*Dyslexia Resource Guide (January 2016) and Act 1268* Rogers Public Schools 7-30-15, 12-2-15, 8-8-16, 10-11-16

## **Initial Screening**

All K-2 students (regardless of entry date) 3-5 students experiencing difficulty Purpose: To identify students at risk for learning difficulties

#### **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

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



Plan & teach lessons <u>at the appropriate</u> <u>level</u> 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.

1. Phonological Awareness	PASS, Abecedarian: Phonological and Phonemic Awareness	
2. Sound symbol recognition	College Station TX, Texas A&M: Quick Phonics Screener	
3. Alphabet Knowledge	Abecedarian: Letter Knowledge	
4. Decoding Skills	Abecedarian: Decoding	
5. Rapid Naming	refer to AR Rapid Naming Screener	
6 Encoding Skills	nefente Drivenn, Caelling Inventory, Frankung Cuide	

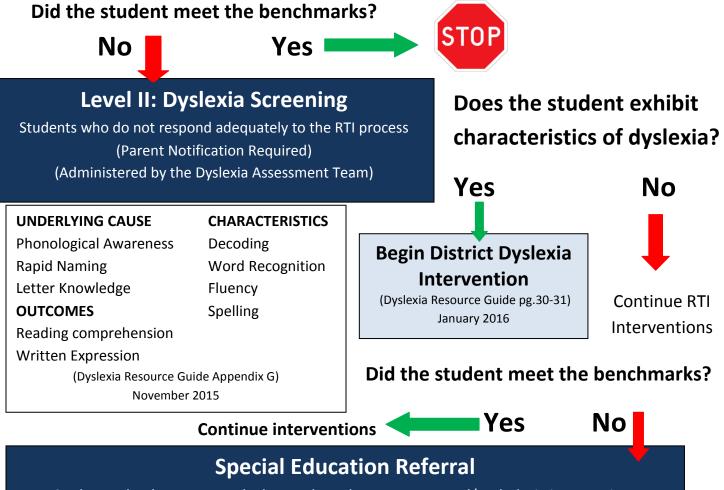
6. Encoding Skills refer to Primary Spelling Inventory Feature Guide

## 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)



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