



Dyslexia Intervention Plan

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Response to Intervention (RtI)

RtI is the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements:

- High-quality instruction and **scientific research-based** tiered interventions aligned with individual student need
- Frequent monitoring of student progress to make results-based academic and/or behavioral decisions
- Application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)

The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student **progress monitoring** and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RtI model leads to data-based school improvement.

Benefits of RtI

RtI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI in Texas schools can result in:

- more effective instruction;
- increased student achievement;
- **more appropriate LD identification**;
- increased professional collaboration; and
- overall school improvement.

Multi-tiered model

To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used. Included are layers of increasingly intense intervention responding to student-specific needs.

Tier 1: Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. This tier is the crucial foundation of the RtI instructional model.

Tier 2: Students are identified for individual or small group intervention in addition to core class instruction. This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. District-established standard protocol matches appropriate intervention strategies to specific student needs. Tier 2 addresses the needs of approximately 10–15% of the students.

Tier 3: Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction (designed using a problem solving model) beyond the instruction in Tier 2. This level of intervention is aimed at those students who have identified difficulties academically or behaviorally. Tier 3 addresses the needs of approximately 5–10% of the students.

Reading Domains to Address:

Grand Saline I.S.D. administers measures that are related to the student's educational needs. Depending upon the student's age and stage of reading development, the following are the areas related to reading that should be addressed:

- Reading real and nonsense words in isolation (decoding)
- Phonological awareness
- Letter knowledge (name and associated sound)
- Rapid naming
- Reading fluency (rate and accuracy)
- Reading comprehension
- Written spelling

Based on the student's academic difficulties and characteristics, additional areas that can be addressed include vocabulary, written expression, handwriting, and mathematics.

Application of Response to Intervention:

Screening for At-Risk Readers

In accordance with TEC §28.006, Grand Saline I.S.D. administers early reading instruments in kindergarten, first, and second grades to determine students' reading development and comprehension. If, on the basis of the reading instrument results, students are determined to be at risk for reading difficulties, the student will be recommended for Response to Intervention.

Screening for At-Risk Readers in grades 3 – 12 may include, but is not limited to: performance on state mandated test(s), a student's grades/performance in reading, writing and spelling, and teachers' observations. This information will be utilized when deciding whether or not to recommend a student for Response to Intervention.

Tier 1: Core Class Curriculum

At-Risk Reader will be provided an accelerated (intensive) reading program within the classroom that appropriately addresses students' reading difficulties and enables them to "catch up" with their typically performing peers is implemented (Tier 1). The teacher will monitor student progress each six weeks. If a student continues to struggle with reading, writing, and spelling during the intensive reading instruction within the classroom, the teacher will initiate procedures to recommend these students for Tier 2.

Tier 2: Small Group Intervention

All students with marked difficulties who have not responded to Tier 1 efforts will be placed in a specialized scientific researched based alternative reading program according to students needs. Instruction will take place for 20-45 minutes a day in a small group setting in addition to core instruction. Student's progress will be monitored every 3 weeks. Students who make adequate progress should return to Tier 1, core classroom instruction, and be monitored. Students who do not make adequate progress and exhibit characteristics of dyslexia will be assessed at this time and placed in dyslexia program. Students who do not make adequate progress and do not exhibit characteristics of dyslexia will be recommended for Tier 3.

Tier 3: Intense Intervention

Students with difficulties who have not responded to Tier 1 and Tier 2 efforts will be placed in an individualized and responsive intervention. Instruction will take place 50 minutes a day in a 1:1 or 1:2 setting in addition to core instruction. Student progress will be monitored weekly. Students who make adequate progress should return to Tier 2, along with core classroom instruction, and be monitored. Students who do not make adequate progress will be recommended for further assessments.

English Language Learners (This refers to students served in Bilingual and ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services.)

Much diversity exists among English Language Learners (ELLs). The identification and service delivery process for reading difficulties must be in step with the student's linguistic environment and educational background. In Grand Saline I.S.D., the LPAC (Language Proficiency Assessment Committee) will be involved in the decision making process.

Additional data to be gathered when assessing English Language Learners:

- Language Proficiency Assessment Committee (LPAC) documentation which includes the following:
 - Home language survey
 - Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
 - TAKS documentation when available
 - Texas English Language Proficiency system (TELPAS) information (Reading Proficiency Test in English (RPTE) and Texas Observation Protocol (TOP)).
 - Type of language programming provided and language of instruction
 - Linguistic environment and second-language acquisition development
 - Previous schooling in and outside of the United States.

Additional assessment when assessing English Language Learners:

- Comprehensive oral language proficiency testing should be completed in English and the student's native language whenever possible
- If the student has received academic instruction in his/her native language, as well as English, then the "Domains to Assess" need to be completed in both languages to the appropriate extent.

Interpretation:

Test results of English Language Learners will be interpreted in light of the student's: language development (in both English and the student's native language), educational history, linguistic background, socioeconomic issues, and any other pertinent factors that affect learning.

Accommodations

Accommodations are changes to materials or procedures that provide effective and equitable access to grade-level curriculum during instruction, assignments and tests. These changes do not substantially alter the content or performance criteria of assignments or assessments. Accommodations allow students to demonstrate their abilities in a more valid and reliable manner. Accommodations are not intended to

provide students with an advantage over other students. Rather, an accommodation is intended to provide access to a student who would not otherwise be able to participate in grade-level instruction. Accommodations can include changes in presentation, response, setting and timing.

Examples:

- Extended time for completion of assignments or tests
- Additional time for reading assignments
- Time for repeated review or drill
- Small groups
- Reduction of paper/pencil tasks
- Shortened assignments
- Assignment notebooks
- Study sheets/summary sheets/outlines of most important facts
- Supplemental aids (vocabulary, multiplication cards, etc.)
- Visual demonstrations
- Presentation of material in small steps
- Read or paraphrase subject matter
- Instructions/directions given in different channels (written, spoken, demonstration)
- Visual or multisensory materials
- Functional level materials
- Mnemonic aids/devices
- Overhead/outline for desk use
- Taped textbooks
- Highlighted textbooks
- Large print material
- Word processor/spell checker; calculator
- Assistance with note taking
- Taped lectures
- Self-testing
- Grade only on completed classwork
- Credit for class participation, effort and attendance
- Additional time for test preparation
- Review/testing matched to student pace
- Test directions read/explained thoroughly
- Fewer repetitive test items
- Test format allowing more space
- Oral, short-answer, modified tests
- Manuscript writing rather than cursive
- One-to-one contact for at least 10-20 minutes daily
- Tutoring assistance (peer, pal, teacher, etc.)
- Assistance with organization and planning of classwork and/or homework
- Emphasis on successes
- Seating to reduce distractions
- Frequent breaks
- Clearly defined limits
- Cooling-off period
- Behavior check cards

Primary Reading/Spelling Characteristics of Dyslexia:

- Difficulty reading real words in isolation
- Difficulty accurately decoding nonsense words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty with learning to spell

The reading/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words
- Learning the names of letters and their associated sounds
- Phonological memory (holding information about sounds and words in memory)
- Rapid naming of familiar objects, colors, or letters of the alphabet

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written composition
- A limited amount of time spent in reading activities

The Intervention Team will evaluate the collected data and make a recommendation for further assessment when these criteria are met.

Tier 2 & Tier 3 Program Options

Once it has been determined that a student needs to be placed in Tier 2, Grand Saline I.S.D. shall provide an appropriate instructional program for the student. Each campus will provide appropriate programs to meet the needs of the student. The following procedures will be followed:

- Instructional decisions for a student with reading difficulties are made by a team that is knowledgeable about the student, they will evaluate student information, and instructional components and intervention approaches for the student.
- Teachers who provide the appropriate instruction for students with reading difficulties will be trained in the professional development activities specified by the district and/or campus decision making committee.
- Grand Saline I.S.D. will provide each identified student with dyslexia an instructional program to be used with dyslexic students. Grand Saline I.S.D.

has adopted the Texas Scottish Rite *Take Flight: A Comprehensive Intervention for Students with Dyslexia* as the instructional program to be used with students identified as dyslexic. The curriculum teaches students with dyslexia specific strategies and techniques to compensate for the difficulties they will encounter. The district has also adopted the Reading Horizons Phonics Program Grade K-3 and Reading Horizons Elevate Grades 4-8.

Components of Instruction

The instructional programs for Tier 2 will be delivered in a small class setting and include reading, writing, and spelling as appropriate. The major instructional strategies will utilize individualized, intensive, and multisensory methods as appropriate. Components of instruction, as appropriate for the reading needs of the student, include:

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language
- Graphophonemic knowledge (phonics) instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing
- Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context)
- Linguistic instruction directed toward proficiency and fluency with patterns of language so that words and sentences are carriers of meaning
- Strategy-oriented instruction in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers

Instructional approaches, as appropriate to meet the instructional needs of the student, include:

- Explicit, direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress

- Individualized instruction that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student’s individual ability level and contains all of the *Components of Instruction* mandated in 19 TAC §74.28
- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the components of instruction mandated in 19 TAC §74.28
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition
- Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice

Timeline

The following timeline applies to students in regular education programs, or who may qualify as Section 504:

- Upon receipt of parent permission to assess until assessment is completed shall be 30 school days or less.
- From the completion of the assessment to the committee of knowledgeable persons meeting for determination of dyslexia and program placement shall be 30 school days or less.
- Following the committee of knowledgeable persons meeting until program begins (if it is determined the student is eligible for the dyslexia program) shall be 30 school days or less.

Special education students shall follow the timelines required by federal law, under IDEA 2004.

Program Exit Criteria

Upon successful completion of the district dyslexia program(s), as measured by program mastery checks (assessments) completed at regular intervals, students will be exited from the district dyslexia program(s). Additional criteria for exit may include but is not limited to: grades from progress reports or report cards, state assessment data, benchmarks, teacher and/or parent observations/checklists, and individual dyslexia program requirements.

Program	Exit Criteria
<i>Take Flight: A Comprehensive Intervention for Students with Dyslexia.</i>	Upon completion of the two year program.

Monitoring

Students that have been dismissed (exited) from the Grand Saline I.S.D. dyslexia program will receive regular monitoring. These checks will occur as follows:

Time after Dismissal	Monitoring Interval
First Year	Once a six weeks
Second Year	Once a semester
Third Year and Beyond	Annually each May

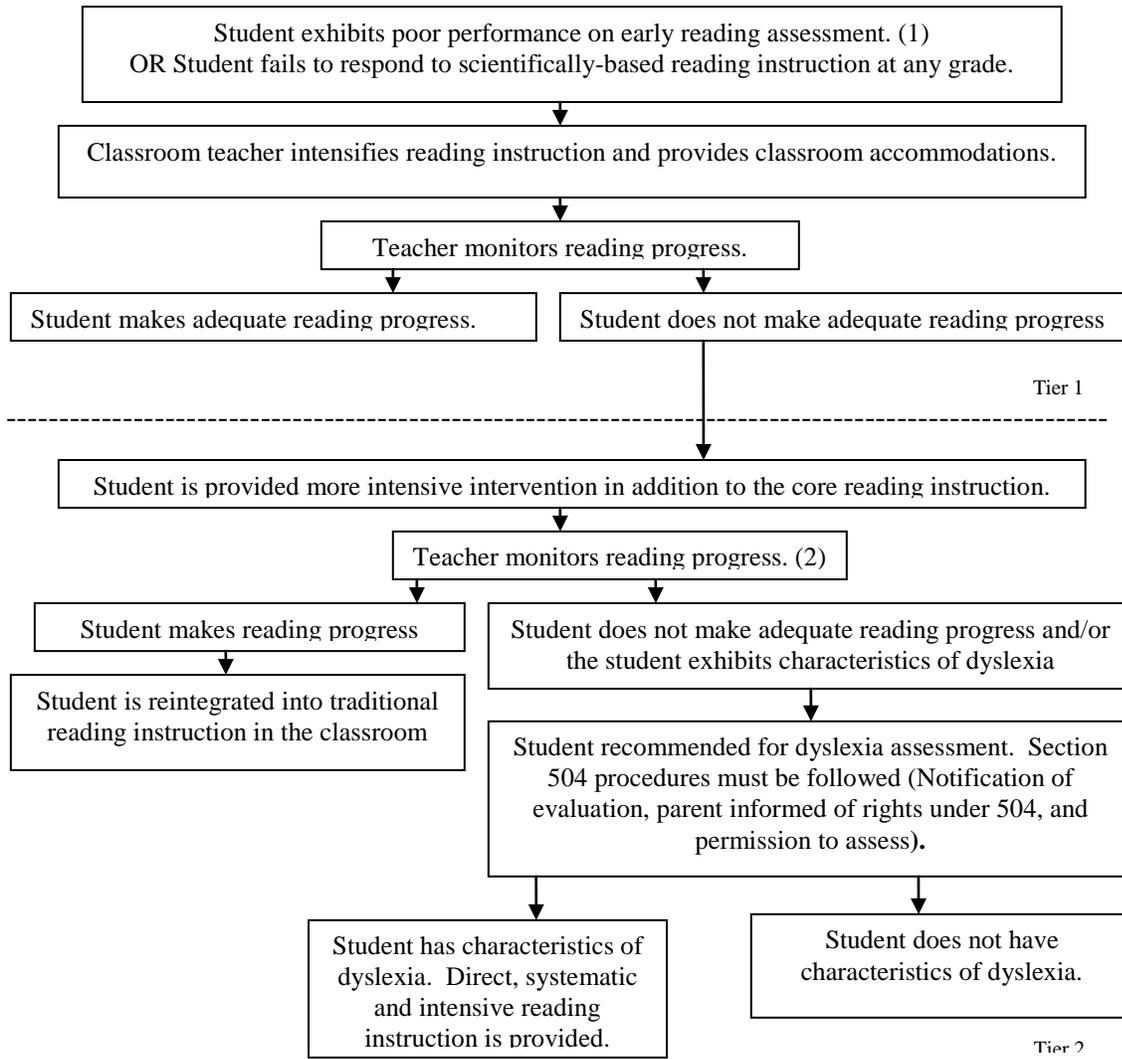
Monitoring may include, but is not limited to the collection/evaluation of:

- progress reports
- report cards
- state assessment data
- teacher reports/checklists
- parent reports/checklists
- counselor reports
- other program reports
- additional assessment data

Students qualifying for dyslexia services that are identified as §504 or Special Education will follow monitoring/re-evaluation requirements outlined in federal law.

Flow Chart for At-Risk Readers

The process for assessment, identification, and instruction for at-risk readers is represented in the following visual for ease of use.



Tier 3

- (1) Parents (or guardians) of students in Grades K, 1, and 2 will be notified if the student is determined to be at-risk for dyslexia or other reading difficulties (TEC Section 28.006)
- (2) Parents (or guardians) may request dyslexia assessment or Special Education evaluation at any time.

GRAND SALINE INDEPENDENT SCHOOL DISTRICT

Dyslexia Exit Form
Elementary/Intermediate/Middle/High

_____ is being *exited* from the
Dyslexia program for the following reason(s):

- _____ On/above grade level on decoding and comprehension post-test
- _____ Successful completion of program
- _____ Passing STAAR Reading at _____ grade level
- _____ Performing on/above grade level
- _____ Parental request
- _____ Other:

Dyslexia Team _____ agrees _____ disagrees

_____ Withdrawal from district:

Exit Status:

Entry Date: _____ Exit Date: _____

Curriculum Summary: _____

Signatures:

Parent: _____ Date: _____

Administrator: _____ Date: _____

Dyslexia Therapist: _____ Date: _____

**EXIT COMPLETION
OF
DYSLEXIA PROGRAM**

Date:

Dear Parent/Guardian:

Your student _____ has completed the Dyslexia Reading Program and will be exited from the daily instructional component. Hopefully your student will be able to transfer and apply the skills they have learned in the regular educational setting. Your student will continue to be monitored to ensure continued academic growth.

It has been a pleasure to serve your child, and we thank you for your support. If you have any questions or concerns, please contact the school.

Sincerely,