

Dyslexia Handbook
Warrensburg R-VI School District



201 S Holden Street
Warrensburg, Mo 64093

The guidance for school districts about how to serve students at-risk for dyslexia that was provided from DESE states, “In the 2018-2019 school year and subsequent years, each public school . . . shall conduct dyslexia screenings for students in the appropriate year consistent with the findings and recommendations of the task force created under 633.420. “Dyslexia screening” is a short test conducted by a teacher or school counselor to determine whether a student likely has dyslexia or a related disorder in which a positive result does not represent a medical diagnosis but indicates that the student could benefit from approved support.” This document is to further articulate the plans that the Warrensburg R-VI School District has for ensuring that these students are appropriately served.



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The task force has three (3) main recommendations.

1. Screening
2. Supports & Accommodations
3. In-service training



The recommendations are made for local education agencies (LEAs) with the intent to better identify and service students at-risk for dyslexia or related disorders in accordance with the provision of Section 167.950, RSM

Definition of Dyslexia

The following definition of dyslexia is the one Missouri has adopted. “Dyslexia, a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.” The Warrensburg R-VI School District continues to be committed to providing the appropriate intervention for students who struggle with reading. We will continue our learning of best instructional and intervention practices so that we may serve the needs of all students, including those exhibiting characteristics of dyslexia. Furthermore, the Warrensburg R-VI School District understands

- Students may demonstrate characteristics of dyslexia across a continuum, and we must be ready to provide the appropriate accommodation and/or intervention to best suit their needs along that continuum.
- Characteristics of dyslexia may appear to be “developmentally appropriate” as a student grows as a reader; however, we will not wait to provide targeted and appropriate intervention and support for all students.

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.” (IDA/NICHHD, 2002)

Common Strengths in Individuals with Dyslexia

- Curious and creative, with a great imagination
- Surprising maturity compared to peers
- A large oral vocabulary
- Good people skills and emotional intelligence
- Success in school subjects outside of reading (science, math, social studies, philosophy, etc.)
- Outside of the box thinking and problem-solving
- Talents in design and building
- Great perseverance and ability to adapt



Warning Signs of Dyslexia

Early Childhood

- * Delayed speech
- * Difficulty learning the alphabet
- * Inability to identify rhyming words
- * Mixing up the sounds in words (“efalant” for elephant)
- * A close relative with difficulties in reading, writing, and/or spelling

Kindergarten/First Grade

- * Late establishing a dominant hand
- * Inability to create rhyming words
- * Difficulties associating sounds with letters
- * Difficulty learning to tie shoes

Second Grade and On

- * Confusion between left and right
- * Letter or number reversals
- * Slow, choppy, inaccurate reading
- * Difficulty telling time on a clock with hands
- * When speaking, difficulty finding the correct word (saying ‘whatyamacallits” or “thingies”)
- * Messy room, backpack, or desk
- * Fear of reading aloud
- * Difficulty finishing tests on time
- * Taking long periods of time to complete homework assignments
- * Acting out in class and/or fighting with parents about homework

Adolescents and Young Adults

Several of the above symptoms plus:

- * Difficulty or uncertainty in pronouncing new vocabulary
- * Poor written expression (large difference between verbal skills and writing skills)
- * Difficulty learning a foreign language

Screening

According to the LEA Guidance for Serving Students At-Risk for Dyslexia, the purpose of this screening is to:

- Identify students who are at risk for dyslexia or reading failure
- Form small groups for instruction and intervention
- Plan instruction and intervention
- Set individual goals for student achievement
- Set exit criteria for intervention window

The Warrensburg School District will provide the Universal Screening according to the following guidelines.

	Screening	Documentation
First 30 Days	Screen <u>all</u> 1-3 grade students**	Documentation completed in spreadsheet
Parent/Teacher Conferences		Letters given to parents with the data from the first screening. Copy of the letter put in Permanent Record
No later than January 31	Screen 1-3 grade students that were “flagged” in the first 30 day screening (including special education)* Screen new 1-3 grade students Screen <u>all</u> Kindergarten students*	Documentation completed in spreadsheet
Last 30 Days of School	Screen all K-3 students that were “flagged” in the winter screening (including special education)**	Documentation completed in spreadsheet
By May 31		Instructional Coaches enter FALL or first screening or year data in PowerSchool according to the attached directions.
A student in grades 4 or higher who is experiencing “risk signs” of dyslexia as determined by the classroom teacher and requested by the student’s parent/guardian will be screened at any time.		

** Exemptions from screening will be made from the screening for the following:

- Existing diagnosis of dyslexia
- Students with a sensory impairment (visual/auditory) (discuss with IEP team)
- Severe intellectual disabilities (discuss with IEP team)
- English learners in the country less than 6 months

Dyslexia Screeners K-3

	K - Dec/Jan	1st	2nd	3rd
Potential Risk Factors	iReady	iReady	iReady	iReady
Phonological/ Phonemic Awareness	DIBELS-Phoneme Segment Fluency (8th Ed.)	DIBELS-Phoneme Segment Fluency (8th Ed.)	DIBELS-Phoneme Segment Fluency (8th Ed.)	PAST-Phonological Awareness Skills Test *As needed*
Letter Naming Fluency	DIBELS-Letter Naming Fluency (8th Ed.)	DIBELS-Letter Naming Fluency (8th Ed.)		
Rapid Automatic Naming	Arkansas Rapid Naming Screener	Arkansas Rapid Naming Screener	Arkansas Rapid Naming Screener	Early Literacy Solutions (RAN) *As needed*
Alphabetic Knowledge	DIBELS-Nonsense Word Fluency	DIBELS-Nonsense Word Fluency		
Sound Symbol-K Phonics-1st-3rd	DIBELS-Nonsense Word Fluency (8th Ed.)	DIBELS-Nonsense Word Fluency (8th Ed.)	DIBELS-Nonsense Word Fluency (8th Ed.)	DIBELS-Nonsense Word Fluency (8th Ed.)
Spelling			Pathways-Word Spelling, No Guides	Words Their Way
Reading Fluency			DIBELS-Oral Reading Fluency (8th Ed.)	DIBELS-Oral Reading Fluency (8th Ed.)
Basic Reading Comprehension			iReady Diagnostic Comprehension Scores	iReady Diagnostic Comprehension Scores

Dyslexia Screeners 4-12

	4th	5th	MS	HS
Phonological/ Phonemic Awareness	Phonological Awareness and Reading Profile	Phonological Awareness and Reading Profile	Phonological Awareness and Reading Profile	Phonological Awareness and Reading Profile
Rapid Automatic Naming	Phonological Awareness and Reading Profile	Phonological Awareness and Reading Profile	Phonological Awareness and Reading Profile	Phonological Awareness and Reading Profile
Phonics	Phonological Awareness and Reading Profile	Phonological Awareness and Reading Profile	Phonological Awareness and Reading Profile	IRI/Phonological Awareness and Reading Profile
Orthography	Words Their Way	Words Their Way	Phonological Awareness and Reading Profile	Phonological Awareness and Reading Profile
Reading Fluency	Dibels Oral Reading Fluency (8th Ed.)	Dibels Oral Reading Fluency (8th Ed.)	Phonological Awareness and Reading Profile	IRI/Phonological Awareness and Reading Profile
Basic Reading Comprehension	iReady Diagnostic Comprehension Scores	iReady Diagnostic Comprehension Scores	NWEA Diagnostic Comprehension Scores	Scholastic Reading Inventory/Informal Reading Inventory (IRI)

Information in Powerschool

Information must be entered manually for any student that is screened for dyslexia or receives a diagnosis of dyslexia. The information is from the first screening of the year. In the notes field, information should be added, not deleted.

Entering Data into PowerSchool:

	Screened Not at Risk	Screened At Risk	Exempt	Diagnosis-Dyslexia
Select student and click on Other Information (left side of screen under "information" section)				
Screened/Red Flag		check		Depends when they were diagnosed
Place of Evaluation				Place of report
Diagnosis Date				Date from report
MO State Reporting	SNR (Screened Not at Risk)	SAR (Screened At Risk)	EX (Exempt)	Depends when they were diagnosed.
Dyslexia Notes		Notes from screening- ie: 3rd Grade 21/22 - Red in the areas of spelling, fluency and comprehension	Why are they exempt? ie: 3rd Grade 21/22 - Exempt due to a diagnosis of intellectual disability.	Verbiage from their report stating their diagnosis.

Reports that can be found in Powerschool after entering this information.

Name of Report	What Information is in the Report
Dyslexia Info for All Students- Current School	This report lists all students (K-3) and their dyslexia information if applicable
Dyslexia MO State Field Blank - Current School	This report lists all students (K-3) where the MO State Reporting Field is Blank
Dyslexia Red Flag Students - Current School	This report lists all students with the Screened & Red Flag field checked (yes)
Dyslexia Red Flag Students - Districtwide	This report lists all students with the Screened & Red Flag field checked (yes)

Supports and Accommodations

Below is a list of example accommodations that benefit students with dyslexia. Not all students with dyslexia require all of the supports. As an instructional team, it is important to find the best ways to level the playing field for each student.

Presentation

- ☐ Verbal instruction
- ☐ Repetition of instructions
- ☐ Text/Instructions in audio-format
- ☐ Larger print
- ☐ Fewer Items per page
- ☐ Visual prompts or cues (e.g., arrow pointing on page or highlighted text)
- ☐ Information in acronyms, songs or poems (e.g., facts, definitions).
- ☐ Audio books
- ☐ Text to speech
- ☐ Textbooks for home use
- ☐ Provide copies of written notes/minimize writing from board
- ☐ Provide frequent checks for understanding
- ☐ Use manipulatives and multisensory activities

Response

- ☐ Reduce work - especially when writing, spelling and reading
- ☐ Mark answers in test book instead of on separate answer sheet
- ☐ Dictate to scribe or record oral responses on audio-recorder
- ☐ Record oral responses
- ☐ Point to response choices
- ☐ Type (keyboard) response
- ☐ Speech to Text or scribe
- ☐ Electronic Dictionary
- ☐ Allow access to spell check
- ☐ Allow access to grammar check
- ☐ Provide access to word prediction software
- ☐ Alternative answer sheet (or answer type)
- ☐ Use of a calculator or math tables
- ☐ Student only reads aloud if volunteers

Setting/Test taking

- ☐ Extended Time
- ☐ Read aloud for all subjects unless a reading passage
- ☐ Read test questions aloud
- ☐ Only count spelling on spelling tests (test these in alternate forms or shorten)
- ☐ Individual or small group
- ☐ Provide alternatives to testing (oral projects or videos)
- ☐ Reduce visual and/or auditory distractions (e.g., separate desk or location within classroom—"private office")
- ☐ Distraction-free setting (separate room)
- ☐ Alternative furniture arrangement (e.g., facing teacher for whole group lessons vs block of tables for small group work)
- ☐ Flexible scheduling (e.g., several sessions vs one)

Social/Emotional

- ☐ Gauge frustration levels
- ☐ Provide a variety of activities in which the student can demonstrate mastery and success
- ☐ Allow for frequent breaks and variety of activity (when frustrated)
- ☐ Provide frequent positive feedback and reinforcement
- ☐ Praise effort and process, not just final output
- ☐ Allow access to school counselor if needed

Adapted from

1. International Dyslexia Association. (July 30, 2022). Accommodations for students with dyslexia. [Accommodations for Students with Dyslexia - International Dyslexia Association \(dyslexiaida.org\)](https://dyslexiaida.org/)
2. Learning Ally. (July, 2022) What are some common accommodations for kids with dyslexia? [LA Accommodations Edu.pdf \(learningally.org\)](https://www.learningally.org/la-accommodations-edu.pdf)
3. DESE. (n.d.). Serving students at risk for dyslexia: Guidance to LEAs
<https://dese.mo.gov/media/pdf/curr-dyslexia-serving-students-at-risk-lea-guidance>

Interventions

The Warrensburg School District has the following programs available to meet the needs of students at risk of reading failure.

Pathways to Reading

Pathways to Reading is a professional development training program and curriculum that enables teachers to effectively assess and teach K-2 beginning readers and striving readers in upper grades. The principle components of Orton-Gillingham are embedded in Pathways to Reading.

This program is available for all classrooms in grades K-2 and all Title and special education classrooms in grades 3-5.

Phonics First/Brainspring

Phonics First Reading and Spelling system, an IMSLEC Accredited MSL program developed by RLAC, is a multisensory, systematic, structured, sequential, phonics-based, direct-instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic and ELL readers. Rooted in the Orton-Gillingham principles of instruction, *Phonics First* uses scientifically research-based learning strategies to teach students systematic processes for decoding (reading) and encoding (spelling)

This program is available for students receiving Title or Academic Intervention services in grades K-5.

Institute for Multisensory Education

IMSE's approach to Structured Literacy is based on the Science of Reading and incorporates the Orton-Gillingham methodology and all five pillars of literacy. While Orton-Gillingham has long been associated with dyslexia, IMSE has pioneered "Orton-Gillingham for everyone," advancing proven reading strategies into general education. It includes the contributions of experts from relevant disciplines, such as education, special education, literacy, psychology, and neurology, among others. This conclusive, empirically supported research provides the information needed to gain a deeper understanding of how people learn to read, what skills are involved, how these skills work together, and which parts of the brain are responsible for reading development. From this research comes an evidence-based best practice approach for teaching foundational literacy skills.

This program is available for students receiving Special Education services in grades K-5

Professional Development for Teachers

Two hours of in-service training will be provided each year. Plans for training are as follows.

	Plan	Rational
2018-2019	Introduction to Dyslexia by building Focus for elementary buildings on screenings	First introduction to dyslexia for most teachers Needs are very different by building
2019-2020		
2020-2021	Pathways To Reading Training for Primary Buildings	
2021-2022	Pathways To Reading Training for Primary Buildings	
2022-2023	Presentations using LETRS, NEE, DESE and other credible dyslexia resources.	Many new teachers in the district A review of the basics
2023-2024		
2024-2025		
2025-2026		
2026-2027		

Common Strengths in Individuals with Dyslexia

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- Surprising maturity compared to peers
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- Success in school subjects outside of reading (science, math, social studies, philosophy, etc.)
- Outside of the box thinking and problem-solving
- Talents in design and building
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Legislation

In accordance with the state regulation, (MO Revised Statutes 167.950 and 633.420) a universal screening of essential reading skills will be conducted for all students in Kindergarten through Grade 3.

This screening is not a comprehensive test for dyslexia and does not represent a diagnosis, but rather a tool to help educators identify which students could benefit from approved support through classroom accommodations and/or interventions.

Learning Ally. (2016). What is dyslexia? https://www.learningally.org/Portals/0/Documents/TeacherResources/WhatIsDyslexia_BriefingPaper_0116-03-26-121226-143

Shaywitz, S. (2003). *Overcoming dyslexia: A new complete science-based program for reading problems at any level*. New York City, NY: Random House, Inc.

Resources

Western Missouri Medical Center
Speech Therapy (Rehab Services)
403 Burkard Rd. Warrensburg, MO 64093
660-262-7536

Chatterbox Speech Therapy LLC
The Pediatric Place
210 S. 2nd St. Clinton, MO
660-885-2394
1800 W. Irish Knob Noster, MO
660-687-0187

Children's Mercy Hospital
5520 College Blvd. Overland Park, KS
913-696-5750

Web Resources

International Dyslexia Association
<https://dyslexia.org>

Dyslexia Fact Sheets from IDA
<https://dyslexia.org/fact-sheets>

- Dyslexia Basics
- ADHD and Dyslexia
- Accommodations for Students with Dyslexia
- Gifted and Dyslexia—and more!

Recommended Reading

Overcoming Dyslexia:
A New and Complete Science-Based Program for
Reading Problems at Any Level
By: Sally Shaywitz, M. D.

Barton, S. (2002). Warning signs of dyslexia. Retrieved from <http://www.dys-ed.com/resources/Research/DyslexiaWarningSigns.pdf>

International Dyslexia Association. (2002). Definition of dyslexia. Retrieved from <https://dyslexia.org/what-is-dyslexia/>

Learning Ally. (2014). What is dyslexia? A look at the definition. Retrieved from <http://www.learningally.org/what-is-dyslexia/>

Warrensburg R-VI School District

DYSLEXIA

Parent Handout



Dyslexia Definition
Warning Signs
Legislation Information
Resources

Updated April 2021

Warning Signs of Dyslexia

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Adolescents and Young Adults

Several of the above symptoms plus:

- Difficulty or uncertainty in pronouncing new vocabulary
- Poor written expression (large difference between verbal skills and writing skills)
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Dyslexia Defined

Dyslexia is a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (International Dyslexia Association, 2002).

Neurological in Origin

- Reading, writing, and spelling errors are due to differences within the brain. It is not a vision problem.
- The dyslexic brain is structurally and functionally different in the way that it processes speech sounds, letters, and words.

Poor Spelling and Decoding Abilities

- Students with dyslexia can memorize how to spell words for a short time (for a spelling test) but may not remember the spelling or word meaning later.
- Spelling may suggest a lack of understanding of phonics rules.

Unexpected in Relation to Other Cognitive Abilities

- Dyslexia can co-exist with ranges of intellectual ability.
- Some students with dyslexia have strengths in other areas that allow them to hide their reading and writing difficulties.

Secondary Consequences

- Poor reading comprehension and reduced vocabulary development.
- Reduced reading experiences, interests in school, academic success, and self-esteem.

Difficulties in Accurate or Fluent Word Recognition

- Difficulties sounding out words
- Affects reading rate (speed) and expression
- Affects reading fluency skills: the ability to read quickly, accurately, and with good comprehension

Deficit in the Phonological Component of Language

- Phonological Awareness (PA) - a broad set of skills that includes recognizing and manipulating parts of language—sounds (phonemes) and syllables.
- Phonemic Awareness—the understanding that speech and words are made up of sounds that can be manipulated or changed by adding or subtracting sounds.
- Examples include: poor rhyming skills, trouble pronouncing words correctly, and/or using the wrong verb tenses ("caught" for caught).
- Phonological and phonemic awareness are predictors of later reading abilities. These skills can be taught and learned.



Cut Scores

Kindergarten

Reading Progress Monitoring Report		iReady	Phoneme Segmentation Fluency	Letter Naming Fluency	Phonics Nonsense Word Fluency	
School Year 2022-2023						
Student Name:						
	Quarter 3					
	BELOW		23-28	31-36	16-24	1-2
	WELL BELOW		0-22	0-30	0-15	0
			#Correct	#Correct	# Correct Sounds	#Correct Words
Screening						
February						
March						
	Quarter 4					
	BELOW		37-43	35-41	24-30	4-6
	WELL BELOW		0-36	0-34	0-23	0-3
			#Correct	#Correct	#Correct Sounds	#Correct Words
April						
May						

First Grade

Reading Progress Monitoring Report		iReady	Rapid Automatic Naming	Phoneme Segmentation Fluency	Letter Naming Fluency	Phonics Nonsense Word Fluency	
School Year 2022-2023							
Student Name:							
	Quarter 1 & 2						
	BELOW		60-69	19-30	32-41	25-29	1-4
	WELL BELOW		70+	0-18	0-31	0-24	0
			Seconds	#Correct	#Correct	#Correct Sounds	#Correct Words
Screening							
October							
November							
December							
	Quarter 3						
	BELOW		60-69	34-42	51-56	41-51	10-13
	WELL BELOW		70+	0-33	0-50	0-40	0-9
			Seconds	#Correct	#Correct	#Correct Sounds	#Correct Words
January							
February							
March							
	Quarter 4						
	BELOW		60-69	37-44	53-58	45-54	11-14
	WELL BELOW		70+	0-36	0-52	0-44	0-10
			Seconds	#Correct	#Correct	#Correct Sounds	#Correct Words
April							
May							

Second Grade

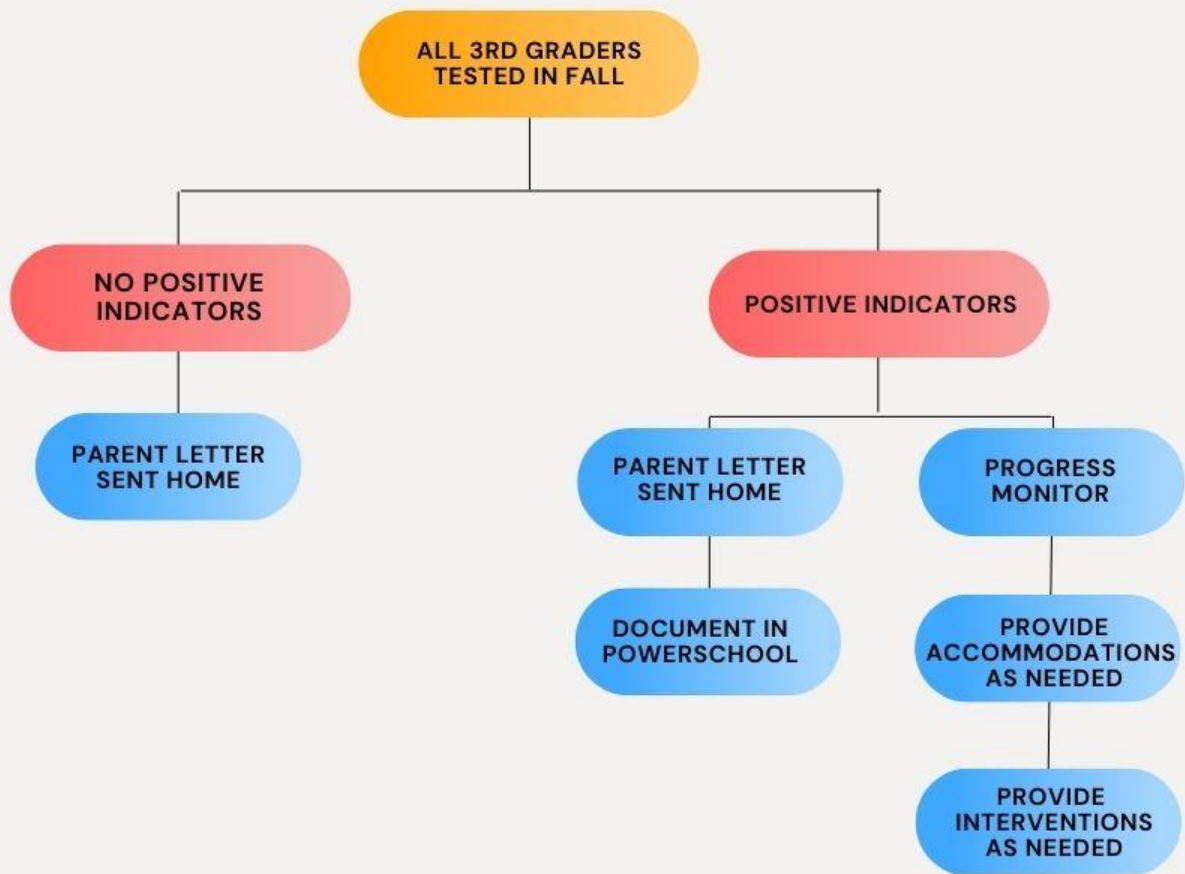
Reading Progress Monitoring Report		iReady Diagnostic	Rapid Automatic Naming	Phoneme Segmentation Fluency	Phonics Nonsense Word Fluency	Oral Reading Fluency	Spelling: Pathways-Word Spelling-No Guides		
School Year 2022-2023									
Student Name:									
	Quarter 1 & 2								
	BELOW		52-59	37-44	41-49	10-14	29-48	25-27	25-27
	WELL BELOW		60+	0-36	0-40	0-9	0-28	0-24	0-24
			Seconds	#Correct	#Correct Sounds	#Correct Words	WPM	PA Score	Phonics Score
Screening									
October									
November									
December									
	Quarter 3								
	BELOW		52-59	37-44	54-67	15-19	59-77	25-27	25-27
	WELL BELOW		60+	0-36	0-53	0-14	0-58	0-24	0-24
			Seconds	#Correct	#Correct Sounds	#Correct Words	WPM	PA Score	Phonics Score
January									
February									
March									
	Quarter 4								
	BELOW		52-59	37-44	54-75	17-21	77-93	25-27	25-27
	WELL BELOW		60+	0-36	0-53	0-16	0-76	0-24	0-24
			Seconds	#Correct	#Correct Sounds	#Correct Words	WPM	PA Score	Phonics Score
April									
May									

Third Grade

Reading Progress Monitoring Report		iReady Diagnostic	Phonics/Word Recognition Dibels NWF (8th Ed)	Fluency Dibels ORF (8th ED)	Spelling Words Their Way	Comprehension iReady	RAN Rapid Automatic Numbering	Phonological Processing PAST
School Year 2022-2023								
Student Name:								
Teacher:								
Birthday:								
	Fall							
	BELOW		18-23	61-76	Long Vowels 0-3pts			
	WELL BELOW		0-17	0-60	Digraphs			
			#Correct	WPM	Spelling Stage			
Fall								
	Winter							
	BELOW		23-29	90-104	Long Vowels 5pts			
	WELL BELOW		0-22	0-89	Long Vowels >4pts			
			#Correct	WPM	Spelling Stage			
Winter								
	Spring							
	BELOW		24-30	96-111	Other Vowels			
	WELL BELOW		0-23	0-95	Long Vowels			
			#Correct	WPM	Spelling Stage			
Spring								

Elementary Dyslexia Flowchart

DYSLEXIA FLOWCHART



WMS Dyslexia Screening Referral

