



## Individualized Literacy Instruction

Collaborating with your group, explore the topic and identify, refine, and clarify additional questions or issues.

- What further questions do you have on this topic?
- What specific information would you like to obtain?
- Which aspects would you like to explore in greater depth?
- What information or discussion would benefit all students who receive special education services?

Review - having a script is not a viable option. Training in Wilson works for all kids → if teacher completely trained in that program - all kids will benefit. Having someone who knows how to teach with rules/techniques. That taught in a way - training teaches how to use/teach the literacy programs - need an instructor that knows how to deliver the program → tutoring for parents → Teachers didn't have training to use a rule → Compare someone who is trained in a program vs. (RH) We have the right idea - different training

(D2) Hearing all new things falls back on fact that teachers do not have training. Why don't use

Good reading instruction is good reading instruction for all kids. IMP: well trained staff. Should be delivered w/ fidelity / some kids, because they may not be able to learn to read. b/c teachers do not know how to read.

Going to be 22, and not know to read  
literacy specialist - OG - someone w/ that training  
who can oversee the program. Someone who  
knows what will work - a specialist - the reading  
specialist in school has no Wilson / OG training - we  
need more intensive training.

N6 Once a child has an IEP, you don't work w/ a reading  
specialist → you then work w/ SPED teacher -  
which means SPED teacher should have the  
training.

D2 Non-verbal kids → nothing more functional  
than reading →



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- Communication of what programs are used  
⊕ rationale of choosing / moving away from specific programs
- explanation on why Wilson or other programs may work for some students ⊕ not others
  - who is certified to teach specialized programs
  - research based programs
    - explaining to parents how programs are selected / not selected
    - ex. Read 180
  - reading teachers having expertise / knowledge of all programs
  - finding gaps - what school needs which programs
  - gap in knowledge between teachers
  - put in special ed newsletter - curriculums
  - curriculum review w/ gen ed ⊕ sped coordinators
    - snapshot / resources for parents
  - reading specialist trained in all programs
  - point person in district for each program



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- 
- Not enough staff/time for reading specialists to provide individualized literacy instruction to all kids who need it.
  - Inform parents about new reading program/philosophy of reading
  - How do we change approaches or individualize the approach if we aren't seeing progress?
  - Provide map/flow chart of approaches/options based on the specific literacy need



SEPAC 2024-2025

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- would like more information on academic curriculum in district programs

- communicate ~~what~~ programs in lay terms

- post info somewhere for reference

+ MTSS - what intervention are available at Tier 2 & 3 & are they discussed at MTSS meetings K-12