



DYSLEXIA SERVICES PLAN

2019-2020

Centerpoint School District
755 Hwy 8 East
Amity, Arkansas 71921

Table of Contents

Definition of Dyslexia.....2

Screening for Dyslexia.....4

Dyslexia Assessment.....5

Identification and Provision of Services.....7

Dyslexia Program Description.....8

Dyslexia Program Exit Criteria.....10

District Dyslexia Contacts.....11

Definition of Dyslexia

As defined by the International Dyslexia Association, dyslexia is one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing ability. These difficulties in single word decoding are often unexpected in relation to age and other cognitive and academic abilities; they are not the result of generalized development disability or sensory impairment. Dyslexia manifests itself with difficulties with different forms of language. In addition to problems with reading, this often includes problems becoming proficient in writing and spelling

Terms often associated with dyslexia:

1. **Acquired Dyslexia** or **Alexia**- refers to the impairment of reading and related language skills because of some type of brain damage experienced by those who have difficulty learning to read and write normally.
2. **Aphasia**- Impairment or loss of the ability to use or understand spoken language because of brain damage
3. **Attention Deficit Disorder**- 3 types
 - Inattentive
 - Hyperactive and impulsive
 - Combined
4. **Dyscalculia**- Difficulty in learning to calculate or to remember easily and to work accurately with number facts
5. **Dysgraphia**- Difficulty in learning the physical act of writing
6. **Dysorthography**- Difficulty learning to spell

Other problems associated with dyslexia:

1. Speech problems
2. Spatial disorientation- up/down, right/left, over/under, back/front, east/west
3. Difficulty with sequencing verbal material- days of the week, months of the year, alphabet, counting
4. Difficulty telling time and judging time intervals
5. Poor personal organizational abilities
6. Mixed laterality- hand, eye, foot patterns of dominance

Dyslexia is a brain-based disorder in a person of average to above average intelligence that makes it difficult to read, write, or spell at a level commensurate with one's ability despite:

- Normal to correctable vision and hearing
- Adequate social-cultural opportunity
- Conventional classroom instruction
- Absence of primary emotional problems

It is estimated that 15% to 20% of the population experiences some degree of dyslexia.

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. The difficulties in phonological awareness are unexpected for the student's age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.

The following are the primary reading/spelling characteristics of dyslexia:

1. Difficulty reading words in isolation
2. Difficulty accurately decoding unfamiliar words
3. Difficulty with oral reading (slow, inaccurate, or labored)
4. Difficulty spelling

Secondary consequences of dyslexia may include the following:

1. Difficulty with reading comprehension
2. Difficulty with written language
3. Limited vocabulary growth, because of reduced reading experiences

Screening for Dyslexia

Who gets screened?

Grades K-2- All students receive universal screenings.

Grades 3-5- Any student who is struggling and is suspected of having dyslexia markers receives screening.

Universal Screening Tools

Required Component	Screener
PHONOLOGICAL AWARENESS	K-2 & 6-12: PAST 3-5: IStation ISIP- Phonological Awareness
ALPHABET KNOWLEDGE	K-2 & 6-12: Really Great Reading 3-5: IStation ISIP- Letter Knowledge
SOUND SYMBOL RECOGNITION	K-2 & 6-12: Really Great Reading 3-5: IStation ISIP- Letter Knowledge
DECODING	K-12: Really Great Reading Beginning/Advanced Decoding Survey
ENCODING	K-12: DSA
RAPID NAMING	K-12: ADE (AR RAN)

If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, parents/guardians will be notified.

Concerns regarding reading difficulty are brought to a team of knowledgeable persons who will collect and review multiple sources of formal and informal data to make informed decisions for students, which may include a referral for dyslexia assessment and or targeted goals and implementing researched-based interventions that appropriately address a student's reading deficits. The information from the early reading instrument will be one source of information in deciding whether or not to recommend a student for a dyslexia assessment.

Dyslexia Assessment

LEVEL 1

If the initial screener shows a student is at some level of risk, a Level 1 dyslexia screener will be administered and/or more information will be gathered and analyzed.

TIER 1 Core Instruction: Teacher provides interventions related to gaps and weaknesses on screeners.

- Monitor student progress monthly using correlating instrument above.
- Collect monitoring data, work samples, etc.

NO PROGRESS. Now what?

Teacher completes Red Flag Dyslexia Quiz

If markers are present:

- Teacher completes Dyslexia Request Checklist, and child is referred to an intervention team in order to develop an RtI plan and to determine if Level 2 dyslexia screener is needed. (Include all surveys, screenings, and intervention paperwork.)
- If needed, notify dyslexia personnel and receive permission for Level 2 assessment.
- Parent completes survey.
- Teacher completes survey.

If markers are **NOT** present:

- Child is referred to an intervention team to develop an RtI plan and determine if Level 2 intervention services are needed.
- Continue to collect monitoring data, work samples, etc.
- Progress monitor every month using correlating instrument from universal screener.



LEVEL 2

Tier 2 Supplemental Instruction: Supplemental intervention is provided in addition to Tier 1 Core Instruction.

If Level 2 screener was administered:

- A meeting will be scheduled to discuss results and determine if dyslexia intervention is required.
- If intervention is required, an intervention plan will be developed.

If no Level 2 screener was administered:

- Continue to collect monitoring data, work samples, etc.
- Progress monitor every month using correlating instrument from universal screener.

NO PROGRESS. Now what?

LEVEL 3

Tier 3 Intensive Instruction: Increase intensity and/or decrease group size

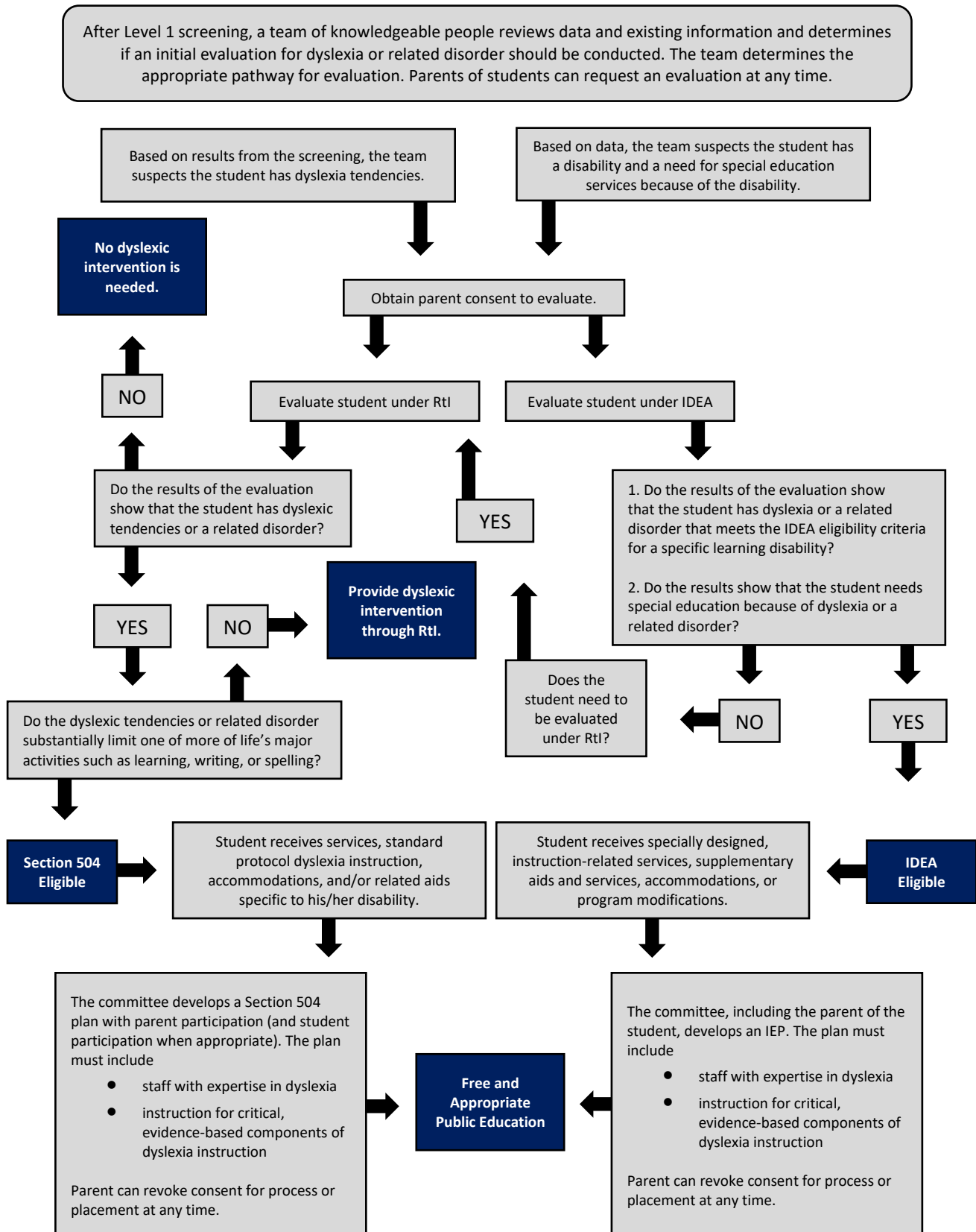
- Monitor student progress every two weeks using correlating instrument from universal screener.
- Continue to collect monitoring data, work samples, etc.

NO PROGRESS. Now what?

LEVEL 4

Make recommendation for student to be tested for special education services.

Identification and Provision of Services



Dyslexia Program Description

The Centerpoint School District uses the Orton-Gillingham curriculum, which is a research-based approach that has been used for decades to successfully provide literacy remediation to students of all ages. Because of its prescriptive nature, this approach is most often and most effectively used one-on-one or with small groups. The lessons cater to the students and their individual needs.

The essential elements of the Orton-Gillingham approach are:

Multisensory- A multisensory approach is one that taps into the various modalities by which we learn. We learn via the visual, auditory, kinesthetic (movement), and tactile (touch) pathways.

Phonetic-Alphabetic- There is a logical connection between the sounds and symbols in our English language as well as conventional rules that when applied produce independent readers. Teaching by using a sequential phonetic approach offers the students the tools necessary to unlock the door to reading acquisition. As the student reads, he/she is able to apply the rules of our language and analyze what is written for greater understanding.

Synthetic-Analytic- Synthetic phonics is the learning of phonemes (the smallest unit of sound) and their corresponding graphemes (the written symbol for each phoneme). Analytic phonics (whole-word approach) is breaking down a whole word to its parts with the help of decoding.

Structured- The materials taught are presented in an organized manner indicating the relationship between new and previously taught information. This presentation facilitates optimal student learning as the tools of our language work together to develop competent, independent learners.

Sequential- This approach moves from simple concepts of our language to the more complex concepts. As the student masters the basic foundational language skills, they move on to the next step and so on until all steps are mastered.

Repetitive- Repetition promotes word recognition, reading fluency, and reading comprehension.

Cumulative- As language skills are mastered, new skills are introduced. Each step is a building block for the next sequential step.

Cognitive- The student learns and understands the rules of our language and how to apply those learned skills to become a fluid and proficient reader, an accurate speller, and a creative writer.

Diagnostic- The instructor is continuously progress monitoring the student's performance to assess areas of need and responsiveness to instruction.

Prescriptive- The instructor then takes the diagnostic information and drives the subsequent lesson planning to best target and promote resolution to the student's areas of need.

Monitoring Student Progress

Centerpoint School District dyslexia interventionists work collaboratively with classroom teachers to support application of literacy skills to students' classwork and assessments. After dismissal from the dyslexia program, students may continue to receive accommodations as determined by the 504 or the dismissal committee.

After dismissal from the dyslexia program, students will continue to be monitored for at least two years. If this monitoring indicates a concern, the 504 or dismissal committee will determine appropriate student support.

Dyslexia Program Exit Criteria

Dismissal from the dyslexia program is considered when either of the following occur:

1. Completion of Centerpoint School District's dyslexia program as measured by program mastery checks (assessments) completed at regular intervals.

Additional criteria considered for exit may include, but is not limited to, progress reports, report cards, state assessments, unit assessments, reading progress monitoring data, teacher reports and parent input.

2. Demonstration of a lack of progress: The student is simply not benefitting from the district's dyslexia program.

This lack of progress will be documented, and an alternate plan to support the student's reading deficits will be determined. Data considered may include, but is not limited to, program mastery checks, progress reports, report cards, state assessments, unit assessments, reading progress monitoring data, teacher reports, and parent input.

District Dyslexia Contacts

Coordinator of Dyslexia Services.....Michelle Mounts

Dyslexia Interventionists.....Wanda Jones

Michelle Spray

Wendy Skaggs