

# 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

ELEMENTARY	ELEMENTARY
SCREENING TOOLS	
PHONOLOGICAL AWARENESS	DIBELS/DSA
SOUND SYMBOL RECOGNITION	DIBELS/DSA
ALPHABET KNOWLEDGE	DIBELS/DSA
DECODING	DIBELS
RAPID NAMING	ADE
ENCODING	DSA

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 3<sup>rd</sup> – 5<sup>th</sup> grade students experiencing difficulties as noted by teacher will follow same procedures.

## Level 6<sup>th</sup> – 12<sup>th</sup> 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

SECONDARY			SECONDARY
			SCREENING TOOLS
6 <sup>th</sup> grade includes			DIBELS
PHONOLOGICAL AWARENESS			FL Center Reading Research
SOUND SYMBOL RECOGNITION			FCRR
ALPHABET KNOWLEDGE			FCRR
DECODING			FCRR
RAPID NAMING			CTOPP 2
ENCODING			LANGUAGE!/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)