

Dyslexic Tendencies Procedures and Timeline

Pike County School Corporation

All students Grades K-2 are required to be screened for dyslexia, (according to Senate Enrolled Act No. 217) beginning in the 2019-2020 school year.

Early identification of students “at some risk” or “at risk” for dyslexia is critical for the development of early and appropriate interventions to support the student before they begin to fall behind their peers.

The universal screener is an assessment for understanding students’ literacy performance, both strengths and areas of concern. Universal screeners focus on specific areas and are typically brief, but determined those students who are “at some risk” or “at risk. Universal screeners, which are used for the initial screening of students, shall include the following, as determined to be developmentally appropriate for each student:

1. Phonological and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Rapid naming; and
6. Encoding skills.

Screening and Identification Timeline

DECEMBER

Prior to December 31st of each year, the universal screener for dyslexia will be administered to all students in Kindergarten, First, and Second grade in accordance with SEA 217.

The universal screener will consist of three different assessments

1. The “Ready Reading” Diagnostic tool will be administered to all students and meet required components: Phonological and Phonemic Awareness, Alphabet Knowledge, Sound Symbol Recognition, and Decoding Skills
2. The “Arkansas Rapid Automatized Naming Screener” will be administered to all students and meet the required component: Rapid Naming. DIAL-4 may be used, as needed.
3. The “Words Their Way Spelling Inventories” will be administered to all students and meet required component: Encoding

JANUARY

The Dyslexic Tendencies (DT) team consisting of teacher(s) from both buildings, building principals, and the reading specialist trained in Dyslexia will meet to analyze results from the universal screener given by December. The DT team will compare student data with cut score norms for each of the three assessments and factor in teacher input as necessary. Students who are identified as having signs or characteristics of dyslexia will:

1. Have parent contact made informing them of the “at risk” identification.
2. Dialogue between the reading specialist trained in Dyslexia and the classroom teacher will occur to discuss classroom work and potential remediation plan.
3. Students will be referred for level one screener administration.

Administering the “Level One Screener”

The “Level One Screener” will consist of the following four components.

1. Rapid Naming will be assessed by referring back to errors on the Arkansas Rapid Naming tool from the Universal Screener.
2. The areas of phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, and encoding skills will be assessed using the NSGR (Next Steps Guided Reading) assessment.

After administering the “Level One Screener” the DT Team will reconvene to evaluate the data. Parent contact will again be made prior to January 31st of that school year. Teachers of students who have been identified will meet with the Reading Specialist and Response-to-Intervention team to put a learning plan together for identified students to begin interventions and/or remediation.

The “Level Two Screener” is optional and Pike County School Corporation does not plan to administer this as a third step, but will instead focus on remediation of students who identify as “at risk” for dyslexia after the Universal and Level One screeners.

On-Going Remediation / Intervention

Pike County School Corporation will utilize rigorous and relevant remediation tools to assist students who are “at risk” for dyslexia through targeted instruction supported by the classroom teacher, assistants, and the reading specialist trained in Dyslexia. Interventions for students identified as displaying significant dyslexic tendencies will be delivered using the MA Rooney Foundation Intervention Program (Orton Gillingham).

The Reading Specialist and Interventionist will assess each student’s needs to begin intervention (individualized), and then follow the sequence of the program (systematic and sequential). Documentation is kept on what skill the student works on each session, and the progress he or she is making. For instance, the DT team utilizes the Scope and Sequence provided by the MA Rooney OG approach to document the individualized lessons completed and the progress being made. Schools will progress monitor and track those students on a regular basis through the RtI process, as well. Parents will be updated as to the interventions we will be working on with their children and the progress the student is making (per the state guidance) each semester.