

Dyslexia Universal Screening Protocol

Phase I

In Phase I, all students in grades K – 12 will be administered a universal screener. The following chart details the screener to be used for each grade level.

Grade	Screener
K*	DIBELS (Christmas)
1 – 3*	DIBELS
4 – 12	Scantron – Performance Series (Reading)

*Students in grades K – 3 do not receive a phase II screening.

Phase II

Students who score below benchmark for grades K-3 and at or below the 25th percentile for grades 4-12 in Reading (for 12th grade students who score at the at-risk level based on their scale score) will enter into Phase II of screening. During this phase the school team will review the students' previous year's standardized test performance or current year's DIBELS (whichever is appropriate) to determine if Dyslexia-Specific Screening is advisable. The following chart details the standardized test to be used for each grade level.

Current Grade	Standardized Test
4	3 rd Grade Aspire Reading
5	4 th Grade Aspire Reading
6	5 th Grade Aspire Reading
7	6 th Grade Aspire Reading
8	7 th Grade Aspire Reading
9	8 th Grade Aspire Reading
10	EOC English 9 Reading Comprehension
11	10 th Grade Aspire Reading
12	11 th Grade The ACT w/ Writing Reading

The Alabama Dyslexia Resource Overview for Lee County Schools and Parents

Section 1: Introduction

Definition

Dyslexia is defined as a learning challenge that is neurological in origin and characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

Special Education Connection

Even after students are identified with specific learning disabilities, the dyslexia that may be the underlying cause of their specific learning disability may not be recognized, and dyslexia-specific interventions may not be provided as a part of their specialized individual instruction.

Early identification and intervention will equip many students with characteristics of dyslexia for success in school and in life, will preserve the students' self-esteem and may eliminate their later need for special education services.

Section 2: Overview

Historical Need-to-Knows

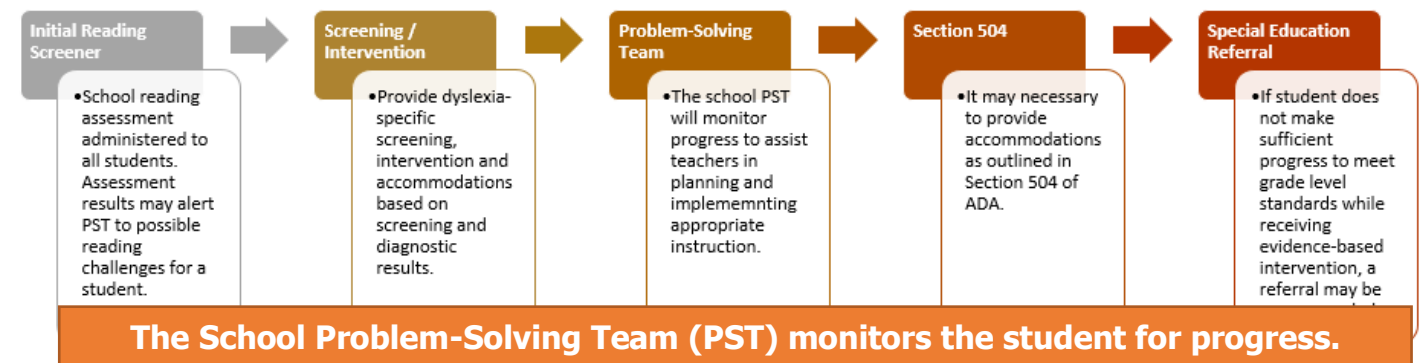
When you are looking for resources that have stood the test of time, look for two phrases:

1. Orton-Gillingham
2. Multisensory Instructional Strategies

Six Components of Alabama's Dyslexia Services Plan

- Screening
- Intervention
- Classroom Instruction
- Assistive Technology
- Accommodations
- Professional Development

Section 3: Dyslexia and Alabama's RTI Process



Section 4: Dyslexia Specific Screening

- School-based Problem-Solving Teams (PST) should monitor benchmark reading assessments, such as Scantron Performance Series, to identify students scoring at and below the 25th percentile in reading. The PST will determine if further dyslexia-specific screeners should be administered to these students. Based on the results of the screening, the PST team will then meet to determine need for dyslexia-specific intervention and dyslexia services.
- Additionally, students will be provided with dyslexia-specific screenings upon teacher or parent request.
- The chart below applies to Grades 1 – 12.

Skill Indicators	Screener
Phonemic Decoding Efficiency Skills	TOWRE-2 (Grades 3-12) PDE Subtest
Sight Word Reading Efficiency Skills	TOWRE-2 (Grades 1-12) SWE Subtest
Spelling Skills	Test of Written Spelling – 5 (Grades 1-12)
Accuracy of Word Reading on-Grade-Level Text	Read Works Passages (Grades 1, 7-12) DIBELS Next (Grades 2-6)

If a student scores below the Moderate Risk or Frustration Reading Level column for three of the four screening indicators, the student will be referred to the PST for determination of need for intervention services including dyslexia-specific interventions, accommodations and assistive technology, as appropriate.

NOTE: This is not a diagnosis of dyslexia; it is a determination that a student may have characteristics of dyslexia.

Section 2: Overview (continued)

Students with dyslexia may have difficulty with:

Early Literacy Challenges

- Understanding that sounds make words
- Rhyming
- Identifying beginning, middle, and ending sounds within words
- Letter recognition – upper and lower case
- Left to right and top to bottom directionality
- Ability to read and write their own name

Reading Challenges

- Learning the sounds that correspond to letters and letter combinations
- Sounding out (decoding) words
- Differentiating between letters or words that look similar (p and q, there and three)
- Recognizing and remembering high frequency or sight words such as *said*, *they*, and *was*
- Accuracy (adding or omitting word or parts of words)
- Fluency (reading with ease, speed, and expression)
- Comprehension of text
- Maintaining place while reading

Writing Challenges

- Sequencing letters correctly within words
- Copying with accuracy and spelling
- Mechanics (correct punctuation and capitalization)
- Planning and organizing ideas for writing
- Expressing ideas in complete sentences
- Legible handwriting and appropriate spacing of words
- Staying within the page margins and writing on the line
- Aligning numbers in columns when doing math problem

Dyslexia Challenges by Grade Level

Pre-K and Kindergarten

- Problems with pronouncing words correctly
- Delayed language and vocabulary development
- Difficulty reciting the alphabet and days of the week in sequential order
- Difficulty with quickly naming things (colors, shapes, familiar objects) when shown pictures of objects
- Frustration with coloring, pasting, and cutting with scissors

Grades 1 – 4

- See the challenges for kindergarten, plus...
- Letter reversals (b/d) and inversions (u/n)
- Difficulty in reading words (by sight or by decoding)
- Frustration with reading tasks
- Good comprehension of material that is read to the child, as opposed to text that he/she tries to read
- Difficulty in learning math facts, especially multiplication tables
- Problem with telling time and understanding time concepts such as *before* and *after*
- Problems in understanding directions

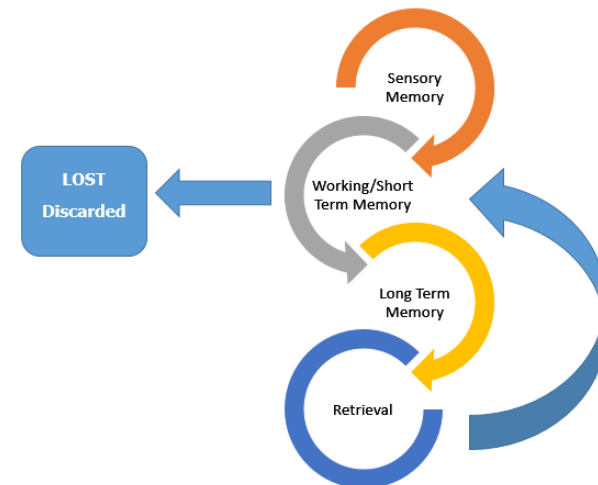
Grades 5 – 12

- Weak decoding skills; slowness in figuring out multi-syllabic words; poor sight word vocabulary
- **Extreme difficulty completing homework or in class work due to slowness in reading tasks. These students often read 2–6 grade levels below their actual grade level.**
- Difficulty identifying and learning root words, affixes, spelling patterns
- Poor oral reading; lack of fluency
- Difficulty with words problems in math and science
- Problems memorizing and recalling facts

Memory

Multisensory instruction (instruction that involves at least 3 senses such as seeing, hearing, moving materials, student talking about a concept) helps strengthen information learning in the working memory part of the brain in dyslexic students.

Written directions, extensive practice, visual organizers, sound cues, and hearing instructions repeatedly help new learning move to long term memory. Otherwise, dyslexic students' brains may discard information sitting in the working memory part of the brain. In these cases, you may be asking the student to retrieve information from their long term memory that never arrive in the first place



Section 5: Accommodations and Assistive Technology

Fact Sheet prepared by the International Dyslexia Association

Accommodations Involving Interactive Instruction

- Use explicit teaching procedures
- Repeat directions and clarify written instructions
- Establish and maintain daily routines
- Provide copies of lecture notes
- Provide students with graphic organizers
- Use step by step instructions
- Identify key points or words
- Use mnemonic instruction
- Emphasize daily review
- Simultaneously combine visual and verbal information during instruction. Make instruction as multisensory as possible (involving at least 3 senses).

Accommodations Involving Student Performance

- Encourage use of graphic organizers
- Place student close to teacher and away from distractions
- Reduce student hand-copying of information
- Use cues to denote important items
- Display models of expected student work projects
- Use flexible work times and adjusted assignments, as needed
- Encourage note sharing
- Provide additional practice
- Arrange worksheet/handout information from easiest to hardest, when possible

Accommodations Involving Materials

- Use technology, such as Chromebooks
- Present a small amount of work at a time
- Highlight essential information
- Locate place in consumable material
- Provide additional practice activities
- Provide glossary in content area
- Develop reading guides that emphasize key details and help student determine important information
- Allow use of instructional aids (spell checker and Google Calendar for example)
- Some students read better with a light yellow, blue, or green colored back-ground on their device's screen. The color may help the brain to stabilize the images (words) being processed by the brain.

Section 6: Dyslexia-Specific Interventions

For example,
S.P.I.R.E.

- Research-proven
- Explicit, teacher-led instruction
- Multisensory learning
- Consistent 10-step lesson
- Mastery of concepts

The **Alabama Dyslexia Resource Guide** is updated periodically and can be found at the following website:

<http://www.alsde.edu/sec/ari/Dyslexia/DyslexiaResourceGuide.pdf>

Appendices F-H also include online, print, and video resources. Lists of famous people with dyslexia, homework resources, and a parent Q&A section.

Appendix F: Parent Resources

Talking to Your Child Q & A

What does dyslexia mean? Dyslexia is a scientific word that means "trouble with words." It means that your brain is wired in a way that makes it harder to connect sounds and letters for reading and spelling.

Can you cure dyslexia? No, dyslexia is not a disease, and you can't cure it. You have it your whole life, but you can learn ways to overcome it.

Does dyslexia mean I'm dumb? No, people with dyslexia are just as smart as everyone else, and many successful people have dyslexia.

Is it ever too late to get help for dyslexia? No, dyslexics can be taught strategies that can be applied throughout their lifetime. Programs involving multisensory structured language techniques have been shown to help adults as well as children. Early intervention is better, but intervention at any time can be effective.