ADDITIONAL RESOURCES

Sample District Dyslexia Protocol

Goals
- By providing a multidisciplinary approach to the evaluation of a student with a potential reading disability, DISTRICT will be able to diagnose and treat dyslexia while providing social and emotional support for students and families regarding this specific disability.
- Providing an in-house dyslexia diagnosis allows DISTRICT to create equity for dyslexic students. Additionally, the district and parents will be able to decrease the burden/need for parents to find an Independent Educational Evaluation (IEE) beyond the multidisciplinary team.

Who Can Diagnose Dyslexia?

Must be a multidisciplinary team including:
- Psychologist
- Speech-Language Pathologist
- MTSS Coordinator
- Student Services Administrator

Other contributing members include:
- Parent/Guardian
- Classroom teacher
- Reading Specialist
- Intervention Specialist
- Principal

When to complete the Dyslexia Battery:
1. Students must have passed through the Tier 3 Stakeholder Process
2. History of neurotypicality – single, double or triple deficit CTOPP- 2 profile
3. 1.5 or more years of structured literacy© intervention
4. Parent & family history of reading difficulties
5. Parent request

Elements to be included in MFE Assessment battery	Available Measures
History: Developmental, Medical, Academic, Family History	Child History Form Developmental History Teacher Report/Interview Checklists
Wechsler Intelligence Scale	Children – 5th Edition (WISC-V)
General Intellectual Functioning (Choose One)	Differential Abilities Scale – 2nd Edition (DAS-II) Woodcock-Johnson Tests of Cognitive Abilities (WJ-IV)
Information on Cognitive Processing (Choose One)	WISC-V: Core Battery DAS-II: Core Battery, Working Memory, and Processing Speed Clusters XBA: Cross Battery Assessment (Flanagan, et al.)
Executive Functioning (Choose One)	BRIEF: Behavior Rating Inventory of Executive Function D-KEFS: Delis-Kaplan Executive Function System WMS: Wechsler Memory Scale, Fourth Edition CMS: Children's Memory Scale Brown EF/A: Brown Executive Function/Attention Scales CVLT3: California Verbal Learning Test, Third Edition

Specific Oral Language Skills Related to Reading/Writing Success (Choose One)	Tests of higher level skills related to language comprehension (semantics, syntax, morphology, and pragmatics):
	Comprehensive measures of higher-level language skills: CELF-5: Clinical Evaluation of Language Fundamentals, 5th ed. CASL: Comprehensive Assessment of Spoken Language TLD: Test of Language Development: Primary or Intermediate A measure of listening comprehension is often given to gain a general measure of language comprehension skills – Choose one:
Listening Comprehension: (Choose One)	KTEA-III: Listening Comprehension WIAT-III: Listening Comprehension CELF-V: Understanding Spoken Paragraphs OWLS: Listening Comprehension
Tests of Auditory Processing/ Phonological Awareness:	CTOPP-2: Comprehensive Test of Phonological Processing, 2nd ed., Core Battery
<u>Educational Testing:</u> Word Reading and Decoding (Choose One)	Wechsler Individual Achievement Test-III: Word Reading, Pseudoword Decoding Kaufman Test of Educational Achievement-III (KTEA-III): Letter & Word Recognition, Nonsense Word Decoding
Fluency (speed and accuracy of letter naming through passage reading) (AimsWeb Progress Monitoring & Choose One)	AimsWeb: Progress Monitoring GORT-5: Core Battery WIAT-III: Oral Reading Fluency KTEA-III: Word Recognition Fluency, Decoding Fluency
Reading Comprehension (Choose One)	WIAT-III: Reading Comprehension KTEA-III: Reading Comprehension
Spelling (Choose One)	WIAT-III: Spelling KTEA-III: Spelling
Written Expression (Choose One)	Test of Written Language, 3rd ed. (TOWL-III): Sentence and Passage Writing WIAT-III: Written Expression Subtests (Sentence Composition, Alphabet Writing Fluency, Essay Composition) KTEA-III: Writing Fluency, Written Expression
Classroom Observation (Must Do Momentary Time Sampling)	Momentary Time Sampling (minimum of 15 minutes) Anecdotal (Supplemental)

Severity Ratings

- Mild (1 SD+ discrepancy between psychological process and literacy, with literacy skills falling between SS of 80 – 84 (85-115) or SS 85 to 89 (90-110).
- Moderate (1 SD+ discrepancy between psychological process and literacy, with literacy skills falling between SS of 75 - 79 (85-115) or SS 80 - 84 (90-110).
- Severe (1 SD+ discrepancy between psychological process and literacy, with literacy skills falling below 74 SS (85-115) or SS 79 (90-110).

Eligibility Language in ETRs

- **Eligible under IDEA:**
  [Student] presents a pattern of performance that is consistent with diagnosis of [mild/moderate/severe] dyslexia which falls under the IDEA eligibility category of Specific Learning Disability due to deficits in the areas of (Basic Reading, Reading Fluency, Reading Comprehension) and requires specially designed instruction to address [his/her] needs.

- **Not Eligible under IDEA:**
  [Student] presents a pattern of performance that is consistent with a diagnosis of (mild) dyslexia but does not meet the IDEA criteria for being a student with a disability and does not require specially designed instruction to address their needs.

DYSLEXIA CHECKLIST

K-12 School Districts

Screening			
☐	Universal Screener - Kindergarten	• Three times a year: BOY Deadline: October 31 • Phonological awareness • Phonemic awareness • Rapid Naming • Sound-symbol recognition • Letter knowledge • Decoding skills	• Spelling • Listening comprehension • Family history • Teacher observations • Work samples • Intervention history
☐	Universal Screener – First, Second, Third Grade and higher for a student experiencing difficulty as noted by a classroom teacher	• Three times a year: BOY Deadline: October 31 • Phonological awareness • Phonemic awareness • Rapid Naming • Sound-symbol recognition • Letter knowledge • Decoding skills	• Spelling • Reading rate • Reading accuracy • Listening comprehension • Teacher observations • Work samples • Intervention history
☐	Data Review	• Qualified MTSS team • Analysis of screening results	•
☐	Diagnostic Screener	• Norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes • Assess specific skills including phonological awareness, rapid naming, word reading, decoding, fluency, spelling and reading comprehension	• Administered to students exhibiting characteristic of dyslexia
☐	Progress Monitoring	• Ongoing for characteristics of dyslexia • Determine when a student is or is not responding to intervention • Every two weeks until a student maintains scores above the cut-point for two consecutive cycles	• If a student does not make sufficient progress, the MTSS team considers increasing intensity of an intervention and evaluate the appropriateness of the instructional program being used, adjusting the level of intervention, providing individualized or small-group instruction, increasing amount of time for intervention, or increasing the frequency of sessions
☐	Multitiered System of Support	• An integrated, comprehensive framework that focuses on standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social successes • Analyze screening and progress monitoring data to assist educators in planning and implementing appropriate instruction and evidence-based interventions to those students who exhibit characteristics of dyslexia	• Classroom teachers utilize effective evidence-based classroom strategies that have been shown to be effective for students with dyslexia • Determine appropriate dyslexia-specific intervention needs of students • Provide classroom supports and accommodations specific to dyslexia

	Structured Literacy© Instruction		
☐	Tier I: Core Instruction	• Focuses on providing effective, research-based instruction to all students in general education • Focuses on essential, grade specific, reading standards across content areas allowing the majority students to successfully meet grade level expectations • High-quality effective reading instruction delivered by a trained Structured Literacy© professional	• Universal screening to determine instructional need and risk factors for reading deficits including dyslexia • Differentiated learning practices include pre-assessments, flexible grouping based on needs, instructional supports such as peer-tutoring or learning centers, and accommodations • Effective Tier I Core Instruction for dyslexia is the first line of defense
☐	Tier II: Supplemental Intervention	• Determined by universal screening results • Norm-referenced diagnostic tools measure specific areas of concern critical in differentiated instruction and planning targeted interventions focused on student's needs • Progress monitoring at least every two weeks • Intervention provided in addition to Tier I instruction • Intervention adheres to the Structured Literacy© approach designed to meet the instructional needs of students with dyslexia	• Delivered by a trained and certified Structured Literacy© professional • If student continues to make insufficient progress or fails to respond to intervention, the MTSS team refers for further evaluation to determine the nature of the reading problem and the severity of the reading difficulty • Referral for Tier III, special education, may occur if a student fails to make adequate progress
☐	Tier III: Intensive Intervention	• Structured Literacy© intervention based on the needs of the student • Intensive Intervention delivered by a certified Structured Literacy© instructor is essential • Additional instructional time, individually or in small group, with more targeted, specialized content or instructional delivery, increased practice and feedback opportunities, or attention given to cognitive processing strategies • Frequent and ongoing progress monitoring • Student learning, establish goals, plan instruction and make appropriate adjustments to instruction based on student progress toward achievement of state standards	• Establish clear targets for growth based on data indicating trends in past performance and intensity of supports across time to ensure growth in component skills leading to overall improvement and access to grade level materials • Target areas include (1) phonemic awareness, decoding, and spelling, (2) listening and language comprehension, (3) silent reading comprehension
☐	Multitiered System of Support	• An integrated, comprehensive framework that focuses on standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social successes • Analyze screening and progress monitoring data to assist educators in planning and implementing appropriate instruction and evidence-based interventions to those students who exhibit characteristics of dyslexia	• Classroom teachers utilize effective evidence-based classroom strategies that have been shown to be effective for students with dyslexia • Determine appropriate dyslexia-specific intervention needs of students • Provide classroom supports and accommodations specific to dyslexia
☐	Essential Components	• Phonemic Awareness • Systematic Phonics • Fluency	• Vocabulary • Comprehension
☐	Content	• Phonology • Orthography • Morphology • Semantics • Syntax	• Pragmatics • Sound symbol association • Syllabication • Reading comprehension • Fluency
☐	Principles of Instruction	• Sequential and Cumulative • Multimodal • Direct and Explicit	• Diagnostic • Structured – step by step procedures • Synthetic and analytic instruction

☐	Instructional Delivery	• Individualization of the content • Supports provided • Extended time in small group instruction • Meaning-based instruction • Delivered by a professional who has completed training and certification in the evidence-based Structured Literacy© approach	• Maintains fidelity of the delivery model including phonemic awareness, grapho-phonemic knowledge, structure of the English language, linguistic instruction, and strategies for decoding, encoding, word recognition, fluency and comprehension
☐	Standard Written Protocol	• Evidence-based and effective for students with dyslexia • Taught by an appropriately trained instructor; Providers of instruction must have additional documented dyslexia training and certification that adheres to the training requirements of the International Dyslexia Association • Implemented with fidelity	
☐	Instructional Accommodations (sample)	• Copies of notes • Note-taking assistance • Additional time on class assignments and tests • Reduced/shortened assignments • Alternative test location • Priority seating assignment • Oral reading of directions or written material • Word bank • Audiobooks	• Text to speech • Speech to text • Electronic spellers • Electronic dictionaries • Formula charts • Adaptive learning tools and features in software programs • Individual or small group instruction • Use of highlighters to organize written information
☐	Assistive Technology (sample)	• Audiobooks • E-Text and Text-to-Speech (TTS) • Graphic Organizers • Low-tech options (i.e. reading rulers; handwriting tools; highlighting tape; fidgets; etc.)	• Smart pens • Speech-to-Text • Spell Checkers • Word prediction (WP)
☐	Reporting	• The superintendent or head of school reports annually the dyslexia program delivery model of instruction to the state department of education	

Evaluation and Identification	

☐	Cumulative Data Gathering	• Vision Screening • Hearing Screening • Teacher reports of classroom concerns • Classroom reading assessments • Accommodations or interventions provided • Academic progress reports • Samples of schoolwork • Gifted/talented assessments • Parent conference notes • Results of universal screening • State assessment results • Observations of instruction provided to student	• Outside evaluations • Speech and language assessment • School attendance • Curriculum-based assessment measures • Instructional strategies provided and student's response to instruction • Screening results • Parent survey • Environmental and socioeconomic factors • Language proficiency • Family history
☐	Data-driven Meeting	• MTSS team members	
☐	Formal Evaluation Domains to Assess	• Academic Skills: word reading and decoding, fluency, reading comprehension, spelling, written mechanics/expression/composition/fluency, classroom observation • Cognitive Processes: general intellectual function, cognitive processing, nonverbal measures, executive functioning, specific oral language skills, listening comprehension, receptive language, test of auditory processing/phonological awareness/memory, verbal working memory, processing speed, rapid naming of symbols or objects, morphological processing, orthographic processing	• Additional areas: family history, handwriting, mathematical calculation/reasoning

☐	Review and Interpretation of data and evaluations	• Difficulties are unexpected in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. • Difficulty with accurate and/or fluent word reading	• Poor spelling skills • Poor decoding ability • Difficulties result from a deficit in the phonological component of language
☐	Severity Ratings	• Mild (1 SD+ discrepancy between psychological process and literacy, with literacy skills falling between SS of 80 – 84 (85-115) or SS 85 to 89 (90-110) • Moderate (1 SD+ discrepancy between psychological process and literacy, with literacy skills falling between SS of 75 - 79 (85-115) or SS 80 - 84 (90-110) • Severe (1 SD+ discrepancy between psychological process and literacy, with literacy skills falling below 74 SS (85-115) or SS 79 (90-110)	
☐	Eligibility determination	• Section 504: If the physical or mental impairment related to dyslexia substantially limits one or more major life activities such as the specific activity of reading • Eligible under IDEA: 　[Student] presents a pattern of performance that is consistent with diagnosis of [mild/moderate/severe] dyslexia which falls under the IDEA eligibility category of Specific Learning Disability due to deficits in the areas of (Basic Reading, Reading Fluency, Reading Comprehension) and requires specially designed instruction to address [his/her] needs. • Not Eligible under IDEA: 　[Student] presents a pattern of performance that is consistent with a diagnosis of (mild) dyslexia but does not meet the IDEA criteria for being a student with a disability and does not require specially designed instruction to address their needs.	
☐	Reporting	• The superintendent or head of school reports annually the results of screening and evaluation for the identification of dyslexia to the state department of education	
☐	Services	• The individual education program (IEP) team shall consider, without limitation, the following instructional approaches: (1) explicit, direct instruction that is systematic, sequential and cumulative, and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student, (2) Individualized instruction to meet the specific needs of the student in an appropriate setting that uses intensive, highly concentrated methods and materials that maximizes student engagement, (3) meaning-based instruction directed at purposeful reading and writing, with an emphasis on comprehension and composition, (4) multimodal instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentation and student practice	

Professional Learning			
☐	K-12 Educators	• Definition of dyslexia • Common risk factors, early indicators, and characteristics of dyslexia • Screening, assessment, and progress monitoring for dyslexia • Evidence-based instructional practices valid for students with dyslexia • Connecting research to practice for students with dyslexia • Associated academic difficulties and conditions related to dyslexia • Essentials of early interventions for dyslexia	• Instructional accommodations for students with dyslexia • Social and emotional concerns associated with dyslexia • Awareness of controversial therapies for dyslexia • Resource: Evaluating Professionals Fact Sheet • Resource: IDA Helpful Terminology Fact Sheet
☐	General education teachers	• Completion of 6 hours of professional learning specific to dyslexia annually to stay current in the research and evidence-based practices	
☐	Special education teachers	• Certification in Structured Literacy© approach required	

	Family and Student Support		
☐	Student, Parent, and Guardian Support	• Holistic approach to support including school, home and community. • Explore, develop, and understand their strengths as a person with dyslexia • Understand the extra time and work traditional academic tasks can require • Help others, including teachers and peers, to understand dyslexia as a challenge that does not solely define a person • Develop strategies for organization and time management	• Use alternative methods to access information • Use tools for being an advocate • Awareness of signs of reading difficulty and dyslexia by developmental stage • Understand social and emotional concerns • Awareness of controversial therapies for dyslexia
☐	Communication	• Website https://dyslexiaida.org/ • IDA Resources and Fact Sheets • IDA Infographics • IDA Workshops and Webinars • IDA Handbook What Every Family Should Know • Literacy expectations by grade • Grade level tips and activities • Assistive Technology Resources	

University Checklist

	Teacher Preparation Programs	
☐	International Dyslexia Association (IDA)	• Accreditation
☐	IDA Knowledge and Practice Standards for Teachers of Reading	• Coursework alignment
☐	Supervised Practicum	• Candidates apprenticed in servicing students with dyslexia • Applied mastery of the principles and practices of Structured Literacy© in the service of preventing reading failure and remediating off-track readers with profiles characteristic of dyslexia.

State Department of Education Checklist

	State Department Dyslexia Committee	
☐	Professional Learning	• Maintain a list of courses (face-to-face or online modules) that fulfill the dyslexia professional learning requirements for educators and adhere to the IDA Knowledge and Practice Standards for Teachers of Reading
☐	Dyslexia Guidebook	• Maintain a state dyslexia guidebook
☐	Data Collection	• Manage database of screening, evaluation, identification and intervention results reported annually by district superintendent or head of school
☐	Instructional Program Review	• Maintain annual dyslexia instructional program review that LEAs adhere to a delivery model of instruction that meets the needs of students with dyslexia
☐	Dyslexia Coordinator	• State level manager and support to LEAs