

Greenland School District
Characteristics of Dyslexia Guide
2020-2021



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Defining Dyslexia

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 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.

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The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are unexpected for the student's age, educational level, or cognitive abilities. Additionally, there is often a family history of similar difficulties.

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading real words in isolation
- Difficulty accurately decoding nonsense words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty with learning to spell

The reading/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words
- Learning the names of letters and their associated sounds
- Phonological memory (holding information about sounds and words in memory)
- Rapid naming of familiar objects, colors, or letters of the alphabet

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written composition
- A limited amount of time spent in reading activities

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.). Retrieved January 10, 2016, from The International Dyslexia Association Website.

Initial Screening

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. Screeners should be administered with fidelity to include without limitation, phonological awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills and encoding (A.C.A. 6-41-603).

While results of the initial screening will identify struggling learners, they may not provide all of the information needed to develop an instructional plan, including appropriate interventions. Additional information may be needed to pinpoint areas of basic early reading skills that need acceleration.

According to Ark. Code Ann. 6-41-603, a school district will screen

- 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.

The screening of students will 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.

Initial screening is not required for all students in grades three and higher. However, Ark. Code Ann. 6-41-603 states that a student in grade three or higher experiencing difficulty, as noted by a classroom teacher, in phonological and phonemic awareness, sound symbol recognition, alphabet

knowledge, decoding skills, and encoding skills should be screened using assessments chosen by the school.

Initial screeners used by Greenland School District:

Kindergarten and 1st Grade:

- DIBELS (LNF, PSF, NWF, DORF-1st)
- RAN
- KIDS/DSA
- PSI
- PASI/PAST (1st)
- Istation

2nd through 4th Grades:

- DIBELS
- RAN (2nd only)
- PAST
- PSI
- DSA
- Istation

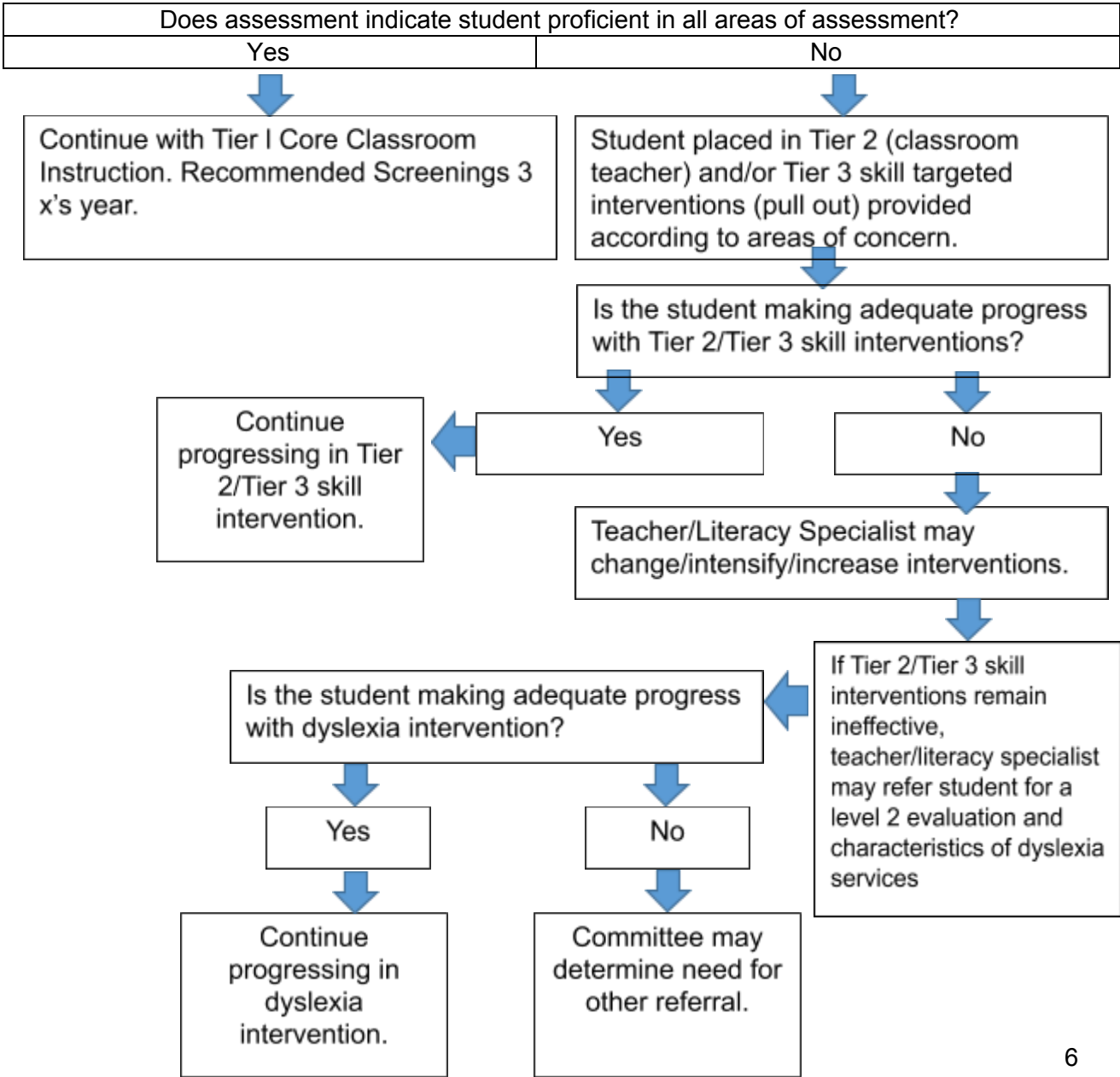
5th through 8th Grades:

- DIBELS (5th and 6th)
- ACT Aspire Summative/Interim
- DSA (5th and 6th)
- Istation

9th through 12th Grade:

- ACT Aspire Summative/Interim
- Istation

Initial Screening		
Kindergarten-Second Grade	Third Grade-Sixth Grade	Seventh Grade-Twelfth Grade
<ul style="list-style-type: none"> • LNF (K-1) • PSF (K-1) • NWF • DORF (1-2) • KIDS (K) / DSA (1-2) • PSI • PASI (K-1)/PAST (1-2) • IStation • Writing Sample 	<ul style="list-style-type: none"> • DORF • PSI • PAST • DSA • Writing Sample • IStation • ACT Summative/Interim 	<ul style="list-style-type: none"> • ACT Summative/Interim • IStation • Writing Sample



Level 1 Characteristics of Dyslexia Screening

Once it is determined that the initial screener indicates a student is at-risk or at some risk for reading failure and a student does not adequately respond to intervention, a characteristic of dyslexia screening process shall begin to determine if characteristics of dyslexia are present (Ark. Code Ann. 6-41-603). The Level I Dyslexia Screening is a process of gathering additional information.

Data Gathering:

Information will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. This information should include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. Additional information to be considered includes the results from some or all of the following:

- Teacher reports of classroom concerns
- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Samples of classwork
- Testing for limited English proficiency
- The K-12 reading instruments
- State student assessment program
- Teacher observations of student
- Outside evaluations
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Universal screening

The 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. The determination of existing characteristics should be based on multiple sources of data.

Level II Characteristics of 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. When reporting results of norm-referenced tests, standard scores should be used. Individual subtests 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 student 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 reflect components of the definition of dyslexia as expressed in this guide. If the Level II Dyslexia Screening conducted by the school district indicates a student exhibits characteristics of dyslexia, the student shall be provided intervention services 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. 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 will 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.

The procedures followed for Level II assessment include:

1. If referred by classroom teacher, the teacher will fill out a referral checklist form and provide data of student's assessments and class work. **FORM A**
2. Notify parents or guardians of proposal to assess student for characteristics of dyslexia.
3. Obtain parent or guardian permission to assess the student for characteristics of dyslexia. **FORM C**
4. Assess student, being sure that individual who administer assessments have training in the evaluation of students for characteristics of dyslexia. **FORM D**

Note: The 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, 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.

FORM B

Domains to Assess

Greenland 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 the 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 letter 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 morpheme and syntax awareness, memory and retrieval of verbal labels, and the ability to formulate ideas into grammatical sentences, may also 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

Independent Comprehensive Dyslexia Evaluation

A student being identified with dyslexia is not required for a school to provide characteristic of 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 will consider the outside identification and provide the student with interventions determined to be appropriate by the school district (A.C.A. 6-41-604).

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. The school's 504 representative (this is recommended since the evaluation is conducted through a 504 process) will determine the identification status of a student enrolled in Greenland School District, and the placement of the student in the characteristics of dyslexia program(s).

Instructional Approaches for Students with Characteristics of Dyslexia

If the Initial, Level I, or Level II Characteristics of Dyslexia Screening conducted by the school district indicates a student exhibits characteristics of dyslexia, the student will be provided intervention services (A.C.A. 6-41-603) using a characteristic of dyslexia program delivered with fidelity. **FORM E** Parents/guardians of students eligible will be informed of all services and options available to the student. **FORM F**

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.

Greenland School District utilizes Barton Reading & Spelling System and Phonics First for the dyslexia instructional programs. The programs are setup to be administered 30 minutes per day, 3 to 4 days a week in individual or small-group instructional setting. The weekly time requirements of programs: Barton 120 minutes and Phonics First 90-100 minutes with progress monitoring to ensure adequate progress and learning. The interventions will be given in an appropriate setting outside the class designated by the school by a trained professional.

Components of Instruction

The instructional program will be offered in a one-on-one or small group setting and include reading, writing, and spelling as appropriate. The major instructional strategies should utilize individualized, intensive, and multisensory methods as appropriate.

Components of instruction, as appropriate for the reading needs of the student, include the following:

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language
- Graphonemic knowledge (phonics) instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds, and sounds are written with letters in the right order (Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.)
- Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context)
- Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are the carriers of meaning

- Strategy-oriented instruction in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers

Instructional approaches, as appropriate to meet the instructional needs of the student, include the following:

- Explicit, direct instruction that is systematic (structured), sequential, and cumulative (Instruction is organized and presented in a way that follows a logical, sequential plan, fits the nature of language [alphabetic principle] with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress.)
- Individualized instruction that meets the specific learning needs of each individual student
- A reading curriculum that matches each student's individual ability level
- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension
- Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice

Special Education

A student who qualifies for special education services is not exempt from dyslexia screening or general education 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. 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, not a specific program. If a student with a disability exhibits the characteristics of dyslexia, the committee would determine, based on the student's individual needs, the setting for dyslexia intervention. The intervention may be delivered in the general education setting, the special education setting, or in a combination of the two.

Special education students shall follow the timelines required by federal law, under IDEA 2004.

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Monitoring & Exit Criteria

Upon successful completion of the Greenland Public School Characteristics of Dyslexia program(s), as measured by program mastery checks (assessments) completed, students will be exited from the district characteristics of dyslexia program(s). Additional criteria for exit may include but is not limited to: grades from progress reports or report cards, state assessment data, benchmarks, progress monitoring data, teacher and/or parent observations, and individual characteristics of dyslexia program requirements.

Students that have exited the Greenland Public School characteristics of dyslexia program will receive regular monitoring during the first year.

Monitoring may include, but is not limited to the collection/evaluation of:

- Progress reports
- Report cards
- State assessment data
- Teacher reports/checklists
- Parent reports/checklists
- Other program reports
- Progress monitoring assessment data

Students qualifying for dyslexia services that are identified as 504 or special education will follow monitoring/re-evaluation requirements outlined in federal law.

No one factor is sufficient to warrant exiting a student from direct characteristics of dyslexia services. Dismissal is determined by a committee. The committee considers the following factors when recommending exiting or reduction of characteristics of dyslexic services:

- Completion of the district characteristics of dyslexia program
- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or interventionist
- The student passed the reading portion of the state assessment;
- Teacher recommendation
- Parents request in writing that the student exit the program

If a student has shown substantial progress and the committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services. When a child is exited from the characteristics of

dyslexia program, a dismissal form will be completed and placed in the student's permanent folder.

Dyslexia Monitoring Steps

- 504 Committee:
 - Annually evaluates further screening or program identification and plan development for qualified students
- IEP Committee:
 - Annually reviews individual student plans and supports as appropriate to qualified students
- Interventionist/Teacher:
 - Personnel trained to implement dyslexia program who conducts appropriate level of intervention
 - Regularly assesses students in order to monitor progress in the dyslexia program
 - Reviews student IEP and 504 plan implementations at the building level
- District Literacy Specialist:
 - Reviews literacy and dyslexia laws as submitted by the Arkansas Department of Education
 - Provides training and support in the Arkansas RISE initiative
 - Ensures district-wide data collection procedures
 - Provides coaching and ensures fidelity of the district dyslexia interventions
 - Fluent in the RTI process and provides training in administering screenings, analyzing and interpreting screening data, and determining appropriate interventions that are systematic, multisensory, and evidence-based
- Principal:
 - Ensures district-wide data collection procedures
 - Evaluates dyslexia interventions utilizing the Arkansas TESS framework for teachers and classified framework for employee evaluation

FORM G

FORMS AND APPENDIX

Characteristic of Dyslexia Referral Form

Student Name: _____ DOB: _____ Grade: _____

Referral By: _____ Date: _____

Indicator Checklist

Family History:

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

Oral Language:

- Difficulty understanding verbal directions
- 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

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

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 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

Social/Emotional/Behavior:

- 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 has been/is in special programs. (Special Education, and Tiered Interventions)

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.

INITIAL LITERACY SCREENERS

Name _____ Grade _____ Date _____

DSA (stage and stage score): _____ DSA (feature): _____

RAN (average): _____

LNF: _____

PSF: _____

NWF (CLS): _____ NWF (WWR): _____

DORF (WRC): _____ DORF (accuracy): _____

PSI (skill): _____

Istation (reading composite): _____

- Listening Comprehension _____
- Letter Knowledge _____
- Phonemic Awareness _____
- Alphabetic Decoding _____
- Reading Comprehension _____
- Vocabulary _____
- Spelling/Word Analysis _____
- Text Fluency _____

ACT Aspire (reading): _____ ACT Aspire (English): _____

OTHER:

FORM A

Greenland School District: Parent/Teacher Checklist for Signs of Dyslexia

Student Name: _____ Grade: _____ Age: _____ Date: _____

Below is a list of warning signs of dyslexia. Please check all signs which you have noticed.

In Preschool	Parent	Teacher
*delayed speech	_____	_____
*mixing up the sounds and syllables in long words	_____	_____
*chronic ear infections	_____	_____
*severe reactions to childhood illnesses	_____	_____
*constant confusion of left versus right	_____	_____
*late establishing a dominant hand	_____	_____
*difficulty learning to tie shoes	_____	_____
*trouble memorizing their address, phone number or alphabet	_____	_____
*can't create words that rhyme	_____	_____
*a close relative with dyslexia	_____	_____

In Elementary/Middle School	Parent	Teacher
*dysgraphia (slow, non-automatic handwriting that is difficult to read)	_____	_____
*letter or number reversals continuing past the end of first grade	_____	_____
*extreme difficulty learning cursive	_____	_____
*slow, choppy, inaccurate reading	_____	_____
-guess based on shape or context	_____	_____
-skips or misreads preposition (at, to, of)	_____	_____
-ignores suffixes	_____	_____
-can't sound out unknown words	_____	_____
*terrible spelling	_____	_____
*often can't remember sight words (they, were, does) or homonyms (their, they're, there)	_____	_____
*trouble with math:	_____	_____
-memorizing multiplication tables	_____	_____
-memorizing a sequence of steps	_____	_____
-directionality	_____	_____
*when speaking, difficulty finding the correct word	_____	_____

**Elementary/Middle School
Continued**

	Parent	Teacher
*extremely messy bedroom, backpack and desk	_____	_____
*dreads going to school	_____	_____
*difficulty with near-point copying: -can only copy one or two letters at a time	_____	_____
-often loses his place	_____	_____
*homework takes forever; nightly homework wars	_____	_____

In High School

All of the above symptoms plus:

*limited vocabulary	_____	_____
*extremely poor written expression (large discrepancy between verbal skills and written compositions)	_____	_____
*unable to master a foreign language	_____	_____
*difficulty reading printed music	_____	_____
*poor grades in many classes	_____	_____
*extremely difficulty taking notes during lectures	_____	_____
*may drop out of high school	_____	_____

If warning signs indicate a need for further screening, I give permission for my child to be screened. Once completed, please return to your child's teacher. Thank you.

Parent/Guardian signature

Date

FORM B

Parental Consent for Student Screening

Date: _____

To the parents/guardians of _____

Your child, _____ has shown some weaknesses in the following areas of literacy:

_X_phonological awareness

_X_writing

_X_spelling

_X_reading fluency

_X_decoding words

_X_reading comprehension

_X_recognizing sight words

Based on this information, we would like your permission to screen your child for Reading Intervention. Please contact your child’s teacher if you have any questions.

Your signature below indicates that you have received this notice regarding your child’s intervention screening, and that you give your permission to proceed.

_____ **I give my permission to conduct a characteristics of dyslexia screener of my child.**

_____ **I refuse to give my permission to conduct a characteristics of dyslexia screener of my child.**

Parent/Guardian’s Printed Name

Date

Parent/Guardian’s Signature

Parent/Guardian Home/Cell Phone _____

We appreciate your support and we strive to build a community of skilled readers. If you have any questions regarding the screening process, please feel free to email or call me. (jsamuelsen@greenlandsd.com or 479-521-2366)

Permiso de los Padres para el Examen de Dislexia

Para los padres de _____

De acuerdo al Acto 1268 de Arkansas, es requisite hacer examen a cualquier estudiante en el grado 3-12 que este teniendo problemas con dyslexia. La ley también indica que cuando se hace el examen y muestra rasgos de dislexia tenemos que contactar al padre para su permiso antes de hacer mas exámenes. Usted esta recibiendo esta carta porque el primer examen indica que tu estudiante puede tener algunas de las características de dislexia. Solo muestra indicios de que debemos hacer mas estudios para verificación. Los exámenes nos darán la solución para tomar deciciones de su educación. Esta información será para determinar como ayudar a tus hijos en la escuela.

Cuano los exámenes esten completos, recibiras una notificacion. Por favor firma la parte de debajo de esta pagina y regresala a la escuela de tu hijo/a.

Estudiante _____ **Grado** _____

_____ **Yo doy mi permiso para que hagan el examen de dislexia a mi hijo/a.**

_____ **Yo me niego a dar mi permiso para que se haga el examen de dislexia a mi hijo/a.**

Firma del Padre/Guardian

Fecha

Firma del Padre/Guardian

Numero de Celular Padre/Guardian _____

Apreciamos mucho su ayuda y espeamos construir una comunidad de lectores llenos de habilidades. Si tiene preguntas sobre el proceso, por favor siéntase con la confianza de hablarme o mandarme un correo electrónico. (jsamuelsen@greenlandsd.com o 479-521-2366)

Sinceramente,
Jeni Samuelsen
K-12 Literacy Specialist
Greenland Public School
FORM C

Greenland PUBLIC SCHOOL DISTRICT

Characteristic of Dyslexia Instructional Program
NOTICE OF CHARACTERISTICS OF DYSLEXIA IDENTIFICATION

A COPY OF THIS FORM IS TO REMAIN IN THE CUMULATIVE FOLDER AND THE STUDENT'S INDIVIDUAL AT RISK FOLDER.

The following student has been identified as exhibiting characteristics of dyslexia which includes difficulty reading real words in isolation, difficulty in accurately decoding nonsense words, lack of reading fluency, difficulty in written spelling, and difficulty in phonological processing. Because this student has reflected one or more of the primary characteristics of dyslexia in the area of reading, the student has been recommended to the Barton Program at Greenland Public School.

Student: _____ DOB: _____

Campus: _____ Grade: _____

Form completed by: _____

Title: _____ Date: _____

Committee member: _____

Title: _____ Date: _____

Committee member: _____

Title: _____ Date: _____

Committee member: _____

Title: _____ Date: _____

FORM E

Greenland PUBLIC SCHOOL DISTRICT

Characteristics of Dyslexia Instructional Program
Permission for Placement

Dear Parents of _____,

Your child has been selected to participate in the Characteristics of Dyslexia Instructional Program. Greenland Public School is using the SPIRE Program. It is designed to improve phonological phonics and reading skills. These programs place your child in a small group instructional setting. The focus of the programs are phonemic and reading skills that will help your child become a better reader. Children who experience difficulty with reading and spelling need a solid phonics approach that is multisensory, systematic, structured, sequential, cumulative, and success oriented. We will conduct ongoing assessments to monitor what your child has mastered. Most importantly, your child will acquire concepts that will be beneficial to them in the classroom.

Please check the appropriate space(s), sign the form and return to your child’s school as soon as possible.

___ I (We) wish to have my/our child participate in the Characteristics of Dyslexia Instructional Program.

___ I (We) do not wish to have my/our child participate in the Characteristics of Dyslexia Instructional Program.

Signature of Parent/Guardian

Date

Jeni Samuelson, Literacy Specialist

Date

We appreciate your support of the program as we strive to build a community of skilled readers. If you have any questions regarding the program, please feel free to email or call me. (jsamuelsen@greenlandsd.com or 479-521-2366)

**Greenland PUBLIC SCHOOL DISTRICT
PARENTAL CONSENT FORM TO EXIT FROM THE CHARACTERISTICS OF
DYSLEXIA PROGRAM**

Date

Student Name

Your child is being recommended to exit the Greenland School Districts characteristics of dyslexia program. The considerations for the exiting of the characteristics of dyslexic services includes: The reevaluation and post-testing of student that shows growth to be closer to grade level proficiency standards. The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and interventionist. Students that exit the Greenland School District characteristics of dyslexia program will receive regular monitoring. At anytime during monitoring, grade level proficiency is not being met, the student may be reconsider for placement into the program.

Please check the YES boxes only if you agree that the statements are correct. If the statements are not correct, check the NO boxes. When you have finished, please sign and date.

YES _____ NO _____ I have been notified that my child has shown appropriate progress in reading and/or writing in the characteristics of dyslexia program.

YES _____ NO _____ I do give my permission for my child to be exited from the characteristics of dyslexia program to the regular classroom reading program.

Signature of Parent or Guardian

Date

Program Interventionist

Date

Teacher

Date

DISTRITO ESCOLAR DE ESCUELAS PUBLICAS DE Greenland
CONCENTIMIENTO DEL PADRE PARA EL PROGRAMA DE DISLEXIA

Fecha

Nombre del estudiante

Tu hijo/a ha sido recomendado para salir del programa de Dislexia de la Escuela Publica de Greenland. Las consideraciones para que salga de los servicios incluye: la re evaluacion y examen posterior que muestra crecimiento mas cercano al nivel competente. El estudiante demostro comportamientos de monitoreo/correccion personal mediante observacion informal de la maestro y intervencionista. Los estudiantes que dejan el programa de dyslexia de la escuela de Greenland seguiran siendo monitoreados regularmente. A cualquier hora durante el monitoreo, si no se esta cumpliendo con los requisitos de nivel que debe estar, se considerara para poner al estudianto en el programa una vez mas.

Por favor marque Si a las cajas solamente si esta de acuerdo que lo que dice esta en lo correcto. Si no esta correcto, solo marque NO. cuando termine firme y regreselo.

SI _____ NO _____ Se me ha notificado que mi hijo/a ha mostrado progreso apropiado en lectura y/o en escritura en el programa de dyslexia.

YES _____ NO _____ doy mi permiso para que mi hijo/a salga del programa de dyslexia al programa de lectura en la clase regular.

Firma del padre o guardian

Fecha

Intervencionista del programa

Fecha

Maestro/a

Fecha

Appendix A

Recommended Accommodations

Listed below are some recommended 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 student to read aloud in front of a group

Arkansas Dyslexia Resource Guide October 2015

Appendix B

Level 2: Characteristics of Dyslexia Screeners

PHONOLOGICAL AWARENESS

CTOPP - 2 (Comprehensive Test of Phonological Processing) - Phonological Awareness Composite - Elision, Blending Words and Phoneme Isolation or Sound Matching subtests make up this composite

RAPID NAMING

CTOPP - 2 - Rapid Naming Composite

LETTER KNOWLEDGE

KTEA - Letter Naming Facility

CHARACTERISTICS

DECODING

KTEA - Decoding Fluency

WORD RECOGNITION

KTEA - Word Recognition Fluency

FLUENCY

KTEA - Silent Reading Fluency

SPELLING

KTEA - Spelling

READING COMPREHENSION

KTEA - Reading Comprehension

WRITING

KTEA - Written Expression

LISTENING COMPREHENSION

KTEA - Listening Comprehension

References

Arkansas Dyslexia Resource Guide-November 2015. Retrieved December 20, 2015, from Arkansas Department of Education Web Site.

http://www.arkansased.gov/public/userfiles/Learning_Services/Dyslexia/DRG11-17-15_Revisio_n.pdf

Sources for Common Evidence of Dyslexia: Common Signs, (n.d.). Retrieved January 10, 2016, from The International Dyslexia Association Website. <http://www.interdys.org>

Characteristic Profile of Dyslexia Form – Revised 2014, Texas Scottish Rite Hospital for Children. Texas Scottish Rite Hospital for Children 1995-2015, Gladys Kolenovsky, M. A. <http://www.wilbur.k12.ar.us/vimages/shared/vnews/stories/56030471accda/Color%20Coded%20Characteristic%20Profile%20of%20Dyslexia%20Revised%202014%5B2%5D.pdf>

Texarkana Independent School District: District Dyslexia Plan. Retrieved December 20, 2015, from Texarkana Independent School District Website.

<http://www.txkisd.net/forcurriculum/files/TISD%20Dyslexia%20Plan.pdf?50660>