



West San Gabriel Valley SELPA



March 2018

Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students.

(thinkinclusive.us)

Introduction

The West San Gabriel Valley (WSGV) Special Education Local Plan Area (SELPA) is a consortium of 14 school districts located along the 210 and 10 freeway corridors. Our districts range in size from 1,117 to 17,071 students. Member districts' total combined enrollment is 88,955, of which 9,854 or 11.06 % are students receiving services under the Individuals with Disabilities Act (IDEA).

Collaboratively, member districts and the WSGV SELPA are responsible for the operation of approximately 80 regionalized programs designed to

meet the needs of our moderate to severely disabled students.

These programs include, but not limited to: Deaf and Hard of Hearing, Orthopedic Impairment, Visual Impairment, Orientation and Mobility, Home & Hospital, Autism, Emotional Disturbance, Early Start and Preschool programs.

The SELPA office is currently staffed by an Assistant Superintendent, Business Director, Program Administrator, three Program Specialists, one full time and one part time clerical staff.



SELPA Prom 2017 hosted by Temple City Unified School District

Community Advisory Committee

Community Advisory Committees (CAC) are a vital component of effective special education programs in California. CACs are comprised of parents, educators, students, adults

with disabilities, representatives of public and private agencies, and persons concerned with the needs of individuals with disabilities. CAC representatives advise the SELPA and

encourage community awareness and involvement when changes and updates to the local plan are made, or to address the annual priorities of the local plan. The West San Gabriel Valley CAC meets monthly.

California Dyslexia Guidelines

California educators have a new set of tools to address the most common reading disability in the country. The California Dyslexia Guidelines, published this past summer, are designed to help general education teachers, special education teachers, and parents identify, assess, and support students with dyslexia.

The California Code of Regulations list dyslexia as one type of “specific learning disability” that qualifies students for special education services. According to Dyslexic Advantage, a non-profit organization dedicated to fostering “positive identity, community, and strength” for individuals with dyslexia, nearly one million public school children in California have dyslexia.

A Language-Learning Disability

A neurobiological disorder, dyslexia makes it difficult for students to match letters and sounds, leading to problems mastering the core skills of literacy—reading, writing, and spelling—and contributing to academic challenges.

Reading and writing are complex processes, involving the ability to recognize the sounds of words (e.g., distinguishing “dent” from “tent”); the way words change in context (e.g., using “run” in one instance and “ran” in another); and the way words work in relation to one another (e.g., knowing to say “She is careful” but “She works carefully”). Added to these issues of phonology, morphology, and syntax, are those of mode, tone, voice, and more. And each one of these aspects of language influences every other. Individuals with dyslexia have a difficult time with these interrelating processes, the most common having to do with “the understanding that spoken language can be divided into smaller units.” Dyslexia makes it difficult for them to recognize, segment, blend, and manipulate these sounds. In the word “coat,” for example, most of us recognize three distinct sounds and can easily play with the word to create rhymes, use it to make compound words, and even turn it backwards. For individuals with dyslexia, none of these activities comes easily or naturally. This compromised fluency with language often extends to an individual's ability to remember the meanings of words and

word segments, to understand how they work in context, and to spell them.

Socioemotional Factors

In school, where so much of learning depends on the ability to read and write, students with dyslexia face social and emotional challenges in addition to academic struggles. According to the guidelines, students with dyslexia often “worry that they will make a mistake or be ridiculed by others.” This anticipation of failure can “lead to avoidance and depression. . . . Repeated failure in school may lead to low academic self-concept and low self-esteem, which in turn may lead to behavior problems that are secondary [to the disability] but equally important to the learning...” (Guidelines, p. 24). Further complicating the picture, low self-esteem often makes these students less responsive to interventions.

Early Identification and Intervention

Although language problems generally emerge when children begin to learn to read and write, signs of dyslexia can be observed in preschool-age children. According to the

California Dyslexia Guidelines Continued

guidelines, a young child with dyslexia may start speaking later than his peers, or his speech may be especially difficult to understand; and he may experience difficulty learning age-appropriate nursery rhymes or remembering the letters of his own name.

The guidelines state that early diagnosis of dyslexia can ensure that students receive “focused, evidence-based intervention leading to self-awareness, self-improvement, and the provision of necessary accommodations for success in school and life. (Guidelines, p. 4).

The guidelines repeatedly emphasize this importance of early intervention. Waiting until a child demonstrates a reading problem, “wastes precious time that could be spent building a foundation of oral language on which later literacy skills could be developed. (Guidelines, p. 15).

The Role of Parents and Caregivers

Parental support for children with dyslexia is critical at all stages of a child’s edu-

cation, but it is specially important in the early preschool years, according to the guidelines. They suggest that parents and caregivers read to children from books with rhyming patterns, sing nursery rhymes, and engage children in conversations. All of these strategies are helpful to the language development of any child, but they are particularly important for those with early signs of dyslexia.

Teacher Training

The guidelines state that “skilled teaching” is the most effective treatment for dyslexia and that teachers need “current, accurate information and [need to] be taught to identify the condition” in their students. The guidelines recommend both pre-service and in-service training for teachers, speech-language pathologists, school psychologists, school counselors, assistive technology specialists, and site administrators. They also call for school teams to partner with teacher preparation and credentialing programs to prepare all edu-

cators—not just reading specialists or special education teachers—“to directly address the needs of students with dyslexia in the classroom” (Guidelines, p. 39).

Comprehensive Approach

The guidelines advocate a comprehensive approach to addressing dyslexia: early diagnosis and intervention, parent involvement, support services that incorporate multisensory techniques, and well-trained teachers who are conversant in effective reading instruction and intervention and who are aware of and sensitive to the potential social and emotional complications of the disability.

The complete California Dyslexia Guidelines are available on the **West San Gabriel Valley SELPA website: wsgvselpa.org**

**Information retrieved from : The Edge:
<http://www.calstat.org/publication>**

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"The West San Gabriel Valley SELPA supports Students, Families, and Member Districts by providing quality trainings, special events, and essential information necessary to encourage Students to reach their greatest potential."

In support of our commitment we will provide a well-trained staff dedicated to:

- Working in partnership with schools, families and the community
- Helping all students become successful members of society
- Create a welcoming SELPA environment



SPED
www.spot-ed.com

A RESOURCE POCKET GUIDE FOR PARENTS AND GUARDIANS WITH FINGERTIP FACTS ABOUT THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

WEST SAN GABRIEL VALLEY SELPA

THE IEP AND YOU

 The block contains a title, a subtitle, the organization's name, and a main title. It also features two logos: the West San Gabriel Valley SELPA logo (a circular seal) and the IDEA logo (a stylized 'I' with a globe).
