



# Alabama Dyslexia Resource Guide

# **Alabama State Board of Education**

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# Section 1

## INTRODUCTION

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.

The purpose of the *Alabama Dyslexia Resource Guide* is to provide continually updated guidance, useful information, and links to valuable resources to assist educators, administrators, and parents or guardians as they provide dyslexia-specific services and support for students in Alabama's public schools. The [Alabama State Board of Education Dyslexia Resolution](#) was unanimously adopted on April 8, 2015, and is included in the Resources portion of this guide. The Dyslexia Resolution defined dyslexia, recognized the significant educational implications that may result for students with dyslexia, called for the creation of a [Dyslexia Advisory Council](#), and called for revision of the *Alabama Administrative Code* to acknowledge and address dyslexia and subsequent services needed to ensure the success of students with dyslexia. The [Dyslexia Amendments to the Alabama Administrative Code](#) were adopted by the State Board of Education and are included in the Resources portion of this guide. Implementation of these amendments within a tiered, instructional framework should result in improved educational outcomes for all students.

The Alabama State Board of Education Dyslexia Resolution and the *Alabama Administrative Code* embrace the following definition of dyslexia:

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. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the delivery of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

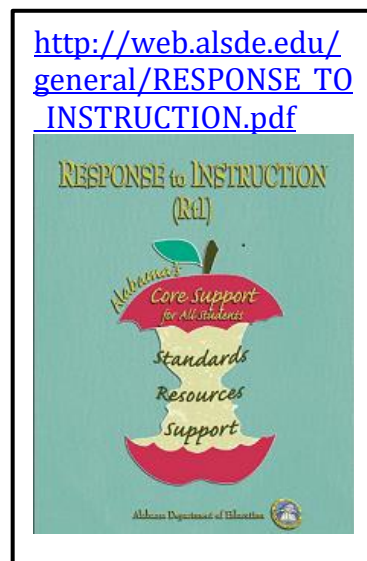
The *Alabama Administrative Code* (AAC) details the regulations that govern Alabama Public Schools.

Revisions to the AAC can be found in Appendix K of this document or at this link.

<http://www.alsde.edu/sec/ari/Dyslexia/AAC%20Revisions%2010-8-15.pdf>

**Rationale for Alabama’s Dyslexia Services Plan: Address dyslexia-related learning challenges or difficulties before the child develops a need for special education services.**

Students with dyslexia often experience difficulties with reading, writing, and spelling that are unexpected in view of their other abilities. When the Problem Solving Team (PST) or [Response to Instruction \(RtI\) framework](http://web.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf) is utilized to ensure that these challenges are recognized through dyslexia screenings that lead to needed dyslexia-specific interventions, many students will develop reading, writing, and spelling skills needed to become college- and career-ready without the need for special education support. Without identification and effective intervention, these initial learning challenges may instead develop into learning disabilities as the student’s reading, writing, and spelling skills do not develop at the expected rate, and referral for Special Education evaluation may be needed.



Dyslexia-specific screenings will equip schools to identify students who may benefit from dyslexia-specific interventions and services but these screenings are not intended to diagnose dyslexia. If the student identified through screening does not respond to dyslexia-specific intervention, additional assessments may be needed to determine the underlying cause of the student’s limited response to intervention; and, at that point the student may be found to need referral for special education services.

## Section 2

### OVERVIEW

#### **Why do we need to identify students with characteristics of dyslexia and provide support through the PST and RtI framework in Alabama?**

- Without early identification and appropriate interventions, the learning challenges encountered by students with dyslexia often emerge as profound learning disabilities that are resistant to remediation.
- Early school failure and frustration typically result in reduced self-esteem and behavioral issues.
- 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.
- Through effective dyslexia screening, students with dyslexia can be identified as early as kindergarten, long before their learning challenges have resulted in learning disabilities. <sup>4, 8, 10</sup>
- Early identification and intervention will equip many students with dyslexia for success in school and in life, will preserve the students' self-esteem, and may eliminate their later need for special education services. <sup>8, 10</sup>

- Individuals with dyslexia are usually very intelligent, but without early identification and intervention, they are:
  - Much more likely to drop out of high school. <sup>1,2,7</sup>
  - Much more likely to be unemployed or underemployed. <sup>11</sup>
  - Much more likely to be disconnected from society. <sup>11</sup>
  - Much more likely to be incarcerated. <sup>1, 2, 11</sup>
- More than half of all inmates in the United States are illiterate. <sup>2</sup>
- Early identification and appropriate dyslexia-specific early intervention provided through general education in Alabama schools will:
  - Reduce the negative academic and social impacts of dyslexia. <sup>4, 5</sup>
  - Equip individuals with dyslexia to be literate, productive Alabama citizens realizing their full potential and contributing to the economic well-being of Alabama. <sup>5, 10, 12</sup>

## **Components of Alabama’s Dyslexia Services Plan**

- **Screening**
  - The Problem Solving Teams will analyze screening and progress-monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students with academic/and or behavioral difficulties, including those students who exhibit the characteristics of dyslexia.
  - Students will be screened for characteristics of dyslexia using screening instruments currently in place for use in public schools.
- **Intervention**
  - Screening results will be used by the Problem Solving Team (PST) to determine appropriate intervention needs of students, including dyslexia-specific interventions.
  - The PST will monitor the student’s response to intervention and communicate regularly with the family regarding the progress being made by the student.
- **Classroom Instruction**

- With professional development and instructional coaching support, classroom teachers will utilize effective evidence-based classroom strategies that have been shown to be effective for students with dyslexia.
- **Assistive Technology**
  - Students who fail the dyslexia screening and are reading considerably below grade-level may need to be provided with assistive technology to have access to academic content.
    - [Examples of assistive technology](#) - <http://dyslexiahelp.umich.edu/tools/software-assistive-technology>
    - [Examples of tablet apps](#) - <http://dyslexiahelp.umich.edu/tools/apps>
- **Accommodations**
  - Students who fail the dyslexia screening and are in need of classroom support may need to be provided with accommodations to “level the playing field.”
  - Examples of accommodations often needed by students with dyslexia are included in the Classroom Strategies chapter of this Resource Guide.
- **Professional Development**
  - The Alabama State Department of Education (ALSDE) will make available to Alabama public school educators a dyslexia certification training course accredited by the International Multisensory Structured Language Education Council (IMSLEC) or by the International Dyslexia Association (IDA). This certification training course will equip educators to support other educators, to provide dyslexia-specific intervention, and to modify the dyslexia-specific intervention as needed by individual students.
  - Professional development regarding dyslexia and implications for the classroom teachers will be provided. This professional development should target dyslexia awareness training, dyslexia screening, dyslexia-specific classroom strategies, academic accommodations, and use of assistive technology.

For a list of IDA accredited teacher training programs go to the following link:

<https://eida.org/accredited-teaching-training-programs/>



**NOTE:** The implementation of the Dyslexia Services Plan through the PST/RtI framework should NOT delay special education evaluations if a specific learning disability is suspected. If a parent or teacher requests a special education evaluation for a student due to a suspected learning disability, the request should be considered by the IEP team. It is possible for a student to participate in dyslexia services including dyslexia-specific intervention while a special education evaluation is being completed.

### **The following aspects of dyslexia should be considered:**

- Despite some letter reversals or inversions, students with dyslexia DO NOT see all words or letters backwards, and dyslexia is not the result of visual difficulties.
- Dyslexia is not new and was initially identified in 1896 by Dr. W. Pringle Morgan.
- Many of the most effective dyslexia-specific interventions used today are derivatives of the multisensory, intervention approach initially developed in the 1930's by Dr. Samuel Orton and Anna Gillingham and are often referred to as *Orton-Gillingham* (OG) based or multisensory interventions.
- Dyslexia occurs on a continuum of severity.
- Dyslexia tends to be inherited and generally “runs in families.”
- Dyslexia is the most common cause of reading, writing, and spelling difficulties.
- Dyslexia impacts males and females and individuals with different ethnic and socio-economic backgrounds almost equally.
- Dyslexia is a lifelong, genetic-based condition and cannot be cured because it is not a disease.
- The reading, writing, and spelling challenges that typically accompany dyslexia often can be remediated through multisensory, dyslexia-specific instruction and interventions.
- Brain-imaging research indicates that unlike typical learners who use left-hemisphere structures for reading, individuals with dyslexia use more right-hemisphere structures for reading and its component processing.<sup>3</sup>

- Being “right-brain thinkers” results in difficulties in processing information needed for reading, writing, and spelling when these skills are taught in the typical manner.<sup>3</sup>
- Being “right-brain thinkers” also results in many advantages equipping individuals with dyslexia to be more likely to “see the big picture,” to “think outside the box,” to develop novel problem-solving approaches, and to have an entrepreneurial spirit.<sup>3</sup>
  - Individuals with dyslexia may be gifted and talented in various areas – music, arts, athletics, or intellectual pursuits.
  - Individuals with dyslexia may show special aptitude in visual spatial thinking or three-dimensional awareness and may excel in professions requiring those abilities (design, architecture, engineering, photography).
  - Individuals with dyslexia may have strong technical and mechanical aptitude.
  - Individuals with dyslexia may be accustomed to trying hard and fighting barriers in order to achieve success.

## **Common Dyslexia Challenges That Impact Learning to Read, Write, and Spell <sup>9</sup>**

**Early literacy challenges** – students with dyslexia may have difficulty with:

- Understanding that sounds make words.
- Rhyming.
- Identifying beginning, middle, and ending sounds in words.
- Recognizing, blending, and segmenting individual sounds within words.
- Letter recognition – capital and lowercase.
- Left to right and top to bottom directionality.
- Ability to read and write their own name.

**Reading challenges** – students with dyslexia may have difficulty with:

- 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 words or parts of words).
- Fluency (reading with ease, speed, and expression).
- Comprehension of text.
- Maintaining place while reading.

**Writing challenges** – students with dyslexia may have difficulty with:

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

## **Dyslexia Challenges to Look For in Specific Grades <sup>9</sup>**

### **Pre-K and Kindergarten**

- Problems with pronouncing words correctly.
- Delayed language and vocabulary development.
- Difficulty in reciting the alphabet and days of the week sequentially.
- 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**

- Slowness in learning the connection between letters and sounds.
- Letter reversals (b/d) and inversions (u/n).
- Lack of a systematic approach to sounding out words.
- Difficulty in reading words (by sight and 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.
- Problem with recalling facts.
- Difficulty in learning math facts, especially multiplication tables.
- Problem with telling time and with understanding time concepts such as before and after.
- Problems in understanding directions.

### **Grades 5-8**

- Weak decoding skills; slowness in figuring out multisyllabic words.
- Poor sight word vocabulary.
- Difficulty in learning spelling strategies such as root words, affixes, spelling patterns.
- Poor oral reading; lack of fluency.
- Difficulty with word problems in math.
- Problems recalling facts.
- Good oral self-expression, but not in writing.

### **High School**

- Poor spelling.
- Poor written composition.
- Avoidance of reading or writing assignments.
- Incorrect reading of information.

- Trouble with summarizing.
- Poor memory skills.
- Slow work speed.
- Problems with organizing work and managing assignments.
- Difficulty with performing in classes that have reading and writing demands.
- Difficulty in learning a foreign language.

## **Successful Outcomes for Students**

By implementing the Dyslexia Services Plan described in the *Alabama Administrative Code*, schools across our state will succeed in meeting the instructional needs of a significant number of students including those whose challenges may result from dyslexia. Early identification through screening; provision of dyslexia-specific intervention, needed accommodations, and assistive technology as needed; and provision of classroom instructional support will be facilitated through ongoing and embedded professional development. Educators who are thereby equipped to fulfill the aspirations of the Alabama Dyslexia Services Plan will reap the significant benefits of improved student outcomes as envisioned in PLAN 2020. The benefits to be gained through these services will extend to all students, including those with dyslexia.

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## Section 3

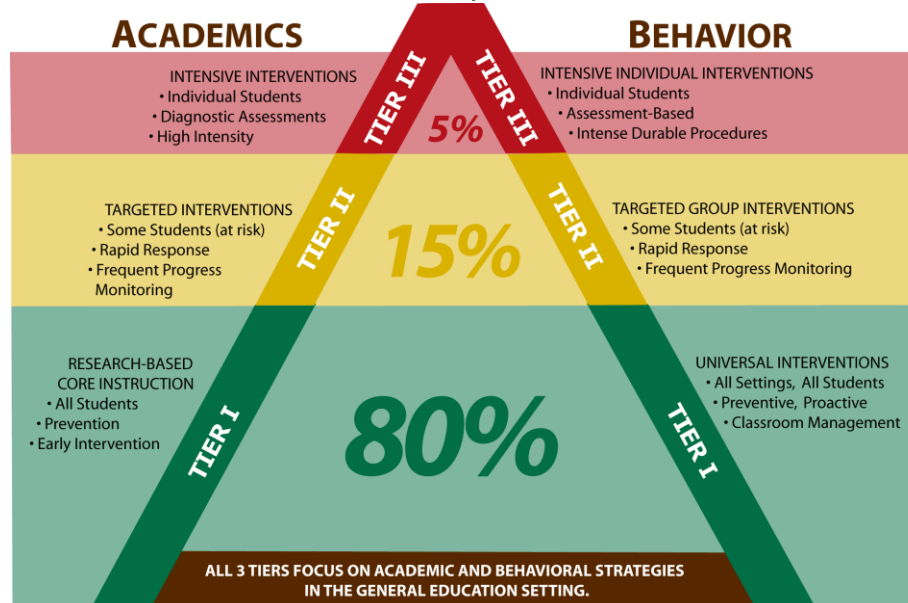
# Response to Instruction (RtI)

Response to Instruction (RtI) refers to an instructional/behavioral framework that promotes a well-integrated system, connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

*Tier I: Core Instruction is for all students. Screening data is used to allow teachers to differentiate instruction.*

*Tier II: Targeted Interventions are provided for students who are not adequately progressing in Tier I. This supplemental intervention should be provided as soon as possible after data reveals a need. Progress monitoring is used to determine the response to the intervention.*

*Tier III: Intensive Interventions are based on diagnostic assessments and are delivered at a high level of intensity. Progress monitoring is used to determine response to the intervention.*



[Alabama's instructional model](#) has three tiers that focus on academic and behavioral strategies in the general education setting. The expectation is that K-12 general education teachers teach in a way that meets the varied needs of their students, utilizing ongoing assessments to identify students in need of additional instructional support as early as possible.

District and school leaders are encouraged to organize school resources so that students receive instructional support in a timely manner. According to the *Alabama Administrative Code*, all public schools in Alabama are required to implement the Problem Solving Team (PST) model. The PST process is designed to guide general education intervention services for all students who have academic and/or behavioral difficulties. The PST is central to the school's successful implementation of the Response to Instruction (RtI) framework. A problem-solving process will assist the classroom teacher in designing and selecting strategies that have a high

*Dyslexia is defined in the Alabama Administrative Code, Chapter 290-3-1.02(20), as a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.*

probability of success for improving student academic and/or behavioral performance.

The RtI process includes the following assessments.

- **Universal Screening.** Administered to all students to determine their level of mastery of grade-level standards
- **Progress Monitoring.** Monitors student’s response to intervention regularly to determine growth over time
- **Diagnostic Assessment.** Provides a comprehensive look at the student’s strengths and areas of need. Provides specific information on how to meet student’s instructional needs
- **Summative Assessment.** Determines student’s performance at grade level and in comparison to their peers



Following the school’s universal screener, problem-solving teams will determine which students who score below benchmark expectations on the screening instruments currently in place in the school will need additional dyslexia-specific screening, as well as any student recommended by the teacher or parent/guardian. As previously stated, the RtI process creates the opportunity for students to receive additional academic or behavioral support. It is imperative that interventions are appropriately selected based on what the data are showing that students need. Based upon the results of the dyslexia screening, students will be provided with dyslexia-specific intervention when indicated. According to the *Alabama Administrative Code*, Chapter 290-3-1.02(19)(d), the problem-solving team is responsible for analyzing, screening, and progress monitoring data to ensure that students with academic and/or behavioral problems, including students with dyslexia, receive appropriate interventions. Additionally, the team should regularly share with parents the dyslexia-specific intervention goals and data-based progress monitoring results.



## Section 4

### DYSLEXIA-SPECIFIC SCREENING PROCESS

The results of reading screenings conducted in schools across the state as part of the school's RtI framework will be used to determine students' need for dyslexia-specific screenings. Additionally, students will be provided with dyslexia-specific screenings upon teacher or parent request.

It is recommended that students who score below benchmark expectations on the school's reading screening will participate in dyslexia-specific screening to determine need for dyslexia-specific intervention and dyslexia services. Dyslexia-specific screening will allow the student to demonstrate essential word-level or basic reading skills as outlined below.

**Dyslexia-specific screening for students in Grades 1-12 will provide the student with an opportunity to demonstrate:**

1. [Accuracy of word reading in on-grade-level text](#)
2. [Spelling skills](#)
3. [Phonemic decoding efficiency skills \(decoding nonsense words\)](#)
4. [Sight word reading efficiency skills](#)

If the student achieves standard scores below benchmark expectations on three of four screening skill indicators, the student will be determined to have failed the dyslexia-specific screening. The Problem Solving Team will review all available data including dyslexia-specific screening data and determine student intervention needs.

If a student in Grades 1-2 has failed the reading screening utilized by the school, available performance information in the areas of nonsense word fluency and oral reading fluency may be used in the place of phonemic decoding efficiency and accuracy of word reading in on-grade-level text.

**Kindergarten students who fail the reading screening in the fall should be provided with tiered intervention as determined by the Problem Solving Team. Dyslexia-specific screening for students in kindergarten should not be conducted prior to December of the kindergarten year (winter benchmark period). Dyslexia-specific screening for students in kindergarten will provide the student with an opportunity to demonstrate:**

1. [Letter naming skill](#)
2. [Letter sound skill](#)
3. [Phoneme segmentation skill](#)
4. [Nonsense word fluency skill](#)

If the student achieves standard scores below benchmark expectations on three of four screening skill indicators, the student will be determined to have failed the dyslexia-specific screening. The Problem Solving Team will review all available data, including dyslexia-specific screening data, and determine student intervention needs.

## Section 5

# CLASSROOM STRATEGIES

The following excerpt is reprinted with permission from the Texas Education Agency (July 2015). It is taken from *The Dyslexia Handbook* published in 2014. This excerpt is from Chapter III, Instruction for Students with Dyslexia, pages 26-29.

### Critical, Evidence-Based Components of Dyslexia Instruction

□ **Phonological awareness**—“Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes” (Birsh, 2011, p. 19).

□ **Sound-symbol association**—Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2011, p. 19). “Explicit phonics refers to an organized program in which these sound-symbol correspondences are taught systematically.” (Berninger & Wolf, 2009, p. 53)

### THE CONTENT OF INSTRUCTION

#### What is taught

- Phonology
- Sound/symbol Association
- Syllable Instruction
- Morphology
- Syntax
- Semantics

### THE PRINCIPLES OF INSTRUCTION

#### How it is taught

- Systematically and Cumulatively
- Explicitly
- Diagnostically

[http://www.dyslexia-hawaii.org/images/uploads/2014-10\\_IDADyslexiaHandbookWhatEveryFamilyShouldKnow.pdf](http://www.dyslexia-hawaii.org/images/uploads/2014-10_IDADyslexiaHandbookWhatEveryFamilyShouldKnow.pdf)

□ **Syllabication**—“A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following: closed, open, vowel-consonant-e, r-controlled, vowel pair (or vowel team), and consonant-le (or final stable syllable). Rules for dividing syllables must be directly taught in relation to the word structure.” (Birsh, 2011, p. 19)

□ **Orthography**—Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.

□ **Morphology**—“Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words.

A morpheme is the smallest unit of meaning in a given language.” (Birsh, 2011, p. 19)

□ **Syntax**—“Syntax is the sequence and function of words in a sentence in order to convey meaning. This includes grammar and sentence variation and affects choices regarding mechanics of a given language.” (Birsh, 2011, p. 19)

□ **Reading comprehension**—Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader’s skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader’s interest in what he or she is reading and motivation to comprehend its meaning. (Birsh, 2011, pp. 9 and 368; Snow, 2002)

□ **Reading fluency**—“Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension”(Moats & Dakin, 2008, p. 52). Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages). (Henry, 2010, p. 104)

In addition, other areas of language processing skills, such as written expression, which require integration of skills, are often a struggle for students with dyslexia. Moats and Dakin (2008) posit the following:

The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved (p. 55).

### **Delivery of Dyslexia Instruction**

While it is necessary that students are provided instruction in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include **all** of the following:

- **Simultaneous, multisensory (VAKT)**—“Multisensory instruction utilizes all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning” (Birsh, 2011, p. 19). “Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning.” (Moats & Dakin, 2008, p. 58)
  
- **Systematic and cumulative**—“Systematic and cumulative instruction requires the organization of material follow order of the language. The sequence must begin with the easiest concepts and progress methodically to more difficult concepts. Each step must also be based on elements previously learned. Concepts taught must be systematically reviewed to strengthen memory.” (Birsh, 2011, p. 19)
  
- **Explicit instruction**—“Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print” (Moats & Dakin, 2008, p. 58). Explicit Instruction is “an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently.” (Mather & Wendling, 2012, p. 326)
  
- **Diagnostic teaching to automaticity**—“Diagnostic teaching is knowledge of prescriptive instruction that will meet individual student needs of language and print concepts. The teaching plan is based on continual assessment of the student’s retention and application of skills” (Birsh, 2011, p. 19.). “This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student” (Moats & Dakin, 2008, p. 58). “When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner.” (Berninger & Wolf, 2009, p. 70)
  
- **Synthetic instruction**—“Synthetic instruction presents the parts of any alphabetic language (morphemes) to teach how the word parts work together to form a whole (e.g., base word, derivative).” (Birsh, 2011, p. 19)
  
- **Analytic instruction**—“Analytic instruction presents the whole (e.g., base word, derivative) and teaches how the whole word can be broken into its component parts (e.g., base word, prefix, root, and suffix).” (Birsh, 2011, p. 19)

## SECTION 6

# ACCOMMODATIONS AND ASSISTIVE TECHNOLOGY

*The International Dyslexia Association (IDA) prepared this fact sheet describing reasonable accommodations involving materials, interactive instruction, and student performance to help children with learning problems in general education and special education classrooms.*

<http://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings>

The IDA encourages the reproduction and distribution of this resource kit. If portions of the text are cited, appropriate reference must be made. This may not be reprinted for the purpose of resale.

40 York Road, 4th Floor • Baltimore, MD 21204  
Info@interdys.org  
www.interdys.org

Teaching students with dyslexia across settings is challenging. Both general education and special education teachers seek accommodations that foster the learning and management of a class of heterogeneous learners. It is important to identify accommodations that are reasonable to ask of teachers in all classroom settings. The following accommodations appear reasonable and provide a framework for helping students with learning problems achieve in general education and special education classrooms. They are organized according to accommodations involving materials, interactive instruction, and student performance.

### **Accommodations Involving Materials**

Students spend a large portion of the school day interacting with materials. Most instructional materials give teachers few activities or directions for teaching a large class of students who learn at different rates and in various ways. This section provides material accommodations that enhance the learning of diverse students. Frequently,

paraprofessionals, volunteers, and students can help develop and implement various accommodations. Material accommodations include the following:

- 1. Use technology.** [Read and Write for Google Chrome](#) is a free resource that provides text to speech and speech to text applications for students allowing them to both read and write via technology using Google Chrome on Chromebooks, MACs, and PCs. [Teachers may register](#) with Texthelp to receive a free premium version of this tool. The [Livescribe pen](#) apps described at [Dyslexia Help U Michigan](#) offer valuable help to anyone struggling with reading, writing, and spelling.
- 2. Clarify or simplify written directions.** Some directions are written in paragraph form and contain many units of information. These can be overwhelming to some students. The teacher can help by underlining or highlighting the significant parts of the directions. Rewriting the directions is often helpful.

*For example: Original directions:* This exercise will show how well you can locate conjunctions. Read each sentence. Look for the conjunctions. When you locate a conjunction, find it in the list of conjunctions under each sentence. Then circle the number of your answer in the answer column.

*Directions rewritten and simplified:* Read each sentence and circle all conjunctions.

Some additional resources are [Inspiration](#) and [Kidspiration](#), and <http://www.ldonline.org/columnists/richards>.

- 3. Present a small amount of work.** The teacher can tear pages from workbooks and materials to present small assignments to students who are anxious about the amount of work to be done. This technique prevents students from examining an entire workbook, text, or material and becoming discouraged by the amount of work. Also, the teacher can reduce the amount of work when it appears redundant. *For example,* the teacher can request the student to complete only odd-numbered problems or items

with stars by them or can provide responses to several items and ask the student to complete the rest. Finally, the teacher can divide a worksheet into sections and instruct the student to do a specific section. A worksheet is divided easily by drawing lines across it and writing “go” and “stop” within each section.

4. **Block out extraneous stimuli.** If a student is easily distracted by visual stimuli on a full worksheet or page, a blank sheet of paper can be used to cover sections of the page not being worked on at the time. Also, line markers can be used to aid reading, and windows can be used to display individual math problems.
5. **Highlight essential information.** If an adolescent can read a regular textbook but has difficulty finding the essential information, the teacher can mark this information with a highlight pen.
6. **Locate place in consumable material.** In consumable materials in which students progress sequentially (such as workbooks), the student can make a diagonal cut across the lower right-hand corner of the pages as they are completed. With all the completed pages cut, the student and teacher can readily locate the next page that needs to be corrected or completed.
7. **Provide additional practice activities.** Some materials do not provide enough practice activities for students with learning problems to acquire mastery on selected skills. Teachers then must supplement the material with practice activities. Recommended practice exercises include instructional games, peer-teaching activities, self-correcting materials, computer software programs, and additional worksheets.
8. **Provide a glossary in content areas.** At the secondary level, the specific language of the content areas requires careful reading. Students often benefit from a glossary of content-related terms.
9. **Develop reading guides.** A reading guide provides the student with a road map of what is written and features periodic questions to help him or her focus on relevant



content. It helps the reader understand the main ideas and sort out the numerous details related to the main ideas. A reading guide can be developed paragraph-by-paragraph, page-by-page, or section-by-section. Other helpful resources are [Inspiration](#) and [Kidspiration](#).

## **Accommodations Involving Interactive Instruction**

The task of gaining students' attention and engaging them for a period of time requires many teaching and managing skills. Teaching and interactions should provide successful learning experiences for each student. Some accommodations to enhance successful interactive instructional activities are:

- 1. Use explicit teaching procedures.** Many commercial materials do not cue teachers to use explicit teaching procedures; thus, the teacher often must adapt a material to include these procedures. Teachers can include explicit teaching steps within their lessons (i.e., present an advanced organizer, demonstrate the skill, provide guided practice, offer corrective feedback, set up independent practice, monitor practice, and review).
- 2. Repeat directions.** Students who have difficulty following directions are often helped by asking them to draw, design a Mind Map as in [Inspiration](#) and [Kidspiration](#), or make a foldable of the problem or directions. Also, students who have difficulty following directions are often helped by asking them to repeat the directions in their own words. The student can repeat the directions to a peer when the teacher is unavailable. The following suggestions can help students understand directions: (a) if directions contain several steps, break down the directions into subsets; (b) simplify directions by presenting only one portion at a time and by writing each portion on the chalkboard as well as stating it orally; and (c) when using written directions, be sure that students are able to read and understand the words as well as comprehend the meaning of sentences.

3. **Maintain daily routines.** Many students with learning problems need the structure of daily routines to know and do what is expected.
4. **Provide a copy of lecture notes.** The teacher can give a copy of lecture notes to students who have difficulty taking notes during presentations.
5. **Provide students with a graphic organizer.** An outline, chart, or blank web can be given to students to fill in during presentations. This helps students listen for key information and see the relationships among concepts and related information. Some helpful resources are [Inspiration](#), [Kidspiration](#), and <http://www.ldonline.org/columnists/richards>.
6. **Use step-by-step instruction.** New or difficult information can be presented in small sequential steps. This helps learners with limited prior knowledge who need explicit or part-to-whole instruction. Dyslexic students are often helped by giving them the big picture, the bottom line, and the desired outcome view first.
7. **Simultaneously combine verbal and visual information.** Verbal information can be provided with visual displays (e.g., on an overhead or handout). Some helpful resources are [Inspiration](#) and [Kidspiration](#), and <http://www.ldonline.org/columnists/richards>.
8. **Write key points or words on the chalkboard.** Prior to a presentation, the teacher can write new vocabulary words and key points on the chalkboard or overhead. Use pictures or icons with the key points.
9. **Use balanced presentations and activities.** An effort should be made to balance oral presentations with visual information and participatory activities. Also, there should be a balance between large group, small group, and individual activities.

Some helpful resources are [FoldablesImages.com](http://FoldablesImages.com) and <http://www.ldonline.org/columnists/richards>.

10. **Use mnemonic instruction.** Mnemonic devices can be used to help students remember key information or steps in a learning strategy. (An example of mnemonic instruction is using the word HOMES to remember the names of the Great Lakes. **H** is for Lake Huron, **O** is for Lake Ontario, **M** is for Lake Michigan, **E** is for Lake Erie, and **S** is for Lake Superior.) Other helpful resources may be found at <http://www.ldonline.org/columnists/richards> and <http://www.amazon.com?LEARN-Playful-Strategies-All-Students/dp/096613542>.
11. **Emphasize daily review.** Daily review of previous learning or lessons can help students connect new information with prior knowledge. Seeing, hearing, talking, touching, and moving while studying will maximize learning. Moving while learning will improve success in all subjects; the “SWAG (Study With All Gears) triangle” of simultaneously seeing (occipital lobes), hearing/talking (temporal lobes), and touching/moving (parietal lobes) is the magic key to open the doors for learning in all students and especially for dyslexic students. Reviewing important material again just before going to bed will improve memory of the reviewed material.

## **Accommodations Involving Student Performance**

Students vary significantly in their ability to respond in different modes. For example, students vary in their ability to give oral presentations; participate in discussions; write letters and numbers; write paragraphs; draw objects; spell; work in noisy or cluttered settings; and read, write, or speak at a fast pace. Moreover, students vary in their ability to process information presented in visual or auditory formats. The following accommodations involving mode of reception and expression can be used to enhance students' performance:

1. **Change response mode.** For students who have difficulty with fine motor responses (such as handwriting), the response mode can be changed to

underlining, selecting from multiple choices, sorting, or marking. Students with fine motor problems can be given extra space for writing answers on worksheets or can be allowed to respond on individual chalkboards. Encourage the student to use drawing (<http://dyslexiahelp.umich.edu/success-stories/shaun-sanders>, FoldablesImages.com, design a PowerPoint or other presentation; and make arts and crafts in giving his/her response.

2. **Provide an outline of the lecture.** An outline enables some students to follow the lesson successfully and make appropriate notes. Moreover, an outline helps students to see the organization of the material and ask timely questions. Some helpful resources are [Inspiration](#) and [Kidspiration](#).
3. **Encourage use of graphic organizers.** A graphic organizer involves organizing material into a visual format. To develop a graphic organizer, the student can use the following steps: (a) list the topic on the first line, (b) collect and divide information into major headings, (c) list all information relating to major headings on index cards, (d) organize information into major areas, (e) place information under appropriate subheadings, and (f) place information into the organizer format. Some helpful resources are [Inspiration](#) and [Kidspiration](#).
4. **Place students close to the teacher.** Students with attention problems can be seated close to the teacher, chalkboard, or work area and away from distracting sounds, materials, or objects.
5. **Encourage use of assignment books or calendars.** Students can use calendars to record assignment due dates, list school-related activities, record test dates, and schedule timelines for schoolwork. Students should set aside a special section in an assignment book or calendar for recording homework assignments. Some helpful resources are [Dyslexia Help U Michigan](#), [AnyDo](#), [EverNote](#), [AudioNote](#), and OneNote (<https://www.onenote.com/>).

6. **Reduce copying by including information or activities on handouts or worksheets.**
7. **Have students turn lined paper vertically for mathematics.** Lined paper can be turned vertically to help students keep numbers in appropriate columns while computing mathematical problems.
8. **Use cues to denote important items.** Asterisks or bullets can denote questions or activities that count heavily in evaluation. This helps students spend time appropriately during tests or assignments.
9. **Design hierarchical worksheets.** The teacher can design worksheets with problems arranged from easiest to hardest. Early success helps students begin to work.
10. **Allow use of instructional aids.** Students can be provided with letter and number strips to help them write correctly. Number lines, counters, and calculators help students compute once they understand the mathematical operations.
11. **Display work samples.** Samples of completed assignments can be displayed to help students realize expectations and plan accordingly.
12. **Use peer-mediated learning.** The teacher can pair peers of different ability levels to review their notes, study for a test, read aloud to each other, write stories, or conduct laboratory experiments. Also, a partner can read math problems for students with reading problems to solve.
13. **Encourage note sharing.** A student can use carbon paper or a notebook computer to take notes and then share them with absentees and students with learning problems. This helps students who have difficulty taking notes to

concentrate on the presentation. Some helpful resources are [EverNote](#), [AudioNote](#), and OneNote (<https://www.onenote.com/>).

- 14. Use flexible work times.** Students who work slowly can be given additional time to complete written assignments.
- 15. Provide additional practice.** Students require different amounts of practice to master skills or content. Many students with learning problems need additional practice to learn at a fluency level.
- 16. Use assignment substitutions or adjustments.** Students can be allowed to complete projects instead of oral reports or vice versa. Also, tests can be given in oral or written format. For example, if a student has a writing problem, the teacher can allow her or him to outline information and give an oral presentation instead of writing a paper.

## Section 7

# DYSLEXIA-SPECIFIC INTERVENTIONS

Resources included in this section are listed in alphabetical order and should be considered as a representative sample of research/evidence-based materials that have been used successfully with students with dyslexia. While this list is intended to be useful to schools in selecting dyslexia-specific interventions, it does not constitute an endorsement by the ALSDE of any product.

Each of these dyslexia-specific interventions is research/evidenced-based, providing specialized reading, writing, and spelling instruction that is multisensory in nature equipping students to simultaneously use multiple senses (vision, hearing, touch, and movement). These dyslexia-specific interventions employ direct instruction of systematic and cumulative content. The sequence begins with the easiest and most basic elements and progresses methodically to more difficult material. Each step builds upon those already learned. Concepts are systematically reviewed to strengthen memory. The components of these dyslexia-specific interventions include instruction targeting phonological awareness, sound-symbol association, syllable structure, morphology, syntax, and semantics.

The Dyslexia-Specific Intervention Program Checklist included in Appendix J may be useful as LEAs consider other dyslexia-specific interventions not described in this Resource Guide

***NOTE: This is not intended to be a comprehensive nor inclusive list of resources and should not be viewed as specific product endorsement by the ALSDE but rather as examples of interventions that include all necessary components of dyslexia-specific intervention and have been used successfully with students with dyslexia.***

**A NOTE ABOUT CONTROVERSIAL DYSLEXIA INTERVENTIONS:** There are a number of interventions or therapies that would not meet the criteria included in the AAC definition of dyslexia-specific intervention. Some interventions have been described as controversial and should be avoided. Information about controversial therapies can be found at the following links:

<https://eida.org/false-claims-mislead-about-dyslexia-treatment/>

<http://www.aao.org/clinical-statement/joint-statement-learning-disabilities-dyslexia-vis>

<http://pediatrics.aappublications.org/content/124/2/837>



## EXAMPLES OF DYSLEXIA-SPECIFIC INTERVENTIONS

- ***Helping Students with Dyslexia and Dysgraphia Make Connections***
  - [http://www.amazon.com/Helping-Students-Dyslexia-Dysgraphia-Connections/dp/1598570218/ref=sr\\_1\\_1?ie=UTF8&qid=1439478024&sr=8-](http://www.amazon.com/Helping-Students-Dyslexia-Dysgraphia-Connections/dp/1598570218/ref=sr_1_1?ie=UTF8&qid=1439478024&sr=8-)
  - For students in Grades 4-9
  - Reading and writing curriculum
  - Unit I – Word Detectives
    - Lessons 1-4: Words and Word Parts for Sound, Spelling, and Meaning
    - Lessons 15-28: Morphological Awareness Treatment
  - Unit II – Mark Twain Writers Workshop (14 lessons)
  - Unit III – John Muir Writing-Readers in Science (8 lessons)
  - Unit IV – Sequoyah Writing Reader Club (15 lessons)
  
- ***LANGUAGE!***
  - <http://www.voyagersopris.com/curriculum/subject/literacy/language-4th-edition>
  - Grades 4-12
  - Phonemic awareness / phonics, word recognition / spelling, vocabulary / morphology, grammar / usage, speaking / writing, listening / reading comprehension
  - 90-minute lessons daily
  - Professional development available from the publisher
  
- ***Lexia Reading Core5***
  - [www.lexialearning.com](http://www.lexialearning.com)
  - Moves through the six areas of reading (phonemic awareness, phonics, structural analysis, fluency, vocabulary, and comprehension)
  - Highly structured and sequential
  - Blended-learning approach
  - Prescribes the appropriate intensity of instruction

- Adaptive technology to include explicit instruction
- Scaffolding system for support
- Use of multi-sensory techniques
  
- **Mindplay Virtual Reading Coach**
  - <http://mindplay.com/student-programs/virtual-reading-coach>
  - Cloud-based cross platform works on Chrome, Windows, Mac operating systems
  - Online assessments and lessons
  - For students in grades k-12
  - Interactive lessons with media-rich content.
  - Direct, explicit, and systematic instruction.
  - Virtual reading specialists and speech pathologists.
  - Self-paced and mastery-based instruction.
  - Immediate and specific feedback.
  - <https://www.youtube.com/watch?v=X5QjKLUKsNU>
  
- **Project Read**
  - [www.projectread.com](http://www.projectread.com)
  - Orton-Gillingham based
  - Extensive use of visual, auditory, kinesthetic, and tactile senses
  - Pre K-High School levels, ELL, and SPED
  - Whole class or small group implementation
  - Three strands – decoding, reading comprehension, and written expression
  - Three models for needed professional development provided by Project Read staff
    - Workshops
    - Onsite demonstration
    - DVDs
  
- **Reading Excellent Word Attack and Rate Development Strategies (REWARDS)**

- <http://www.voyagersopris.com/curriculum/subject/literacy/rewards/take-a-closer-look/rewards-intermediate>
  - Six-step, multisensory strategies for decoding multi-syllable words
  - Appropriate for students with grade 3 or higher reading levels who can read one and two syllable words accurately but who struggle with longer words.
  - This can be valuable for students who have completed other dyslexia-specific interventions but need support for fluency with multi-syllable words
  - 25 lessons included in Intermediate Level for students in grades 4-6
  - 20 lessons included in Secondary Level for students in grades 6-12
  - Placement and progress monitoring assessments
  - 50-60 minute lessons that can be delivered in 30 minute segments if needed
  - Well-organized, scripted teacher's manual
  - Digital tools and resources
  - Explicit, systematic instruction following "I do" "We do", "You do" format
  - Professional development available from the publisher
- ***Spalding Writing Road to Reading***
    - [www.spalding.org](http://www.spalding.org)
    - [www.youtube.com/user/TheSpaldingMethod/featured](http://www.youtube.com/user/TheSpaldingMethod/featured)
    - Two hours daily
    - Whole class and small group
    - *Orton-Gillingham* based
    - All facets of a written language program are included: reading, writing, spelling, handwriting, and sound-symbol correspondence; and are integrated.
    - Two 45-hour professional development workshops are offered by Spalding staff.
- ***Specialized Program Individualizing Reading Excellence (S.P.I.R.E.)***
    - <http://eps.schoolspecialty.com/products/literacy/reading-intervention/s-p-i-r-e-3rd-edition/>
    - *Orton-Gillingham* based

- Appropriate for students with K-8 reading levels
- *Sounds Sensible* for Kindergarten
- Eight SPIRE levels
- Placement test
- Small groups of 1-6 students
- 45-60 minute lessons, five days per week
- Should be able to complete 2-3 levels per school year
- Very scripted ten-step lessons
- Training is available from a variety of sources (For more information, contact the Alabama Scottish Rite Foundation.)
- <https://www.youtube.com/watch?v=2ciQV-6FUk0>
  
- **Take Flight**
  - <http://www.tsrhc.org/dyslexia-take-flight>
  - Teacher must be a Certified Academic Language Therapist (CALT) or in Multisensory Structured Language Education (MSLE) training to implement this intervention.
  - *Orton-Gillingham* based and builds on success of early Texas Scottish Rite Hospital curricula (Alphabetic Phonics, Dyslexia Training Program, Literacy Program)
  - For students seven years old and older
  - Two-year curriculum
  - Group size of 1-6
  - Either four 60-minute lessons per week or five 45-minute lessons per week
  - Being implemented in some AL districts already
  
- **Verticy - Phonics/Spelling**
  - <http://www.verticylearning.org/educators/implementation>
  - *Orton-Gillingham* based
  - For students ages 6-adult
  - 45-60 minutes, 5 days per week

- Placement test
  - Four levels – one level completed per year
  - Scripted lessons
  - Group size – 3-10
  - Professional development on DVD and through Webinars
  - <https://www.youtube.com/watch?v=FIS5Lnc2Jio>
- ***Wilson Reading System***
    - [www.wilsonlanguage.com](http://www.wilsonlanguage.com)
    - *Orton-Gillingham* based
    - For students with below 3<sup>rd</sup> grade-level decoding or word-level skills
    - 60-90 minute lessons, five days per week
    - Group size 1-6
    - Steps 1-6 focus upon decoding and encoding.
    - Steps 7-12 focus on advanced word analysis, vocabulary, and comprehension.
    - Grades 2-12
    - 45 hours of professional development provided by a Wilson-certified trainer to get started

# APPENDICES

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- A**      **Dyslexia Screening Tools**
- B**      **Dyslexia Screening Profile Grades 1-12**
- C**      **Dyslexia Screening Profile Grades 1-12 With  
Data**
- D**      **Dyslexia Screening Profile Kindergarten**
- E**      **Dyslexia Screening Profile Kindergarten With  
Data**
- F**      **Parent Resources**
- G**      **Technology Resources**
- H**      **Print Resources**
- I**      **Dyslexia Resolution from the Alabama State  
Board of Education**
- J**      **Dyslexia Advisory Council**
- K**      **Dyslexia Amendments to the  
*Alabama Administrative Code***
- L**      **Dyslexia-Specific Intervention Program  
Checklist**

# APPENDIX A

## Examples of Dyslexia Screening Tools

### Examples of Phonemic Decoding Assessments

#### [Test of Word Reading Efficiency 2 \(TOWRE-2\)](#)

<http://www.proedinc.com/customer/productview.aspx?id=5074>

Phonemic Decoding Efficiency (PDE) Subtest  
Administration time less than one minute  
Norm-referenced

#### *Lexercise Online Assessment - Z Screener - Free*

- <http://www.lexercise.com/tests/dyslexia-test>
- For students in Grades K-11
- Criterion-referenced with benchmark expectations

#### *CORE Phonics Survey (Included in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement, 2<sup>nd</sup> edition)*

- For students in Grades K-12
- Criterion-referenced with benchmark expectations
- May be ordered from Amazon.com

### Examples of Sight Word Reading Assessments

#### [Test of Word Reading Efficiency 2 \(TOWRE-2\)](#)

<http://www.proedinc.com/customer/productview.aspx?id=5074>

Sight Word Efficiency (SWE) Subtest

- Administration time less than one minute
- Norm-referenced
- For students in Grades 1-12

#### *San Diego Quick Assessment (Included in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement (2<sup>nd</sup> edition)*

- For students in Grades K-11
- Criterion-referenced with benchmark expectations
- May be ordered from Amazon.com

#### *San Diego Quick Assessment (Included in Lexercise Online Assessment) - Free*

- <http://www.lexercise.com/tests/dyslexia-test>
- For students in Grades K-11
- Criterion-referenced with benchmark expectations

*CORE Graded High Frequency Word Survey (Included in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement (2<sup>nd</sup> edition)*

- For students in Grades K-4
- Criterion-referenced with benchmark expectations
- May be ordered from Amazon.com

## **Examples of Spelling Assessments**

### [Test of Written Spelling – 5 \(TWS-5\)](#)

- <http://www.proedinc.com/customer/productView.aspx?ID=5214>
- Administer in 5-10 minutes
- Norm-referenced
- For students in Grades 1-12
- Cost – less than \$130

### [Diagnostic Spelling Test – Spell to Read and Write \(free download\)](#)

- [www.bhibooks.net/f/Spelling Diagnostic Test 1.pdf](http://www.bhibooks.net/f/Spelling_Diagnostic_Test_1.pdf)
- Criterion-referenced
- For students in Grades 1-12
- Available for free download

*Developmental Spelling Analysis (included in [Word Journeys, Second Edition: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction](#))*

- Available from Amazon
- Criterion-referenced
- For students in Grades 1-12
- Cost--less than \$30

## **Examples of Passage Reading Assessments**

*Multi-Level Academic Skills Inventory, Revised (MASI-R) Oral Reading Fluency Measures (Included in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement (2<sup>nd</sup> edition)*

- Passages for Grades 1-6
- Criterion-referenced with benchmark expectations ( $\geq$  90% accuracy)
- May be ordered from Amazon.com
- Cost – less than \$50

Grade-level reading accuracy/fluency passages can be created at Intervention Central (<http://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator>)

- Passages for Grades 1-12 may be created (Free)
- Criterion-referenced with benchmark expectations ( $\geq$  90% accuracy)



Grade-level passages are also available within *DIBELS*

- Passages for Grades 1-6
- Criterion-referenced with benchmark expectations ( $\geq 90\%$  accuracy)

*ReadWorks*

<http://www.readworks.org/>

- Provides research-based, leveled non-fiction and literary passages directly to educators.
- Uses lexiles to determine reading levels

### **Examples of Letter Naming Skill Assessments**

DIBELS NEXT or DIBELS 6th edition – Letter Naming Fluency

<https://dibels.uoregon.edu/>

AIMSWEB – Letter Naming Fluency

- <http://www.aimsweb.com/assessments/features/assessments/test-of-early-literacy>

Easy CBM – Letter Naming Fluency

- <https://www.easycbm.com>
- Free for classroom use

### **Examples Letter-Sound Skill Assessments**

DIBELS NEXT or DIBELS 6th edition - First Sound Fluency

- <https://dibels.uoregon.edu/>

AIMSWEB – Letter-Sound Fluency

- <http://www.aimsweb.com/assessments/features/assessments/test-of-early-literacy>

Easy CBM – Letter-Sound Fluency

- <https://www.easycbm.com>
- Free for classroom use

### **Examples Phoneme Segmentation Skill Assessments**

DIBELS NEXT or DIBELS 6th edition – Phoneme Segmentation Fluency

- <https://dibels.uoregon.edu/>

AIMSWEB – Phoneme Segmentation Fluency

- <http://www.aimsweb.com/assessments/features/assessments/test-of-early-literacy>

Easy CBM – Phoneme Segmentation Fluency

- <https://www.easycbm.com>
- Free for classroom use

### **Examples Nonsense Word Fluency Skill Assessments**

DIBELS NEXT or DIBELS 6th edition – Nonsense Word Fluency

- <https://dibels.uoregon.edu/>

AIMSWEB – Nonsense Word Fluency

- <http://www.aimsweb.com/assessments/features/assessments/test-of-early-literacy>

Easy CBM – Nonsense Word Fluency

- <https://www.easycbm.com>
- Free for classroom use

# APPENDIX B

## DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE Grades 1-12

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date of Screening: \_\_\_\_\_

Participants in Team Meeting: \_\_\_\_\_

Date of Team Meeting: \_\_\_\_\_ Date Results/Plan Shared with Parents: \_\_\_\_\_

Tool	Skill Assessed	High Risk (SS Below 80 or Percentile $\leq 10$ or $\geq 1$ grade level below or Intensive)	Moderate Risk (SS 80-89 or Percentile 11-24 or $< 1$ grade level below or Strategic)	Low Risk (SS $\geq 90$ or Percentile $\geq 25$ or On grade level or Benchmark)
	Sight Word Efficiency			
	Phonemic Decoding Efficiency			
	Written Spelling			

Skill Assessed	Frustration Reading Level <92%	Instructional Reading Level (92-98%)	Independent Reading Level 99-100%
Grade Level Passage Reading Accuracy			

**If the student's scores are in or below the moderate risk or Frustration Reading Level column (gray boxes above) for three of the four screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate**

### Evidence-Based Dyslexia-Specific intervention

Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention			

Accommodations: \_\_\_\_\_

Assistive Technology: (Name/describe app, extension, or software needed)

Text to Speech: \_\_\_\_\_

Speech to Text: \_\_\_\_\_

Dyslexia-Specific Classroom Strategies (Tier 1 supports): \_\_\_\_\_

\_\_\_\_\_

# APPENDIX C

## DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE Grades 1-12 (with student data and PST recommendations)

Student: Danny Dyslexia Date of Birth: 9/26/2007 Grade: 2

School: Got Dyslexia Covered Elem Date of Screening: 8/15/2016

Participants in Team Meeting: 2<sup>nd</sup> grade PST members including Danny's teacher

Date of Team Meeting: 8/18/2016 Date Results/Plan Shared with Parents: 8/20/2016

Tool	Skill Assessed	High Risk (SS Below 80 or Percentile $\leq 10$ or $\geq 1$ grade levels below or Intensive)	Moderate Risk (SS 80-89 or Percentile 11-24 or <1 grade level below or Strategic)	Low Risk (SS $\geq 90$ or Percentile $\geq 25$ or On grade level or Benchmark)
SDQA	Sight Word Efficiency	First grade		
CORE Phonics Survey	Phonemic Decoding Efficiency	62 correct (intensive)		
DST	Written Spelling			7 correct GL 2.1

	Skill Assessed	Frustration Reading Level <92%	Instructional Reading Level (92-98%)	Independent Reading Level 99-100%
Grade Level Passage	Reading Accuracy	80% accuracy		

**If the student's scores are in or below the moderate risk or Frustration Reading Level column (gray boxes above) for three of the four screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate**

### Evidence-Based Dyslexia-Specific intervention

	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention	SPIRE	1	M-F 8-9	5

**Accommodations:** Extended time,

**Assistive Technology:** (Name/describe app or software needed)

**Text to Speech:** Bookshare

**Speech to Text:**

**Dyslexia-Specific Classroom Strategies (Tier 1 supports):** Multisensory strategies for phonological awareness, phonics, syllable knowledge, morphology, handwriting, spelling, and vocabulary.

## DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE Grades 1-12 (with student data and PST recommendations)

Student: Debbie Dyslexia Date of Birth: 9/26/2003 Grade: 6

School: Got Dyslexia Covered Middle Date of Screening: 8/15/2016

Participants in Team Meeting: 5<sup>th</sup> grade PST members including Debbie's teacher(s)

Date of Team Meeting: 8/18/2016 Date Results/Plan Shared with Parents: 8/20/2016

Tool	Skill Assessed	High Risk (SS Below 80 or Percentile $\leq 10$ or $\geq 1$ grade levels below or Intensive)	Moderate Risk (SS 80-89 or Percentile 11-24 or <1 grade level below or Strategic)	Low Risk (SS $\geq 90$ or Percentile $\geq 25$ or On grade level or Benchmark)
SDQA	Sight Word Efficiency	3 <sup>rd</sup> grade		
CORE Phonics Survey	Phonemic Decoding Efficiency	80 correct (Intensive)		
DST	Written Spelling	17 correct GL 3.4		

	Skill Assessed	Frustration Reading Level <92%	Instructional Reading Level (92-98%)	Independent Reading Level 99-100%
Grade Level Passage	Reading Accuracy	65% accuracy		

**If the student's scores are in or below the moderate risk or Frustration Reading Level column (gray boxes above) for three of the four screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate**

### Evidence-Based Dyslexia-Specific intervention

	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention	SPIRE	3	M-F 1-2	5

**Accommodations:** Extended time,

**Assistive Technology:** (Name/describe app or software needed)

**Text to Speech:** Read and Write for Google Chrome, Bookshare

**Speech to Text:** Read and Write for Google Chrome

**Dyslexia-Specific Classroom Strategies (Tier 1 supports):** Small group differentiated teaching strategies in all content classes.

## DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE Grades 1-12 (with student data and PST recommendations)

Student: Diane Dyslexia Date of Birth: 9/26/2001 Grade: 9

School: Got Dyslexia Covered High Date of Screening: 8/15/2016

Participants in Team Meeting: 9<sup>th</sup> grade PST members including Diane's teacher(s)

Date of Team Meeting: 8/18/2016 Date Results/Plan Shared with Parents: 8/20/2016

Tool	Skill Assessed	High Risk (SS Below 80 or Percentile $\leq 10$ or $\geq 1$ grade levels below or Intensive)	Moderate Risk (SS 80-89 or Percentile 11-24 or <1 grade level below or Strategic)	Low Risk (SS $\geq 90$ or Percentile $\geq 25$ or On grade level or Benchmark)
TOWRE 2	Sight Word Efficiency		SS - 85	
TOWRE 2	Phonemic Decoding Efficiency		SS - 82	
TWS 5	Written Spelling	SS - 74		

	Skill Assessed	Frustration Reading Level <92%	Instructional Reading Level (92-98%)	Independent Reading Level 99-100%
Grade Level Passage	Reading Accuracy	73% accuracy		

**If the student's scores are in or below the moderate risk or Frustration Reading Level column (gray boxes above) for three of the four screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate**

### Evidence-Based Dyslexia-Specific intervention

	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention	REWARDS	Secondary	M-F Intervention block (45 min)	15

**Accommodations:** Extended time,

**Assistive Technology:** (Name/describe app or software needed)

**Text to Speech:** Read and Write for Google Chrome, Bookshare

**Speech to Text:** Read and Write for Google Chrome

**Dyslexia-Specific Classroom Strategies (Tier 1 supports):** Small group differentiated teaching strategies in all content areas.

# APPENDIX D

## SAMPLE DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE

### Kindergarten (mid-year and end of year)

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: K  
 School: \_\_\_\_\_ Date of Screening: \_\_\_\_\_  
 Participants in Team Meeting: \_\_\_\_\_

Date of Team Meeting: \_\_\_\_\_ Date Results/Plan Shared with Parents: \_\_\_\_\_

TOOL	Early Literacy Skill	Well-Below Benchmark	Below Benchmark	At or Above Benchmark
	Letter Naming Fluency			
	Letter Sound Fluency			
	Phoneme Segmentation Fluency			
	Nonsense Word Fluency			

**If the student's scores are below benchmark or well-below benchmark (gray boxes) in three of these screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate.**

**Evidence-Based Dyslexia-Specific intervention**

	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention **				

**Accommodations:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Assistive Technology: (Name/describe app or software needed)**

**Text to Speech:** \_\_\_\_\_  
**Speech to Text** \_\_\_\_\_  
**Other** \_\_\_\_\_

**Dyslexia-specific Classroom Strategies (Tier 1 supports):** \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

# APPENDIX E

## SAMPLE DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE

### Kindergarten (mid-year and end of year) with student data

Student:  Daisy Dyslexia  Date of Birth:  9/26/2006  Grade:  K

School:  Happy Valley Elementary  Date of Screening:  1/15/2015

Participants in Team Meeting: Brittain, Beason, Green, Luke , Johnson

Date of Team Meeting:  1/24/2015  Date Results/Plan Shared with Parents:  1/24/2015

TOOL	Early Literacy Skill	Well-Below Benchmark	Below Benchmark	At or Above Benchmark
DIBELS 6 <sup>th</sup> ed	Letter Naming Fluency	15		
	Letter Sound Fluency			
DIBELS 6 <sup>th</sup> ed	Phoneme Segmentation Fluency	11		
DIBELS 6 <sup>th</sup> ed	Nonsense Word Fluency	5		

**If the student's scores are below benchmark or well-below benchmark (gray boxes) in three of these screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate.**

#### Evidence-Based Dyslexia-Specific intervention

	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention **	Sounds Sensible	SPIRE Pre-Level	5 x per week 45 min	<6

**Accommodations: preferential seating**

**Assistive Technology: (Name/describe app or software needed) – for the iPad – ABC Pocket Phonics, Sound Beginnings, Hairy Letters**

**Dyslexia-Specific Classroom Strategies (Tier 1 supports): Multisensory strategies for phonological awareness, phonics, and handwriting**



# APPENDIX F

## PARENT RESOURCES

### Talking to your child - some questions and answers

**Q. What is dyslexia?** [A very useful resource to help answer this question](http://dyslexiahelp.umich.edu/dyslexics/learn-about-dyslexia) –  
(<http://dyslexiahelp.umich.edu/dyslexics/learn-about-dyslexia>)

A. Dyslexia is something you are born with that makes it harder for you to learn to read and spell. People with dyslexia have trouble figuring out the sounds in words, and it's harder for them to learn which sounds and letters go together for reading and spelling. Sometimes people with dyslexia also have problems with math or writing.

**Q. What does dyslexia mean?**

A. 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.

**Q. Can you cure dyslexia? Does it go away?**

A. 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.

**Q. Does having dyslexia mean I'm dumb?**

A. No, people with dyslexia are just as smart as everyone else, and many very successful people have dyslexia. In fact, people with dyslexia often feel their dyslexia makes them better at creative work like designing, building, science, art, and problem solving, even though it makes reading harder. Dyslexic students can go to college and have exciting, challenging careers.

[\\*http://www.dyslexicadvantage.org](http://www.dyslexicadvantage.org)

**Q. Will I ever learn how to read as fast as the others in my class?**

A. There are different kinds of readers in every class. Some students read fast, and other students may read more slowly but without making many mistakes. Both ways of reading can be good. You can become a good reader, but reading fast is not as important as reading well.

A2. There are three kinds of reading. Eye reading is what you do when you read with your eyes. Finger reading is what people who are blind do when they read braille with their fingers. Ear reading is what you do when you listen to text being read by a person or on your technology. When you listen to text with technology, you often get to see the words while you hear them being read. The [Headstrong Nation website](http://headstrongnation.org) has very valuable information about how to embrace ear reading for your child. (<http://headstrongnation.org/parents/classroom-accomodations>)

**Q. Why do I have to have a test? Is there something wrong with me?**

A. There is nothing wrong with you, and you have a perfectly fine brain. Different people have different ways of learning, and the testing will help us know how you learn best. It will also show what your strengths and weaknesses are – the things you are good at and what you need to improve.

**Q. What is the test like?**

A. The test is a bit like the work you do in school with some listening, reading, and spelling. Some parts may have pictures and puzzles or math. The test looks at *how* you learn, not what you learned in school. At the end, the test report will give some resources and strategies that can help you in school like computer programs, apps, and other technology tools.

**Q. What if I fail the test? Will the school make me repeat my grade?**

A. This test does not give a grade like in school, so you can't fail it. After you have finished, the testing person will write a report giving information about your strengths and weaknesses and the best teaching strategies for your way of learning. The report will not say that you should repeat your grade.

**Q. What should I do if other kids tease me about my reading or about having dyslexia?**

- A. Learn everything you can about dyslexia so that you can stand up for yourself.
- Tell the kids who are teasing about dyslexia so they understand what it is and what it's like to have it.
  - Be proud of who you are, and remember that dyslexia is only a part of you. You are much more than a person with dyslexia, and dyslexia is just one weakness in your sea of strengths.
  - Tell them that dyslexia may make it harder to learn to read, but there are also advantages that come with dyslexia, like great visual-spatial thinking and creative problem solving.
  - Tell them about all the famous people who have dyslexia, just like you.

**Finding Hope After Being Identified - The Good News Is...**

There are many advantages that accompany dyslexia and our world would not be as wonderful without contributions made by people who exhibited characteristics of dyslexia. Here are just a few of these famous individuals.

Explore this link to stories about famous individuals who exhibited characteristics of dyslexia.

<http://dyslexiahelp.umich.edu/success-stories/ceos-with-dyslexia>.

A very useful link with stories and quotes from outstanding individuals who exhibited characteristics of dyslexia:

<http://dyslexia.yale.edu/successfuldyslexics.html>

An inspiring video featuring famous individuals who exhibited characteristics of dyslexia is found at this site: <http://www.virgin.com/richard-branson/like-a-dyslexic>

**Click on the links below to learn more about some of the people who exhibited characteristics of dyslexia who are famous for their entrepreneurial success and inventions:**

[Werner Von Braun](#)

[Pete Conrad](#)

[Orville and Wilbur Wright](#)

[Sir Richard Branson](#)

[Craig McCaw](#)

[Thomas Edison](#)

[Henry Ford](#)

[Alexander Graham Bell](#)

[Benjamin Franklin](#)

[Steve Jobs](#)

[Paul Orfalea](#)

[Charles Schwab](#)

[Bill Hewlett](#)

[Gary Cohn](#)

[James Russell](#)

[Dean Kamen](#)

[James Dyson](#)

[Tommy Hilfiger](#)

[Daymond John](#)

[David Boies](#)

[Thomas Edison](#)

[1 in 5 Successful Entrepreneurs](#)

[Quotes from famous dyslexics](#)

[NBC Today: Successful Entrepreneurs](#)

[Famous people with dyslexia video](#)

[Slide show of famous dyslexics](#)

Dyslexics are better visionaries

**These are just a few of the people who exhibited characteristics of dyslexia who are famous authors:**

Shakespeare and Sally Gardner

Agatha Christie

Fannie Flagg

Anne Rice

John Grisham

Dav Pilkey

Stephen J. Cannell

F. Scott Fitzgerald

[Website with other famous dyslexic authors](http://www.bachelorsdegreeonline.com/blog/2011/25-famous-authors-with-learning-disabilities/)

<http://www.bachelorsdegreeonline.com/blog/2011/25-famous-authors-with-learning-disabilities/>

**These are just a few of the people who exhibited characteristics of dyslexia who were famous leaders:**

Nelson Rockefeller

George Patton

Thomas Jefferson

George Washington

**These are just a few of the people who exhibited characteristics of dyslexia who are famous athletes:**

Babe Ruth

Nolan Ryan

Magic Johnson

Muhammad Ali

Tim Tebow

**These are just a few of the people who exhibited characteristics of dyslexia who are famous in the arts and in entertainment:**

Leonardo da Vinci

Picasso

Willard Wigan, micro-sculptor

Beethoven

Mozart

Ted Turner

Henry Winkler

Harrison Ford

Bruce Springsteen

Jewel

Steven Spielberg

Walt Disney

Jay Leno

John Lennon

Cher

Whoopi Goldberg

Daniel Day-Lewis

Patrick Dempsey

Keira Knightley

Danny Glover

Channing Tatum

Tim Burton

Keanu Reeves

Orlando Bloom

Jennifer Aniston

Website with famous people who exhibited characteristics of dyslexia and related disorders. <https://www.understood.org/en/learning-attention-issues/personal-stories/famous-people/celebrities-with-dyslexia-adhd-learning-attention-issues#slide-1>

**Websites about the many powerful strengths often associated with dyslexia:**

- [Explore1in5.org](http://Explore1in5.org)
- [Dyslexic Advantage](#)
- [Yale Center for Dyslexia and Creativity](#)
- [Headstrong Nation](#)

## Self-Esteem, Attitudes, and Stress

- To keep the learning challenges in perspective, it is very important that you and your child discover and appreciate his or her strengths. It is also important to understand your child's attitudes as they relate to self-esteem and resilience. Some very useful free tools for determining strengths and attitudes are available at the Headstrong Nation website - <http://headstrongnation.org/adults/map-your-dyslexia>
- Be sure that you make time in your child's schedule to develop, enjoy, and immerse yourself and your child in whatever special interests your child might have. Developing your child's talents and gifts should be of equal or perhaps even greater importance than tutoring and acquiring academic skills. If your child likes sports, music, or video games do not forego soccer, piano, or game time for more hours of work on reading, writing, and spelling. Believing that you are "really good at something" and having time to enjoy "that something" is vital for self-esteem.
- For children with dyslexia, the stress of learning to read can lead to a downward spiral in which the child's reaction to that stress causes a fight or flight response resulting in brain shut down for learning. SPA is an acronym for self-talk, positive mistake correction, and asking for what you need in order to feel safe and ready for learning. SPA is a group of user-friendly strategies that can counter the negative response to stress created by learning challenges.
- Above all, the brain must feel safe in order to learn. When the amygdala, center for "fight, flight, or freeze" response, is stimulated by fear, the neurological result is like putting up a stop sign in the brain, preventing the brain from learning. It is crucial to help your child feel safe so he/she does not experience the fight or flight response and brain shutdown. As one step, it is important to provide preferential seating, and to agree with the student that he/she will not be called upon to answer or read aloud unless he/she volunteers. This will help the child learn more successfully and participate in class without fear of being embarrassed. He/she also needs the

“**Amygdala SPA**” strategies “**S**elf talk, **P**ositive mistake correction, and **A**sk for what you need in order to feel safe” described in the video [Build a Better Brain](http://www.hettiejohnson.com/hettiejohnson.com/Build-a-Better-Brain) at <http://www.hettiejohnson.com/hettiejohnson.com/Dyslexia-Stress-Anxiety-Connection.html>. It is recommended that the student and those working with him/her embrace the “Amygdala SPA” strategies in order to keep his/her brain feeling safe and to keep his/her brain open for learning.

## **Multisensory Homework Help**

- Study with all gears (SWAG) is a valuable multisensory process that results in greatly improved learning outcomes for students with dyslexia. When multiple senses are engaged, more connections are made in the brain and the learning has a much greater chance of “sticking.”
- It is recommended that the student be taught using multisensory, “hands-on” techniques throughout the curriculum as much as possible, and that he/she incorporate movement when studying. Adding movement throughout the day is likely to improve the success of all students. Moving while learning will significantly improve success in all subjects; the “SWAG (*Study With All Gears*) triangle” of simultaneously *seeing* (occipital lobes), *hearing/talking* (temporal lobes), and *touching/moving* (parietal lobes) plus *thinking/learning* (prefrontal cortex) is the magic key to open the doors for learning in all students and especially for dyslexic students.
- Some homework ideas that have worked – provided by parents of children with dyslexia. -  
[http://www.hettiejohnson.com/hettiejohnson.com/Homework\\_ideas\\_from\\_parents.html](http://www.hettiejohnson.com/hettiejohnson.com/Homework_ideas_from_parents.html)



## Parent Question & Answer

**Question: My child’s school says his teacher is a trained dyslexia interventionist. What does that mean?**

Answer: Any teacher who has received training to use a dyslexia-specific intervention program is called a “dyslexia interventionist.” The Alabama State Department of Education code has designated two levels of training for becoming a dyslexia interventionist. “The dyslexia interventionist:

1. Shall have successfully completed training in the appropriate implementation of the evidence-based, dyslexia-specific intervention being provided
2. Or shall have completed a certification training course.”

The two training levels are quite different in depth and scope.

1) The first level of training refers to a teacher who has received training to implement the evidence-based dyslexia-specific intervention program *that has been adopted by his or her school district*. The training applies only to the specific program that has been chosen by the school and is not intended to provide in-depth multisensory, language dyslexia training. A dyslexia-specific intervention program is a scripted curriculum generally intended for use by classroom teachers after a one- or two-day workshop. It typically consists of an overview of the program components and guidelines for its implementation. The program’s effectiveness relies on teachers implementing it “with fidelity.”

2) The second level of training designated in the *Administrative Code* is much more extensive and leads to certification as a dyslexia therapist. It prepares teachers to implement multisensory structured language teaching and strategies and includes intensive training in the causes and characteristics of dyslexia, knowledge of the structure of language, and the principles of multisensory dyslexia remediation. Teachers in this training model commit to completing a minimum of two years of coursework, supervised observations, and dyslexia-related readings followed by a nationally recognized exam. They are qualified to deliver remediation at all three tiers of dyslexia intervention.

Certification courses that are offered through the Department of Education must be accredited by either the International Multisensory Structured Language Education Council (IMSLEC) or the International Dyslexia Association (IDA).

# APPENDIX G

## Technology Resources

<b>Tech Tools</b>	<a href="https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphgd?hl=en-US">https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphgd?hl=en-US</a>
	<a href="https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphgd?hl=en-US">Read and Write for Google Chrome</a> is a free resource that provides text to speech and speech to text applications for students allowing them to both read and write via technology using Google Chrome on Chromebooks, MACs, and PCs. <a href="#">Teachers may register</a> with Texthelp to receive a free premium version of this tool.
<b>Tech Tools</b>	<a href="http://dyslexiahelp.umich.edu/dyslexics">http://dyslexiahelp.umich.edu/dyslexics</a>
	go to tools and APPS for dyslexia and learning disabilities; excellent list of APPS for all ages and subjects
<b>Tech Tools</b>	<a href="http://www.readingrockets.org/article/top-10-resources-dyslexia">http://www.readingrockets.org/article/top-10-resources-dyslexia</a>
	top 10 resources for dyslexics
<b>Tech Tools</b>	<a href="http://tasc.ataccess.org">tasc.ataccess.org</a>
	committed to helping individuals obtain and use technology; training available
<b>Textbooks</b>	<a href="https://www.bookshare.org">https://www.bookshare.org</a>
	Schools can create an “organization” with students who have an IEP or 504 for reading; <b>Bookshare</b> will provide textbooks for your child’s use; parents can access as well
<b>Textbooks</b>	<a href="http://read2go.org/">http://read2go.org/</a>
	access all of your favorite <b>Bookshare</b> books and more on the iPad: \$19.99
<b>Textbooks</b>	<a href="https://www.learningally.org/">https://www.learningally.org/</a>
	access to books and textbooks; \$
<b>Speech to Text</b>	<a href="http://dyslexia.yale.edu/EDU_SpeechToTextoniPad.html">http://dyslexia.yale.edu/EDU_SpeechToTextoniPad.html</a>
	provides info on speech to text for your iPad
<b>Tablets</b>	<a href="http://dyslexia.yale.edu/2014TabletComparison.html">http://dyslexia.yale.edu/2014TabletComparison.html</a>
	provides pros and cons for different tablets
<b>Speech to Text</b>	<a href="http://learningworksforkids.com/apps/dragon-dictation/">http://learningworksforkids.com/apps/dragon-dictation/</a>
	voice to text
<b>Reading/Notes</b>	<a href="http://store.livescribe.com">http://store.livescribe.com</a>
	see demo below to hear how a public school teacher uses the Live Scribe pen
<b>LiveScribe Demo</b>	<a href="https://www.dropbox.com/s/1xodv5n33pbnmzn/Video%20Sep%2008%2C%205%2025%2051%20PM.mov?dl=0">https://www.dropbox.com/s/1xodv5n33pbnmzn/Video%20Sep%2008%2C%205%2025%2051%20PM.mov?dl=0</a>
	teacher explains how she uses the technology in her classroom
<b>Facebook</b>	<a href="https://www.facebook.com/Dyslexic.Kids">https://www.facebook.com/Dyslexic.Kids</a>

Additional APPS: All APPS meet three criteria: they are **researched based, multi-sensory, and provide immediate feedback**. Most are recommended by IDA, have been evaluated by Dr. Elaine Cheesmen from the University of Colorado, and many are FREE!

## Spelling

<b>ABC Spelling Magic 1</b>	<a href="https://itunes.apple.com/us/app/spelling-magic-1-deluxe/id598792571?mt=8">https://itunes.apple.com/us/app/spelling-magic-1-deluxe/id598792571?mt=8</a>
Preschool University: presents 1- and 2-syllable words with closed syllables, silent "e"/doubled and final consonants	
<b>ABC Spelling Magic 2</b>	<a href="https://itunes.apple.com/us/app/spelling-magic-2/id438133737?mt=8">https://itunes.apple.com/us/app/spelling-magic-2/id438133737?mt=8</a>
blends	
<b>ABC Spelling Magic 3</b>	<a href="https://itunes.apple.com/us/app/spelling-magic-3/id446294881?mt=8">https://itunes.apple.com/us/app/spelling-magic-3/id446294881?mt=8</a>
presents 2-syllable words with 4 and 5 letters	
<b>ABC Spelling Magic 4</b>	<a href="https://itunes.apple.com/us/app/abc-spelling-magic-4-silent/id598794973?mt=8">https://itunes.apple.com/us/app/abc-spelling-magic-4-silent/id598794973?mt=8</a>
final silent "e"	
<b>ABC Spelling Magic 5</b>	<a href="https://itunes.apple.com/us/app/abc-magic-phonics-5-connecting/id433589272?mt=8">https://itunes.apple.com/us/app/abc-magic-phonics-5-connecting/id433589272?mt=8</a>

<b>Spell City</b>	<a href="http://www.spellingcity.com/">http://www.spellingcity.com/</a>
7 activities to reinforce spelling, vocabulary and alphabetizing	
<b>Sound Beginnings</b>	<a href="https://itunes.apple.com/us/app/sound-beginnings/id541898864?mt=8">https://itunes.apple.com/us/app/sound-beginnings/id541898864?mt=8</a>
begins with sequencing sounds in oral words; uses CVC words; matching letters to sounds	
<b>abc PocketPhonics</b>	<a href="https://itunes.apple.com/us/app/abc-pocketphonics-letter-sounds/id299342927?mt=8">https://itunes.apple.com/us/app/abc-pocketphonics-letter-sounds/id299342927?mt=8</a>
combines handwriting and spelling with letters, combinations, and digraphs; can be customized by an adult; reinforces spelling	
<b>Word Wizard</b>	<a href="https://itunes.apple.com/us/app/word-wizard-kids-learn-to/id447312716?mt=8">https://itunes.apple.com/us/app/word-wizard-kids-learn-to/id447312716?mt=8</a>
appropriate for spelling practice in small group or for independent practice using preset lists of words; CVC words, high frequency words, and common content words	

## Handwriting

<b>Wet, Dry, Try</b>	<a href="https://itunes.apple.com/us/app/handwriting-without-tears/id548753732?mt=8">https://itunes.apple.com/us/app/handwriting-without-tears/id548753732?mt=8</a>
practice with upper/lower case letters and numbers; records student progress;	
<b>LetterSchool</b>	<a href="https://itunes.apple.com/us/app/letterschool-learn-to-write/id435476174?mt=8">https://itunes.apple.com/us/app/letterschool-learn-to-write/id435476174?mt=8</a>

Three (3) modes of progressively more difficult letter-forming practice associated with sounds and key words	
<b>Cursive Writing HD</b>	<a href="https://itunes.apple.com/us/app/cursive-writing-hd/id561681288?mt=8">https://itunes.apple.com/us/app/cursive-writing-hd/id561681288?mt=8</a>
Multisensory cursive writing that is a 1st step when learning to write	
<b>Letter Quiz</b>	<a href="https://itunes.apple.com/us/app/letter-quiz-alphabet-tracing/id331177703?mt=8">https://itunes.apple.com/us/app/letter-quiz-alphabet-tracing/id331177703?mt=8</a>
Four (4) learning modes to identify and write the letters; matching and learning associated sounds	
<b>Write on Handwriting</b>	<a href="https://itunes.apple.com/us/app/write-on-handwriting-powerful/id589578106?mt=8">https://itunes.apple.com/us/app/write-on-handwriting-powerful/id589578106?mt=8</a>
guided printing practice	

### Reading

<b>ABC Reading Magic 1</b>	<a href="https://itunes.apple.com/us/app/reading-magic-deluxe-learning/id585133208?mt=8">https://itunes.apple.com/us/app/reading-magic-deluxe-learning/id585133208?mt=8</a>
CVC word practice	
<b>ABC Reading Magic 2</b>	<a href="https://itunes.apple.com/us/app/abc-reading-magic-2-consonant/id432526055?mt=8">https://itunes.apple.com/us/app/abc-reading-magic-2-consonant/id432526055?mt=8</a>
consonant blends	
<b>ABC Reading Magic 3</b>	<a href="https://itunes.apple.com/us/app/abc-reading-magic-3-blends/id446469837?mt=8">https://itunes.apple.com/us/app/abc-reading-magic-3-blends/id446469837?mt=8</a>
phonics principles	
<b>ABC Reading Magic 4</b>	<a href="https://itunes.apple.com/us/app/abc-reading-magic-4-silent/id587172901?mt=8">https://itunes.apple.com/us/app/abc-reading-magic-4-silent/id587172901?mt=8</a>
final silent "e"	
<b>Sentence Reading Magic</b>	<a href="http://ipadapps4school.com/2013/04/21/sentence-reading-magic-ipad-apps-for-learning-to-read/">http://ipadapps4school.com/2013/04/21/sentence-reading-magic-ipad-apps-for-learning-to-read/</a>
simple 3-letter words; has a reading mode and sentence building mode	

### Writing

<b>Kids Journal</b>	<a href="http://www.funeducationalapps.com/2013/08/kids-journal-best-diary-apps-for-kids.html">http://www.funeducationalapps.com/2013/08/kids-journal-best-diary-apps-for-kids.html</a>
Kids can record their feelings, location, the weather; there is an option to post a photo with room for text to add more details about their day.	
<b>Book Creator</b>	<a href="https://itunes.apple.com/us/app/book-creator-for-ipad-create/id442378070?mt=8">https://itunes.apple.com/us/app/book-creator-for-ipad-create/id442378070?mt=8</a>
Best Educational APP 2015; create and publish books	

<b>Story Buddy 2</b>	<a href="https://itunes.apple.com/us/app/storybuddy-2/id505856601?mt=8">https://itunes.apple.com/us/app/storybuddy-2/id505856601?mt=8</a>
creates visual maps to build reading, writing, and thinking skills	
<b>Scribble My Story</b>	<a href="https://itunes.apple.com/us/app/scribble-my-story-fingerprint/id582092430?mt=8">https://itunes.apple.com/us/app/scribble-my-story-fingerprint/id582092430?mt=8</a>
targeted at kids from ages 3 to 7	
<b>Super Duper Storymaker</b>	<a href="http://www.superduperinc.com/products/view.aspx?pid=mxasm22">http://www.superduperinc.com/products/view.aspx?pid=mxasm22</a>
allows children to write and narrate stories	
<b>Inspiration Maps</b>	<a href="https://itunes.apple.com/us/app/inspiration-maps/id510173686?mt=8">https://itunes.apple.com/us/app/inspiration-maps/id510173686?mt=8</a>
<b>Kidspiration</b>	<a href="https://itunes.apple.com/us/app/kidspiration-maps-lite/id675831529?mt=8">https://itunes.apple.com/us/app/kidspiration-maps-lite/id675831529?mt=8</a>
creates visual maps to build reading, writing, and thinking skills	

#### Math

<b>Subitize Tree</b>	<a href="https://itunes.apple.com/us/app/subitize-tree-hd/id634880139?mt=8">https://itunes.apple.com/us/app/subitize-tree-hd/id634880139?mt=8</a>
reinforces number sense	
<b>Dexteria Dots</b>	<a href="https://itunes.apple.com/us/app/dexteria-dots-get-in-touch/id815345306?mt=8">https://itunes.apple.com/us/app/dexteria-dots-get-in-touch/id815345306?mt=8</a>
allows students to build and practice math facts	
<b>Cool Math 4 Kids</b>	<a href="http://www.coolmath4kids.com">www.coolmath4kids.com</a>
an APP that's like a game	
<b>Cool Math Games</b>	<a href="http://www.coolmath-games.com/1-mobile-games">http://www.coolmath-games.com/1-mobile-games</a>
addition, subtraction, multiplication, division. 3 levels of difficulty	
<b>Dr. Cheesman</b>	<a href="https://dyslexia.wordpress.com/tag/international-dyslexia-association/">https://dyslexia.wordpress.com/tag/international-dyslexia-association/</a>
Dr. Cheesman's math recommendations	

# APPENDIX H

## Print Resources

<b>Social – Emotional Issues</b>	
* Dyslexic author	
<b>The Secret Life of the Dyslexic Child</b> by Robert Frank, Ph.D.*	Dr. Robert Frank, whose own dyslexia didn't stop him from becoming an educator, psychologist, and author, takes you inside the emotions and frustrations of children with learning disorders.
Listen to <b>Thank You Mr. Falker</b> by dyslexic author Patricia Polocco*	<a href="https://www.youtube.com/watch?v=abN2aP_Dzd0">https://www.youtube.com/watch?v=abN2aP_Dzd0</a>
<b>The Other Sixteen Hours</b> by Michael Ryan, Ph.D.*	<a href="http://www.dyslexiadx.com">http://www.dyslexiadx.com</a>
<b>The Shut-Down Learner</b> by Richard Selznick, Ph.D.	<a href="https://www.youtube.com/watch?v=SkH2kB936SE">https://www.youtube.com/watch?v=SkH2kB936SE</a>
<b>Nowhere to Hide: Why kids with LD and ADHD hate school and what we can do about it</b> by Jerome Schultz, Ph.D.	<a href="https://www.youtube.com/watch?v=zggN_CSPSqY">https://www.youtube.com/watch?v=zggN_CSPSqY</a>
<b>My Dyslexia</b> by Pulitzer Prize winning poet Philip Schultz*	<a href="https://www.youtube.com/watch?v=9X1dPYTIG6w">https://www.youtube.com/watch?v=9X1dPYTIG6w</a> , <a href="https://www.youtube.com/watch?v=7CDJjFJRpgY">https://www.youtube.com/watch?v=7CDJjFJRpgY</a>
<b>A Walk in the Rain With a Brain</b> by Edward Hallowell, M.D. (short book with a powerful message)	<a href="http://www.drhallowell.com/speakers-bureau/a-walk-in-the-rain-with-a-brain/">http://www.drhallowell.com/speakers-bureau/a-walk-in-the-rain-with-a-brain/</a>
<b>For the Children</b> by Rob Langston, L.D.*	<a href="https://www.youtube.com/watch?v=pakyQsiF0QI">https://www.youtube.com/watch?v=pakyQsiF0QI</a>
<b>The Teacher Who Couldn't Read</b> by John Corcoran*	<a href="https://www.youtube.com/watch?v=YGQVfSiKzY">https://www.youtube.com/watch?v=YGQVfSiKzY</a>
<b>Step Out on Nothing</b> by Byron Pitts, 60 Minutes Correspondent*	<a href="https://www.youtube.com/watch?v=jRlIkakFTO2I">https://www.youtube.com/watch?v=jRlIkakFTO2I</a>
* Dyslexic author	

<p><b>Helping your child be a better reader and a better learner</b></p>	
<p><b>The Between the Lions Book for Parents</b> by Linda Rath and Louise Kennedy...based on the award-winning public television series <i>Between the Lions</i>®, parents of children ages four to eight will find all the information they need to help their children navigate this exhilarating -- but sometimes mysterious -- journey of learning to read.</p>	<p><a href="https://www.youtube.com/watch?v=zvhK2gC7iWY&amp;list=PLLPgKv0cYuVTelvAGiOQyi5fP0xaRvjyl&amp;feature=iv&amp;src_vid=yHAzvg3q9_E&amp;annotation_id=annotation_589850351">https://www.youtube.com/watch?v=zvhK2gC7iWY&amp;list=PLLPgKv0cYuVTelvAGiOQyi5fP0xaRvjyl&amp;feature=iv&amp;src_vid=yHAzvg3q9_E&amp;annotation_id=annotation_589850351</a></p>
<p><b>How to Reach and Teach Children and Teens with Dyslexia: A Parent and Teacher Guide to Helping Students of All Ages Academically, Socially, and Emotionally</b> by Cynthia M. Stowe</p>	<p>May be ordered from Amazon.com</p>
<p><b>Learning to Love Math and How Your Child Learns Best</b> by Judy Willis, M.D.</p>	<p><a href="http://www.radteach.com">http://www.radteach.com</a></p>
<p>Teaching Math Without Words, A Visual Approach to learning Math from MIND Research Institute</p>	<p><a href="https://www.youtube.com/watch?v=7odhYT8yzUM">https://www.youtube.com/watch?v=7odhYT8yzUM</a></p>
<p>Shape Math® is specifically tailored to how the dyslexic and dyscalculic minds work because it was designed by a dyslexic who is also dyscalculic.</p>	<p><a href="http://shapemath.com">http://shapemath.com</a></p>
<p>Making Math Real</p>	<p><a href="https://www.youtube.com/watch?v=KEDFC-yrWmU">https://www.youtube.com/watch?v=KEDFC-yrWmU</a></p>
<p>Math-U-See</p>	<p><a href="http://www.mathusee.com">http://www.mathusee.com</a></p>



<b>Helping your child be a better reader and a better learner</b>	
<b>The Source for Dyslexia and Dysgraphia</b> by Regina Richards	<a href="http://www.ldonline.org/article/5890/">http://www.ldonline.org/article/5890/</a>
Teaching Students with Dyslexia and Dysgraphia by Virginia Berninger and Beverly J. Wolf	<a href="https://www.youtube.com/watch?v=sL4kDoTjho">https://www.youtube.com/watch?v=sL4kDoTjho</a> , <a href="http://learningenglish.voanews.com/content/a-23-2009-10-15-voa2-83140817/117507.html">http://learningenglish.voanews.com/content/a-23-2009-10-15-voa2-83140817/117507.html</a>
<b>Multisensory Teaching of Basic Language Skills</b> by Judith R. Birsh (editor)	<a href="https://www.youtube.com/watch?v=kdMqr dCJQtc">https://www.youtube.com/watch?v=kdMqr dCJQtc</a>
<b>Read-Aloud Handbook</b> by Jim Trelease ... a classic to help children become avid readers through awakening their imaginations and improving their language skills	<a href="https://www.youtube.com/watch?v=EGH4HokyGak">https://www.youtube.com/watch?v=EGH4HokyGak</a>
<b>Bringing Words to Life</b> by Isabel Beck, et. al.	<a href="https://www.youtube.com/watch?v=ltSJtcoOLf0">https://www.youtube.com/watch?v=ltSJtcoOLf0</a>
<b>Patterns for Success: A Multisensory Approach to Teaching Phonics and Word Analysis</b> by Marcia K. Henry and Nancy C. Redding	<a href="https://www.youtube.com/watch?v=bi3rM HMWX1U">https://www.youtube.com/watch?v=bi3rM HMWX1U</a>
<b>L-E-A-R-N: Playful Strategies for All Students</b> by Regina Richards	<a href="http://www.ldonline.org/columnists/richard_s">http://www.ldonline.org/columnists/richard_s</a>
<b>Foldables</b> by Dinah Zike: Multisensory study strategies for all ages! Or Google "Foldables Images" for hundreds of free foldable ideas	<a href="https://www.google.com/search?q=foldables+images&amp;client=safari&amp;rls=en&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=0k2RVZHjGcavsAWRzavABw&amp;ved=0CB4QsAQ&amp;biw=1065&amp;bih=760">https://www.google.com/search?q=foldables+images&amp;client=safari&amp;rls=en&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=0k2RVZHjGcavsAWRzavABw&amp;ved=0CB4QsAQ&amp;biw=1065&amp;bih=760</a>
<b>English Isn't Crazy</b> by Diana H. King	<a href="https://www.youtube.com/watch?v=3QhPu oq2tgw">https://www.youtube.com/watch?v=3QhPu oq2tgw</a>

<b>Helping your child be a better reader and a better learner</b>	
<b>Unlocking Literacy</b> by Marcia K. Henry	<a href="https://www.youtube.com/watch?v=bi3rMHMWX1U">https://www.youtube.com/watch?v=bi3rMHMWX1U</a>
<b>How to Teach Spelling</b> by Laura Toby Rudginsky and Elizabeth C. Haskell	How to Teach Spelling is a comprehensive resource manual and corresponding workbooks provide a structured and graded method to plan spelling lessons.
<b>The Spell of Words</b> by Elsie T. Rak	The Spell of Words covers syllabication, word building with prefixes, phonograms, word patterns, suffixes, plurals, and possessives.
<b>Brain Rules</b> by John Medina, Ph.D.	<a href="https://www.youtube.com/watch?v=eD6cfOlc6BE">https://www.youtube.com/watch?v=eD6cfOlc6BE</a>
<b>Power Tools for Adolescent Literacy</b> by Jan Rozzelle and Carol Searce	<a href="https://www.youtube.com/watch?v=0EEDJk957gk">https://www.youtube.com/watch?v=0EEDJk957gk</a>
<b>Strategies That Work: Teaching comprehension for understanding and engagement</b> by Stephanie Harvey and Anne Goudvis	<a href="https://www.youtube.com/watch?v=85qZ5hruxn0">https://www.youtube.com/watch?v=85qZ5hruxn0</a>
<b>Promoting Executive Function in the Classroom</b> by Lynn Meltzer	<a href="https://www.youtube.com/watch?v=3ZGJJ_C9fEE">https://www.youtube.com/watch?v=3ZGJJ_C9fEE</a> , <a href="https://www.youtube.com/watch?v=k5KKbH58r_Q">https://www.youtube.com/watch?v=k5KKbH58r_Q</a>

<b>Learning more about dyslexia and how to help your child be successful</b>	
<b>The Dyslexia Empowerment Plan</b> by Ben Foss	<a href="#">Headstrong Nation</a>
<b>Overcoming Dyslexia</b> by Sally Shaywitz, M.D.	<a href="#">Yale Center for Dyslexia and Creativity</a>
<b>The Dyslexic Advantage</b> by Brock Eide, M.D. and Fernette Eide, M.D.	<a href="#">Dyslexic Advantage</a>
<b>The Dyslexia Checklist</b> by Sandra Rief and Judith Stern	<a href="#">SandraRief.com</a> -reference-for-parents-and-teachers
<b>Understanding Dyslexia and the Reading Process</b> by Marion Sanders	This book provides an understanding not only of dyslexia but also of the broader population of weaker readers and presents information on how to help them.
<b>Straight Talk about Reading</b> by Susan Hall and Louisa Moats	
<b>About Dyslexia: Unraveling the Myth</b> by Priscilla Vail (short and an excellent book)	
<b>Smart Kids with School Problems</b> by Priscilla Vail	
<b>Unlocking Literacy</b> by Marcia K. Henry	<a href="https://www.youtube.com/watch?v=bi3rMHMWX1U">https://www.youtube.com/watch?v=bi3rMHMWX1U</a>
<b>Proust and the Squid</b> by Maryanne Wolf	<a href="https://www.youtube.com/watch?v=NyxRlVfrxJs">https://www.youtube.com/watch?v=NyxRlVfrxJs</a>
<b>Thinking Differently</b> by David Flink	<a href="http://www.eyetoeyenational.org">http://www.eyetoeyenational.org</a>
<b>All About Tests &amp; Assessments: Answers to Frequently Asked Questions</b> by Melissa Lee Farrall PhD,	<a href="http://www.wrightslaw.com">http://www.wrightslaw.com</a>

<b>Learning more about dyslexia and how to help your child be successful</b>	
<b>The Dyslexia Empowerment Plan</b> by Ben Foss	<a href="#">Headstrong Nation</a>
Pamela Darr Wright, MA, MSW, and Peter W. D. Wright, Esq.	

# APPENDIX I

*Action Item No. G.2.c. Alabama State Board of Education, April 8, 2015*

## **RESOLUTION IN SUPPORT OF DYSLEXIA SERVICES**

**WHEREAS**, 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; and

**WHEREAS**, these difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the delivery of effective classroom instruction; and

**WHEREAS**, secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge; and

**WHEREAS**, dyslexia is highly prevalent, affecting one out of five individuals in some form, crossing racial, ethnic, and socioeconomic lines; and

**WHEREAS**, progress has been made in understanding dyslexia at a scientific level, including its epidemiology and cognitive and neurobiological bases; and

**WHEREAS**, diagnosis of dyslexia is critical and must lead to evidence-based, specialized instruction that is multisensory in nature; and

**WHEREAS**, the Alabama State Board of Education recognizes the need to specifically address dyslexia within the *Alabama Administrative Code*; and

**WHEREAS**, the Alabama State Board of Education shall also establish a dyslexia advisory council, appointing members that are representative of all who provide support to students with dyslexia, including, but not limited to, teachers, administrators, parents, students, dyslexia advocates, business and education partners, and clinicians specializing in identifying dyslexia:

**NOW, THEREFORE, BE IT RESOLVED,** That due to the significant educational implications that may result for students with dyslexia, the Alabama State Board of Education calls for revision of the *Alabama Administrative Code* to acknowledge and address dyslexia and subsequent services needed to ensure the success of affected students.

Done this 8<sup>th</sup> day of April 2015

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**Appendix J**  
**The Alabama State Board of Education unanimously appointed these nominees to the Alabama Dyslexia Advisory Council on May 13, 2015.**

<b>Council Member</b>	<b>Title</b>	<b>Email address</b>	<b>Board District</b>
Dr. Melinda Adkins	SPED Director Scottsboro City Schools	<a href="mailto:adkinsm@nacc.edu">adkinsm@nacc.edu</a>	8
Christie Aitken	Parent / Round Table Solutions	<a href="mailto:christieaitken@gmail.com">christieaitken@gmail.com</a>	5
Leigh Belcher	Parent	<a href="mailto:Leighbelcher5@att.net">Leighbelcher5@att.net</a>	3
Tiffany Borden	Parent / Preschool Teacher	<a href="mailto:tiffanyborden@gmail.com">tiffanyborden@gmail.com</a>	3
Linda Brady	Retired SPED Director, Vestavia Hills	<a href="mailto:lbrady@bellsouth.net">lbrady@bellsouth.net</a>	3
Runae Burt	MSLE Trained/Reading Coach	<a href="mailto:rburt@ftpayk12.org">rburt@ftpayk12.org</a>	6
Dr. Stephanie Denton	Parent/Pediatrician/Alabama Game Changers	<a href="mailto:stephaniedenton@alabamagamechangers.org">stephaniedenton@alabamagamechangers.org</a>	3
Janna Duckett	Parent	<a href="mailto:Jduckett22@yahoo.com">Jduckett22@yahoo.com</a>	6
Angela Fletcher	Parent / Teacher Jefferson Co	<a href="mailto:fletchermjhs@hotmail.com">fletchermjhs@hotmail.com</a>	7
Dr. Denise Gibbs	Consultant / Trainer/Interventionist	<a href="mailto:denisepgibbs@gmail.com">denisepgibbs@gmail.com</a>	8
Dr. Debbie Hargett	Principal	<a href="mailto:dhargett@greengateschool.org">dhargett@greengateschool.org</a>	8
Katie Herston	Teacher	<a href="mailto:Katie.herston@chambersk12.org">Katie.herston@chambersk12.org</a>	2
Sonja Hines	Curriculum Specialist, Andalusia City	<a href="mailto:hiness@andalusia.k12.al.us">hiness@andalusia.k12.al.us</a>	1
Cameron Holland	CALT Language Therapist / MSLE Trained	<a href="mailto:Cameron.holland@sccboe.org">Cameron.holland@sccboe.org</a>	6
Dr. Donna Lee	Psychometrist, Auburn City	<a href="mailto:dglee@auburnschools.org">dglee@auburnschools.org</a>	2
Pam Moran	Parent	<a href="mailto:pamannmoran@aol.com">pamannmoran@aol.com</a>	3
Betty Moorer	Retired Testing Coordinator, Washington Co.	<a href="mailto:betty.moorer@gmail.com">betty.moorer@gmail.com</a>	5
Susan Morrow	Gifted Coordinator	<a href="mailto:Susan.morrow@mps.k12.al.us">Susan.morrow@mps.k12.al.us</a>	5
Becky Nelson	Teacher	<a href="mailto:bnelson@ccboe.org">bnelson@ccboe.org</a>	6
Michelle O'Connor	Parent	<a href="mailto:maryshelloconnor@gmail.com">maryshelloconnor@gmail.com</a>	4
Ramona Rice	Parent	<a href="mailto:Wildrices88@gmail.com">Wildrices88@gmail.com</a>	3
Christa Sims	Parent/Dyslexia Tutor	<a href="mailto:Autigergrad96@yahoo.com">Autigergrad96@yahoo.com</a>	8
Jenny Smith	Parent	<a href="mailto:J74466@gmail.com">J74466@gmail.com</a>	2
Fran Spina	Parent	<a href="mailto:fspina@charter.net">fspina@charter.net</a>	3
Dr. Shelly Vail-Smith	Curriculum Director	<a href="mailto:shelley.vail-smith@lcsk12.org">shelley.vail-smith@lcsk12.org</a>	6
Julia Wall	MSLE Trained/Reading Coach	<a href="mailto:jwall@blountboe.net">jwall@blountboe.net</a>	6
Sonya Yates	MSLE Trained Consultant	<a href="mailto:y_sonya@bellsouth.net">y_sonya@bellsouth.net</a>	1

# APPENDIX K

*The underlined portion indicates the revisions to the Administrative Code which were approved by the State Board of Education on October 8, 2015.*

## ADMINISTRATIVE CODE

SUPP. NO. 98-4

CH. 290-3-1

RULES

OF THE

STATE BOARD OF EDUCATION

STATE DEPARTMENT OF EDUCATION

CHAPTER 290-3-1

## PUBLIC SCHOOL GOVERNANCE

SUPP. NO. (15)-3

INSTRUCTIONAL SERVICES

(19) Problem Solving Teams (PST). By August 15, 2011, all public schools in Alabama will be required to implement the PST model.

(a) Definitions.

(1.) The Problem Solving Teams (PST) is a model to guide general education intervention services for all students who have academic and /or behavioral difficulties. The PST is central to the school's successful implementation of the Response to Instruction (RtI) framework.

(2.) Response to Instruction (RtI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high-quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

(b) Decisions regarding the number of PSTs needed by a school should be determined at the school level; however, a minimum of one PST per school is required to review data-based documentation regarding students' progress regularly, advise teachers on specific interventions matched to student needs, and communicate with parents regarding student intervention needs being provided.



(c) The Problem Solving Teams will analyze screening and progress-monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students with academic and/or behavioral difficulties, including those students who exhibit the characteristics of dyslexia.

(d) The documentation requirements for a referral to special education found in the Alabama Administrative Code, Chapter 290-8-9.01(2) and (4) (Child Identification) and Chapter 290-8-9.03(10)(b)1, (10)(c)2.(ii), (10)(d)2.(I)(II)(ii) and (10)(d)4 (Disability Definitions, Criteria, and Minimum Required Evaluative Components) must be collected and provided by the PST to rule out the lack of appropriate instruction in reading or math including the essential components of reading instruction or Limited English Proficiency (LEP), as the determining factor in the eligibility decision.

(e) Any student who is reevaluated and determined not eligible for special education services must be referred to the PST to determine the appropriate supplemental services to facilitate successful transition in the general education program.

(20) Dyslexia. Dyslexia is a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(a) The Alabama State Department of Education will make available a dyslexia-specific training accredited by the International Dyslexia Association (IDA) to prepare individuals to implement multisensory structured language teaching techniques and strategies.

b) Professional development regarding dyslexia and implications for the classroom teachers, will be provided. This professional development should target dyslexia awareness training, dyslexia screening, dyslexia-specific classroom strategies, academic accommodations, and use of assistive technology.

(c) Students will be screened for characteristics of dyslexia using screening instruments currently in place for use in public schools.

(d) Based on the screening results, the problem solving teams will analyze screening and progress monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students with academic and/or behavioral difficulties, including those students who exhibit the characteristics of dyslexia. Guidance may include suggestions of appropriate tiered interventions, dyslexia specific interventions, academic accommodations as appropriate, and access to assistive technology. The dyslexia-specific intervention, as defined in AAC Rule 290-3-1-.02(20)(f) and described in the Alabama Dyslexia Resource Guide, shall be provided by an individual who has expertise in providing dyslexia-specific interventions

(e) The PST will notify the parents of the results of the dyslexia-specific screening, will provide parents with a copy of the goals of the dyslexia-specific intervention plan, and with data-based documentation regarding the student's progress on a regular basis. Independent dyslexia evaluations provided by a parent or guardian to the PST must be considered by the members of the PST.

(f) Dyslexia-specific intervention shall mean evidenced-based, specialized reading, writing, and spelling instruction that is multisensory in nature equipping students to simultaneously use multiple senses (vision, hearing, touch, and movement). Dyslexia-specific intervention employs direct instruction of systematic and cumulative content. The sequence must begin with the easiest and most basic elements and progress methodically to more difficult material. Each step must also be based on those already learned. Concepts must be systematically reviewed to strengthen memory. Components of dyslexic-specific intervention include instruction

targeting phonological awareness, sound symbol association, syllable structure, morphology, syntax, and semantics.

(g) Dyslexia interventionist refers to the teacher or individual who provides dyslexia-specific intervention. The dyslexia interventionist shall have successfully completed a certification training course or shall have completed training in the appropriate implementation of the evidence-based, dyslexia-specific intervention being provided.

(h) The Alabama State Department of Education working with the Dyslexia Advisory Council appointed by the State Board of Education shall develop and maintain a dyslexia resource guide for the use of LEAs, public schools, teachers, and parents.

## Appendix L Dyslexia-Specific Intervention Program Checklist

		Cite evidence from the program materials and explain how the intervention meets each of these descriptors as found in the dyslexia-specific intervention definition in the AAC
<b>Program Design</b>	Evidence-Based	
	Multisensory (visual, auditory, tactile, kinesthetic)	
	Direct Instruction targeting reading, writing, and spelling	
	Systematic (from easiest/most basic progressing methodically to more difficult)	
	Cumulative (steps based on what has already been learned)	
	Systematic Review of Concepts (strengthens memory)	
<b>Critical Concepts</b>	Phonological Awareness	
	Sound-Symbol Association	
	Syllable Structure	
	Morphology	
	Syntax	
	Semantics	

## Appendix M List of Dyslexia Resource Guide Revisions

The Alabama Dyslexia Resource Guide was originally published in August 2015. This page will be updated to include all changes or revisions. The following is a list of all revisions:

January 2016	Pages 17 and 18 Change below the “25 <sup>th</sup> percentile” to “below benchmark”
May 2016	<p>Page 30 – Inserted links regarding non-research based, controversial therapies (colored overlays and vision therapies)</p> <p>Page 31 – Inserted link to a list of IDA accredited teacher-training programs</p> <p>Page 32 – Inserted Lexia Core5 as a dyslexia-specific intervention program</p> <p>Page 33 Inserted the Phonological Awareness Literacy Screening (PALS) as a dyslexia-specific intervention program</p>
July 2016	<p>Move page 31 link to IDA accredited teacher training programs to page 8.</p> <p>Page 23 insert information about Read and Write for Google Chrome</p> <p>Page 31 Insert this statement: The Dyslexia-Specific Intervention Program Checklist included in Appendix J may be useful as LEAs consider other dyslexia-specific interventions not described in this Resource Guide.</p> <p>Move page 30 link to controversial therapies to page 32.</p> <p>Page 33 – remove PALS</p> <p>Page 34 – Add Mindplay as an example of a dyslexia-specific intervention</p> <p>Page 35 – Add REWARDS as a middle and high school dyslexia specific intervention</p> <p>Page 43 Appendix B – Replaced with new 1-12 Profile</p> <p>Page 44 Appendix C – Replaced with new 1-12 data profiles</p> <p>Page 47 Appendix D – Replaced with new K Profile</p> <p>Page 48 Appendix E – Replaced with new K data profile</p> <p>Page 59 – insert information about Read and Write for Google Chrome</p> <p>Page 71 Appendix J - Update email addresses of DAC members</p> <p>Page 75 add Appendix L Dyslexia-Specific Intervention Program Checklist</p> <p>Page 76 Add Appendix M – List of Dyslexia Resource Guide Updates</p>
October 2016	Pages 33-37 – Examples of Dyslexia-Specific Interventions has been removed

