

East Gibson School Corporation
Dyslexia Screening and Intervention Procedures and Timeline
December 2019

All students in grades K-2 are required to be screened for dyslexia (according to Senate Enrolled Act No. 217) beginning in the 2019-2020 school year.

Early identification of students “at some risk” or “at risk” for dyslexia is critical for the development of early and appropriate interventions to support the student before they begin to fall behind their peers.

The universal screener is an assessment for understanding students’ literacy performance, both strengths and areas of concern. Universal screeners focus on specific areas and are typically brief, but determined those students who are “at some risk” or “at risk. Universal screeners, which are used for the initial screening of students, shall include the following, as determined to be developmentally appropriate for each student:

1. Phonological and Phonemic Awareness;
2. Sound Symbol Recognition;
3. Alphabet Knowledge;
4. Decoding Skills;
5. Rapid Naming; and
6. Encoding Skills.

Screening and Identification Timeline

DECEMBER

Prior to December 31st of each year, the universal screener for dyslexia will be administered to all students in Kindergarten, First, and Second grade in accordance with SEA 217.

The universal screener will consist of three different assessments.

1. **DIBELS 8th Edition** will be administered to all students and meet these required components: Phonological and Phonemic Awareness (grades K &1), Alphabet Knowledge (grades K & 1), Sound and Symbol Recognition (grades K, 1, & 2), and Decoding (grades K, 1, & 2).
2. **mClass with DIBELS 8th Edition** will be administered to all students and meet these required components: Rapid Naming (grades K - 2) and Encoding (grades K-2).
3. **Next Steps in Guided Reading Assessment** will be administered to all students in grade 2 and meet these required components: Phonological and Phonemic Awareness and Alphabet Knowledge.

JANUARY

The Dyslexia Data Team consisting of the classroom teacher, building principal, and the reading specialist trained in dyslexia will meet to analyze results from the universal screener. The Dyslexia Data Team will consider the data for areas assessed and factor in teacher input as necessary.

Students will be given a score of 0-4 in each area assessed.

1. On areas assessed by DIBELS, well below=0, below=1, benchmark=2 above=3, and tested out=4.
2. For grade 2 Phonological and Phonemic Awareness assessed by NSGRA: 0-13=0, 14-16=1, and 17-20=2.
3. For grade 2 Alphabet Knowledge assessed by NSGRA: 0-47=0, 48-51=1, and 52=2.

Students will be considered **“at risk”** if they have a score of “0” in four or more of the areas screened.

Students will be considered **“at some risk”** if they have a **total score** of 3 or less in four of the 6 areas screened.

Upon identification as “at risk” or “at some risk” for dyslexia:

1. Student will be referred for level one screener administration.
2. Parent contact will be made informing them of the “at risk” or “at some risk” identification.
3. Parental consent will be obtained for a “Level One Screener” and for participation in a remediation program.
3. The reading specialist trained in dyslexia and the classroom teacher will discuss classroom work and potential remediation plan.

Administering the “Level One Screener”

The “Level One Screener” will consist of the following two components.

1. Next Steps in Guided Reading Assessment will be used to assess Phonological and Phonemic Awareness, Sound Symbol Recognition, Decoding, and Encoding.
2. Rapid Naming and Alphabet Knowledge will be assessed by referring back to errors from data from the Universal Screener.

FEBRUARY

After administering the “Level One Screener” the Dyslexia Data Team will reconvene to evaluate the data. Parent contact will again be made. Teachers of students who have been identified will meet with the authorized reading specialist trained in dyslexia to put a learning plan together for identified students to begin potential remediation.

“Level Two Screener”

The “Level Two Screener” is optional and East Gibson School Corporation does not plan to administer this as a third step, but will instead of focus on remediation of students who identify as “at risk” or “at some risk” for dyslexia after the Universal and Level One screeners.

Ongoing Remediation

East Gibson School Corporation will utilize rigorous, relevant, research based, multi-sensory remediation tools to assist students who are “at risk” or “at some risk” for dyslexia through targeted instruction supported by the classroom teacher, assistants, and the reading specialist trained in dyslexia.

The remediation will consist of a multi-tiered instructional approach, with each tier providing additional support.

Tier One: Teachers will use different strategies within the classroom setting to address student needs.

Tier Two: Based on progress monitoring data, students who are unsuccessful in Tier One will be provided supplemental researched based interventions matched to their needs. The Dyslexia Data Team will track the student's progress and parents will receive ongoing progress data. East Gibson School Corporation will utilize the Fountas & Pinnell Leveled Literacy Intervention System combined with other research based intervention strategies.

Tier Three: Students who continue to struggle in Tier Two will receive more intensive interventions. Parents will receive ongoing progress data. After Tier Three implementation, students who continue to display limited progress may then be considered for further evaluation and services.

Schools will progress monitor students on a regular basis. Upon review of data the Dyslexia Data Team will determine:

1. if the student has made enough progress to be dismissed from interventions,
2. if a student is making progress at their current level of service and should maintain at that level,
3. if a student is not making progress at their current level of service (Tier One or Tier Two) and requires more intensive service,
4. if a student is at Tier Three and making little or no progress and requires a referral for a special education evaluation for a suspected learning disability in reading.

Special Education Evaluation

At any point during this process, parents or the school may request a full special education evaluation to see if their child may qualify with a specific learning disability that is definitive of dyslexia.

Screening for Students in Grades 3-12

The State of Indiana does not mandate screening for students in grades 3-12. If a teacher or parent has a concern with a student in these grades, a request for a “Level One Screener” can be made by contacting the reading specialist trained in dyslexia.

Contact Information for EGSC's Authorized Reading Specialists Trained in Dyslexia:

Kim Lynn (OCE, WMJHS, WMHS): k.lynn@teachers.egsc.k12.in.us

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