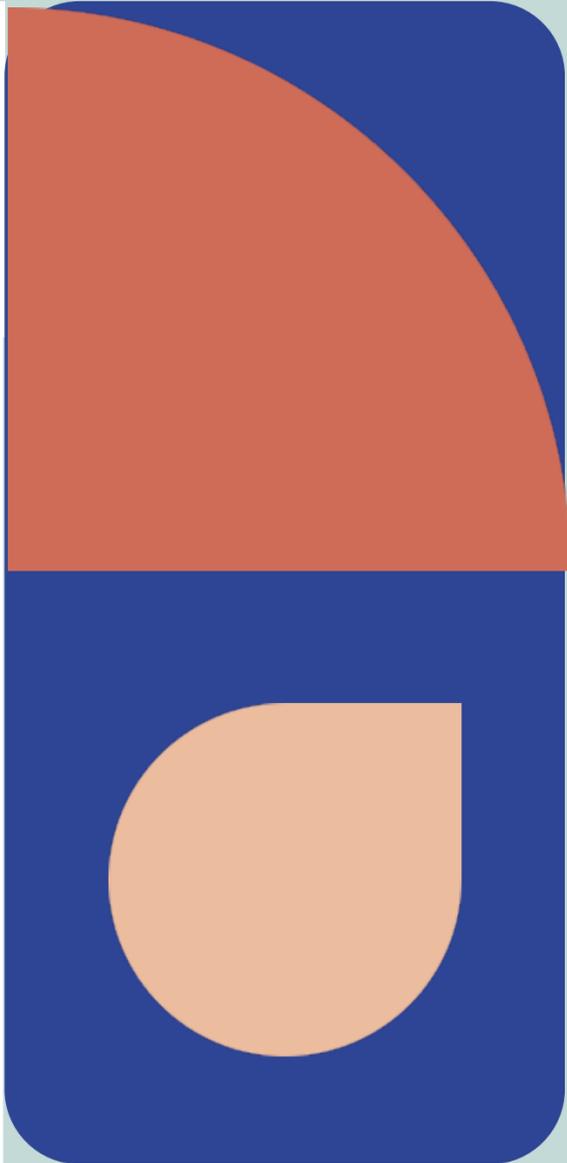
Factors to be considered by the IEP Team

The student's primary obstacle in accessing the general education curriculum/ setting is rooted in their word level reading skills

While there is strong evidence for the efficacy of word level reading intervention, other factors that may inhibit reading comprehension (working memory, attention, language processing skills) may be best addressed through accommodation

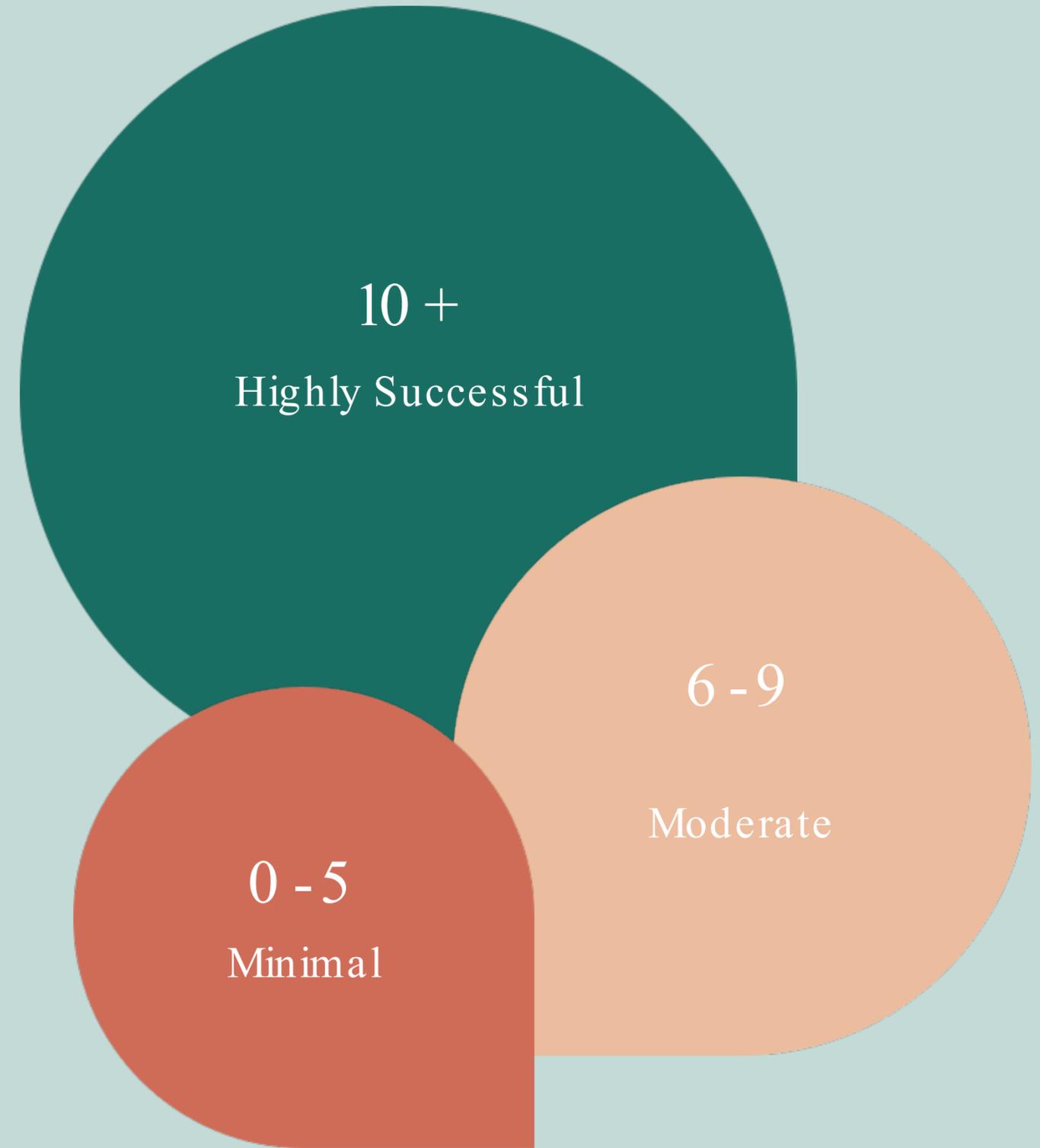


How do we
evaluate
student
outcomes?



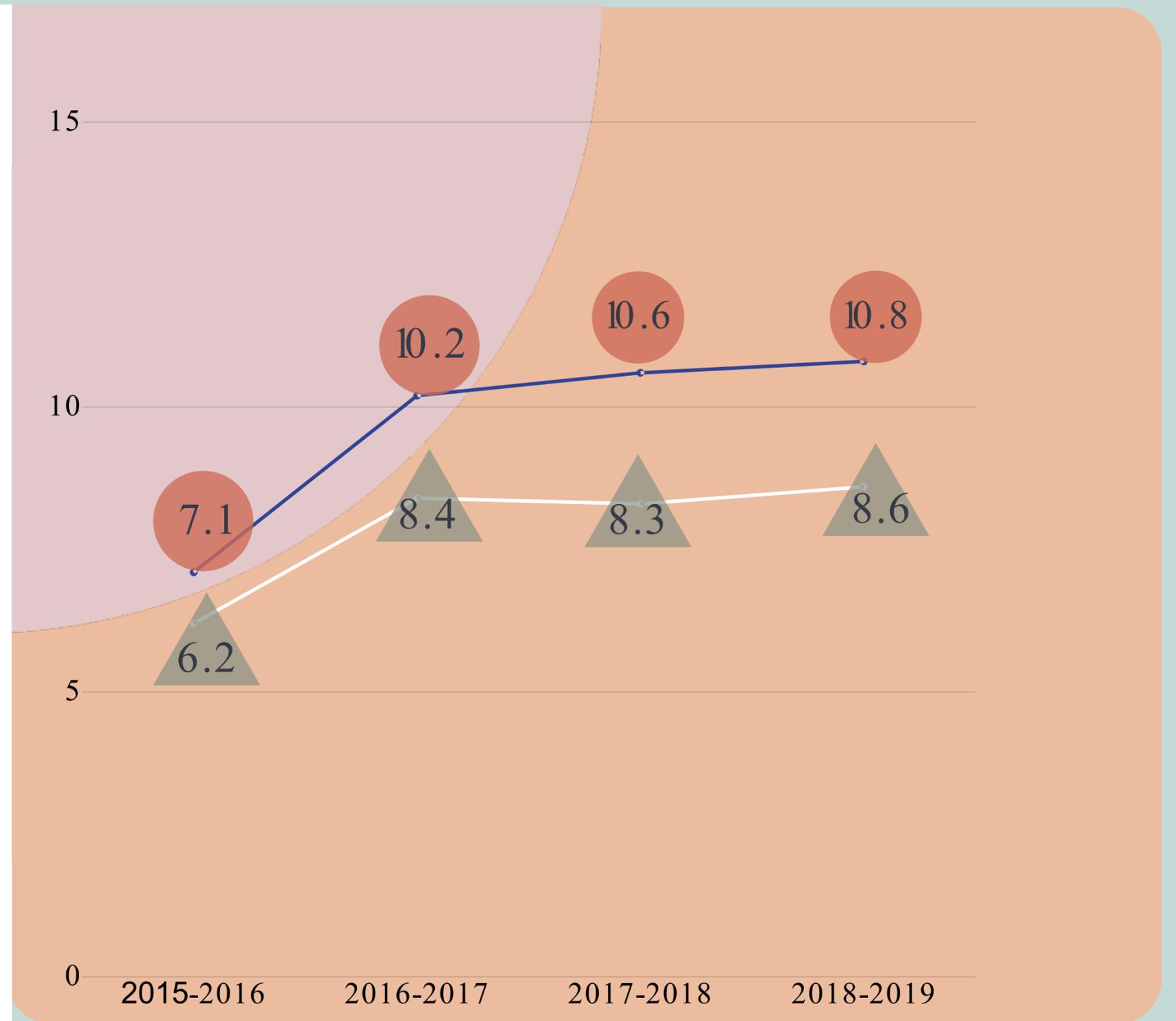
Interpreting Data: Research Outcomes

Essentials of Assessing,
Preventing, and Overcoming
Reading Difficulties (2015)



IDEC Program Data Trends 2015-2019

- Phonemic Decoding
- ▲ Sight Words



Case
Study
Eduardo



Background

- Special Education Class
- Specific Learning Disability
- 7th Grade

Initial Data

- Phonological Processing:
 - 5th %tile
- Rapid Automatic Naming:
 - 9th %tile
- Working Memory:
 - 50th %tile

Case
Study
Eduardo



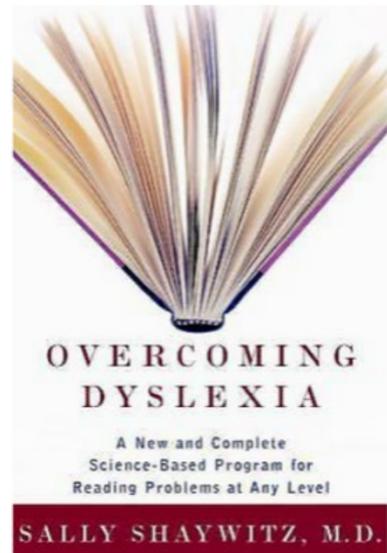
	Pre-Intervention	Post-Intervention	Growth
Phonemic Decoding	61 SS 1st %	88 SS 21st %	27
Sight Words	55 SS <1 %	93 SS 32nd %	38
Oral Reading Fluency	63 WPM	107 WPM	95th Percentile
Accuracy	16th % Below Average	37th % Average	1 Band
Comprehension	9th % Below Average	37th % Average	1 Band
SBAC ELA	-52 Standard Nearly Met	67 Met	1 Band
SBAC Math	-158 Below Standard	58 Met	2 Bands

Research and Collaboration

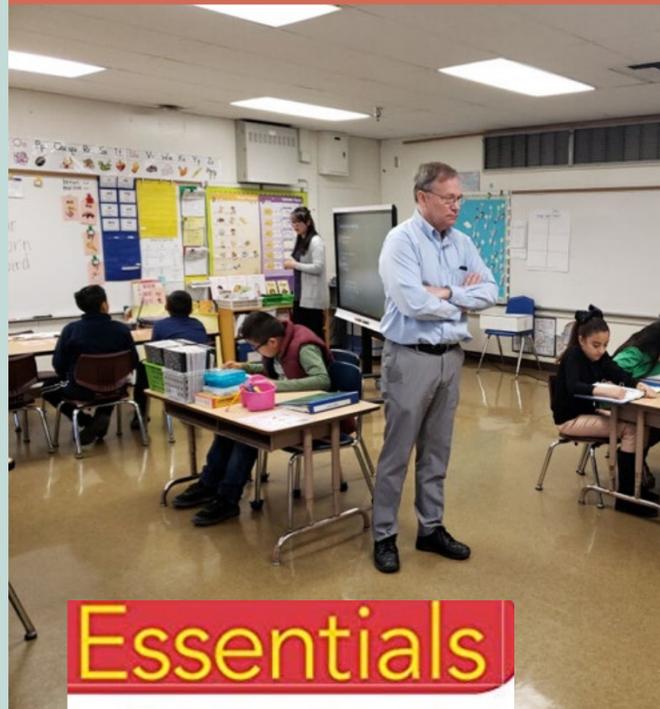


Dr. Bennett and Sally Shaywitz -
Yale Center for Dyslexia and Creativity

"IDEC is an incredible resource. We can't compliment you enough for having the foresight to establish this. It's a precious jewel with Los Angeles Unified. You need to expand this"



Research and Collaboration



Essentials

of **Assessing, Preventing,
and Overcoming
Reading Difficulties**

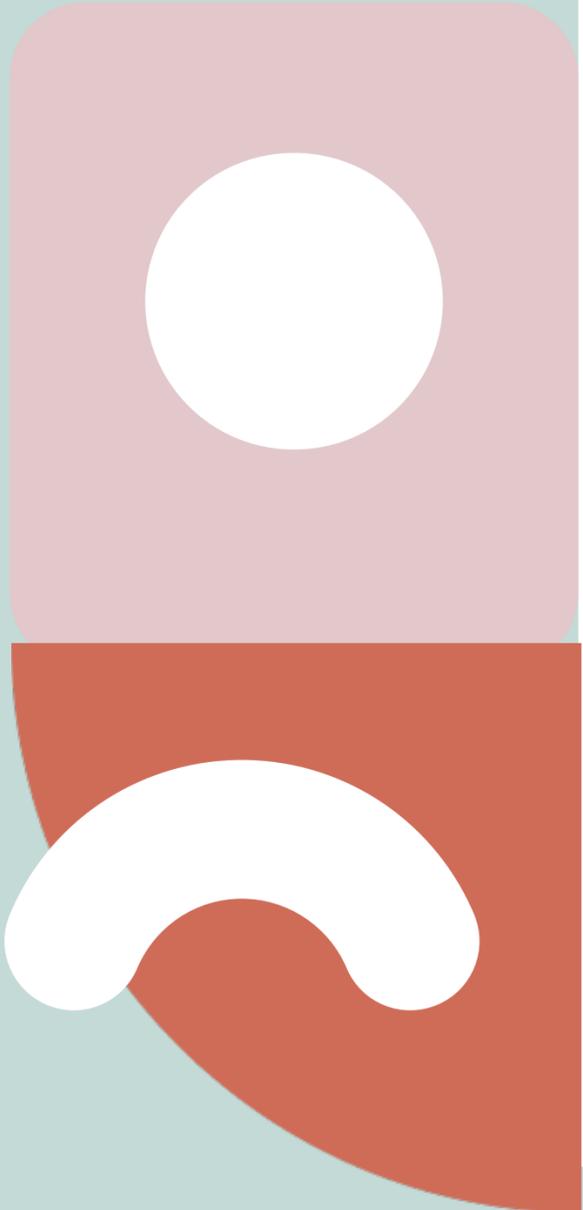
- Provides step-by-step guidelines for organizing an assessment, selecting appropriate instruments, and interpreting results
- Expert advice on formulating interventions and educational programming
- Conveniently formatted for rapid reference

David A. Kilpatrick

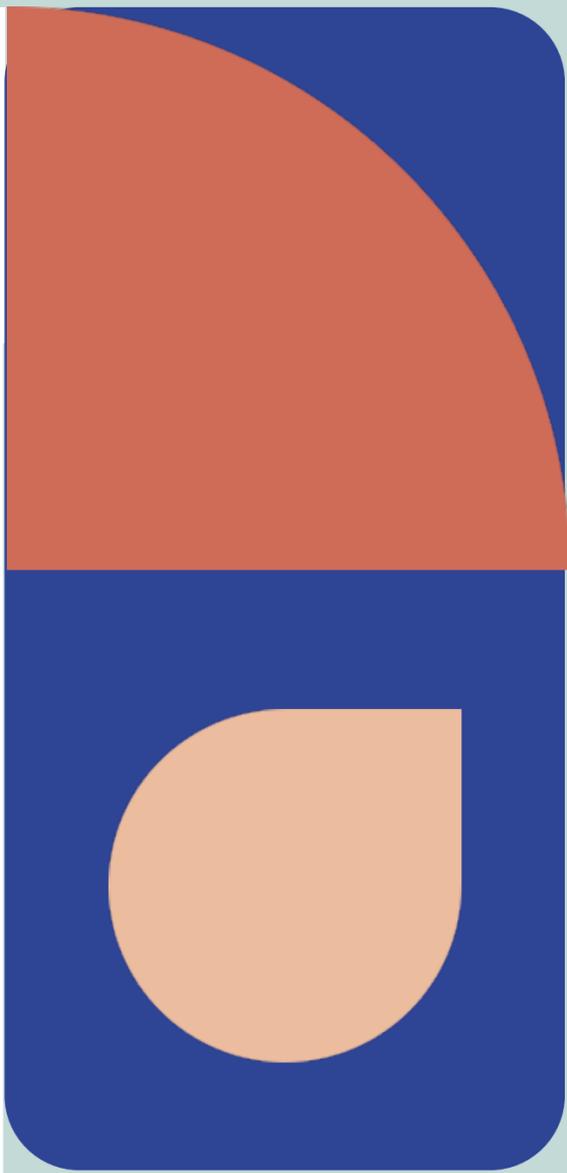
Alan S. Kaufman & Nadeen L. Kaufman, Series Editors

Dr. David Kilpatrick

"I'm honored that I've gotten to interact with a program that is getting results virtually unparalleled anywhere I've been; results that only "exist" in formal research studies overseen by researchers and not in real-world day to day programs that we find in schools."



How do
improved
foundational
reading skills
impact day to
day learning?



Closing the Access Gap

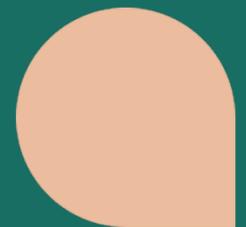
Effective Intervention and Appropriate

Accommodations

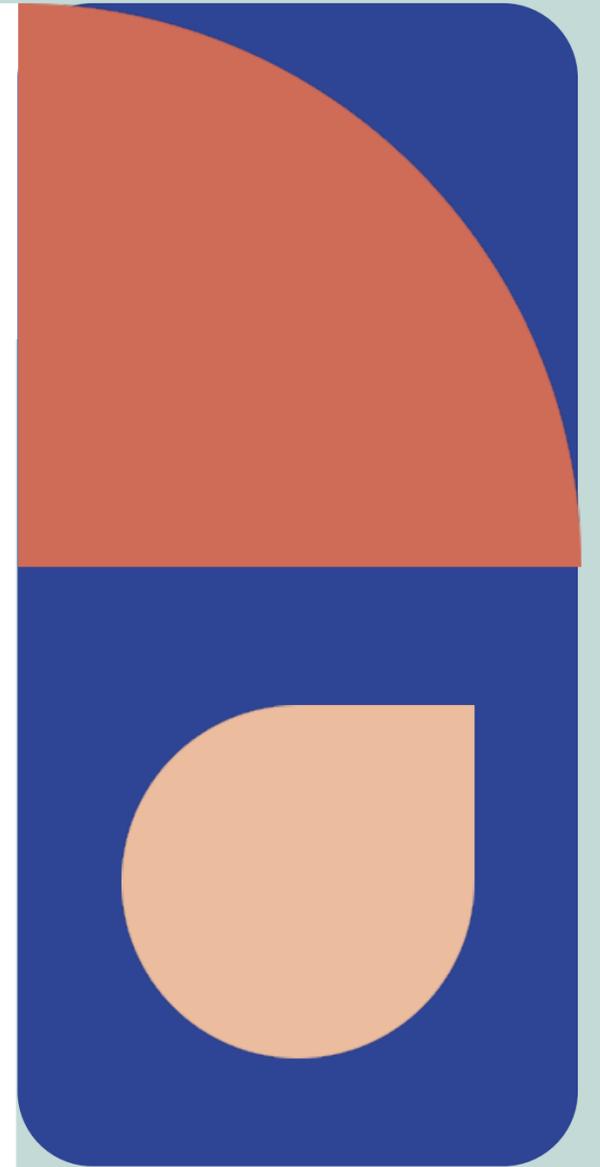
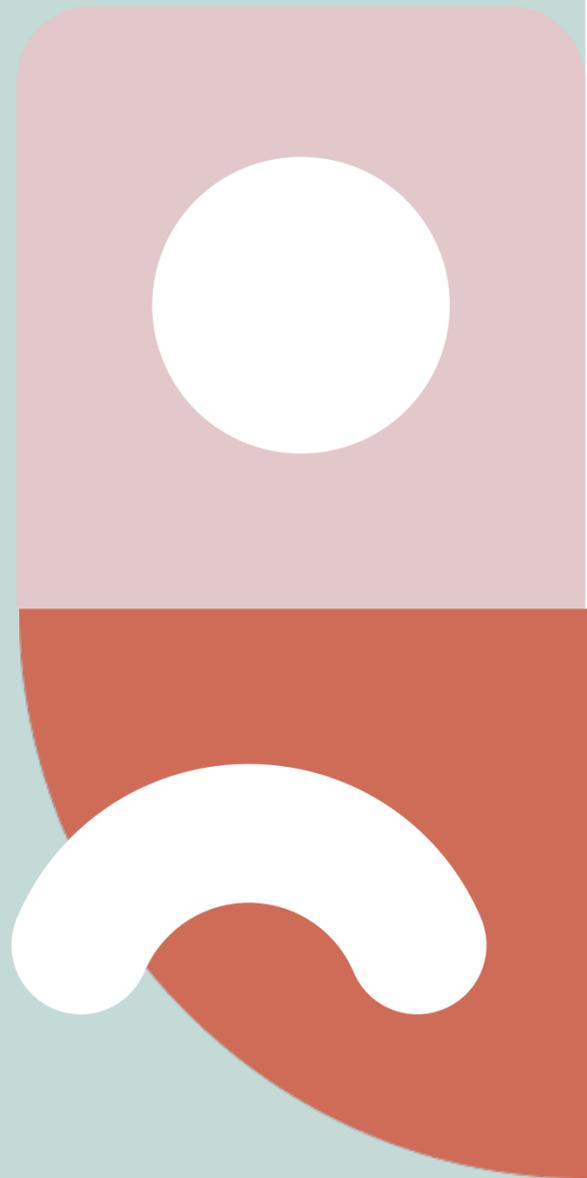
Ability to focus on meaning as opposed to decoding

Increased awareness of learning process and strategies to employ when struggling

Increased confidence and selfadvocacy



How have IDEC
practices
influenced
District
approaches to
intervention?



Program Roadmap

Originally funded through the American Recovery and Reinvestment Act (2009), IDEC was intended to be a laboratory for reading instruction across the district

2009 -
2016

Grew from 5 to 23
self-contained
Centers

2016 -
Present

"Academy Model"
doubles the
number of students
served

2016 -
2017

Accelerated
Learning
Academies
START Program

2019 -
Present

IDEC Affiliates
program provides
training/ support to
non-IDEC schools

IDEC + Equipped for Reading Success

RESEARCH PROJECT

"Impact of Phonemic Proficiency on Normalizing Word Level Reading": Reading Lab Model



ELIMINATION OF PHONEMIC DEFICIENCIES

Are we able to remediate severe
reading needs?



DATA COLLECTION

Battery of standardized
assessments to determine impact of
reaching phonemic proficiency



STUDY DESIGN

10 IDEC Centers, 220 Students,
Implementation of Equipped 1
minute activities and IDEC
strategies



IMPACT OF PROCESSING DEFICITS

Systematic analysis of student's
processing skills to identify factors that
effect response to intervention

Our Centers

Elementary Schools

- North: Telfair, Cohasset, Napa
- South: De La Torre, 135 St
- Central: Norwood
- West: Virginia Rd, Marvin, Ramona
- East: Belvedere, Gates

Middle Schools

- North: Sutter, Madison, Mt. Gleason
- South: White, Mann
- Central: Clinton, Burbank
- West: Mark Twain, Cochran
- East: Nightingale, Hollenbeck

