

Osage R 2 School

Dyslexia Plan

The purpose of this document is to outline the actions of the Osage R2 School District as it relates to identifying and servicing students at-risk for dyslexia. Missouri law requires the screening of every public school student for dyslexia starting the 2018-19 school year.

Definition: Dyslexia is a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit on the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading, comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. Dyslexia is a general term for disorders that involve difficulty in learning to read or interpret words, letters and other symbols, but that do not affect general intelligence.

In order to close the gap between struggling readers and their “normally” developing peers, the District will:

1. Identify students at risk for dyslexia or reading failures
2. Form small groups for instruction and intervention
3. Plan instruction and intervention
4. Goal setting for individual student achievement
5. Set criteria for intervention exit

Screening

The following assessment tools will be utilized as evidence of student performance related to the skills listed below. These skills are listed in the DESE dyslexia guidance document and screening organizer for each grade level. Screening will identify students who are at risk of reading failure, used to identify need for intervention and set goals for achievement.

The following actions will be taken in accordance with state department guidance:

Kindergarten will be screened by January 31 of each school year. Kindergarten will also be screened at the end of the year. Progress monitoring shall occur for students not meeting norms. The DIBEL'S NEXT will be used as the screening assessment tool.

First through third grade will be screened within the first thirty school days of the year, mid and end of the year benchmarking. Progress monitoring shall occur for students not meeting norms. The DIBEL'S NEXT will be used as the screening assessment tool.

A student will be screened in grades 4 through 6th if experiencing consistent difficulty in phonological awareness, phonics, fluency, or comprehension as noted by assessment scores,

classroom teacher determination, or requested by the student's parent/guardian. The DIBEL'S NEXT will be used as the screening assessment tool. STAR testing will also be reviewed.

Kindergarten through 3rd grade out-of-state transfer students who do not have documentation of previous screening within 30 days of transfer. The DIBEL'S NEXT will be used as the screening assessment tool.

Exemption to screening exist. Included in this list are students with a current diagnosis of dyslexia, students with intellectual disabilities, ELL students and students with sensory impairments.

Screening will be administered by Osage R2 School District teachers. These teachers may include: classroom teachers and Title 1 teachers. Training for individuals will be outlined in the professional development section of this document.

DIBEL'S NEXT: Assessment subtests include Phonological/Phonemic Awareness, Phonics, Letter Naming, Sound/Symbol Recognition, Orthography, Oral Reading Fluency, Reading Comprehension, Listening Comprehension, and Rapid Automatic Naming. Not all subtests may be given depending on grade level.

	ASSESSMENTS	DATE FOR ASSESSMENT
Kindergarten	DIBEL'S NEXT	January, May
1 st Grade	DIBEL'S NEXT	August, January, May
2 nd Grade	DIBEL'S NEXT	August, December, April
3 rd Grade	DIBEL'S NEXT	August, December, April
4 th Grade	DIBEL'S NEXT/STAR	As needed
5 th Grade to 8 th Grade	DIBEL'S NEXT	As needed
9 th Grade to 12 th Grade	Phonemic Awareness, Reading Comprehension, Listening Comprehension, Oral Reading Fluency	As needed

Submission of Core Data to DESE:

The following information will be submitted annually as Core Data to DESE for grades K-3.

- Screened: Yes or No
- Screening Tools Used: Dibel's Next
- At Risk: Yes or No
- Action Taken Beyond Tier 1:
 - Title
 - Rtl
 - Paraprofessional
 - SLP
 - Other, specify

Professional Development for Dyslexia

The Osage R2 School District will provide two hours of dyslexia in-service training to all practicing staff, grades Kindergarten through 12th grade during the 18-19 school year. The training may include an introduction to dyslexia, dyslexia simulation, provide information on intervention, screening, progress monitoring, data-based decision making, fidelity and classroom supports. Teachers employed by the district in subsequent years, who have not receiving this training in another district, will be provided the same training.

2 hour training	K-12, all teachers and staff	Training will be conducted in first 30 days of school year.	Follow-up training as needed. Additional training for those teachers screening students.
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Communication to District Staff and Board of Education

Osage R2 School District staff and board of education will be provided information in the fall of 2018 regarding the district dyslexia plan. The following information will be provided to staff pertaining to screening, analysis, intervention, professional development and communication to stakeholders.

The district will continue to update and provide information to school district staff and the board of education on a regular basis during the 2018-19 school year.

Communication Action Steps	Audience	Format	Date
Teacher Handbook	Staff and Board	Electronic	Fall 2018
Website	All	Electronic	Fall 2018

Parent Communication

Osage R 2 School District will provide information to parents regarding aspects of this plan. The following actions will be taken by the district.

Communication Action Steps	Audience	Format	Date
Notice in Student Handbook	Parents	Electronic	Fall 2018
Website	Parents	Electronic	Fall 2018
Screening letter	Parents	Paper	After screenings completed

Supports and Accommodation's

The following is a list of example accommodations that may benefit students with dyslexia. Note that all students at risk for dyslexia will require all the possible supports. It is important to match and scaffold the supports with the students' individual need. (*Dyslexia Guidance Document, DESE*)

General:

- Establish repeated exposure and review
- Check often for understanding
- Balance individual, small group and large group activities
- Provide extended time for oral responses
- Provide extended time for written responses
- Make available teacher-provided study guides
- Offer teacher-provided lecture or movie notes
- Provide taped or recorded lecture
- Reduce copying by providing information on worksheets or hand- outs. Avoid copying notes or outlines from boards or overheads. Allow students to focus on processing information instead of laboring to write it and losing the intent and meaning.
- Avoid far and near-point copying
- Avoid use of worksheets that require "page flipping" e.g. map on one side of the page, questions on the other. Provide students with two sheets of paper so that questions and source material can be in the same field of vision.
- Provide chapter/subject outline of curriculum for each semester/course syllabus
- Provide list of relevant curriculum-specific vocabulary in advance
- Present new information in small sequential steps
- Present curriculum using a "top-down" approach – provide meaning first, then fill in facts
- Present curriculum through a variety of modalities
- Use manipulatives when possible in math and science.
- Provide models or examples
- Use graphic organizers
- Use visual aids
- Provide two sets of textbook – one for home and one for school
- Use marker to highlight important textbook selections
- Use peer readers
- Provide interesting reading material at or slightly above the student's comfortable reading level
- Maintain daily routines
- Encourage use of planners or calendars
- Provide accommodations for directions
- Use both oral and printed directions
- Chunk directions into small steps using as few words as possible
- Outline number and sequence steps in a task
- Have student repeat the directions for a task
- Show a model of the end product of directions (e.g. a completed math problem or finished quiz)

- Stand near the student when giving directions or presenting a lesson to provide proximity
- Provide visual aids
- Consider page layout and font usage when creating a classroom material; avoid script, irregular columns, break information into small chunks on page. Use 12 to 14 point font in evenly spaced sans serif fonts such as Ariel and Comic Sans; avoid underlining, italics and text in bold caps. Provide ample space for written responses. Arrange work from easiest to hardest.

Environment

- Provide structured time for organization of materials (set up laptop at beginning of class; allow additional time to update planner)
- Offer preferential seating, e.g. close to positive role model, close to board, close to teacher
- Guide opportunities for student response in manner that supports memorization challenges
- Post charts, graphs, number line, etc. in class, including alphabet charts and number charts (assists with letter & number formation & working memory issues)
- Do not use round-robin reading or read out loud unless student volunteers
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.)
- Keep the classroom quiet during intense learning times
- Provide noise buffers such as headphones, ear phones or ear plugs
- Reduce visual distractions in the classroom
- Keep workspaces clear of unrelated materials

Technology

- Consult with Technologist Specialist
- Provide technology tools- laptop, tablet, headphone, microphone, printer, scanner for teachers & students
- Provide training for use of technology for teachers & students
- Provide a computer for written work
- Allow student to type written work
- Provide access to digital text & materials (textbooks, workbooks, chapter books)
- Provide access to audiobooks
- Permit the student to record class lectures

- Provide access to word prediction software, text-to-speech software, extensions, typewriter to edit fillable forms; PDF worksheets (teacher scans worksheet & worksheet can then be edited by student using tools; document conversion)
- Provide access to word prediction software, text-to-speech & speech-to-text software or extensions for written assignments
- Have an integrated, consistent technology "package" in place when the student begins the school year
- Provide access to assisted listening device

Social / Emotional

- Gauge frustration levels
- Provide a variety of activities in which the student can demonstrate mastery and success
- Allow for frequent breaks and vary activity (when frustrated)
- Provide frequent positive feedback and reinforcement
- Praise effort and process, not just final output
- Allow access to school counselor if needed
- Be sensitive about pull-out services; Does the child always miss gym? Is gym a class that helps the child "get through the day?"

Assignments

- Give directions in a variety of ways
- Give oral prompts or cues
- Avoid penalizing for penmanship or spelling errors
- Allow student to record or type assignments
- Offer use of scribe
- Provide extended time for completion
- Reduce pen-to-paper assignments
- Give option to give oral presentations instead of written reports
- Shorten assignments or break large assignments into chunks
- Give advance notice of assignments
- Provide clear expectations for assignments; provide rubrics

- Model or give examples of expected finished output
- Provide opportunities for interest-based projects
- Avoid word searches, crossword puzzles, letter jumbles or “fill in the letter” riddle math sheets

Tests / Exams

- Consider performance-based measures
- Use alternative test formats
 - o fewer selections for multiple choice
 - o Chunk matching questions into smaller sections
 - o Give word bank for fill in the blank, and short answer
 - o Provide word bank for “labeling tests,” such as states & capitals, parts of a microscope, etc.
 - o Avoid essay questions
- Allow extended time for completion
- Read test to student
- Provide alternative seating for testing (so test can be read to student away from peers)
- Allow tests to be taken in a room with few distractions (e.g., the library)
- Conduct testing over multiple days
- Avoid penalizing for spelling, punctuation or grammar
- Allow oral responses or scribe
- Allow the student to complete an independent project as an alternative test
- Give advance notice of test and exams, allowing additional time for studying

Math Assignments & Tests / Exams

- Read and explain word problems, or break problems into smaller steps.
- Allow use of times tables chart or math charts / calculator on assignments & exams
- Allow use of graph paper for working math problems or allow students to turn lined paper vertically creating columns for numbers

Common Risk Factors Associated with Dyslexia Kindergarten and First Grade

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. Additionally, there is often a **family history** of similar difficulties. Final identification of dyslexia is made by considering many factors.

- Delay in learning to talk;
- History of/difficulty with rhyming;
- History of/difficulty pronouncing words (e.g., *pusgetti* for *spaghetti*, *mawn lower* for *lawn mower*);
- History of/poor auditory memory for nursery rhymes and chants;
- History of/difficulty in adding new vocabulary words;
- History of/inability to recall the right word (word retrieval);
- History of/trouble learning and naming letters and numbers and remembering the letters in his/her name;
- Aversion to print (e.g., doesn't enjoy following along if book is read aloud);
- Difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled into "nap" "kin");
- Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/);
- Difficulty remembering the names of letters and recalling their corresponding sounds;
- Difficulty decoding single words (reading single words in isolation);
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said");
- Good at understanding new concepts;
- Age appropriate math skills;
- Has great imagination;
- Has the ability to figure things out;
- Gets the "gist" of things;
- Has surprising maturity;
- Excellent comprehension of stories read or told to him;
- A family history of reading problems in parents or siblings.

Common Risk Factors Associated with Dyslexia Second Grade and Third Grade

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. Additionally, there is often a **family history** of similar difficulties. Final identification of dyslexia is made by considering many factors.

- Delay in learning to talk;
- History of/difficulty with rhyming;
- History of/difficulty pronouncing words (e.g., "pusgetti" for "spaghetti," "mawn lower" for "lawn mower");
- History of/poor auditory memory for nursery rhymes and chants;
- History of/difficulty in adding new vocabulary words;
- History of/inability to recall the right word (word retrieval);
- History of difficulty learning and naming letters and numbers and remembering the letters in his/her name;
- History of/an aversion to print (e.g., doesn't enjoy following along if book is read aloud);
- History of/difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled into "nap" "kin");
- History of/difficulty in identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/);
- History of difficulty remembering the names of letters and recalling their corresponding sounds;
- Difficulty decoding single words (reading single words in isolation);
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said");
- Difficulty recognizing common sight words (e.g., "to", "said", "been");
- Difficulty recalling the correct sounds for letters and letter patterns in reading;
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., "after" spelled "eftr");
- Difficulty reading fluently (e.g., slow, inaccurate, and/or without expression);
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics;
- Reliance on picture clues, story theme, or guessing at words;
- Difficulty with written expression;
- Good at understanding new concepts;
- Age appropriate math skills;
- Has great imagination;
- Has the ability to figure things out;
- Gets the "gist" of things;
- Has surprising maturity;
- Excellent comprehension of stories read or told to him;
- A family history of reading problems in parents or siblings.

Common Risk Factors Associated with Dyslexia Fourth Grade through Sixth Grade

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. Additionally, there is often a **family history** of similar difficulties. Final identification of dyslexia is made by considering many factors. History of talking later than most children;

- History of having difficulty with rhyming;
- History of/difficulty pronouncing words (e.g., "pusgetti" for "spaghetti," "mawn lower" for "lawn mower");
- History of/poor auditory memory for nursery rhymes and chants;
- History of/difficulty in adding new vocabulary words;
- History of/difficulty being able to recall the right word (word retrieval);
- History of difficulty learning and naming letters and numbers and remembering the letters in his/her name;
- History of/an aversion to print (e.g., doesn't enjoy following along if book is read aloud);
- History of/difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled into "nap" "kin");
- History of/difficulty in identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/);
- History of/difficulty with remembering the names of letters and recalling their corresponding sounds;
- History of/difficulty recalling the correct sounds for letters and letter patterns in reading;
- History of/reliance on picture clues, story theme, or guessing at words;
- Difficulty decoding single words (reading single words in isolation);
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said");
- Difficulty recognizing common sight words (e.g., "to", "said", "been");
- Difficulty reading fluently (e.g., slow, inaccurate, and/or without expression);
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics;
- Difficulty with written expression;
- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates);
- Avoidance of reading (e.g., particularly for pleasure);
- Acquisition of less vocabulary due to reduced independent reading;
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., "big" instead of "enormous");
- Reliance on listening rather than reading for comprehension;
- Good at understanding new concepts;
- Age appropriate math skills;
- Has great imagination;
- Has the ability to figure things out;
- Gets the "gist" of things;
- Has surprising maturity;
- Excellent comprehension of stories read or told to him;
- A family history of reading problems in parents or siblings.

Behavioral Indicators of Students at Risk of Dyslexia

(retrieved from <http://understood.org> and <http://learningally.org>)

Pre-K

- Delayed speech
- Mispronouncing words
- Difficulty naming objects
- Struggles learning and naming colors and letters
- Difficulty creating rhymes
- Difficulty following multi-step directions
- Uninterested in reading/books

Grades K-2

- Trouble matching letters to correct sounds
- Difficulty blending letter sounds
- Confusing letters that look similar
- Trouble with directionality (left/right, next/last)
- Difficulty learning alphabet, numbers, days of the week
- Avoids reading
- Spelling inconsistently
- Trouble remembering sight words
- Trouble with copying
- Poor handwriting
- Reading level below expectation
- Lacks confidence about school
- Exhibits anxiety

Grades 3-5

- Poor decoding and reading fluency
- Comprehension issues
- Weakening vocabulary knowledge
- Guesses or skips over words when reading
- Grammar mistakes
- Transposing letters/numbers when writing
- Poor spelling
- Trouble distinguishing similar sounds words
- Poor written expression

- Poor organization
- Poor memory for facts, sequences, dates
- Difficulty making inferences
- Poor tester

Family History and Dyslexia

There is overwhelming evidence that dyslexia is heritable and runs in families. It is considered to be a significant risk factor (Snow, Burns and Griffin, 1998) especially if a parent is affected. Collecting additional information regarding family history may reveal additional information that can be considered in a student's learning profile.

Student _____ Grade _____

Date of Birth _____ Date of Screening _____

Universal screening of essential reading skills and risk factors related to dyslexia was completed as part of the district assessment plan and indicates that your child needs more instruction in the following skill area(s):

To help improve your child's foundational reading skills, targeted intervention will be provided _____ times a week. Each intervention session will last approximately _____ minutes. Interventions will be provided by teachers or district staff under teacher supervision. Strategies and interventions to be implemented will include the following:

Progress monitoring will be completed (*frequency*) to measure your child's response to the intervention and to guide decisions about further intervention.

Note: This is a plan for intervention and not a special education or related service under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. Screening was completed in accordance with the Missouri requirement to identify children who may be at risk for dyslexia. If your child's response to intervention indicates a long-term problem which may require special education and related services, a referral will be made for evaluation. You may also request an evaluation to determine if your child has a disability and is eligible for special education and related services by notifying your child's teacher or me.

Principal

____/____/____

Date

Student _____ Grade _____

Date of Birth _____ Date of Screening _____

At-risk for Dyslexia: Y N

Universal screening of essential reading skills and risk factors related to dyslexia was completed as part of the district assessment plan and indicates that your child needs more instruction in the following skill area(s):

To help improve your child's foundational reading skills, targeted intervention will be provided _____ times a week. Each intervention session will last approximately _____ minutes. Interventions will be provided by teachers or district staff under teacher supervision. Strategies and interventions to be implemented will include the following:

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Note: This is a plan for intervention and not a special education or related service under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. Screening was completed in accordance with the Missouri requirement to identify children who may be at risk for dyslexia. If your child's response to intervention indicates a long-term problem which may require special education and related services, a referral will be made for evaluation. You may also request an evaluation to determine if your child has a disability and is eligible for special education and related services by notifying your child's teacher or me.

Principal

____/____/____
Date