

DYSLEXIA SCREENING & NEXT-STEP GUIDE - AB341

Step 1

The requirements of AB341 are directly aligned to CCSD's Response to Instruction (RTI) framework. When K - 3rd students' reading skills are below grade level, RTI proceeds as follows:

- ⇒ Conduct diagnostic assessments (e.g., CORE Phonics Survey, QSI) to clarify skill deficits.
- ⇒ Develop an Intervention Plan for Tier II or Tier III interventions based on student need.
- ⇒ Provide targeted interventions addressing skill deficits within the five components of reading (i.e. Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension).
- ⇒ Progress monitor skill acquisition (i.e., weekly or bi-weekly probes).
- ⇒ Analyze data periodically and adjust interventions as needed.

Step 2

During RTI or IEP interventions, if a student presents with indicators of dyslexia, or if there is a parent/teacher concern for dyslexia, a member of the RTI or IEP team (e.g., student's teacher) should screen for dyslexia:

- ⇒ Choose applicable AIMSweb® assessments (i.e., probes) from Table 1.
- ⇒ Administer 3 assessments per probe with the student and determine the median score.
- ⇒ Compare the median score to national norms for the probe.
- ⇒ Scores between the 10th and 24th percentiles most likely indicate a need for targeted intervention (i.e., Tier II).
- ⇒ Scores below the 10th percentile most likely indicate a need for intensive, individualized intervention (i.e., Tier III). **NOTE:** Notify parents in writing within 30 days of determining any potential reading deficiencies related to dyslexia and provide a plan for intensive interventions.

Table 1

Indicators for Dyslexia	AIMSweb® Assessment Alignment
Phonological and Phonemic Awareness	Phoneme Segmentation Fluency
Sound Symbol Recognition	Letter Sound Fluency
Alphabet Knowledge	Letter Naming Fluency
Decoding skills	Nonsense Word Fluency and/or Reading Curriculum Based Measurement (R-CBM)
Rapid Naming Skills	Letter Naming Fluency, Letter Sound Fluency, or R-CBM
Encoding Skills	Spelling Curriculum Based Measurement (S-CBM) (or Words Their Way)

Step 3

Interventions, Progress Monitoring, and Data-based Decision-making:

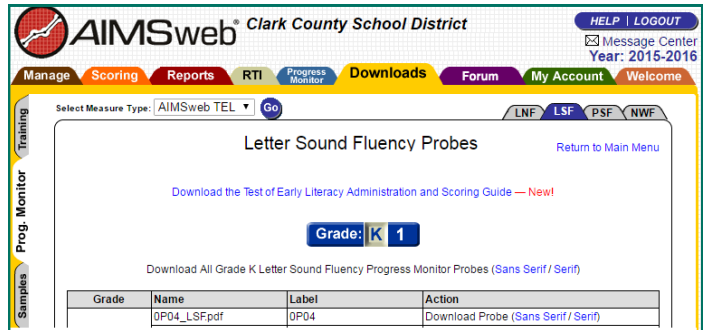
- ⇒ Incorporate interventions for dyslexia into Intervention Plan (see AB341 Technical Support Document for more details) and progress monitor regularly.
- ⇒ Analyze data periodically and adjust interventions as needed.
- ⇒ Approximately 95% of students will respond well to intensive interventions (i.e., Rate of Improvements (ROIs) that narrow achievement gaps). Interventions should continue until students are exhibiting grade-level skills (i.e., 25th percentile or higher) consistently.
- ⇒ Approximately 5% of students will continue to need intensive interventions. Continue with variations in interventions until the right interventions are found yielding good ROIs.
- ⇒ If data continue to indicate a lack of adequate progress, then the RTI team should consider a referral to the MDT for suspicion of SLD in reading with indicators of dyslexia or the IEP team may address dyslexia via Consideration of Special Factors.

USING AIMSweb® TO SCREEN & PROGRESS MONITOR INDICATORS OF DYSLEXIA

Step 1

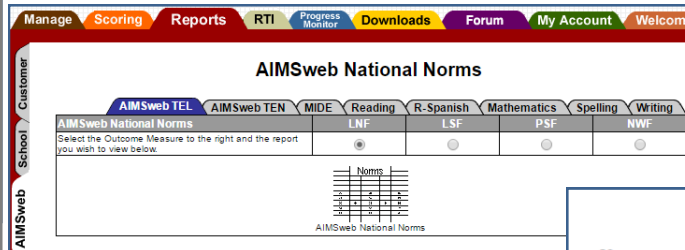
Screen:

- ⇒ Download applicable AIMSweb® probes (e.g., Letter Naming Fluency (LNF), Letter Sound Fluency (LSF), Nonsense Word Fluency (NWF), Phoneme Segmentation Fluency (PSF), Spelling, Reading Curriculum Based Measurement (RCBM)).
- ⇒ Download scoring guide.
- ⇒ Follow standardized administration instructions.
- ⇒ Administer three probes in each area of concern aligned with indicators for dyslexia (see Table 1 on back).
- ⇒ Choose median score to compare to national norms.



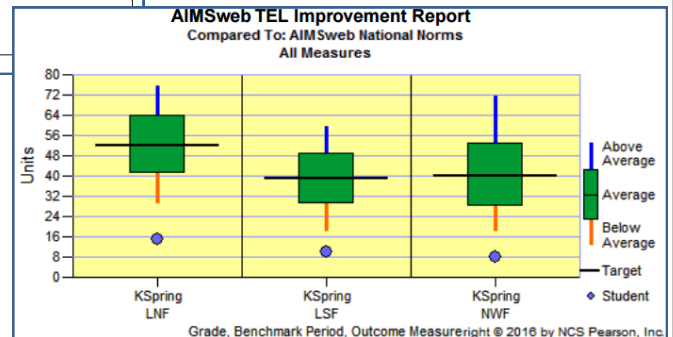
Step 2

Compare Data to National Norms (i.e., via Norms Table or Box & Whiskers graph):



⇒ Scores between the 10th and 24th percentiles (orange whisker) most likely indicate a need for targeted intervention (Tier II).

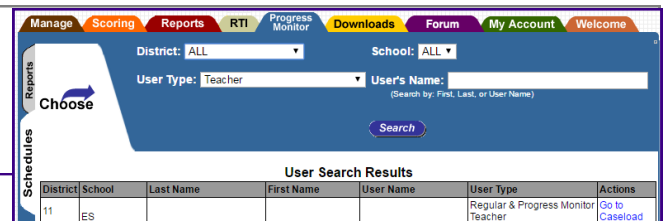
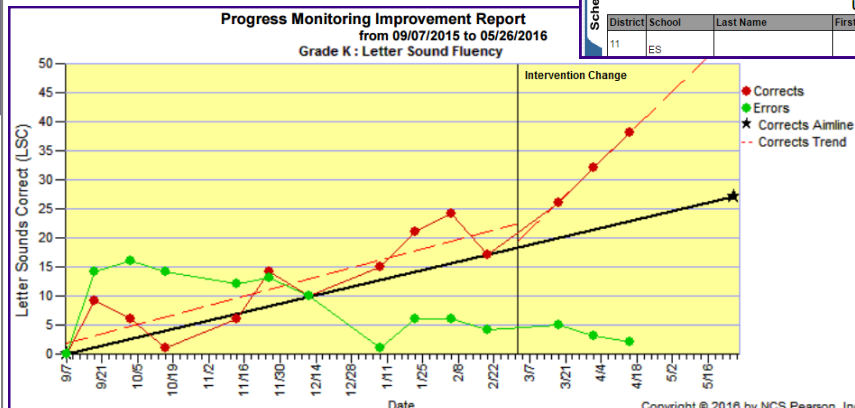
- ⇒ Scores below the 10th percentile (below orange whisker) most likely indicate a need for intensive, individualized intervention (Tier III).
- ⇒ Develop Intervention Plan, teach missing skills based on diagnostic results, and progress monitor skill acquisition.



Step 3

Progress Monitor and Analyze Data:

- ⇒ Approximately 95% of students will respond well to intensive interventions.



⇒ After time and multiple interventions, if data continue to indicate a lack of adequate progress, then the RTI team may need to consider a referral to the MDT.