

Individualized Learning Plans for Characteristics of Dyslexia: Family Information

What does it mean if my child is identified with characteristics of dyslexia?

Students whose performance on the universal reading screener (URS) indicates risk for a reading deficit may be screened for characteristics of dyslexia. Screening for characteristics of dyslexia occurs through additional assessments given as part of the URS process.

Characteristics of dyslexia simply means that your child is struggling with foundational literacy skills and requires dyslexia-specific, skills-based intervention support.

Does having characteristics of dyslexia mean my child has dyslexia or needs special education?

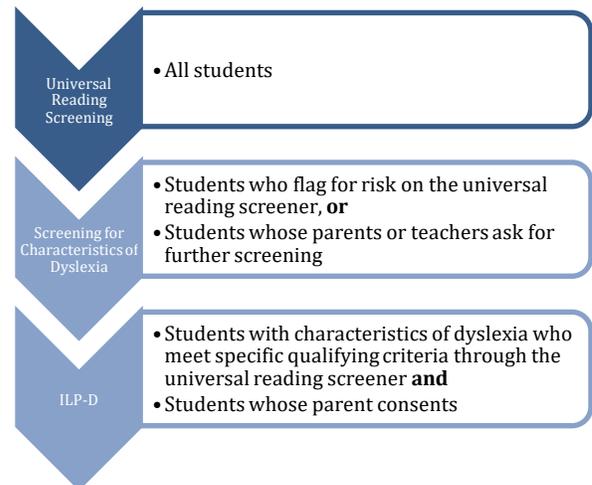
No, not necessarily. Characteristics of dyslexia just means your child has been identified with deficits in foundational literacy skills that impact reading and spelling words. It also means your child requires dyslexia-specific intervention to address his or her needs. **Characteristics of dyslexia is not the same as saying your child has dyslexia. Being identified with characteristics of dyslexia does not mean that your child has a specific learning disability or needs special education.** It means at this time your child needs additional support through dyslexia-specific intervention to address gaps in foundational reading skills.

What is dyslexia-specific intervention?

Dyslexia-specific intervention is reading intervention that is explicit, systematic and cumulative, language-based, multi-sensory, and aligned to individual need. It is direct, targeted intervention focused on teaching your child to read and spell words and that is provided in addition to your child's regular core instruction.

If my child is identified as having characteristics of dyslexia, do they automatically qualify for an Individualized Learning Plan for Characteristics of Dyslexia (ILP-D)?

No. Screening for characteristics of dyslexia identifies students with a pattern of deficits in areas associated with dyslexia. The criteria for an ILP-D is very specific. Only some students with characteristics of dyslexia will meet the criteria for an ILP-D, but all students who have an ILP-D have been identified as having characteristics of dyslexia.



What is an ILP-D?

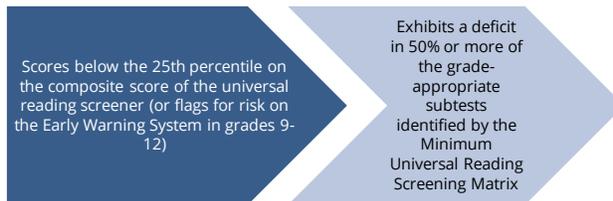
Intervention plans document student skills, intervention and progress monitoring, and classroom support considerations. All students who participate in skills-based intervention have a student intervention plan. An ILP-D is a particular type of student intervention plan for students with characteristics of dyslexia who meet specific qualifying criteria.

Is my child required to have an ILP-D just because they meet criteria?

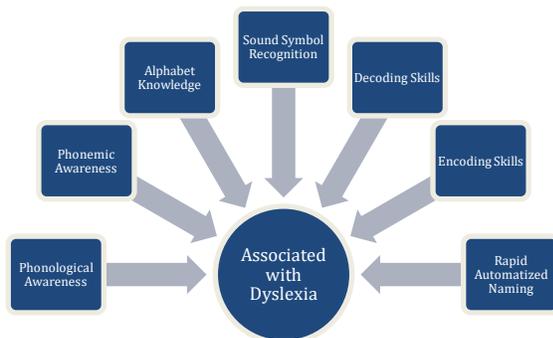
No. If your child meets the criteria, you will receive a notification letter for an ILP-D that provides the option to decline. **Parents or legal guardians have the right to decline an ILP-D, but declining an ILP-D does not waive Response to Instruction and Intervention (RTI²) participation, including intervention.**

How does my student qualify for an ILP-D?

A student in grades Kindergarten through twelve (K-12) meets the criteria for an ILP-D by meeting **both** criteria outlined below:



The grade-appropriate subtests, depending on grade, could include the following areas:



What Does an ILP-D Offer?

An ILP-D is a plan that provides additional layers of support during classroom instruction as your child closes skill gaps through intervention and applies those skills to grade-level content.

The “I” in ILP-D stands for “individualized.”

School-based teams can personalize plans to meet your child’s individual needs.

Classroom Support through an ILP-D

Based on student needs, your child’s school-based data team can determine what classroom supports may be necessary. Options on the ILP-D include:

- Oral/audio presentation of anchor and supplemental texts,
- Chunking of text and/or task,
- Multiple formats of presentation and opportunity for multi-sensory learning engagement,
- No penalty for spelling in writing tasks/opportunities to correct spelling of words with previously taught concepts,
- Pre-teaching of vocabulary and/or background knowledge, and/or
- Opportunities for fluency practice with decodable (K – 3) or appropriate (4 – 12) texts

The supports available through an ILP-D are specific to the classroom and do not extend to end-of-year testing.

Special Education Referral Information

An ILP-D is not an indication that a student has a specific learning disability, and it is not an IEP which is the plan that provides a student with special education.

If a student is suspected of an educational disability at any time, he or she may be referred by the student’s teacher, parent, or outside sources for an initial comprehensive evaluation based on referral concerns.

The use of RTI² strategies may not be used to delay or deny the provision of a full and individual evaluation to a child suspected of having a disability.