

**Exemptions:**

1. Students with an existing dyslexia diagnosis
  2. Students with a sensory impairment (vision or hearing impairment)
- The screening may not be appropriate for students with severe cognitive limitations.  
 (Dyslexia Resource Guide pg. 22)  
 November 2015

**Initial Screening**

All K-2 students (regardless of entry date)  
 3-5 students experiencing difficulty

**Purpose: To identify students at risk for learning difficulties**

**DIBELS Next sixth edition (LNF, PSF, NWF, ORF), Arkansas Rapid Naming Screener, Primary Spelling Inventory**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> -5 <sup>th</sup>
<b>September- LNF</b> <b>January</b> PSF NWF (CLS) AR-RAN PSI	<b>September</b> LNF PSF NWF (CLS & WRC) AR-RAN PSI	<b>September</b> NWF (CLS & WRC) ORF (words correct & accuracy) • If at risk- PSF & LNF AR-RAN PSI	<b>September</b> <b>3<sup>rd</sup>-5<sup>th</sup> Grade</b> ORF (words correct & accuracy) • If at risk, NWF, PSF & LNF AR-RAN PSI

**Did the students score at risk or some risk (intensive or strategic)?**

**Yes**



**No**



**Are these skills being explicitly taught in the core instructional program?**

**Yes**

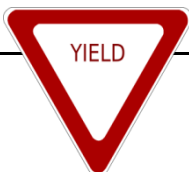


**No**



Plan & teach whole group lessons for grade-level *Reading Foundational Skills Standards*. **Reassess after Instruction.**

Language Learners		Native English Speakers, ELL 4s & FEPs
ELL 1s, 2s & 3s		
Has the student been at the same level for 3 or more years?		
<b>No</b>	<b>Yes</b>	
<p><b>It takes more time for ELLs to achieve proficiency in these areas.</b></p> <p>Provide:</p> <ol style="list-style-type: none"> <li>1. Daily ELD</li> <li>2. Explicit data driven Reading Foundational Instruction (sensitive to their L1)</li> </ol>	<p>The student may be struggling with more than just language development.</p> <p>Check to see if this has been provided?</p> <p><b>No</b></p> <p><b>Yes</b></p>	
<p><b>Begin interventions based on Initial Screening data</b></p> <p><b>Progress Monitor</b></p> <p>(Dyslexia Resource Guide pg. 22) November 2015</p>		



Did the student meet the benchmarks?

No



Yes



### Level I: Screening

(Process of gathering additional information that should include progress monitoring data, work samples, formative literacy assessments, and additional dyslexia screening tools)

**Purpose: To determine if characteristics of dyslexia are present**

#### Additional Diagnostic Screening Tools (available on the webpage)

- |                             |  |
|-----------------------------|--|
| 1. Phonological Awareness   | <i>PASS, Abecedarian: Phonological and Phonemic Awareness</i>    |
| 2. Sound symbol recognition | <i>College Station TX, Texas A&amp;M: Quick Phonics Screener</i> |
| 3. Alphabet Knowledge       | <i>Abecedarian: Letter Knowledge</i>                             |
| 4. Decoding Skills          | <i>Abecedarian: Decoding</i>                                     |
| 5. Rapid Naming             | <i>refer to AR Rapid Naming Screener</i>                         |
| 6. Encoding Skills          | <i>refer to Primary Spelling Inventory Feature Guide</i>         |

### Begin the RTI Process (Tier II) Progress Monitor

Did the student meet the benchmarks?

No



Yes



### Level II: Dyslexia Screening

Students who do not respond adequately to the RTI process  
(Parent Notification Required)  
(Administered by the Dyslexia Assessment Team)

Does the student exhibit characteristics of dyslexia?

Yes



No



#### Begin dyslexia intervention

UALR Dyslexia Program  
(Dyslexia Resource Guide pg.32-33)  
November 2015

Continue RTI Interventions

UNDERLYING CAUSE	CHARACTERISTICS
Phonological Awareness	Decoding
Rapid Naming	Word Recognition
Letter Knowledge	Fluency
<b>OUTCOMES</b>	Spelling
Reading comprehension	
Written Expression	
(Dyslexia Resource Guide Appendix G) November 2015	

Did the student meet the benchmarks?

Continue interventions



Yes

No



### Special Education Referral

Students who do not respond adequately to the RTI process and/or dyslexia interventions