

“Say Dyslexia”: Student Coding

5 students show one or more characteristic(s) of dyslexia through the screening process
(phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, encoding skills).

School teams meet to discuss each student.

Student 1:

Student speaks only Spanish and has been in the country for 3 weeks. He has been properly screened for ESL services and will be monitored over time.

Student 2:

The student has an IEP with exceptionality in “basic reading”. Drill-down assessments support the student remaining in dyslexia-specific intervention through special education services.

Student 3:

The school received an outside report identifying “dyslexia.” The team discussed all reading information, including the report, and determined that the student does need dyslexia-specific intervention.

Student 4:

The student had a major life event just before the universal screening date. The team has multiple data points, specific to these areas, and determined this one measure is not indicative of the student’s skills.

Student 5:

The team discusses all data and determines that the student should be placed in a dyslexia-specific intervention in Tier II to address the identified characteristic(s) of dyslexia.

The school team decides that students 2, 3, and 5 will be placed in dyslexia-specific intervention.

Students 2,3, and 5

- Coded in SIS
- Parent notified and given information/resource material
- Intervention begins & progress is monitored

Students 1 and 4

- No code in SIS
- Follow school team’s decision for next steps