Questions and Answers for Parents of Struggling Readers

How is the Greenbrier Public School District addressing the recently legislated Dyslexia Law, Arkansas Act 1294?

Level K-2 Universal Screenings

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Identifies student issues
Take name to SIT for review—keep parent in the loop-develop a RTI plan for interventions
Teacher provides Interventions related to gaps (LLI)
Progress monitor every 2 weeks
**No progress......now what?**

Give Level II Evaluations Battery of Tests: (examples include)

- CTOPP
- Woodcock-Johnson
- TWS (Test of Written Spelling)
- GORT (Gray Oral Reading Test)
- Test of Writers/spelling/comp measures

Look at the results and ask the 5 questions:

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?
4. Are there secondary characteristics of dyslexia evident in reading comprehension and/or 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?

If answered yes, then provide Tier 3 instruction: Increased Intensity and Frequency of LLI and/or Barton

Progress monitor every 2 weeks.

**No Progress......now what?**

Level III Battery of Tests: Special Services (SPED)

**Level 3rd – 5th grade** students experiencing difficulties as noted by teacher will follow same procedures.
**Level 6th – 12th grade**

Students experiencing difficulties as noted by teacher will be referred to SIT

Student data is collected:

- Grades
- Standardized Testing
  - Benchmark
  - EOC
  - MAP

Results of Student screening

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6th grade includes

- DIBELS
- FL Center Reading Research

- FCRR
- CTOPP 2
- LANGUAGE I/DSA

SIT reviews screening - keep parent in loop. If gaps are present,
Teacher provides Interventions related to gaps (LLI, Language!, Barton)
Progress monitor every 2 weeks
No progress......now what?

Give Level II Evaluations Battery of Tests:

- CTOPP
  - Woodcock-Johnson
  - TWS (Test of Written Spelling)
  - GORT (Gray Oral Reading Test)
  - Test of Writers/spelling/comp measures

Look at the results and ask the 5 questions:
If answered yes, then provide Tier 3 instruction: Intensity and/or Frequency of LLI, Language! and Barton, or secondary schedule change.

Progress monitor every 2 weeks.

No Progress......now what?

Level III Battery of Tests: Special Services (SPED)