Session rules

- Bathrooms - Location (Use at your own discretion)
- Food Policy: Eat, Drink and be Merry!
- Expectations: Talk softly, be respectful, raise hands to add to the conversation
- HAVE FUN!

Outcomes

- Participants will understand...
  - How the Tiers function together
  - Difference between accommodation and intervention
  - Definition of Scotopic Sensitivity syndrome (SSS – Irlen syndrome)
  - Home SSS fits into the RtI Process

RtI and the infamous “Triangle”

Three Tiered Model of School Supports
What does this look like in MY CLASSROOM?
R.I.D.E

Tier 1 is critical in RtI

- Review
- Instruct
- Data-driven decisions and diagnostic tests
- Evaluate overall response

R.E.V.I.E.W.

The history of a student has many components:

- Retentions (How many? At what Grade level?)
- Evaluations’ by a Psychologist
- Vision and Hearing (Visual Perception – Irlen Syndrome)
- Instruction (Schools attended – frequency)
- Environment (Accommodations needed)
- What is being taught (Curriculum used – Differentiated instruction)

Worksheet Review

This form may be used to guide this process. Ideally, this would be done in the beginning of the school year and a copy given to your RtI Coordinator (Guidance). If a student continues to progress through the tiers, this information will be used to complete Form 1 of IPST packet.

Is it an Accommodation, Modification or Intervention?

Accommodations

- Tools that alter the learning environment but NOT THE STANDARD OR EXPECTATION.
- Focus on individual differences, different than need of whole class
- May be mandated on a 504 plan

Accommodations are training wheels
** Modifications

- Expectations are changed. The standard is addressed, but not at the same level.
- Expectations are altered to reflect an individual’s level of understanding and ability.
- Often these modifications are documented and enforced on an IEP.

** Interventions

- Teach NEW skills to remediate a deficient skill.
- Problem Solving is used to identify to cause of the problem.
- S.M.A.R.T. Goals and Data Intervention Plans are developed
- Data is used to measure outcomes.

** Intervention Format

MATCH to student need is priority.
- Find the need
- Target the skill
- Remediate the deficit
Match the Intervention to the Skill Deficit/Student Need

- What is the root cause of the problem?
  - Lack of Phonological Awareness
  - Phonics/Decoding/Text Processing
  - Fluency
  - Comprehension

- Performance deficit or skill deficit?

- Without a match, student will be practicing skills that are good, but not directly related to what they need to make progress

Quick Question?

What would you do if you saw this driving down the road?

Does this change your perception?

Visual Perception

- Visual perception – the ability to interpret information and surroundings from the effects of visible light reaching the eye.

What is S.S.S.?

- Irlen Syndrome, also known as Scotopic Sensitivity Syndrome (SSS), is a visual perceptual problem. It is not an optical problem. It is a problem with how the nervous system encodes and decodes visual information.
How was this discovered?

Irlen Syndrome was first identified by Educational Psychologist, Helen Irlen, while she was working with adult-learners in California in the early 1980's. She observed that some of her students read with greater ease when they covered a page of print with a colored overlay.

What is the Irlen Method?

This patented treatment-method uses specially formulated, colored overlays or colored lenses worn as glasses or contact lenses to reduce or eliminate perception-difficulties.

Step 1 – Notice the symptoms

A variety of problems can result from seeing a distorted page of words, numbers, or musical notes, or perceiving your environment in a distorted fashion.

What to look for:

Signs in Reading
- Poor comprehension
- Misreads words
- Reads in dim light
- Skips words or lines
- Reads slowly or hesitantly
- Takes breaks
- Loses place
- Avoids reading

While reading:

- Strain and fatigue
- Tired or sleepy
- Headaches or nausea
- Fidgety or restless
**Writing Characteristics:**
- Trouble copying
- Unequal spacing
- Writing uphill or downhill
- Inconsistent spelling

**Other Characteristics:**
- Strain or fatigue from computer use
- Difficulty reading music
- Sloppy, careless math errors
- Misaligned numbers in columns
- Ineffective use of study time
- Lack of motivation
- Grades do not reflect the amount of effort

**Depth Perception:**
- Clumsiness
- Difficulty catching balls
- Difficulty judging distances
- Additional caution necessary while driving

**Examples of possible distortions**

**Blurry**

**Washout**
How common is Irlen Syndrome?
- 46% of individuals with learning disabilities
- 33% of those with ADD/ADHD
- 12-14% of Gifted
- 27-30% of the general population may have Irlen Syndrome.

Can everyone with reading problems benefit from Irlen Filters?
No! Only if they have Irlen Syndrome.
Problems related to language differences, poor phonic skills, and sight vocabulary can only be helped with appropriate reading instruction.

Has there been research on Irlen Syndrome?
Yes! Over 54 papers have been published in peer review journals and long-term studies show positive feedback from people who have been wearing Irlen Filters for over 6 years. Just as many girls as boys have Irlen Syndrome. One study of 751 children with Irlen Syndrome found that 84% had at least one parent with Irlen Syndrome.

Daniel Amen, Brain Scan with Irlen Syndrome

ANOTHER VIEW WITHOUT IRLEN FILTERS

Scotopic Sensitivity

Daniel Amen, Brain Scan with Irlen Syndrome

ANOTHER VIEW WITH IRLEN FILTERS

Scotopic Sensitivity with Irlen Lenses

BRAIN SCANS WITH AND WITHOUT MITIGATION

DYSLEXIC BRAIN IN NORMAL LIGHT
DYSLEXIC BRAIN WITH PROPER LIGHT FREQUENCY MODIFICATION

* Dr. Lewine was able to alter the brains processing function of dyslexics by altering the light frequency presented to their visual system. Something that does not happen in “normal” test subjects.
How does this fit into RtI?

How can I help my student?

- CONTACT a certified screener
  (Only a certified screener can give the testing.)
  Lisa Baker (IrlenLB@gmail.com)

- Become a certified trainer by contacting
  Jeri LaVigne (www.efficientbrain.com)