

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. 20)
January 2016

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

Did the students score at risk or some risk (well below or below)?

Yes



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

Yes



No



Plan & teach lessons at the appropriate level that address the *Reading Foundational Skills Standards*. **Reassess after Instruction.**

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 guide appropriate interventions tailored to meet individual student needs, and determine if characteristics of dyslexia are present

Additional Diagnostic Screening Tools (available on the webpage).

Teachers are not limited to these assessments.

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| 1. Phonological Awareness | <i>PASS, Abecedarian: Phonological and Phonemic Awareness</i> |
| 2. Sound symbol recognition | <i>College Station TX, Texas A&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

“Response to Intervention (RTI)” is the practice of:

- Screening students to identify those needing extra support
- Providing high-quality instruction and appropriate interventions matched to student needs
- Closely monitoring progress to assess both the learning rate and the level of performance of individual students
- Basing instructional decisions about the intensity and duration of interventions on individual student response to intervention

ADE RULES GOVERNING HOW TO MEET THE NEEDS OF CHILDREN WITH DYSLEXIA 3.07 (October 2016)

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 District Dyslexia Intervention

(Dyslexia Resource Guide pg.30-31)
January 2016

Continue RTI Interventions

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

UNDERLYING CAUSE

Phonological Awareness
Rapid Naming
Letter Knowledge

OUTCOMES

Reading comprehension
Written Expression

(Dyslexia Resource Guide Appendix G)
November 2015

CHARACTERISTICS

Decoding
Word Recognition
Fluency
Spelling