

# SCCSD Dyslexia Protocol

<b>Step 1</b>	<p><b>Administer Initial Screeners &amp; Analyze Data</b>  <b>Who:</b> All K-2 students (including students with disabilities); any student in grades 3-12 struggling in Reading based on teacher recommendation.  <b>Screeners:</b> DIBELS Phonological &amp; Phonemic Awareness; Sound Symbol Recognition; Alphabet Knowledge; Decoding Skills; Encoding ; Arkansas Rapid Naming (RAN); Developmental Spelling Assessment (DSA)</p>
<b>Step 2a</b>	<p><b>Progress Monitor, Differentiate Instruction, and Effective Core Instruction</b>  <b>Who:</b> At-risk students, teacher  <b>Tools:</b> DIBELS Progress Monitoring, multi-sensory strategies in the classroom, documentation  <b>Time:</b> 6 weeks</p>
<b>Step 2b</b>	<p><b>Small Group Intervention (groups of 1-5 students)</b>  <b>Time:</b> 3 times each week, 30 minutes in the classroom or small group pull-out, lasting 6 weeks  <b>Tools:</b> Intervention aligned to student need (use documentation to determine intervention)</p>
<b>Step 3</b>	<p><b>Student Does Not Respond in a Timely Manner</b>  <b>Who:</b> Classroom teacher completes Response to Intervention Referral while continuing differentiation  <b>Documentation:</b> RTI packet including data, intervention notes, work samples</p>
<b>Step 4</b>	<p><b>Inform Parent(s) of Concerns</b>  <b>Who:</b> Classroom Teacher  <b>Documentation:</b> "Notice of Intervention" letter to parents, signed AIP if below grade level on state Assessment`</p>
<b>Step 5</b>	<p><b>Conduct IRC Meeting</b>  <b>Who:</b> IRC Team  <b>Tools:</b> Progress Monitoring, all data, ESL instruction notes, speech/language therapy notes, attendance report, indication of adequate intelligence based on classroom performance, work samples, formative assessments  <b>Purpose:</b> Determine if progress is being made or if Level II testing is necessary</p>
<b>Step 6</b>	<p><b>Send Consent Letter for Further Testing</b>  <b>Who:</b> Classroom Teacher &amp; Instructional Facilitator  <b>Documentation:</b> Parent Approval Form with signature</p>
<b>Step 7</b>	<p><b>Begin Process of Level II Dyslexia Screening</b>  <b>Tools:</b> CTOPP 5, Woodcock Reading Mastery III, Test of Written Spelling, GORT 5, Dyslexia Characteristic Profile Sheet, Connections Screener or Barton Screener  <b>Who:</b> Robin Burrus</p>
<b>Step 8</b>	<p><b>Conduct IRC Meeting to Determine if Dyslexia Intervention is Needed</b>  The RTI team may use the following 5 key questions to help determine if the student would benefit from dyslexia intervention: 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?/Does the student demonstrate cognitive ability to support age level academic learning? 4) Are the secondary characteristics of dyslexia evident in reading comprehension and written expression? 5) Does the student have strengths that could be assets/Are there coexisting deficits that may complicate identification?</p>

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<b>Step 9</b>	<p><b>Inform Parents and Classroom Teacher of Results of the Level II Screening</b></p> <ul style="list-style-type: none"> <li>• If the IRC determines placement in Tier III is needed, the district committee will review the documentation and finalize the recommendation</li> <li>• If screening indicates a need for dyslexia intervention services, the parents will be informed</li> <li>• Provide parents with information and resource materials</li> </ul> <p><b>Who:</b> Teacher, Literacy Instructional Facilitator, District Dyslexia Committee (Director of Learning, Principal, Test Screener/Administrator, Building Dyslexia Interventionist), include the Director of Student Services and School Psychological Examiner if student is receiving Special Education services.</p> <p><b>Documentation:</b> Send “Approval for Intervention” letter to parents</p>		
<b>Step 10</b>	<p><b>Choose Option 1 or Option 2 for Students Receiving Intervention for Characteristics of Dyslexia</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border: 1px solid black; padding: 10px; vertical-align: top;"> <p style="text-align: center;">Option 1</p> <p style="text-align: center;"><u>Barton Reading &amp; Spelling Program</u></p> <ul style="list-style-type: none"> <li>• Verify student passed Barton Screener before beginning the program.</li> <li>• Begin intervention program with fidelity.</li> <li>• If student did not pass screener, begin “LiPs” program or “Connections”.</li> </ul> </td> <td style="width: 50%; border: 1px solid black; padding: 10px; vertical-align: top;"> <p style="text-align: center;">Option 2</p> <p style="text-align: center;"><u>Connections</u></p> <ul style="list-style-type: none"> <li>• Verify student passed Connections Screener before beginning the program.</li> <li>• Begin Connections program with fidelity.</li> </ul> </td> </tr> </table> <p><b>Who:</b> Trained Interventionist</p>	<p style="text-align: center;">Option 1</p> <p style="text-align: center;"><u>Barton Reading &amp; Spelling Program</u></p> <ul style="list-style-type: none"> <li>• Verify student passed Barton Screener before beginning the program.</li> <li>• Begin intervention program with fidelity.</li> <li>• If student did not pass screener, begin “LiPs” program or “Connections”.</li> </ul>	<p style="text-align: center;">Option 2</p> <p style="text-align: center;"><u>Connections</u></p> <ul style="list-style-type: none"> <li>• Verify student passed Connections Screener before beginning the program.</li> <li>• Begin Connections program with fidelity.</li> </ul>
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<b>Step 11</b>	<p><b>Begin Tier III Intervention Program</b></p> <p><b>Who:</b> Trained Interventionist</p>		
<b>Step 12</b>	<p><b>Continue to Progress Monitor</b></p> <p><b>Who:</b> Classroom Teacher</p>		
<b>Step 13</b>	<p><b>Review Progress at Monthly IRC Meetings</b></p> <p><b>Who:</b> Classroom teacher, interventionist, instructional facilitator, IRC team</p>		

\* Steps may be altered when additional information is provided in order to stay current with ACT 1294 and ACT 1268.

Robin Burrus 2016/2017