

KCS IDENTIFICATION OF CHARACTERISTICS OF DYSPLEXIA

There are the basic procedures you should be aware of as you seek to work with your child's school if you suspect that your child is struggling with reading. Knox County has procedures in place through the Response to Instruction and Intervention RTI² to support the identification of students who struggle to read and those who struggle to read due to characteristics of dyslexia.

Universal Screening

A skills-based universal screener, aimswebPlus, is administered to all students in grades K-6 three times a year, and grades 7-8 in the Spring. (Grades 9-12 use multiple data sources including an Early Warning System through our student information system.) This screening is done to find out if your child has foundational skills adequate to meet grade level material. If your child scores below the 25th percentile with other sources of data, he/she may be placed in an intervention groups to support skills growth.

Dyslexia Screening

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

Dyslexia Specific Screening

After the school reviews universal screening data with other data sources, including teacher or parent concerns, additional screening may occur to determine if your child exhibits characteristics of dyslexia. This will guide the school to match your child's needs with targeted instruction.

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

Tiered Intervention

Tier 1 Instruction

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

Tier 2 Instruction

Evidence based, skill specific intervention in addition to Tier 1 for students who score below the 25th percentile on universal screener with other multiple sources of data.

Tier 3 Instruction

Most intensive evidence based, skills-specific small group intervention in addition to Tier 1 for students not responding to Tier 2 or who score below 10th percentile on universal screener

Characteristics of Dyslexia

Students present with underachievement in some areas:

ACCURATE WORD READING:

Difficulty reading words in isolation

PHONOLOGICAL DECODING:

Difficulty accurately sounding out and pronouncing unfamiliar words

READING EFFICIENCY/FLUENCY:

Difficulty with oral reading (slow, inaccurate)

SPELLING:

Difficulty with spelling

Referral For Testing

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

If your child does not make adequate progress over time with increased intensity and differing instruction during Tier II or Tier III intervention, he/she may be referred for an evaluation in order to determine eligibility for a Specific Learning Disability in the suspected area of weakness.

DYSLEXIA SPECIFIC INTERVENTION

INSTRUCTIONAL METHODS: Evidence based, Multi-sensory, Direct Instruction, Systematic, Cumulative

INSTRUCTIONAL FOCUS: Phonological Awareness, Sound-Symbol Association, Syllable Structure, Morphology, Syntax, Semantics

Students with characteristics of dyslexia receive dyslexia-specific interventions.

Form adapted
From Center for Dyslexia, Murfreesboro, TN