

# Dyslexia in NC Public Schools FINAL transcript

00:00

♪♪

00:01

ALEX: He was not ready to jump...

00:03

TEACHER: We have been doing some reading assessments

00:05

in the classroom...

00:07

ALEX: ...the swimming strokes...

00:10

And this is his latest reading data.

00:12

As you can see, I've got some areas of concern.

00:17

Oh!

00:20

I'm wondering if he has my dyslexia.

00:23

How do I make sure he gets the help he needs?

00:25

♪♪

00:42

In our first video, we described dyslexia

00:46

and how it affects learning.

00:48

Next, we'll discuss how North Carolina schools

00:51

handle reading instruction and dyslexia.

00:54

Along the way we'll introduce important new terms

00:57

and tell you where you can learn more.

00:58

♪♪

00:59

PARENT: They won't teach kids with dyslexia.

01:01

[STAMP]

01:02

PARENT: They don't even recognize the word.

01:04

[STAMP]

01:05

PARENT: You need vision therapy and eye exercises to fix it.

01:08

[STAMP]

01:11

Ready for some myth-busting?

01:12

[CHIME]

01:13

Fact: The best treatment for dyslexia is effective

01:16

reading instruction!

01:18

ALEX: ...when the summer...

01:19

HOST: Because reading is such an important skill,

01:21

North Carolina law requires public schools

01:23

to assess all K-3 students for early warning signs

01:27

that a child isn't responding to reading instruction.

01:30

ALEX: ...many of Gavin's friends...

01:32

HOST: These routine assessments are part

01:34

of a school's multi-tiered system of support, or MTSS.

01:39

BOY: ...can go by car...

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01:41  
HOST: They allow teachers to gather important data  
01:44  
on key skills to see whether students are on track.  
01:46  
BOY: Families cook their dinners over campfires...  
01:50  
So, how's he doing in the classroom?  
01:53  
All students receive high quality core instruction  
01:56  
in reading, and we monitor progress  
01:59  
frequently to make sure students are responding.  
02:02  
If anyone falls behind, we want to catch it early  
02:05  
so the school intervention team can develop a plan.  
02:08  
TEACHER: For example, we might add supplemental support  
02:12  
such as additional small group reading instruction.  
02:16  
TEACHER: Great!  
02:17  
TEACHER: Yeah, what letters are in that word?  
02:20  
TEACHER: And when needed, the team assists in customizing  
02:23  
instruction for children who need intensive support.  
02:27  
BOY: "N".  
02:28  
TEACHER: N.  
02:29  
How will I know what's going on?  
02:32  
That's a great question.  
02:33  
We share information all along the way about your  
02:35  
child's progress.  
02:37  
Do these supports work for dyslexia?  
02:40  
TEACHER: It depends.  
02:41  
Some children with dyslexia do well  
02:43  
with general education supports only.  
02:45  
Others may need additional support through special  
02:47  
education as well.  
02:51  
TEACHER: A child's response to interventions provides  
02:54  
meaningful information to the school team so they  
02:58  
can decide how best to meet his or her needs.  
03:01  
READING SPECIALIST: Long "O" sound, long "O" sound, B-o-ne.  
03:07  
TEACHER: While many children respond well...  
03:09  
READING SPECIALIST: Let's look at this word...  
03:11  
TEACHER: Others don't make enough progress  
03:13  
and continue to struggle.  
03:15  
ALEX: I forgot...  
03:20  
It may be time for us to consider an evaluation

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03:22  
for special education.  
03:26  
What does that involve?  
03:27  
♪♪  
03:28  
NURSE: Can you see this letter here?  
03:29  
ALEX: "H"..  
03:30  
HOST: Parents have the right to request a comprehensive  
03:32  
evaluation at any time to determine if a child  
03:35  
qualifies for special education.  
03:39  
SPEECH PATHOLOGIST: Good job!  
03:41  
SPECIAL ED TEACHER: Point to the one that could cause a fire.  
03:45  
HOST: Your written request begins the  
03:46  
special education process, which operates under  
03:49  
the regulations and protections of a federal law  
03:52  
known as I-D-E-A.  
03:54  
IDEA spells out the timelines and requirements for evaluations  
03:58  
and parental involvement.  
04:00  
SPECIAL ED TEACHER:...my friend Alex.  
04:01  
PSYCHOLOGIST: Hi Alex, how are you today?  
04:02  
ALEX: Good.  
04:04  
PSYCHOLOGIST: Come on in, we're going to work together today.  
04:06  
SPECIAL ED TEACHER: Hi, Ms. Rogers.  
04:07  
I have some evaluation results that we would like  
04:10  
to go over today, if you could pass that around...  
04:13  
HOST: This important law, along with North Carolina law and policy,  
04:16  
also provides specific rules to determine  
04:18  
if a child meets the eligibility requirements  
04:21  
for special education and related services.  
04:24  
CLARK: And I'm Miss Clark.  
04:25  
I had the opportunity to do Alex's in-class observation.  
04:27  
HOST: The evaluation results must show that a child  
04:29  
qualifies in one or more categories of disability  
04:32  
listed under IDEA  
04:35  
AND requires specially designed instruction.  
04:37  
PSYCHOLOGIST: I'm the school psychologist.  
04:39  
It appears the entire team is in agreement that Alex  
04:43  
qualifies as "a student with a learning disability"  
04:47  
under IDEA in the category of

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04:52  
Specific Learning Disability, or S-L-D.  
04:56  
HOST: The umbrella term, Specific Learning Disability,  
04:59  
covers a group of learning issues, including dyslexia.  
05:04  
Once a child qualifies for special education,  
05:06  
it's time to develop  
05:07  
an Individualized Education Program, or I-E-P.  
05:12  
Every IEP is written by an IEP Team, whose membership  
05:15  
is defined by IDEA,  
05:18  
and always includes parents.  
05:19  
READING SPECIALIST: Sometimes I help with the creation  
05:22  
of reading goals, making sure that...  
05:23  
HOST: The IEP describes the child's strengths and needs  
05:24  
in detail so the team can write meaningful goals  
05:27  
and plan how to monitor progress.  
05:29  
TEACHER: ...the interventions...  
05:31  
MOM: You mentioned that Alex shows characteristics  
05:33  
of dyslexia.  
05:35  
Where is that indicated in the results?  
05:38  
Let me show you.  
05:39  
If we turn the page, we've mentioned dyslexia  
05:41  
here and here.  
05:44  
And we also have some IEP goals to consider...  
05:51  
SPECIAL ED TEACHER: "C" says "kkkk"...  
05:53  
HOST: The team also decides how many minutes  
05:55  
of reading instruction will be provided each day,  
05:58  
and your child's teachers will choose  
05:59  
a research-based reading curriculum that's a good fit.  
06:03  
ALEX: "C" says "kkkkk", "K" says "kkkkk"...  
06:06  
SPECIAL ED TEACHER: "kkkkk", "kkkkk".  
06:08  
BOY: ...endless...  
06:09  
HOST: There's so much more we want you to know  
06:10  
about how an IEP must meet your child's unique needs.  
06:14  
SPECIAL ED TEACHER: What does that mean?  
06:15  
BOY: It means that it's long...  
06:18  
SPECIAL ED TEACHER: It goes on forever and ever, right?  
06:22  
HOST: With the right supports and services,  
06:24  
most children with dyslexia can learn

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06:26  
in classrooms alongside children without disabilities.  
06:30  
In fact, IDEA requires the team to consider this approach.  
06:34  
GIRL: In the hot water at the beach,  
06:37  
we evaporated out of nowhere.  
06:40  
Then I was super nervous...  
06:43  
HOST: Parents, you are key members of the IEP Team  
06:46  
as it monitors your child's progress and makes adjustments  
06:48  
as needed.  
06:50  
TEACHER: Hi, I'm so glad I ran into you guys today.  
06:53  
It's Mrs. Smith!  
06:55  
I have the Dyslexia Topic Brief  
06:57  
that we talked about...  
06:58  
HOST: We encourage you to learn as much as you can  
06:59  
about dyslexia and special education,  
07:01  
and to always ask questions!  
07:04  
MOM: So when can we expect new reading data?  
07:07  
GRANDMA: What can we do to make his homework easier?  
07:11  
PARENT: I'd like an IEP meeting about my daughter's  
07:15  
reading program.  
07:18  
HOST: For more information, check out our other  
07:20  
videos and resources.  
07:22  
We look forward to partnering with you  
07:24  
to help your child with dyslexia become  
07:26  
a life-long reader!  
07:27  
♪ ♪