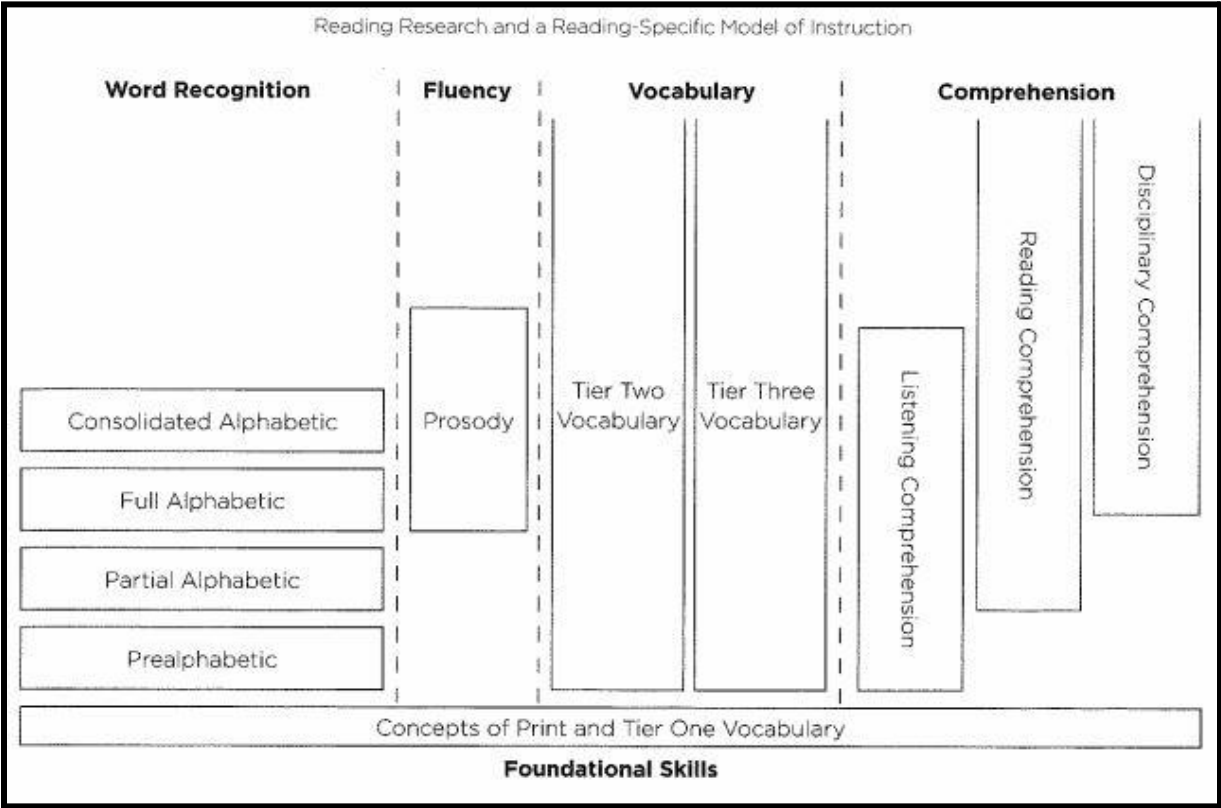


CPCSC Dyslexia Handbook

Reading acquisition is a complex process in which social, linguistic, and cognitive connections are made as the reader works to build meaning, even from the earliest developmental stages. The skills of reading (including Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension) are practiced with multiple opportunities for application and transfer in the service of meaning-making.

Teachers cultivate an environment that allows students to participate in discourse, build on similar experiences, and generate their own meanings of text; all of which help students go from surface structure to deep structure, short-term memory to long-term memory, from graphemic to pragmatic. Classroom structures allow for explicit instruction and application of skills across many contexts with varying levels of support from high support (such as Shared Reading) to low support (such as Independent Reading).

Readers need rich, authentic experiences in which explicit instruction is demonstrated. Students then need time to engage, take risks, and receive feedback on the skill(s). Like all learning, literacy learning is continuous and evolving; concepts are acquired and elaborated over time. Just as students' background knowledge and experiences are uniquely varied, so each reader has different needs. The dyslexia screening process allows for CPCSC to determine the level of support an individual reader requires.



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Dyslexia Definition

Indiana's definition of Dyslexia is based on the International Dyslexia Association's definition of dyslexia. It is defined as:

A specific learning disability:

(1) is neurological in origin and characterized by difficulties with accurate or fluent word recognition and poor spelling and decoding abilities;

(2) typically results from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction;

(3) may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge; and

(4) **may** require the provision of special education services after an eligibility determination is made in accordance with Article 7.

Screening Process

Specific dyslexia screeners will be administered to first and second grade students in the Fall and to kindergarten students in the Spring. Students who must be screened include:

- All K-2 students.
- A kindergarten through grade 2 student who transfers to a new school and has not previously been screened during the school year.
- English Language Learners (Exceptions are explained below).
- A student in grade 3 or higher who has difficulty as noted by the classroom teacher in the below six components of reading acquisition.
- A student in kindergarten through grade 2 from another state who enrolls in an Indiana school for the first time, unless the student has documentation that he/she has had dyslexia or similar screen during the school year or is exempt from the screening.

The specific dyslexia screeners will analyze students' development in the following components of reading acquisition:

Phonological and Phonemic Awareness	the ability to recognize and manipulate the sound system in spoken language
Sound and Symbol Relationships	to automatically produce sound(s) or grapheme names (grade level letters or letter clusters) during recognition, production, and/or writing tasks
Alphabet Knowledge	the ability to automatically recognize and name the 26 lowercase and 26 uppercase letters with ease and accuracy
Decoding Skills	to translate words, word parts, or nonwords into their corresponding pronunciation
Rapid Naming Skills	the ability to quickly name aloud a series of familiar items
Encoding Skills	to translate spoken language into print

DIBELS 8 measures are utilized as a screening tool in kindergarten through 2nd grade. Upon evaluation of the results by the Data Team in each school, students are determined as having "Some risk" or "At risk" through the following criteria:

Some Risk	<ul style="list-style-type: none"> ● <i>Students who do not meet the "at risk" criteria but still fall below the 10th %ile in any area will be provided an intervention and monitored for growth.</i> <ul style="list-style-type: none"> ○ <i>These students will not be given level 1 screener until they reach "at risk" criteria or deemed necessary by the school's data team.</i>
At Risk	<ul style="list-style-type: none"> ● <u>Any combination of 3 out of 6 measures 10th%ile and below.</u> For example, a student scores in the: <ul style="list-style-type: none"> ● 10%ile and below on 3 or more measures ● 10%ile and below on 2 measures and 11-16% and below on 1 or more measures ● 10%ile and below on 1 measure and 11-16%ile and below on 2 or more measures

The Data Team at each building will document conversations regarding students who are at "Some Risk" and "At Risk" to determine if a Level I Screener should be administered.

If a student is determined to be "At Risk" after interventions, CPCSC will administer a Level 1 dyslexia screening to the student. Based on the results of the level 1 screener and continued intervention, CPCSC may administer a level 2 screener. Both level 1 and 2 screeners must include Phonological and Phonemic Awareness, Sound and Symbol Relationships, Alphabet Knowledge, Decoding Skills, Rapid Naming Skills, and Encoding Skills.

Note: A parent can request an educational evaluation of the student at any time throughout the screening process.

Screeners Definitions

Universal Screening	<p>A predictive measure that provides a snapshot of the student. The dyslexia-specific screening will be administered to ALL K-2 students annually. The 6 components required by law to screen for dyslexia-like characteristics include:</p> <ul style="list-style-type: none"> • Phonological and Phonemic Awareness • Sound and Symbol Relationships • Alphabet Knowledge • Decoding Skills • Rapid Naming Skills • Encoding Skills <p>Students in grades 3+ will be screened on an as-needed basis, as determined by the classroom teacher based on his/her need in the 6 components.</p>
Level I Screener	<p>A screener administered to students who are deemed “At Risk” on the Universal Screener and have not shown growth on an intervention. The Level I screener gathers additional data through diagnostic measures that can be used for progress monitoring and to help decide on interventions.</p>
Level II Screener	<p>A screener administered to students for additional information. Level II screeners are a battery of norm-referenced assessments that are considered both formal and diagnostic.</p>

Universal and Level I Screener Details

		<i>Phonological and Phonemic Awareness</i>	<i>Sound and Symbol Relationships</i>	<i>Alphabet Knowledge</i>	<i>Decoding Skills</i>	<i>Rapid Naming Skills</i>	<i>Encoding Skills</i>
KINDERGARTEN (SPRING)	Universal Screener	DIBELS 8: Phoneme Segmentation Fluency	DIBELS 8 Nonsense Word Fluency	DIBELS 8: Letter Naming Fluency	DIBELS 8: Nonsense Word Fluency	DIBELS 8: Rapid Automatized Naming Screener	DIBELS 8: Encoding
	Level I Screener						
FIRST GRADE	Universal Screener	DIBELS 8 Phoneme Segmentation Fluency (PSF)	DIBELS 8 Nonsense Word Fluency	DIBELS 8: Letter Naming Fluency	DIBELS 8: Oral Reading Fluency (no retell)	DIBELS 8: Rapid Automatized Naming Screener	DIBELS 8: Encoding
	Level I Screener	DIBELS DEEP: Phonemic Awareness	DIBELS DEEP: Phonics	QPS Alphabet subset	DIBELS DEEP: Fluency	RAN/RAS Screener	NSGR: Developmental Word Knowledge

SECOND GRADE	Universal Screener	Heggerty 2nd+ PA Intervention Screening	DIBELS 8: Nonsense Word Fluency	DIBELS 8: Letter Naming Fluency	DIBELS 8: Oral Reading Fluency (No retell)	DIBELS 8: Rapid Automatized Naming Screener	DIBELS 8: Encoding
	Level I Screener	DIBELS DEEP: Phonemic Awareness	DIBELS DEEP: Phonics	QPS Alphabet subset	DIBELS DEEP: Fluency	RAN/RAS Screener	NSGR: Developmental Word Knowledge
Grade 3+ (As determined by classroom teacher)	Level I Screener	DIBELS DEEP: Phonemic Awareness	DIBELS DEEP: Phonics	QPS Alphabet subset	DIBELS DEEP: Fluency	Arkansas Rapid Automatized Naming Screener	Words Their Way- Elem. or Upper-Level Spelling Inventory

Level II Screener Details

		Phonological and Phonemic Awareness	Word Recognition	Alphabet Knowledge	Decoding Skills	Rapid Naming Skills	Encoding Skills	Fluency	Written Expression
Kindergarten, First, and Second Grade	Level II	<i>Phonological Processing</i>	<i>Letter-Word Recognition</i>	<i>Spelling of Sounds</i>	<i>Nonsense Word Decoding</i>	<i>Letter Naming Fluency</i> <i>Object Naming Fluency</i>	<i>Spelling</i>	<i>Oral Reading Fluency and Word Reading Fluency</i>	<i>Written Expression</i>

Interventions

If screeners indicate the need for intervention services, the intervention may include:

- Explicit direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;
- Individualized instruction to meet the specific needs of the student in a setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement;

- Meaning-based instruction directed at purposeful reading and writing with an emphasis on comprehension and composition;
- Instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and student practice; and
- Other instructional approaches as determined appropriate by the CP Dyslexia Team, Data Team, and/or classroom teacher.

English Language Learners

Students who have been formally identified as English Language Learners (ELLs) are those with an overall composite proficiency level of 1.0-4.9 on their most recent administration of WIDA ACCESS, WIDA Screener, or Kindergarten WIDA ACCESS Placement Test (W-APT). Because English Learners have not yet developed proficiency in English, their performance on the universal screener for dyslexia may be significantly lower than their native-English speaking grade-level peers.

Students who have an **overall composite WIDA proficiency level between 1.0-1.9 may be exempted from the universal screener** at the discretion of the ELL teacher or program administrator and the classroom teacher. Schools may choose to give these students the universal screener if they feel additional data and knowledge will be gained from administering the universal screener and if the school feels the scores may be used as a reference when comparing student progress to other students at similar English proficiency levels.

Students who have an **overall composite WIDA proficiency level between 2.0-4.9 will be given the universal screener**. In cases where an English Language Learner is identified as "At Risk" or "Some Risk" based on the universal screening, CPCSC will consult with the Dyslexia Team Member, the EL teacher or Program Administrator, and the classroom teacher to gather more information as the Level 1 screener. The team will determine whether moving forward with a Level 2 screener is appropriate for the student.

If family members or staff familiar with the student's academic progress and language development express a concern that the student's difficulties in reading are not primarily rooted in the students' English language development, the school should move forward with additional screening processes.

Dyslexia Team Structure

As outlined by SEA-17, CPCSC will train a team of Reading Specialists. The lead trainers will receive extensive training in dyslexia through a state-approved program and will train the representatives listed below. Each person on the team will be trained in dyslexia and related disorders, including best practice interventions and treatment models for dyslexia. Therefore, the team members listed below are dyslexia Reading Specialist contacts for CPCSC.

District Team includes:

CPCSC Reading Specialist/Dyslexia Coordinator - Mary Henderson

Director of Curriculum and Instruction - Brian Lovell

- Shanna Mattax - ELA Instructional Coach
- Kimberly Frahm - ELA Instructional Coach
- Jamie Kidwell - ELA Instructional Coach
- District MTSS Coaches
- School Psychologist
- Special Education Teachers
- Classroom Teachers
- Counselors
- Administrators

Parent Communication

This handbook and screening process flowchart will be available at all times on the CPCSC district webpage. Furthermore, if a student is “At Risk” or at “Some Risk” on the Universal Screener, the student’s parents/guardians will be provided with information and resource material that includes:

- Characteristics of dyslexia
- Appropriate classroom interventions and accommodations for students with dyslexia
- A statement that the parent/guardian may elect to have an educational evaluation by the school

State Reporting

In accordance with the state reading plan, each elementary school must report the number of students who were:

- Administered the universal screener
- Determined to be at risk for dyslexia

Additionally, before July 15 of each school year, CPCSC will report on the website the following information:

- The dyslexia interventions that were used during the previous year
- The number of students who received dyslexia interventions
- The total number of students identified as being at risk for dyslexia during the previous school year

Professional Development

Every K-12 teacher and administrator will receive introductory information about dyslexia, including characteristics of dyslexia, best practices, and the CPCSC policies and practices in accordance with SEA-17. In subsequent years, the CP Dyslexia team member(s) at each school will present to the staff at the beginning of the year with any updates or additional training needs. New teachers will receive introductory information during the New Teacher Orientation process.

The Lead C-P Dyslexia trainers will offer intervention training annually for any staff members new to administering dyslexia interventions.