

IDENTIFICATION OF DYSLEXIA

Practical guide to school based identification of dyslexia within an RTI framework and IDEIA

Tennessee Center for the Study and Treatment of Dyslexia

These are the basic procedures that you should be aware of as you seek to work with your child's school if you suspect that your child is struggling with reading. Tennessee schools have procedures in place through the Response to Instruction & Intervention framework (RTI²) and IDEIA to support the identification of students who struggle to read and those who struggle to read due to dyslexia.

Tennessee schools can identify students with dyslexia

UNIVERSAL SCREENING

A skills-based universal screener is administered to all students in grades K-8 three times a year (in grades 9-12, multiple data sources are considered). This screening is done to find out if your child is meeting grade level expectations.

If your child scores below the 25th percentile on the universal screener for reading, he/she is placed in an intervention group to support skills growth.

Dyslexia Screening

Phonological Awareness
Sound-Symbol Recognition
Alphabet Knowledge
Decoding Skills
Rapid Naming
Encoding (Spelling) Skills

DYSLEXIA SPECIFIC SCREENING

If your child scores below the 25th percentile on the universal screener for reading, or if your child scores above the 25th percentile on the universal screener and you or your child's teacher suspect he/she may have characteristics of dyslexia:

Your child may be further screened for characteristics of dyslexia in order to match your child to targeted instruction.

In accordance with the 2016 Tennessee "Say Dyslexia" law, this process measures skills in the areas of phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding (spelling) skills.

Characteristics of Dyslexia

Students present with underachievement in some of these areas:

- ACCURATE WORD READING**
Difficulty reading words in isolation
- PHONOLOGICAL DECODING**
Difficulty accurately sounding out and pronouncing unfamiliar words
- READING EFFICIENCY / FLUENCY**
Difficulty with oral reading (slow, inaccurate, or labored)
- SPELLING**
Difficulty with spelling

TIERED INTERVENTION

Tier 1 Instruction

High quality, evidence based instruction that all students receive in the general education setting.

Tier 2 Instruction

Evidence based, skill-specific intervention in addition to Tier 1 core instruction for students who scored below the 25th percentile on the universal screener.

Tier 3 Instruction

Most intensive evidence based, skills-specific small group intervention in addition to Tier 1 core instruction for students who did not respond to Tier 2 instruction or who scored below the 10th percentile on the universal screener or are performing 1.5 to 2 years below grade level expectations.

The RTI² process cannot be used to delay or deny an evaluation for a Specific Learning Disability

REFERRAL FOR TESTING

If your child does not make adequate progress over time with increased intensity and differing instruction during tiered intervention, he/she may be referred for an evaluation in order to determine eligibility for a Specific Learning Disability in the suspected area of weakness through IDEIA. The three forms of Specific Learning Disability in Reading are Basic Reading, Reading Fluency and Reading Comprehension.

DYSLEXIA SPECIFIC INTERVENTION

INSTRUCTIONAL METHODS: EVIDENCE BASED, MULTI-SENSORY, DIRECT INSTRUCTION, SYSTEMATIC, CUMULATIVE

INSTRUCTIONAL FOCUS: PHONOLOGICAL AWARENESS, SOUND-SYMBOL ASSOCIATION, SYLLABLE STRUCTURE, MORPHOLOGY, SYNTAX, SEMANTICS

Students who present with characteristics of dyslexia receive dyslexia-specific intervention