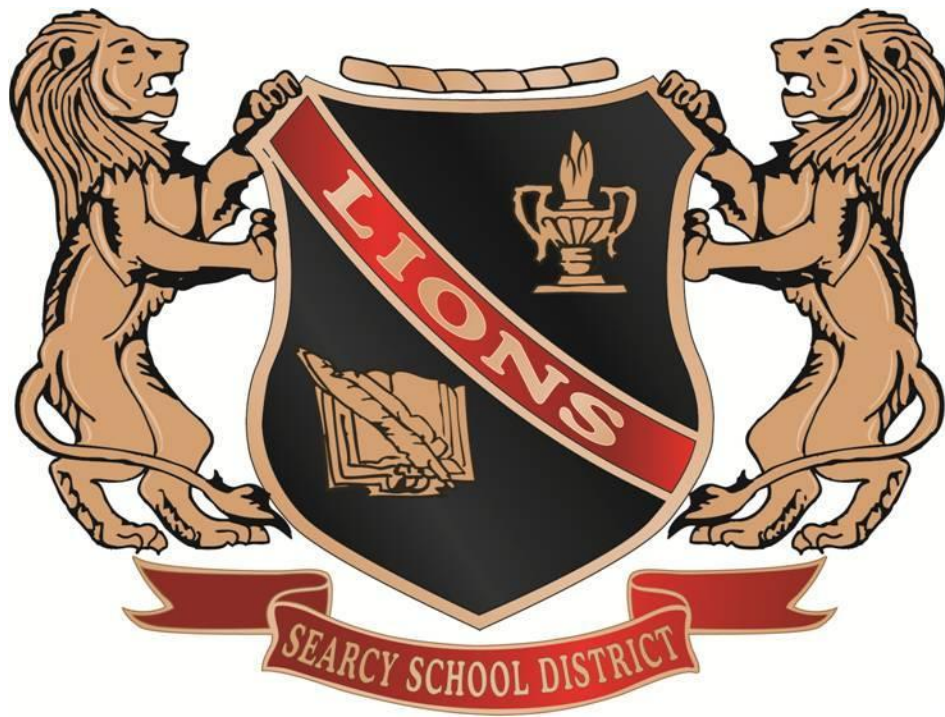


Searcy Public School District Characteristics of Dyslexia Guide



2022-2023

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Purpose

The purpose of the Searcy School District Dyslexia Resource Guide is to provide all community stakeholders and employees guidance to meet Ark. Code Ann. § 6-41-601 *et seq.* The protocol for identifying, servicing, and exiting students with characteristics of dyslexia is outlined within this guide. All sections are written in accordance with “Arkansas Department of Education Rules Governing How to Meet the Needs of Children with Dyslexia”.

Introduction

Dyslexia refers to a learning disability that affects reading and writing. What dyslexia is, what causes it, and what can be done about it are commonly misunderstood topics. For example, a commonly held belief is that dyslexia results in seeing things reversed. When in fact, dyslexia is not due to a problem with vision, but rather a problem within language.

Although much remains to be learned about dyslexia, remarkable progress has been made in our understanding as a result of decades of research. The goal of this guide is to provide information about dyslexia that is intended to be helpful to educators, parents, and students.

Defining Dyslexia

It is important to acknowledge that students may struggle for many reasons when learning to read, including lack of motivation and interest, weak preparation from the preschool home environment, weak English language skills, or low general intellectual ability (Snow, Burns, & Griffin, 1998). In fact, the family and socio-cultural conditions associated with poverty actually contribute to a broader and more pervasive array of reading difficulties in school-aged children than do the neurological conditions associated with dyslexia. Students with dyslexia represent a subgroup of all the students in school who experience difficulties learning to read.

Dyslexia is defined in Ark. Code Ann. § 6-41-602 as a learning disability that is neurological in origin, characterized by difficulties with accurate and fluent word recognition, poor spelling and decoding abilities that typically result from the phonological component of language. These characteristics are often unexpected in relation to other cognitive abilities. This definition is borrowed from the most widely accepted current definition of dyslexia that is used by the International Dyslexia Association:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result 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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

It is useful to consider each of the elements of this definition:

Dyslexia is a specific learning disability that is neurological in origin.

Dyslexia is a term used to refer to a specific type of learning disability. It is important to understand that students can be diagnosed with a specific learning disability as defined in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V), but not automatically qualify as having a disability as defined in the Individuals with Disabilities Education Act (IDEA, 2004), and the Arkansas special education rules and regulations, which govern the provision of special education services to students with disabilities. These regulations specify that each school district is responsible for ensuring that all children with disabilities within its jurisdiction who are in need of special education and related services are identified, located, and evaluated. The regulations make clear that having a disability, in and of itself, does not make a child eligible for special education services. The child must also have a need for special education and related services arising from that disability. The impact of the disability on the child must be significant enough that it adversely affects the student's access to general education curriculum, and the child's ability to make meaningful educational progress.

The statement that dyslexia is neurological in origin implies that the problem is not simply one of poor instruction or effort on the part of the student. Individuals with dyslexia struggle to read well despite adequate instruction and effort. Dyslexia tends to run in families; a child from a family with a history of dyslexia will not necessarily have dyslexia but inherits a greater risk for reading problems than does a child from a family without a family history of dyslexia. Brain imaging studies show differences in brain activity when individuals with dyslexia are given reading-related tasks compared to the brain activity shown by normal readers. Although it is tempting to view differences in brain activity as the cause of dyslexia, these differences are just as likely or even more likely to be a consequence of the reading problem rather than the cause of it. The reason for saying this is that when individuals with dyslexia respond positively to intervention, their brain activity “normalizes” and becomes comparable to that of normal readers.

Dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. A common feature of dyslexia is difficulty with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Although students with dyslexia can show a variety of subtle or not-so-subtle language problems prior to entry in school (Catts & Kahmi, 2005), their problems become very noticeable once they begin learning to read. They have extreme difficulties acquiring accurate and fluent phonemic decoding skills (phonics), and this interferes with their ability to read text accurately or to read independently. Students with dyslexia struggle to acquire both knowledge of letter-sound correspondences and skill in using this knowledge to “decode” unfamiliar words in text. In first grade, their difficulties with accurate word identification quickly begin to interfere with the development of text reading fluency. Difficulties decoding unfamiliar words in text interfere with the development of fluency because, to become a fluent reader in the primary grades,

students must learn to recognize large numbers of words automatically, or at a single glance. Students learn to recognize individual words “by sight” only after they accurately read them several times (Ehri, 2002). Thus, the initial difficulties that students with dyslexia have in becoming accurate and independent readers interfere with the development of their “sight word vocabularies,” and they quickly fall behind their peers in the development of reading fluency.

These difficulties typically result 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.

The discovery that students with dyslexia experience difficulties processing the phonological features of language was important in establishing the foundations of the current scientific understanding of dyslexia (Liberman, Shankweiler, & Liberman, 1989). The phonological processing problems of students with dyslexia are usually not severe enough to interfere with the acquisition of speech, but they sometimes produce delays in language development, and they significantly interfere with the development of phonemic awareness and phonics skills for reading. Spoken words are composed of strings of phonemes, with a phoneme being the smallest unit of sound in a word that makes a difference to its meaning. Thus, the word cat has three phonemes, /c/-/a/-/t/. If the first phoneme is changed to /b/, it makes the word bat, or if the second phoneme is changed to /i/, it makes the word bit. When students first begin to learn to read, they must become aware of these individual bits of sound within syllables, so they can learn how our writing system represents words in print. The letters in printed words correspond roughly to the phonemes in spoken words. Once a child understands this fact, and begins to learn some of the more common letter/sound correspondences, he/she becomes able to “sound out” simple unfamiliar words in print. Skill in using phonemic analysis to identify words that have not been seen before in print (and beginning readers encounter these words in their reading almost every day) is one of the foundational skills required in learning to read text independently (Share & Stanovich, 1995). Because of their phonological processing difficulties, students with dyslexia experience difficulties acquiring phonemic awareness, which is followed by the difficulties learning letter sounds and phonemic decoding skills that have already been described. Phonological processing skills are only moderately correlated with general intelligence, so it is possible to have average, or above average general intellectual ability and still experience the kind of reading difficulties observed in students with dyslexia. A student can also have below average general intellectual skills and have the same kind of phonological processing disabilities. Dyslexia is not caused by low general intellectual ability, but rather by special difficulties processing the phonological features of language that can coexist with above average, average, or below average general intellectual ability. Phonological processing abilities required for acquisition of early reading skills are normally distributed in the population, just like musical talent, athletic ability, or most other human abilities. It is possible to have extremely weak phonological processing skills or to be only mildly impaired in this area. It is also possible to have above average skills in the phonological domain. If students have extreme phonological processing weaknesses, it is very difficult for them to acquire early reading skills, while students with mild difficulties in this area often require only a moderate amount of extra instruction to become good readers (Wagner & Torgesen, 1987).

Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. One of the most serious consequences of early difficulties becoming an accurate, confident, fluent, and independent reader is

that students read less. For example, a study from 1988 indicated that students reading at the 50th percentile (average) in 5th grade read about 600,000 words in and out of school during the school year. In contrast, students reading at the 10th percentile read about 50,000 words during the same period of time (Anderson, Wilson, & Fielding, 1988). Large differences in reading practice emerge as early as the beginning of first grade (Allington, 1984). In addition to directly affecting the development of reading fluency, these practice differences have a significant impact on the development of other cognitive skills and knowledge, such as vocabulary, reading comprehension strategies, and conceptual knowledge (Cunningham & Stanovich, 1998). This latter type of knowledge and skill, in turn, is important for comprehension of texts in upper elementary, middle, and high school (Rand, 2002). Of course, other “secondary consequences” to the child’s self-esteem and interest in school can be just as important as the effect on intellectual skills in determining ultimate school success.

Common Evidence of Dyslexia

The following may be associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities.

Pre-school

- May talk later than most children
- May have difficulty with rhyming
- May have difficulty pronouncing words (busgetti for spaghetti, mawn lower for lawnmower)
- May have poor auditory memory for nursery rhymes and chants
- May be slow to add new vocabulary words
- May be unable to recall the right word
- May have trouble learning numbers, days of the week, colors, shapes, and how to spell and write his or her name

Kindergarten through Third Grade

- Fails to understand that words come apart; for example, that snowman can be pulled apart into snow and man and, later on, that the word man can be broken down still further and sounded out as /m/ /a/ /n/
- Has difficulty learning the letter names and their corresponding sounds
- Has difficulty decoding single words (reading single words in isolation)—lacks a strategy
- Has difficulty spelling phonetically
- Reads choppy and labored (without fluency)
- Relies on context to recognize

Fourth Grade through High School

- Has a history of reading and spelling difficulties
- Avoids reading aloud
- Reads most materials slowly; oral reading is labored, not fluent
- Avoids reading for pleasure
- May have an inadequate vocabulary
- Has difficulty spelling; may resort to using less complicated words in writing that are easier to spell

Sources for Common Evidence of Dyslexia: Common Signs, (n.d.), from The International Dyslexia Association Website.

Dyslexia Intervention and Response to Intervention (RTI)

If the initial, level I, or level II dyslexia screening indicates that a student has characteristics of dyslexia, the Response to Intervention (RTI) process shall be used (Ark. Code Ann. § 6-41-603 (c)(1)). Dyslexia intervention services fall under the RTI framework. If dyslexia screening indicates characteristics of dyslexia exist, then the student shall be provided dyslexia intervention services (Ark. Code Ann. § 6-41-603 (c)(2)(A)).

Response to Intervention (RTI) is designed to ensure all students receive effective, evidence-based instruction to meet their learning needs. The RTI process combines prevention and intervention with ongoing assessment in a school-wide system to identify a student's instructional needs and appropriate learning supports. Students exhibiting the characteristics of dyslexia are to receive dyslexia intervention. For a student with an IEP, dyslexia intervention may be delivered in the general education setting, the special education setting, or in a combination of the two. Regardless of the setting, the person delivering the dyslexia intervention must be a trained dyslexia interventionist delivering the program with fidelity. Additional information about special education and dyslexia can be found in Section XII.

A student exhibiting the characteristics of dyslexia does not have to progress through the various tiers of RTI before receiving dyslexia intervention services. Dyslexia intervention is small group instruction delivered by a trained dyslexia interventionist using the school's selected dyslexia intervention program or programs. Progress monitoring is a part of RTI and should be frequent and ongoing. The data should be used to monitor a student's progress on both the content covered during the intervention lessons and the student's progress toward meeting grade level standards. The data will drive decisions regarding details such as frequency, length, duration, intensity of sessions. Arkansas Dyslexia Resource Guide December 2017 11

Information specific to RTI can be found on the Arkansas Department of Education website under RTI Arkansas. <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/rti>

S.P.I.R.E Program Considerations

1. 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 knowledge of the student.

The provided scope and sequence show evidence of phonograms introduced in the levels and outlines the progression of skills from complex to more complex for phonological awareness and fluency. The SPIRE Scope and Sequence was created with the understanding of natural language development progression. Phonograms are introduced based on how students can articulate them in language. Based on the SPIRE placement test, students are placed in a SPIRE level, moving through the program as they meet mastery of skills. Phonological Awareness is taught in the 10-step lesson, being addressed in Steps 2, 5, and 8. Students are given a variety of skills from simplest to more complex as they move through the levels. In our Pre-Level One, Sounds Sensible program, each of these skills are taught in the first 3 steps of the 5-step lesson. As students move through these activities in order, teachers do not move on to the next skill, until the previous skill has been mastered. Once a student is in the SPIRE program, these skills are continually reinforced and taught daily, ensuring accuracy and proficiency. The Reading Passages and Concept Mastery Fluency Drill can be used instructionally with students who need more reading practice with certain concepts. There are a variety of ways that these resources can be used. Students can read to each other in pairs. Students can read to an instructional aide. Students can read to a parent or sibling at home. Students can read together (choral reading) To strengthen oral reading fluency and to obtain a words-correct-per-minute (wcpm) the students complete a one-minute fluency probe. This is done several times throughout the week, to gain accuracy and fluency. The fluency drill used is based solely on the skill level of the child. Cursive writing needs to be supplemented (SPIRE does not require or address cursive writing during the handwriting steps of the lesson)

2. Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language.

There is evidence that phonemic awareness lessons include instructional routines and/or scripts for teachers to introduce, define, or explain new skills through demonstration, modeling, and guided practice. Instructional routines will need to be implemented that students can follow to reach the desired results in the new skill.

Steps 2, 5, and 8 of every SPIRE lesson include specific phonological awareness drills. A script is given in detail of the drill and students respond with auditory responses. The drills vary from day to day, with modeling of the skill and then having the students respond. Students use SOUND Circles to count and manipulate sounds and to build words. Syllable rectangles are used to help students identify syllables within words.

3. Graphophonemic knowledge for teaching the letter-sound plan of English.

Evidence is found for analyzing high frequency, irregularly spelled words.

Spelling generalizations give the students an explicit set of the rules. There is evidence of spelling rules for adding suffixes.

High Frequency words are taught in the SPIRE lessons in Step 1 of a reinforcing lesson. These words are on RED flashcards and it is recommended that if a student is struggling with these high frequency words, that individual words cards are made for each student, HIGHLIGHTING the parts of the word that is causing them spelling difficulty. Teachers will utilize their Science of Reading knowledge to promote orthographic mapping.

There is not a formal list of spelling rules in the teacher's guide, but all spelling generalizations are outlined in the lessons. It is suggested that all students have their own dictation notebook, and when each spelling rule is taught, they write it in their notebook and give examples to refer to.

4. The structure of the English language that includes morphology, semantics, syntax, and pragmatics. Evidence is found for vocabulary content and instructional strategies. The program includes teaching the meaning of several affixes, and there is evidence of content for Greek and Latin roots, high utility, multiple meaning words, or content specific vocabulary. There is evidence of Language Structures (syntax and semantics) in the program. There is evidence of instruction on constructing or deconstructing simple, complex, and compound sentences. There is evidence of elaboration, paraphrasing, combining sentences, or identifying the function of words within a sentence. Vocabulary instruction is included in multiple steps of the SPIRE lesson. In Step 1, high frequency words are taught for both reading and meaning. In Step 4, words are marked and decoded, and meanings of words are discussed. It is encouraged that the teachers discuss multiple meaning words, homonyms, synonyms, and antonyms. Students are asked to use these words in sentences to help with meaning. In the upper levels of SPIRE 4-8, Greek and Latin Roots are taught. The root words are given, meaning is discussed, and then different forms of the words are used throughout the lesson. In Step 6 in an Introductory Lesson, a word find sheet is used, and meaning of words is discussed. In Step 6 of a reinforcing lesson, stories are read, explicit comprehension is done while reading. Steps 9-10 is the writing component of the lesson. During the spelling step, students are learning how to spell words with the new skills learned and then in Step 10 sentences are written. Students are asked to check for grammatical and spelling errors.

5. Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning.

Linguistics instruction is limited. There is evidence that specific vocabulary instruction is provided.

Vocabulary instruction is included in multiple steps of the SPIRE lesson. In Step 4, words are marked and decoded, and meanings of words are discussed. It is encouraged that the teachers discuss multiple meaning words, homonyms, synonyms, and antonyms. Students are asked to use these words in sentences to help with meaning. In Step 6 in an Introductory Lesson, a word find sheet is used, and meaning of words is discussed. In Step 6 of a reinforcing lesson, stories are read, explicit comprehension is done while reading.

Grades K-12

Dyslexia Screening Procedure within the RTI Process

6 Areas for Initial Screening

- Phonological and Phonemic
- Sound Symbol Recognition
- Alphabet Knowledge
- Decoding Skills
- Rapid Naming
- Encoding Skills

DIBELS, CTOPP II,
Or comparable

AR-RAN, CTOPP II,
Or comparable

District Spelling
Inventory
Or comparable

If student **meets** the goals in **ALL**
SCREENINGS

If student **DOES NOT** meet the goals in
ANY ONE of the SCREENINGS

Continue with Tier 1 Core
Instruction in the
Classroom

****Begin the RTI process.**** Place student in **Tier II Intervention** targeting areas of concern. RTI committee decides to **begin with Level I or Level II Screenings (for upper level students)** for Dyslexia Characteristics based on student's circumstances

If student **does** make adequate progress with Tier II Interventions, student **continues** intervention(s) until student reaches goals

If **Level I Screening** indicates dyslexia characteristics and/or if student **DOES NOT** show adequate progress through progress monitoring, RTI team may **change/intensify/increase** Tier II intervention(s), **or if Level II Screening for Dyslexia Characteristics has not begun, begin with Level II Screening**

If student **does** make adequate progress in Tier II intervention, student **continues** intervention(s) until student reaches goals

If intervention(s) in Tier II remain ineffective, RTI team may refer student to **Level II Screening** for Dyslexia Characteristics unless **Level II Screenings** have already been administered

If **Level II Screenings** **DO NOT** indicate dyslexia characteristics, the RTI team may determine the need for other referral

If **Level II Screenings** **indicate** dyslexia characteristics, student shall be referred for dyslexia interventions with the dyslexia interventionist

If student **DOES NOT** respond to dyslexia interventions, the RTI team may determine the need for other referral

Initial Screening

Early identification of students at risk for reading difficulties is critical in developing the appropriate instructional plan. “The best solution to the problem of reading failure is to allocate resources for early identification and prevention.” (Torgesen, 2000). Initial screening is the first step in identifying the students who are at risk for learning difficulties. Initial screening measures consist of short, informal probe(s) given to all students to identify those at risk or at some risk for not meeting grade-level standards. The initial screening of students shall be performed with fidelity and include without limitation (Ark. Code Ann. § 6-41-603):

1. Phonological and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Rapid naming; and
6. Encoding skills.

Who should be screened? According to Ark. Code Ann. § 6-41-603, a school district shall screen the following:

1. Each student in kindergarten through grade two (K-2);
2. Kindergarten through grade 2 (K-2) students who transfer to a new school and have not been screened;
3. Kindergarten through grade 2 (K-2) students who transfer from another state and cannot present documentation that the student has had similar screening;
4. A student in grade three or higher experiencing difficulty, as noted by a classroom teacher

Exemptions:

1. Students with an existing dyslexia diagnosis.
2. Students with a sensory impairment such as blindness or a hearing impairment. See Appendix A: Glossary for more information.

The screening components may not be appropriate for students with severe cognitive limitations. It is recommended that school staff work closely with district administrators to determine if the screening is appropriate for each student. Careful consideration must be given to any decision to exclude a student from screening.

A school district shall screen each student in kindergarten through grade two (K- 2) and others required by the Arkansas Department of Education rule using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent screener. Additional screening assessments will need to be administered to measure components that are not measured by DIBELS or the equivalent screener. Personnel administering the screener should be trained in the screening tools. School resources and enrollment will influence individual district decisions about who should give and score the screening tools. Because the data will be used to help guide instruction, classroom teachers should participate in screening, scoring, and progress monitoring.

Beginning the fall of 2017, Arkansas public schools will use Istation, NWEA, or Renaissance STAR as their K-2 assessment to meet the requirements of Act 930 of 2017. The purpose of the K-2 assessment is to provide data pertaining to a student’s performance levels in reading and mathematics, not to meet the requirements of A.C.A. § 6-41-603. However, some products may have subtests or tools that provide information for components required by the dyslexia law. The Educational Service Cooperative (ESC) Dyslexia Specialists can provide support in identifying the strengths and limitations of specific assessment tools. If your school is not affiliated with an ESC, contact the Arkansas Department of Education Dyslexia Specialist.

The performance criteria (i.e. cut-points, benchmarks) should be used to determine if the student is unlikely to achieve reading goals without receiving additional targeted intensive support. While results of the initial screening will likely identify struggling learners, they may not provide all of the information needed to develop an instructional plan, including appropriate interventions. Additional information is needed to pinpoint areas of basic early reading skills that need acceleration. This additional information would be gathered through the Level I Dyslexia Screener. If the screener under subdivision (a)(1) of the law shows that a student is at risk, or at some risk then a level I dyslexia screener shall be administered (Ark. Code Ann. § 6-41-603). The level I dyslexia screener is described in Section V of the guide.

SPSD Initial Screening Tools

Required Component	Initial Screening Tools	Additional Information
<p>Phonological and Phonemic Awareness</p> <ul style="list-style-type: none"> the ability to recognize and manipulate the sound system in spoken language 	<ul style="list-style-type: none"> Dibels 8th Edition: Phoneme Segmentation Fluency (PSF) (K-1) PAST Istation ISIP: Phonemic Awareness (K-1) 	
<p>Alphabet Knowledge</p> <ul style="list-style-type: none"> the ability to automatically recognize and name the 26 lowercase and 26 uppercase letters with ease and accuracy. 	<ul style="list-style-type: none"> Dibels 8th Edition: Letter Naming Fluency (LNF) (K-1) Istation ISIP: Letter Knowledge (K-1) Teacher checklist for recognizing and naming 26 upper and lowercase letters with automaticity. 	
<p>Sound Symbol Recognition</p> <ul style="list-style-type: none"> to automatically produce sound(s) or grapheme names (grade level letters or letter clusters) during recognition, production, and/or writing tasks. 	<ul style="list-style-type: none"> Dibels 8th Edition: Nonsense Word Fluency (NWF) (CLS and WRC) (K-3) Dibels 8th Edition: Word Reading Fluency (WRF) (K-3) Istation ISIP: Letter Knowledge (K-1) 	
<p>Decoding Skills</p> <ul style="list-style-type: none"> to translate words, word parts, or nonwords into their corresponding pronunciation. 	<ul style="list-style-type: none"> Dibels 8th Edition: Nonsense Word Fluency (NWF) (CLS and WRC) (K-3) Dibels 8th Edition: Word Reading Fluency (WRF) (K-3) Dibels 8th Edition: Oral Reading Fluency (ORF) (1-8) Dibels 8th Edition: Maze (2-8) 	Use Quick Phonics Screener (QPS) or SPIRE to determine small group instruction
<p>Rapid Naming</p> <ul style="list-style-type: none"> the ability to quickly name aloud a series of familiar items 	<ul style="list-style-type: none"> Arkansas Rapid Naming Screener (AR-RAN)(K-2 based on times) (3-12 based on observed behaviors) 	
<p>Encoding</p> <ul style="list-style-type: none"> to translate spoken language into print. 	<ul style="list-style-type: none"> Istation ISIP: Spelling (1-2) District Phonics Assessment (K-3) 	Analyze a grade level dictated passage.

SPSD Screening Results 2022-2023 (K-2nd Grade)

To meet Ark. Code Ann. § 6-41-601 et. seq, the required screeners were given at the beginning of the school year. These screeners were given to all of the students at this grade level. All screeners are listed along with how your child performed. Results **MAY or MAY NOT** indicate your child needs supplemental intervention support in addition to instruction in the regular classroom. If data supports the need for further evaluation, you will receive additional notification and consent requests for those screenings.

<u>Component</u> (what is assessed and explanation)	<u>Initial and/or Level I Screening Tools Used</u>	<u>Your Child's Score</u>
Phonological and Phonemic Awareness -the ability to recognize and manipulate the sound system in spoken language	Dibels 8th Edition: Phoneme Segmentation Fluency ___ Yes___No PAST ___ Yes___No	_____ _____
Alphabet Knowledge -the ability to automatically recognize and name the 26 lowercase and uppercase letters with ease and accuracy	Dibels 8th Edition: Letter Naming Fluency ___ Yes___No	_____
Sound Symbol Recognition -to automatically produce sounds or grapheme names (grade level letters or letter clusters) during recognition, production, and or writing tasks.	Dibels 8th Edition: Nonsense Word Fluency (CLS and WRC) ___ Yes___No Dibels 8th Edition: Word Reading Fluency ___ Yes___No SPIRE Placement Tests ___ Yes___No	_____ _____ _____
Decoding Skills -to translate words, word parts, or nonwords into their corresponding pronunciation	Dibels 8th Edition: Nonsense Word Fluency (CLS and WRC) ___ Yes___No Dibels 8th Edition: Word Reading Fluency ___ Yes___No Dibels 8th Edition: Oral Reading Fluency ___ Yes___No Dibels 8th Edition: Maze ___ Yes___No SPIRE Placement Tests ___ Yes___No	_____ _____ _____ _____
Rapid Naming -the ability to quickly name aloud a series of familiar items	Arkansas Rapid Naming Screener ___ Yes___No	_____
Encoding -to translate spoken language into print	District Phonics Assessment ___ Yes___No	_____

_____Based on initial screener results, your student **will receive Tier 1 Core Instruction**

_____Based on initial and level I screener results, your student**will receive Tier 1 Core Instruction**to address the identified areas.

_____Based on initial and level I screener results, your student**will begin receiving Tier 2 Core Instruction and Supplemental Intervention during school hours**that address identified areas.

Description of intervention: _____

Targeted Areas:_____ Frequency of intervention: _____

SPSD Screening Results 2022-2023 (3rd Grade and Above)

To meet Ark. Code Ann. § 6-41-601 et. seq, the required screeners were given at the beginning of the school year. These screeners were given to students experiencing difficulty as noted by a classroom teacher or as a check to ensure students are reading at expected levels. All screeners are listed along with how your child performed. Results ***MAY or MAY NOT*** indicate your child needs supplemental intervention support in addition to instruction in the regular classroom. If data supports the need for further evaluation, you will receive additional notification and consent requests for those screenings.

<u>Component</u> (what is assessed and explanation)	<u>Initial and/or Level I Screening Tools</u> <u>Used</u>	<u>Your Child's</u> <u>Score</u>
Phonological and Phonemic Awareness -the ability to recognize and manipulate the sound system in spoken language	PAST ___ Yes___No	_____
Alphabet Knowledge -the ability to automatically recognize and name the 26 lowercase and uppercase letters with ease and accuracy	SPIRE Placement Tests ___ Yes___No	_____
Sound Symbol Recognition -to automatically produce sounds or grapheme names (grade level letters or letter clusters) during recognition, production, and or writing tasks.	Dibels 8th Edition: Nonsense Word Fluency (CLS and WRC) ___ Yes___No	_____
	Dibels 8th Edition: Word Reading Fluency ___ Yes___No	_____
	SPIRE Placement Tests ___ Yes___No	_____
Decoding Skills -to translate words, word parts, or nonwords into their corresponding pronunciation	Dibels 8th Edition: Nonsense Word Fluency (CLS and WRC) ___ Yes___No	_____
	Dibels 8th Edition: Word Reading Fluency ___ Yes___No	_____
	Dibels 8th Edition: Oral Reading Fluency ___ Yes___No	_____
	Dibels 8th Edition: Maze ___ Yes___No	_____
	SPIRE Placement Tests ___ Yes___No	_____
	Beginning and Advanced Decoding Survey _ Yes___No	_____
Rapid Naming -the ability to quickly name aloud a series of familiar items	Arkansas Rapid Naming Screener ___ Yes___No	_____
Encoding -to translate spoken language into print	Words Their Way: Primary Spelling Inventory or District Phonics Assessment ___ Yes___No	_____
	Words Their Way: Elementary or Upper Level Spelling Inventory ___ Yes___No	_____

_____Based on initial screener results, your student **will receive Tier 1 Core Instruction**

_____Based on initial and level I screener results, your student **will receive Tier 1 Core Instruction** to address the identified areas.

_____Based on initial and level I screener results, your student **will begin receiving Tier 2 Core Instruction and Supplemental Intervention during school hours** that address identified areas.

Description of intervention: _____

Targeted Areas: _____ Frequency of intervention: _____

Level I Dyslexia Screening

If the (initial) screener under subdivision (a)(1) of section 6-41-603 shows that a student is at risk, or at some risk, then a level I dyslexia screener shall be administered (Ark. Code Ann. § 6-41-603 (3)(A)). The level I dyslexia screening of a student shall be performed with fidelity and include the components listed under subdivision (a)(2) of this section (Ark. Code Ann. § 6-41-603 (3)). The level I dyslexia screening process shall include documentation of the components of literacy to include but not limited to the following:

1. Phonological and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Rapid naming; and
6. Encoding skills.

The level I dyslexia screening is a process of gathering additional information that should include progress monitoring data, work samples, formative literacy assessments, parent interviews, teacher questionnaires, early indicator checklists (Appendix D) and additional age and grade appropriate dyslexia screening tools for the six areas. The determination of existing characteristics of dyslexia should be based on multiple sources of data.

A school-based decision-making team should meet to review student records and progress, inform parents of concerns, and obtain parental consent when additional assessments are needed to determine if characteristics of dyslexia exist.

Both Ark. Code Ann. § 6-41-604(a) and Ark. Code Ann. § 6-41-605(a) indicates a determination that a student is exhibiting characteristics of dyslexia and the need for dyslexia intervention services can be made through a level I dyslexia screening or a level II dyslexia screening.

The Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children created the Characteristic Profile of Dyslexia to aid in school-based identification of dyslexia. This profile provides five questions to consider when identifying students with characteristics of dyslexia. The questions are

1. Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?
2. Are the reading and spelling difficulties the result of a phonological processing deficit?

3. Are the reading, spelling, and phonological processing deficits unexpected? Does the student demonstrate cognitive ability to support age-level academic learning?
4. Are there secondary characteristics of dyslexia evident in reading comprehension and written expression?
5. Does the student have strengths that could be assets? Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention?

The school-based decision-making team may use these five key questions to determine if the student needs dyslexia intervention services. The information gleaned from these questions reflects components of the definition of dyslexia as expressed in Ark. Code Ann. § 6-41-602. If the level I dyslexia screening conducted by the school district indicates a student exhibits characteristics of dyslexia (first three questions answered with a “yes”), the student shall be considered to be exhibiting the characteristics of dyslexia and should be provided intervention services using a dyslexia program delivered with fidelity.

If a student’s performance on an initial screener, level I screening, or level II dyslexia screening under § 6-41-603 indicates a need for dyslexia intervention services, the student’s parent or legal guardian shall be:

- (1) Notified of the results of the dyslexia evaluation; and
- (2) Provided with information and resource material, including without limitation:
 - (A) The characteristics of dyslexia;
 - (B) Appropriate classroom interventions and accommodations for students with dyslexia; and
 - (C) The right of the parent or legal guardian to have the student receive an independent comprehensive dyslexia evaluation by a: (i) Licensed psychological examiner; (ii) School psychology specialist; (iii) Licensed speech-language pathologist; (iv) Certified dyslexia testing specialist; or (v) Dyslexia therapist. (Ark. Code Ann. § 6-41-604 (a))

Additional information about the independent comprehensive evaluation can be found in Section VII in the Dyslexia Resource Guide.

Level 1 Screening Tools for K-12

Required Component	Level 1 Screening Tools
<p>Phonological and Phonemic Awareness</p> <ul style="list-style-type: none"> the ability to recognize and manipulate the sound system in spoken language 	<ul style="list-style-type: none"> Phonological Awareness Skills Test (PAST)(Kilpatrick) (PreK - Adult) Parent and Teacher Interviews
<p>Alphabet Knowledge</p> <ul style="list-style-type: none"> the ability to automatically recognize and name the 26 lowercase and 26 uppercase letters with ease and accuracy. 	<ul style="list-style-type: none"> Alphabet knowledge is the one component that has a ceiling or mastery level. Analyze student's progress monitoring from interventions. Parent and Teacher Interviews
<p>Sound Symbol Recognition</p> <ul style="list-style-type: none"> to automatically produce sound(s) or grapheme names (grade level letters or letter clusters) during recognition, production, and/or writing tasks. 	<ul style="list-style-type: none"> Assessing Reading Multiple Measures: CORE Phonics Survey (K-12) SPIRE Placement Tests Beginning and Advanced Decoding Survey Parent and Teacher Interviews
<p>Decoding Skills</p> <ul style="list-style-type: none"> to translate words, word parts, or nonwords into their corresponding pronunciation. 	<ul style="list-style-type: none"> Assessing Reading Multiple Measures: CORE Phonics Survey (K-12) SPIRE Placement Tests Beginning and Advanced Decoding Survey Assessing Reading Multiple Measures: San Diego Quick Assessment of Reading Ability (K-11) Parent and Teacher Interviews
<p>Rapid Naming</p> <ul style="list-style-type: none"> the ability to quickly name aloud a series of familiar items 	<ul style="list-style-type: none"> Analysis of errors from initial screener
<p>Encoding</p> <ul style="list-style-type: none"> to translate spoken language into print. 	<ul style="list-style-type: none"> Writing sample from dictated grade level passage. (K-12) Unedited writing samples and unmemorized dictated spelling Parent and Teacher Interviews

SPSD RtI Reporting Form

Please include this form in the student's folder if a Level 1 screener is administered.

This form is being completed because: (Place an X in the corresponding blank)

1. Student qualifies to receive dyslexia interventions
2. Student has an outside evaluation.
3. Student was screened and qualified, but parents refused services.
4. Transfer student that receives dyslexia interventions.
5. Student transferred to another district.
6. Parents requested intervention after previously refusing services.
7. Student does not qualify to receive dyslexia interventions.
8. Student exited dyslexia intervention (Complete Exit Section)

Student Information

Name _____ Grade _____ School _____ Teacher _____

Relevant Screening Information

Initial Screening: School Name _____ Date _____ Grade _____

Check at risk areas: Phonological Awareness Alphabetic knowledge

Sound/Symbol Recognition Decoding Rapid Naming Encoding

Level I Screening: School Name _____ Date _____ Grade _____

Administered by _____ Check at risk areas: Phonological Awareness Alphabetic knowledge

Sound/Symbol Recognition Decoding Rapid Naming Encoding

Level II Screening: School Name _____ Date _____ Grade _____

Administered by _____ Check at risk areas: Phonological Awareness

Alphabetic knowledge Sound/Symbol Recognition Decoding Rapid Naming Encoding

Did the RtI team determine the student was exhibiting characteristics of dyslexia?

Circle **Yes** or **No** Date _____ Was the parent notified of concerns/results?

Circle **Yes** or **No** Date _____

Date parent was provided the parent packet? Circle **Yes** or **No** Date _____

Does the student have a current 504 plan Circle **Yes** or **No** Date _____

Accommodations Circle **Yes** or **No**

Interventionist **currently providing intervention**

Current interventionist's email

Date intervention started _____ Frequency _____ Duration _____ Date ended (or indicate "in progress")

Exit Section: Exit Date _____

_____ Moved/Known to continue services

_____ Moved/Not known to continue services

_____ Program Completion

_____ Dismissed - Met exit criteria

_____ Dismissed- parent request

Information regarding the screening process:

For some students, especially in grades 3 or higher, a Level 1 screening may be bypassed to a Level 2 screening process. Prior to a Level 2 screening, parents are notified and a 504 referral conference is held to obtain consent from the parent. In a later conference, the assessment results are reviewed with parents and recommendations for interventions are discussed.

If intervention is in progress, please include recent progress monitoring information for the receiving school and the last dyslexia screening report.

Parent Interview

Student Name: _____

Check the correct answer to the following questions regarding the student. **Return form to the Intervention Teacher.**

Family History	Yes (If yes, please explain on the back page.)	No
Learning Problems		
Father		
Mother		
Sibling		
Physical History of Student		
Chronically ill		
Extremely high fever		
Physical problems causing difficulty learning		
Currently taking medication		
Trouble hearing		
Trouble seeing		

Check the term indicating the degree of your concern for the student regarding each skill area.

Skill Area	Rarely	Often
Phonological Awareness		
Difficulty recognizing or reproducing rhyming words		
Difficulty naming the first or last sound in a word		
Difficulty blending sounds together to make a word		
Alphabet		
Difficulty learning or recalling names of letters		
Difficulty learning or recalling sounds of letters		
Decoding and Word Recognition		

Difficulty sounding out unfamiliar words		
Difficulty reading words accurately		
Fluency		
Makes frequent reading errors		
Reads with hesitations		
Reads slowly		
Spelling		
Difficulty memorizing words for spelling tests		
Difficulty spelling words correctly		
Comprehension		
Difficulty understanding what he/she reads		
Difficulty answering textbook questions		
Written Expression		
Difficulty writing sentences correctly		
Difficulty writing stories and reports		
Cognitive/Academic Ability		
Needs many repetitions to learn something new		
Has difficulty with math facts		
Has trouble with math word problems even when they are read aloud		
Has reading difficulties unexpected compared to other abilities		
Oral Language		
When listening...difficulty understanding verbal directions		
When listening...difficulty understanding stories read to him/her		
When speaking...weak or limited oral vocabulary		
When speaking...difficulty finding the right word		
When speaking...difficulty speaking with correct grammar		

When speaking...difficulty explaining ideas or elaborating on thoughts		
Attention		
Displays difficulty organizing time and materials		
Is easily distracted by sights or sounds		
Does many things too quickly		
Is often overactive or fidgety		
Is inconsistent with production of classwork or homework assignments		
Needs direct supervision to complete homework		
Handwriting		
Is slow with handwriting and copying tasks		
Displays overall poor quality/illegible handwriting on written assignments		

Teacher Checklist

Family History:

- Other family members experienced learning problems
Father, Mother, Sibling(s)

Oral Language:

- Difficulty understanding verbal directions
- Difficulty understanding stories read to him/her
- Difficulty correctly pronouncing phonemes or syllables of words in sequence; persistent baby talk (busgetti for spaghetti, mawn lower for lawn mower, fibe for five)
- Substitutes words with the same meaning for words in the text he/she can't pronounce, such as "car" for "automobile."
- Difficulty acquiring new vocabulary
- Difficulty finding the right words
- Unable to find the exact word; Speech that is not fluent; Pauses, hesitations when speaking; Lots of "um"s
- Imprecise language, such as vague references to "stuff" or "things" instead of the proper name of an object
- Unable to find the exact word; confusing words that sound alike: saying "tornado" instead of "volcano," substituting "lotion" for "ocean," or "humanity" for "humidity"
- Difficulty speaking in grammatically correct sentences
- Difficulty explaining ideas or elaborating on thoughts

Phonological Awareness:

- Difficulty recognizing or producing rhyming words
- Difficulty isolating sounds in the beginning, final, and/ or medial position
- Difficulty segmenting individual sounds in a word
- Difficulty blending sounds into a word

Alphabet:

- Difficulty learning or recalling the names of letters
- Difficulty learning or recalling the sounds of letters

Decoding and Word Recognition:

- Difficulty sounding out unfamiliar or nonsense words
- Difficulty reading words in isolation (lists)
- May confuse small words - at - to, said - and, does - goes

Fluency:

- Difficulty with reading accuracy in context
- Difficulty reading grade level text at expected rate
- Difficulty with reading with expression

Spelling:

- Difficulty memorizing words for spelling tests
- Difficulty spelling words in context, even after spelling them correctly on a spelling test
- Difficulty spelling words phonetically

Comprehension:

- Difficulty with reading comprehension, but not when read to
- Better understanding of words in context than words isolated in lists

Written Expression:

- Difficulty constructing sentences
- Difficulty organizing grade appropriate written compositions
- Difficulty producing sufficient written output
- Written expression does not match verbal expression
(Content, organization, vocabulary)

Handwriting:

- Slow with handwriting tasks
- Overall poor quality/illegible handwriting on written assignment
- Awkward, fist-like, or tight pencil grip

Cognitive/Academic Ability:

- The student appears to have intellectual ability equal to or above grade level peers.
- The student has grade level math calculation skills.
- The student appears to have grade level math reasoning skills
- The student has reading difficulties that are unexpected compared to other abilities.
- The student requires many repetitions to learn something new.
- Compensates by memorizing stories or words but cannot keep up as demands increase
- Strength in thinking skills: conceptualization, reason, imagination, abstraction
- Strength in areas not dependent on reading, such as math, computers, and visual arts, or excellence in more conceptual

Social/Emotional/Behavioral:

- Shows frustration and anxiety, as he realizes he is lagging behind his peers
- Exhibits health or behavior problems, emotional difficulties or wants to avoid school
- Avoids reading aloud

Attention:

- Difficulty attending to tasks involving print.
- Difficulty organizing time and materials
- Is easily distracted
- Does many things too quickly
- Is often overactive or fidgety
- Is inconsistent with production of classwork and homework on written assignments

Student's Academic Development:

- English is a second language.
- The student was retained in ____ grade.
- The student has been/is in special programs. (Special Education, Tiered Interventions, etc.) _____

Suggested work samples to include:

- The student's most recent spelling test.
- A Sample of the student's unedited writing (journal entry, creative story, etc.)
- The student's most recent progress report or report card.
- A copy of most recent literacy screeners.

Adapted from Teacher Questionnaire for Dyslexia, Texas Scottish Rite Hospital for Children.

SPSD Level I Screening Results 2022-2023

Student's name: _____ Grade: _____ Teacher: _____ Date: _____

To meet Ark. Code Ann. § 6-41-601 et. seq, the required screeners were administered. All screeners are listed along with the scores of your child and the benchmark score for that screener.

<u>Component</u> (what is assessed and explanation)	<u>Screening Tool</u> <u>Used</u> (Please circle the screening tool(s) used)	<u>Your Child's</u> <u>Score</u>
Phonological and Phonemic Awareness -The ability to recognize and manipulate the sound system in spoken language	Phonological Awareness Skills Test (PAST)(Kilpatrick) (PreK - Adult) Parent and Teacher Interviews	
Alphabet Knowledge -The ability to automatically recognize and name the 26 lowercase and uppercase letters with ease and accuracy	Analyze student's progress monitoring from interventions. Parent and Teacher Interviews	
Sound Symbol Recognition -to automatically produce sounds or grapheme names (grade level letters or letter clusters) during recognition, production, and or writing tasks.	Assessing Reading Multiple Measures: CORE Phonics Survey (K-12) SPIRE Placement Tests Beginning and Advanced Decoding Survey Parent and Teacher Interviews	
Decoding Skills -to translate words, word parts, or nonwords into their corresponding pronunciation	Assessing Reading Multiple Measures: CORE Phonics Survey (K-12) SPIRE Placement Tests Beginning and Advanced Decoding Survey Assessing Reading Multiple Measures: San Diego Quick Assessment of Reading Ability (K-11) Parent and Teacher Interviews	
Rapid Naming -The ability to quickly name aloud a series of familiar items	Analysis of errors from initial screener	
Encoding -to translate spoken language into print	Writing sample from dictated grade level passage. (K-12) Unedited writing samples and unmemorized dictated spelling Parent and Teacher Interviews	

_____Based on level I screener results, your student **will receive Tier 1 Core Instruction** to address the identified areas.

_____Based on level I screener results, your student **will begin receiving Tier 2 Core Instruction and Supplemental Intervention during school hours** that address the identified areas.

Description of intervention: _____

Targeted Areas: _____ Frequency of intervention: _____

Parent Notice of Dyslexia Screening

Date notified *in person* _____ or by mail _____

Student: _____ Grade _____

Campus: _____

Parent(s): _____

Address: _____

Home Phone: _____ Work Phone: _____

We have carefully reviewed your child's initial and Level I Dyslexia Screening and information from teachers. A Level II Dyslexia Screening will be completed to determine your child's educational needs. The specific skills to be tested include phonological awareness, rapid naming, word reading, decoding, fluency, spelling, and reading comprehension. This screening will indicate whether the student exhibits characteristics of Dyslexia and will help in determining appropriate interventions.

Screener to be conducted. ___Level II Dyslexia Screening

The Level II Dyslexia Screening may be reviewed by staff to review and interpret existing school records, observations, prior testing, grades, standardized testing, and other data in order to determine if your child qualifies for Dyslexia Instructional Support.

If you have any questions, please call _____ at

(____) _____.

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Please sign and return to the principal or teacher listed above.

Parent Signature: _____ Date: _____

Level II Dyslexia Screening

The level II dyslexia screening is a more detailed process for identifying a pattern of strengths and weaknesses documenting the characteristics of dyslexia. The determination of existing characteristics may be based on performance criteria (i.e. cut-points, benchmarks) of the chosen assessments to be used as the level II dyslexia screening. Norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes should be administered to identify the characteristics of dyslexia. The specific skills to be tested include phonological awareness, rapid naming, word reading, decoding, fluency, spelling, and reading comprehension.

The Procedures followed for Level 2 assessment include:

1. Notify parents or guardians of a proposal to assess student for characteristics of dyslexia.
2. Obtain parent or guardian permission to assess the student for characteristics of dyslexia.
3. Assess student, using Level 2 diagnostic battery of assessments.

Note: All notices and consent must be provided in the native language of the parent or guardian or other mode of communication used by the parent or guardian or other mode of communication used by the parent or guardian, unless it is clearly not feasible to do so.

Regardless of the process in place, the parents or guardians always have the right to request a referral for assessment at any time.

Screening Options

If a student in K-2 indicates a deficit area on the initial screener, or if a teacher notices a student in grades 3-12 experiencing difficulty, additional screening is required. The additional screening, level 1 dyslexia screening or level II dyslexia screening, looks more in-depth at the individual components of reading and spelling to determine if the characteristics of dyslexia are present.

Bypassing a level 1 screening and proceeding to a level II dyslexia screening for older students could have many benefits. For older students, grades 3 and up, it may be more difficult to find age appropriate curriculum based measures and informal diagnostic inventories or checklists for accurate identification. Proceeding to a level II dyslexia screening using standardized norm referenced assessments allows a comparison of the student's performance on the individual components to older students of the same age and grade. Administering a level II dyslexia screening for an older student, is more efficient use of the student's time and the assessment administrator's time. The level II dyslexia screening data, can provide solid justification for outlining an appropriate 504 service and accommodation.

Area Assessed

Searcy School District administers measures that are related to the student's educational needs. Depending upon the student's age and stage of reading development, the following are the areas related to reading that should be assessed:

Academic Skills:

Phonological awareness

Rapid naming

Word reading

Decoding

Fluency

Spelling

Reading comprehension

Cognitive processes that underlie the reading difficulties:

***Phonological/phonemic awareness** (Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters and letter combinations, learn the alphabetic principle, use the sounds of letters and letter combinations to decode words and to accurately spell.)

***Rapid naming** (Difficulties in rapid naming may or may not be weak, but if deficient, will impact a student's ability to automatically name letters and read words and to read connected text at an appropriate rate.)

***Orthographic processing** (Memory for letters patterns, letter sequences, and the letters in whole words may be selectively impaired or may coexist with phonological processing weaknesses.)

***Various language processes** (Language processes such as morphemes and syntax awareness, memory, and retrieval of verbal labels, and the ability to formulate ideas into grammatical sentences, may be factors affecting reading.)

Other Skills:

*Vocabulary

*Listening comprehension

*Written expression

*Handwriting

*Memory for letter or symbol sequences (Orthographic processing)

*Phonological memory and Verbal working memory

Note: If the student is being assessed as part of a special education evaluation or is already served in special education and a characteristic of dyslexia evaluation is being requested, IDEA 2004 process procedures will be followed.

When reporting results of norm-referenced tests, standard scores should be used. Criterion-referenced and group achievement tests scores may be informative as historical or secondary information but are considered weaker dyslexia identification tools. Individual subtest scores should be used rather than composite or cluster scores because a skill is only as strong as the weakest subskill. For example, consider the Elision and the Blending subtest scores on the CTOPP-2 rather than the Phonological Awareness composite score.

The Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children created the Characteristic Profile of Dyslexia to aid in school-based identification of dyslexia. This profile provides five questions to consider when identifying students with characteristics of dyslexia. The questions are

1. Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?
2. Are the reading and spelling difficulties the result of a phonological processing deficit?
3. Are the reading, spelling, and phonological processing deficits unexpected? Does the student demonstrate cognitive ability to support age level academic learning?
4. Are there secondary characteristics of dyslexia evident in reading comprehension and written expression?
5. Does the student have strengths that could be assets? Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention?

The school-based decision making team may use these five key questions to determine if the student needs dyslexia intervention services. The information gleaned from these questions reflects components of the definition of dyslexia as expressed in Ark. Code Ann. § 6-41-602. If the level II dyslexia screening conducted by the school district indicates a student exhibits characteristics of dyslexia (first three questions answered with a “yes”), the student shall be considered to have met the typical profile of a student with dyslexia and should be provided intervention services (Ark. Code Ann. § 6-41-603) using a dyslexia program delivered with fidelity.

If it is determined that the student has functional difficulties in the academic environment due to characteristics of dyslexia, the necessary accommodations or equipment for the student shall be provided under Section 504 of the Rehabilitation Act of 1973 (Ark. Code Ann. § 6-41-603) as they existed on February 1, 2013, if qualified under the applicable federal law. In other words, having a learning problem does not automatically qualify a student for accommodations/equipment under Section 504. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504. The determination of substantial limitation must be made on a case-by-case basis with respect to each individual student. The Section 504 regulatory provision at 34 C.F.R. 104.35 (c) requires that a group of knowledgeable persons draw upon information from a variety of sources in making this determination.

Regardless of the process in place, the parents or guardians always have a right to request a referral for assessment at any time.

Confidential Dyslexia Screening Report (Template)

Searcy Public Schools
XXXXXXXXXXStreet Name, Searcy, AR 72143
Phone: (501)XXXXXXXX

Name: XXX
Date of Birth: XXX
Consent to Test Date: XXX
Testing Completed: XXX
Date of Report: XXX
Chronological Age: XXX years, XXXX months, XXX days;
Sex: Male or Female
School Campus:
Grade: XXX
Interventionist:

Reason for Referral

XXXXXX was referred by Mrs. XXXXXXXX for a dyslexia screening due to her low DIBELS scores, Primary Spelling Inventory scores, and the Arkansas RAN time.

XXXX passed his/her vision screening on XXXXX and his/her hearing screening on XXXXX.

Lives with? XXXXXXX
Previous schools? XXXXXXX
Previous Medical Conditions? XXXXXXX
Home Language? XXXXXXX
Dyslexia in the family? XXXXX

Definition of Dyslexia

Definition of Dyslexia : Dyslexia is **a specific learning disability** that is neurological in origin. It is **characterized** by difficulties with accurate and/or fluent **word recognition** and by **poor spelling** and **decoding** abilities. These difficulties typically result 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. Secondary consequences may include problems in **reading comprehension** and reduced reading experience that can impede growth of **vocabulary** and background knowledge. (This definition was adopted by The IDA Board, November 2002 and is also used by the National Institute of Child Health and Human Development (NICHD) 2002.)

Tests Administered

Comprehensive Test of Phonological Processing- 2nd Edition (CTOPP-2)

Test of Written Spelling - Fifth Edition (TWS-5)

Woodcock Reading Mastery Test - 3rd Edition (WRMT-III)

Test of Word Reading Fluency - 2nd Edition (TOWRE-2)

Gray Oral Reading Test - Fifth Edition (GORT-5)

Testing Behaviors

XXXXXX was cooperative during the testing situation and appeared to understand all directions given.

Test Results

This battery of assessments was conducted to identify areas of concern with early reading development and to identify appropriate interventions to assist with his/her continued development.

An overview of the assessment tool's subtests and generated scores are as follows:

Underlying Cause--Phonological Abilities:

Comprehensive Test of Phonological Processing - 2nd Edition(CTOPP-2)

Underlying Cause:		
Subtests	Scaled Score	Descriptor
Elision		
Blending Words		
Phoneme Isolation		
Characteristics:		
Composite	Composite Score	Descriptor
Phonological Awareness		
Phonological Memory		
Rapid Naming		

Description of Subtests/Composites

Elision measures the ability to remove phonological segments from spoken words to form other words.

Blending Words measures the ability to synthesize sounds to form words.

Phoneme Isolation measures the ability to isolate individual sounds within words.

The Phonological Awareness Composite Score measures an individual’s awareness of the phonological structure of oral language. According to the CTOPP-2 scoring, children with poorly developed phonological awareness will commonly exhibit poor reading and will be viewed as a characteristic of dyslexia.

The Phonological Memory Composite Score measures the ability to code information phonologically for temporary storage in working or short-term memory. According to the CTOPP-2 scoring, a deficit does not inevitably lead to poor reading of familiar material but is more likely to impair decoding of new words, particularly words that are long enough to decode bit by bit, as a means of storing intermediate sounds. A deficit in phonological memory may not impair listening or reading comprehension for simple sentences but is likely to impair both listening and reading comprehension for more complex sentences. Low scores in this area will be viewed as a characteristic of dyslexia.

Rapid Symbolic Naming Composite measures the efficient retrieval of phonological information from long-term memory and quick and repeated execution of a sequence of operations, which is required when readers attempt to decode unfamiliar words. A deficit in this area is likely to impact reading fluency and will be viewed as a characteristic of dyslexia.

The student will need to exhibit a weakness in one of the composite scores to qualify for services or an alternative assessment. If they score within average range on all three composite scores, the TOWRE needs to be given to check automaticity.

Characteristics:

Test of Written Spelling-Fifth Edition(TWS-5)

Subtest	Standard Score	Descriptor
Spelling		

Woodcock Reading Mastery Test - 3rd Edition (WRMT-III)

Subtest	Standard Score	Descriptor
Word Identification		
Word Attack		
Word Comprehension		
Passage Comprehension		
Listening Comprehension		

Oral Reading Fluency		
----------------------	--	--

Description of Subtests

The Word Identification test requires an individual to read words of increasing difficulty.

The Word Attack test requires an examinee to read nonsense words of increasing difficulty.

The Word Comprehension test measures knowledge of words and is composed of three sections: Antonyms, Synonyms, and Analogies.

The Passage Comprehension test asks the individual to read a short passage with a word missing and then supply the missing word to complete the passage.

The Listening Comprehension test measures an individual's ability to comprehend spoken language and includes items that test both literal and inferential comprehension skills.

The Oral Reading Fluency test provides the context of a complete passage to assess decoding, expression, and phrasing.

Test of Word Reading Fluency - 2nd Edition (TOWRE-2)

Subtest	Standard Score	Descriptor
Sight Word Efficiency		
Phonemic Decoding Efficiency		

Description of Subtests

The Sight Word Efficiency test requires an individual to read words of increasing difficulty.

The Phonemic Decoding Efficiency requires an examinee to read nonsense words of increasing difficulty.

Gray Oral Reading Test - Fifth Edition (GORT-5)

Subtest	Scaled Score	Descriptor
Rate		
Accuracy		
Fluency		
Comprehension		
	Standard Score	Descriptor
Oral Reading Index		

Description of Subtests

The Oral Reading Rate score is based on the time it took the student to read the passage.

The Oral Reading Accuracy score is based on the number of deviations from the print the student made while reading the passage.

The Oral Reading Fluency score is a combination of the student's oral reading rate and accuracy.

The Oral Reading Comprehension test requires an examinee to answer comprehension questions based on the text that was read.

The Oral Reading Index is a composite score based on the students combined Fluency and Comprehension scores.

Additional assessments administered:

Description of Subtests/Composites

Phonological Awareness Screening Test-David A. Kilpatrick, Ph.D.

Syllable level--assesses the ability to delete beginning or ending syllables of words

Onset-Rime level--assesses the ability to delete and substitute the onset of words

Basic Phoneme level--assesses the ability to delete the beginning phoneme of a blend and to delete the final phoneme of a word

Advanced Phoneme level--assesses the ability to substitute medial phonemes (vowels), delete and substitute the second phoneme of a blend, substitute the final phoneme of a word, delete and substitute the first sound in a final blend.

The student scored in the _____ level of levels C-M.

The Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children created the Characteristic Profile of Dyslexia to aid in school-based identification of dyslexia. This profile provides five questions to consider when identifying students with characteristics of dyslexia. The questions are

1. Does the student demonstrate one or more of the **primary reading characteristics** of dyslexia in addition to a **spelling deficit**? yes or no
 2. Are the reading and spelling difficulties the result of a **phonological processing deficit**? yes or no
 3. Are the reading, spelling, and phonological processing **deficits unexpected**? yes or no
- Does the student demonstrate **cognitive ability** to support age level academic learning? yes or no
4. Are there secondary characteristics of dyslexia evident in reading comprehension and written expression? yes or no
 5. Does the student have strengths that could be assets? Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention? yes or no

The school-based decision making team may use these five key questions to determine if the student needs dyslexia intervention services. The information gleaned from these questions reflects components of the definition of dyslexia as expressed in Ark. Code Ann. § 6-41-602. If the level II

dyslexia screening conducted by the school district indicates a student exhibits characteristics of dyslexia (first three questions answered with a “yes”), the student shall be considered to have met the typical profile of a student with dyslexia and should be provided intervention services (Ark. Code Ann. § 6-41-603) using a dyslexia program delivered with fidelity.

If it is determined that the student has functional difficulties in the academic environment due to characteristics of dyslexia, the necessary accommodations or equipment for the student shall be provided under Section 504 of the Rehabilitation Act of 1973 (Ark. Code Ann. § 6-41-603) as they existed on February 1, 2013, if qualified under the applicable federal law.

Results & Recommendations:

Thanks,

_____, Interventionist

Searcy Public School District
Parent Notice of Dyslexia Level II Screening Results

Student: _____ Grade: _____ Campus: _____

The Level II Dyslexia Screening has been completed. A committee consisting of you, your child's teacher, interventionist, administrator, and any other appropriate personnel will meet to review the results and make a decision based on the results.

Date and Time of Meeting: _____

Please check one of the responses below:

_____ Yes, I will attend the meeting as scheduled.

_____ Yes, I would like to attend the meeting but need to reschedule for _____ (date) at _____ (time).

_____ No, I will not be able to attend. Please meet without me and notify me of the results of the meeting. I can be reached at _____. (Please provide phone number and best time to be reached).

Decision of the Committee: *(to be determined at meeting)*

Please check ONE of the following:

_____ **I would** like for my child to receive interventions provided by a Dyslexia Interventionist. I understand that my child will receive interventions based on the fidelity of the S.P.I.R.E. curriculum.

_____ Dyslexia interventions are not needed at this time.

_____ I do **NOT** wish for my child to receive interventions. (If at any time you change your mind and want dyslexia intervention services for your child, please notify the school so they can begin intervention.) We decline dyslexia intervention for the following reason(s):

We appreciate your support as we strive to build a community of skilled readers. Attached you will find a definition of dyslexia, characteristics of dyslexia, information about independent evaluations, and information about accommodations. This information is obtained from the Arkansas Dyslexia Resource Guide by the Arkansas Department of Education.

Parent Signature Date: _____

Administrator Signature Date: _____

What is Dyslexia?

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result 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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. ~Adopted by IDA: November 2002

Characteristics of Dyslexia

Underlying Cause: Deficit in phonological processing (Phonological awareness, phonological memory, and/or rapid naming)

Characteristics:

- Difficulty reading real words in isolation
- Difficulty accurately decoding nonsense or unfamiliar words
- Poor reading fluency (rate, accuracy, labored)
- Poor spelling

Outcomes:

- Difficulty with reading comprehension
- Reduced reading experience that limits vocabulary and background knowledge

Independent Comprehensive Dyslexia Evaluation

A dyslexia diagnosis is not required for a school to provide dyslexia intervention services, however a parent or legal guardian may choose to have an independent comprehensive dyslexia evaluation for the student. Parents are responsible for selecting the qualified individual to perform the comprehensive dyslexia evaluation and must cover the cost. The school district shall consider the diagnosis and provide the student with interventions determined to be appropriate by the school district (Ark. Code Ann. § 6-41-604). Schools should consider all sources of information when determining appropriate services for students. If services are warranted, then interventions will be delivered by a dyslexia interventionist at the school district.

Appendix I Accommodations

Listed below are some accommodations to be considered for a student exhibiting the characteristics of dyslexia. Specific accommodations should be selected based on individual student needs.

Reading

- Allow audio books and/or text-to-speech software
- Utilize outlines, summaries
- Preview questions and vocabulary
- Allow shared reading or buddy reading

Writing

- Grade for content rather than spelling
- Allow students to dictate work to an adult
- Substitute alternative projects for written reports
- Utilize speech-to-text software
- Reduce written work
- Minimize copying
- Accept oral responses, reports, and presentations

Testing

- Provide extra time
- Review directions orally
- Read tests orally
- Allow dictated responses

Homework

- Reduce reading and writing requirements
- Limit time spent on homework
- Provide extra time Instruction
- Break tasks into small steps
- Give directions in small steps
- Give examples and model behavior
- Emphasize daily review
- Provide copies of lecture notes

Classroom

- Post schedules and maintain routines
- Chart assignments on a calendar
- Use color-coding to organize materials and information
- Incorporate multisensory activities
- Coordinate preferential seating
- Avoid requiring students to read aloud in front of a group.

Arkansas Department of Education Dyslexia Resource Guide, Revised December 2017

Commonly Asked Questions

How do I know if my child has dyslexia tendencies?

To receive interventions, a child must exhibit characteristics of dyslexia. A dyslexia diagnosis is not required for a school to provide dyslexia intervention services. To learn more visit: <https://ed.ted.com> and watch the video titled, “What is Dyslexia?”

If I have concerns, who do I talk to?

Start by talking to your child’s teacher, principal, or school counselor. They can assist you in determining the next steps. You may also contact Amanda Price, Searcy Public Schools dyslexia contact at 501-268-3517, aprice@searcyschools.org

How do students get identified to receive dyslexia interventions?

Students can be identified through Initial, Level I, or Level II dyslexia screenings. They may begin receiving interventions after just one of these screenings or a combination of them. Multiple screening measures are in place to ensure that we collected multiple sources of information to best serve your child.

Who provides dyslexia interventions?

Every campus in Searcy Public Schools has certified teachers trained in an evidence-based dyslexia program, S.P.I.R.E. The teachers ensure implementation aligns with the fidelity of the program and the science of reading. Interventions will take place face to face or live virtually.

Do I have to pay for special testing for my child to receive dyslexia interventions?

No. Searcy Public Schools has the capacity to administer all levels of dyslexia screening assessments as needed. If a parent chooses to have an outside evaluation, there are suggestions and guidelines provided in the Searcy Public School District Dyslexia Guide and in the Arkansas Dyslexia Resource Guide.

SPSD Level II Screening Tools

2022-2023

Level II Screening Tools for K-12	
Required Component	Level II Screening Tools
Phonological Awareness	<ul style="list-style-type: none"> ● CTOPP-2 (Comprehensive Test of Phonological Processing-2) Phonological Awareness Composite - Elision, Blending Words and Phoneme Isolation or sound Matching subtests make up this composite ● WRMT-111 (Woodcock Reading Mastery Test III-Phonological Awareness)
Rapid Naming	<ul style="list-style-type: none"> ● CTOPP-2- Rapid Naming Composite ● WRMT-III Rapid Automatic Naming
Letter Knowledge	<ul style="list-style-type: none"> ● WRMT-III- Letter Identification
Decoding	<ul style="list-style-type: none"> ● WRMT-III- Word Attack
Word Recognition	<ul style="list-style-type: none"> ● WRMT-III- Word Identification
Fluency	<ul style="list-style-type: none"> ● WRMT-III- Oral Reading Fluency ● GORT-5-Rate Score <ul style="list-style-type: none"> ○ Oral Reading Fluency (Rate and Accuracy as a Composite only) ● TOWRE-2- Sight Word Efficiency, Phonemic Decoding Efficiency, and Total Word Reading Efficiency
Spelling	<ul style="list-style-type: none"> ● TWS-5 (Test of Written Spelling-5th edition)- Spelling
Reading Comprehension	<ul style="list-style-type: none"> ● WRMT-III- Passage Comprehension ● GORT-5- Oral Reading Comprehension

Independent Comprehensive Dyslexia Evaluation

A dyslexia diagnosis is not required for a school to provide dyslexia intervention services, however a parent or legal guardian may choose to have an independent comprehensive dyslexia evaluation for the student. Parents are responsible for selecting the qualified individual to perform the comprehensive dyslexia evaluation and must cover the cost. The school district shall consider the diagnosis and provide the student with interventions determined to be appropriate by the school district (Ark. Code Ann. § 6-41-604). Schools should consider all sources of information when determining appropriate services for students. If services are warranted, then interventions will be delivered by a dyslexia interventionist at the school district.

This evaluation must be conducted by Licensed Psychological Examiner, School Psychology Specialist, Licensed Speech Language Pathologist, Certified Dyslexia Testing Specialist, or Dyslexia Therapist (Ark. Code Ann. § 6-41-604 (a)(2)(C)).

This professional should have a knowledge and background in psychology, reading, language education, dyslexia and other related disorders. A thorough working knowledge of how individuals learn to read and why some individuals struggle, and how to plan appropriate interventions is a must. Whether an individual is qualified to conduct an evaluation or provide a diagnosis is dependent upon their licensure.

Instructional Approaches for Students with Characteristics of Dyslexia

Supplemental, intensive reading interventions for students with dyslexia should be individualized and focused on the student's area(s) of primary difficulty. Instruction for students with dyslexia includes a multisensory approach that includes reading, spelling, and writing as appropriate. Components of effective dyslexia intervention include instruction in

- phonemic awareness,
- graphophonemic knowledge,
- the structure of the English language,
- linguistics, language patterns,
- and strategies for decoding, encoding, word recognition, fluency, and comprehension.

Effective interventions also consider the instructional delivery of the intervention. Instructional delivery considerations include

- individualization of the content and supports provided,
- extended time in small group instruction,

- explicit, direct, and systematic instruction,
- multisensory inputs, and
- a focus on meaning-based instruction.

These intensive interventions differ from core instruction in that they are targeted towards the specific skills and components of instruction that are preventing students from making sufficient reading progress. In addition, the instructional delivery provides higher levels of support needed to help students accelerate their reading growth; however, no one remedial reading method works for all dyslexic students. Students with characteristics of dyslexia should receive an appropriate, specialized dyslexia instructional program that

- is delivered by a professional who has completed training in a specific dyslexia program (Ark. Code Ann. §§ 6-41-602; 6-41-605);
- provides systematic, research-based instruction (Ark. Code Ann. §6-41-602);
- includes instruction that is multisensory addressing two or more sensory pathways during instruction or practice (Ark. Code Ann. §6-41-602); and
- provides instruction in the essential components of reading in a small-group (see definition in Appendix A) or individual setting that maintains fidelity of the program that includes phonemic awareness, graphophonemic knowledge, structure of the English language, linguistic instruction, and strategies for decoding, encoding, word recognition, fluency, and comprehension (Ark. Code Ann. § 6-41-602).

By the beginning of the 2020-2021 school year, the ADE shall identify and create an approved list of materials, resources, and curriculum programs for public school districts that are supported by the science of reading and based on instruction that is explicit, systematic, cumulative, and diagnostic, including without limitation:

1. Dyslexia programs that are evidence-based and:
 - a. Aligned to structured literacy; or
 - b. Grounded in the Orton-Gillingham methodology
2. Evidence-based reading intervention programs; and
3. Evidence-based reading programs that are grounded in the science of reading. (Act 83)

Searcy Public Schools uses S.P.I.R.E. with Sounds Sensible.

Instructional Delivery

Dyslexia interventionists should provide explicit, direct, systematic and cumulative instruction that is individualized to support learning and focused on meaning. Additional intervention considerations include multisensory instruction to meet student needs.

The Arkansas Department of Education does not approve specific dyslexia programs. It is the responsibility of the school district instructional leaders to select a dyslexia program that meets the requirements defined in Ark. Code Ann. § 6-41-602

Reporting By School Districts

The superintendent of a school district annually shall report the results of the school district screening required under Ark. Code Ann. § 6-41-603.

To meet this requirement school personnel will utilize APSCN eSchoolPlus. A check mark placed in the field “Receives Dyslexia Intervention” indicates the student was screened, demonstrated one or more of the characteristics of dyslexia, and is receiving small group dyslexia intervention services from a trained dyslexia interventionist using the district’s dyslexia intervention program.

Data reporters

Data reporters will flag students receiving dyslexia intervention services through APSCN eSchoolPlus. The information about who to flag will need to be gathered from building level dyslexia interventionists or building level contacts prior to the end of the school year. The individual students can be marked in eSchoolPlus at any time throughout the school year, but the recommendation is that a student is flagged as soon as they start receiving intervention. The data is collected during cycle 7 (June) of each school year. Corrections to the data cannot be made after the data has been pulled.

The menu path to the reporting screen is: Student Center>Medical>Dyslexia screen. The field to update on the Dyslexia screen is “Receives Dyslexia Intervention.” A check mark placed in the field “Receives Dyslexia Intervention” indicates the student was screened, demonstrated one or more of the characteristics of dyslexia, and is receiving small group dyslexia intervention services from a trained dyslexia interventionist using the district’s dyslexia intervention program.

In order to access the dyslexia screen, a user will need the following security resources: reg-maint (read-write) and med-maint-dental (read only). This combination of resources will not allow access to the information within the Medical Center folder.

Required Information to Report on the Website or in Writing

Act 1039 of 2017 amended the provisions of Ark. Code Ann. § 6-41-606 to include an additional reporting requirement. Before July 15, a public school district shall report on the website of the public school district or in writing to the parents of each student in the public school district the following information:

1. The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;
2. The number of students during the previous school year who received dyslexia intervention; and

3. The total number of students identified with dyslexia during the previous school year (Ark. Code Ann. § 6-41-606 (b)).

Sample website posting: Act 1039 of 2017 Reporting By the School District (Ark. Code Ann. § 6-41-606 (b))

Dyslexia Program

During the 20XX-20XX school year, Anywhere Public School District used the evidenced-based XYZ Dyslexia Intervention Program in small group intervention to address the deficit areas of students identified as exhibiting the characteristics of dyslexia.

Number of Students Who Received Dyslexia Intervention

During the 20XX-20XX school year, ## students attending Anywhere Public School District received dyslexia intervention services from a trained dyslexia interventionist.

Total Number of Students Identified as Exhibiting the Characteristics of Dyslexia

During the 20XX-20XX school year, ## students attending Anywhere Public School District were identified as exhibiting the characteristics of dyslexia.

Instructional Approaches: Checklist for Interventionist

A.C.A. § 6-41-605. Instructional approaches

Dyslexia program(s) identified S.P.I.R.E. with Sounds Sensible.

Required principles of instruction

Explicit, Direct Instruction

- Nothing assumed, everything is directly taught
- Skill or strategy is made clear
- Modeling, Guided practice, Corrective feedback, Independent Practice

Systematic, Sequential, Cumulative

- Introductions follow a logical order of the language
- Begins with easiest, and progresses to more difficult
- New concept based on previously learned concept
- Systematic review to strengthen memory

Multisensory

- Teaching is done using all learning pathways in the brain: (VAKT)
- Simultaneous in order to enhance memory and learning

Research-Based

- Instructional techniques that are grounded in research
- Clear efficacy standards identified
 - Expected growth or performance outcome
 - Small Group Instruction**(size of small group) _____
 - Length and frequency of sessions _____

Duration of intervention _____

Age/Grade _____

Required content

Phonemic Awareness

- Detect
- Segment
- Blend
- Manipulate sounds

Graphophonemic Knowledge

- Specific sequence of letter-sound introductions
 - Consonants and vowels
 - Consonant (digraphs, trigraphs) and vowel (digraphs, trigraphs, quadrigraphs)
 - Diphthongs
 - Combinations

Structure of the English Language

- Syllable types
 - Closed
 - Open
 - Vowel-consonant - e
 - Vowel teams
 - Vowel r
 - Final Stable Syllables (Consonant le)
- Syllable division patterns
 - VCCV
 - VCV
 - VCCCV
 - VV (Unstable vowel teams)
- Morphology
 - Base words
 - Prefixes and suffixes
 - Latin Roots
 - Greek Combining Forms

Linguistic Instruction

- Language Form:
 - Phonology (sounds)
 - Morphology (meaning)
 - Syntax (grammar)
- Language Content: Semantics (vocabulary)
- Language Use: Pragmatics (conversational rules)
- Strategies for:

- Decoding
- Word recognition
- Comprehension
- Encoding (spelling)
- Fluency

Actions for gathering evidence:

- Observe lessons
- Interview interventionist
- Lesson progression (where do you start, how to determine the next lesson, what determines you stay on a lesson, duration of lesson)
- Evidence of periodic progress monitoring
- Progress monitoring review/decision making procedure
- Exit guidelines established

Special Education and Dyslexia

A student suspected of having dyslexia or related disorders who is unable to make adequate academic progress may be referred to special education for evaluation and possible identification as a child with a disability within the meaning of IDEA 2004. IDEA 2004 regulations related to specific learning disability (SLD) (34 C.F.R. §300.8(c)(10)(i)) define SLD as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. IDEA 2004 regulations (34 §CFR 300.309(a)(1)) specifically designate the following areas for the determination of SLD: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematical calculation, and/or mathematics problem solving.

New Referrals

Although dyslexia is not considered one of the 13 eligible disability categories listed in the IDEA 2004 regulations (34 C.F.R. §300.8(c)), a student suspected of having dyslexia or related disorders who is unable to make adequate academic progress may be referred to special education for evaluation and possible identification as a child with a specific learning disability. It should be noted that the referral committee would make the decision as to whether or not an evaluation for special education was warranted and what assessments were needed based on the child's suspected disability. If the referral committee decided against an evaluation for special education, the district would still be required by Ark. Code Ann. § 6-41-601 et seq. to screen the student for dyslexia if such screening had not already been conducted.

IDEA 2004 regulations related to assessment (34 C.F.R. §300.304(c)(4)) indicates that a student should be assessed in all areas related to the suspected disability. If a student is evaluated for special education and related services, according to the Arkansas Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities Ages 3-21, Part I Section I, there are three allowable methods for identifying a student as having a Specific Learning Disability:

1. Establishing a severe discrepancy between intellectual ability and achievement;
2. Using a process based on a child's response to scientific, research-based intervention;
3. Using other alternative research-based procedures (such as Patterns of Strengths and Weaknesses).

Office of Special Education and Rehabilitative Services (OSERS) Guidance

The Office of Special Education and Rehabilitative Services (OSERS) issued a Dear Colleague letter on October 23, 2015, to state and local educational agencies. This letter focuses on the “unique educational needs of children with dyslexia, dyscalculia, and dysgraphia, which are conditions that could qualify a child as a child with a specific learning disability under the Individuals with Disabilities Education Act (IDEA).” OSERS clarifies in the letter that “there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents.” State education agencies and local education agencies are encouraged to “consider situations where it would be appropriate to use the terms dyslexia, dyscalculia, or dysgraphia to describe and address the child's unique, identified needs through evaluation, eligibility, and IEP documents.” Further, States are encouraged to “review their policies, procedures, and practices to ensure that they do not prohibit the use of the terms dyslexia, dyscalculia and dysgraphia in evaluations, eligibility, and IEP documents.”

OSERS provides further clarification, however, that “regardless of whether a child has dyslexia or any other condition explicitly included in this definition of ‘specific learning disability’, or has a condition such as dyscalculia or dysgraphia not listed expressly in the definition, the LEA must conduct an evaluation in accordance with 34 CFR §§300.304-300.311 to determine whether that child meets the criteria for specific learning disability or any of the other disabilities listed in 34 CFR §300.8, which implements IDEA's definition of a ‘child with a disability.’”

Finally, States are encouraged to “remind their LEAs of the importance of addressing the unique educational needs of children with specific learning disabilities resulting from dyslexia, dyscalculia, and dysgraphia during IEP Team meetings and other meetings with parents under IDEA.”

The ADE joins OSERS in encouraging LEAs to consider the use of these terms, when appropriate, to describe and address a child's unique needs in evaluation, eligibility, and IEP documents. The ADE further encourages LEAs to review their policies, procedures, and practices to ensure that they do not prohibit the use of dyslexia, dysgraphia, and dyscalculia in special education due process paperwork. Finally, the ADE encourages addressing the unique educational needs of children with specific learning disabilities resulting from dyslexia, dyscalculia, and dysgraphia during IEP Team meetings and other meetings with parents under IDEA.

Under Ark. Code Ann. § 6-41-601 et seq., LEAs are required to provide dyslexia intervention services to all students who exhibit the characteristics of dyslexia, including students with IEPs. For students with IEPs, the IEP committee should determine, based on the student's individual needs, the setting where appropriately trained personnel will provide dyslexia intervention. The intervention may be delivered in the general education setting, the special education setting, or in a combination of the two.

Students with existing IEP's

A student who qualifies for special education services is not exempt from dyslexia screening or dyslexia intervention services. According to Acts 1294 and 1268, any student exhibiting characteristics of dyslexia should be provided dyslexia intervention services by a trained dyslexia interventionist in the district's chosen dyslexia program or programs. Rather than starting with initial dyslexia screening, the committee should review existing formal and informal evaluation data to determine if the student

exhibits the characteristics of dyslexia. The committee may determine that additional assessments are needed.

Students who qualify for special education have an individual education program (IEP) developed by the IEP committee. The IEP should be developed to address the student's individual needs, including any needs relative to dyslexia. If a student with a disability exhibits the characteristics of dyslexia, the IEP committee would determine whether the student needs special education services in this area, if the student's needs can be met through the district's general education dyslexia intervention program, or if a combination of the two are needed.

Use of IDEA funds for dyslexia services

IDEA Part B funds can be used for dyslexia intervention delivered through the IEP. Additionally, IDEA specifies that a local educational agency (LEA) may use up to 15% of its IDEA Part B entitlement for early intervention services for any child in kindergarten through grade 12 who are not currently identified as needing special education or related services but who needs additional academic and behavioral support to succeed in a general education environment. These funds are to be used as supplementary funds and should not be used to supplant local, state, or other federal program dollars.

504 Eligibility

If it is determined that the student has functional difficulties in the academic environment due to characteristics of dyslexia, the necessary accommodations or equipment for the student shall be provided under Section 504 of the Rehabilitation Act of 1973 (Ark. Code Ann. § 6-41-603) as they existed on February 1, 2013, if qualified under the applicable federal law. In other words, having a learning problem does not automatically qualify a student for accommodations/equipment under Section 504. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504. The determination of substantial limitation must be made on a case-by-case basis with respect to each individual student. The Section 504 regulatory provision at 34 C.F.R. 104.35 (c) requires that a group of knowledgeable persons draw upon information from a variety of sources in making this determination.

Parent Notice of Dyslexia Curriculum Exit

Student: _____ Grade: _____ Campus: _____

_____ The S.P.I.R.E. curriculum has been mastered by your child. Level II screening, and classroom data support exiting from interventions. A committee consisting of you, your child's teacher, interventionist, administrator, and any other appropriate personnel will meet to review progress and make a decision based on your child's progress.

_____ Request from parent or guardian that the student be dismissed from dyslexia interventions.

Date and Time of Meeting: _____

Please check one of the responses below:

_____ Yes, I will attend the meeting as scheduled.

_____ Yes, I would like to attend the meeting but need to reschedule for _____ (date) at _____ (time).

_____ No, I will not be able to attend. Please meet without me and notify me of the results of the meeting. I can be reached at _____. (Please provide phone number and best time to be reached).

Decision of the Committee: (to be determined at meeting)

Review SPIRE assessments that demonstrate at least 80% mastery of curriculum. (First three items must be checked to be eligible for the third item).

_____ Scored _____ on SPIRE Reading Assessment on _____.

_____ Satisfactory grades in Literacy

_____ Scores Average on Level 2 Dyslexia Assessments

_____ Student will no longer receive 150 minutes weekly intervention in approved dyslexia program due to program mastery.

_____ I do**NOT** wish for my child to receive interventions. (If at any time you change your mind and want dyslexia intervention services for your child, please notify the school so they can begin intervention.) We decline dyslexia intervention for the following reason(s):

_____ Date: _____

Parent Signature

_____ Date: _____

Administrator Signature

Exit Criteria and Procedures

Students will be dismissed from dyslexia interventions based on

1. Parent request
OR
2. Reading, English, and/or intervention teacher(s) recommendation(s).

With documentation of all of the following

- Completion of the SPIRE Curriculum with 80% mastery level on all SPIRE mastery assessments.
And
- Scores on individually administered tests, if requested, or through reevaluation procedure. Scores must indicate that a majority of the areas of deficiency are at, or above, grade level.
And
- Satisfactory grades (A's, B's, or C's) in English/Language Arts

The Parent Notice of Dyslexia Curriculum Exit Form can be obtained from the reading specialist or building principal. The decision for dismissal from direct services will be made by the committee. Parents/guardians, the student (when appropriate), your child's teacher, interventionist, administrator, and any other appropriate personnel will be involved in the decision for dismissal.

The committee will determine whether it is necessary for the student to

- A. continue on monitor status with accommodations
- B. be placed on monitor status without accommodations
- C. be dismissed from the 504 plan if there is no substantial limitation

If at any point during the process the student demonstrates educational need, the committee will reconvene, review the student's progress, and determine the best course of action for the student.

District Protocols

Review of Dyslexia Indicators for Incoming/Transfer Students with IEPs Protocol (Green Form)

1. The student's records are reviewed by the LEA/Examiner.
2. A green form with recommendations is sent to the principal.
3. Principal gives the green form to the special education teacher and contacts the campus dyslexia interventionist if additional assessment is needed.
4. Special education teacher contacts parents and obtains permission for additional testing.
5. Dyslexia interventionist completes level 2 screening and Characteristic Profile of Dyslexia.
6. Special education teacher schedules a separate programming conference and the committee reviews the Characteristic Profile of Dyslexia to determine the next instructional steps for the student.

STUDENT NAME _____

REVIEW OF DYSLEXIA INDICATORS FOR INCOMING/TRANSFER STUDENTS WITH IEPs

Characteristic	Test/Subtest	Score	Indicator (yes or no)	
			YES	NO
Decoding				
Word Recognition				
Fluency				
Spelling				
Phonological Awareness				
Rapid Naming				
Letter Knowledge				
Reading Comprehension				
Written Expression				

Recommendations:

_____ Has no indicators of dyslexia

_____ Has possible indicators of dyslexia. Further assessment is needed; contact the dyslexia interventionist at your school.

Reviewed by _____

Date _____

Assessment Recommendations:

- Outside evaluations should be submitted to building principals and Ms. Lawrence for review. Change wording from diagnosis of dyslexia to identification.
- Students receiving dyslexia interventions will be assessed using norm referenced materials quarterly with the TOWRE-2. The campus RtI team will include district and campus reading specialist and interventionist to analyze this data to drive the decisions regarding details such as frequency, length, duration, and intensity of sessions.
- Beginning, Middle, and End of Year Assessments: PAST, encoding assessment (for example: district spelling assessment, PSI, USI), and dyslexia curriculum assessment
- Dyslexia level 2 screenings should follow special education guidelines. Students should be given a level 2 screening every three years to monitor the student's reading progress.
- A general education student with low scores on the Characteristic Profile of Dyslexia must be staffed with Ms. Lawrence and Mrs. Sims.

Instructional Recommendations:

- [SPIRE Fidelity Check](#)
- If a student with a disability exhibits the characteristics of dyslexia, the IEP committee will determine whether the student needs special education services in this area, if the student's needs can be met through the district's general education dyslexia intervention program, or if a combination of the two are needed.
- Dyslexia legislation requires schools to meet the fidelity of your dyslexia program. SPIRE recommends a minimum of 150 minutes weekly. If students are not pulled for interventions the school must develop a plan to regain this time. Plan A- If possible, have a plan mapped out for the student to join an existing intervention group working on similar skills temporarily. Plan B- Teachers need to begin recording review skills or compiling videos of review skills that a sub can facilitate. Repetition is key for intervention students so they are able to maintain skills.

HouseKeeping:

- Keep dyslexia folder originals separate from SpEd and 504 records. Copies from level 2 assessments will need to be provided for the special education records for monitoring. Dyslexia folders should include the year's most current progress monitoring results, current work samples, all level 2 screenings, all dyslexia forms, and any additional notes pertaining to student or student progress that are important for the future interventionist/teacher. For special education students, provide a copy for the folder holder to place behind the newest IEP.
- Maintain electronic campus data sheets by entering student screening results quarterly. Please share these data sheets with building principals, Ms. Lawrence, and Ms. Sims.
- If a student moves or exits the dyslexia curriculum, the contents of the folder will be stored in the students permanent record.

Recommendations from RISE:

Intervention with Word Level Reading Difficulties:

Every one of the most successful studies contained the following three elements:

1. They aggressively addressed and corrected the students' phonological awareness difficulties and taught phonological awareness to the advanced level.

Students receiving interventions are given the PAST beginning, middle, and end of the year. Data from this assessment is used to determine where to begin instruction. Teachers provide direct training in phonological awareness using One Minute Activities from [Equipped for Reading Success](#) and S.P.I.R.E. Progress monitoring follows RtI recommendations.

2. They provided phonic decoding instruction and/or reinforcement.

Teachers in our district use the scope and sequence and curriculum from SPIRE to meet this component. SPIRE assessments and other reading assessments are given beginning, middle, and end of the year. Data from these assessments are used to determine where to begin instruction. Progress monitoring follows RtI recommendations.

3. They provided students with ample opportunities to apply these developing skills to reading connected text.

Teachers in our district use a variety of connected text that varies by campus. Examples include rapid word recognition charts, rapid naming charts, S.P.I.R.E., Flyleaf, S.P.I.R.E. decodables, and [PS: Prefixes, Suffixes, Roots](#).

Essentials David Kilpatrick and referenced in RISEAcademy