

## Dyslexia Intervention Program Check

There is no specific intervention or program school corporations or charter schools are expected to use as part of their dyslexia intervention. This checklist is designed to help schools investigate the fidelity of a dyslexia intervention program they are considering. Schools are not required to purchase a program, and may create their own curriculum. This Program Check may serve as a checklist to ensure skills are being taught.

*Note: This document is adapted from the Arkansas Department of Education Dyslexia Resource Guide published in December of 2017. The original document is entitled "Dyslexia Program Review Form".*

Program: \_\_\_\_\_ Author(s): \_\_\_\_\_

Date of Publication: \_\_\_\_\_ Intended Age/Grade Range:  
\_\_\_\_\_

Length of Program: \_\_\_\_\_ Group Size: \_\_\_\_\_ Frequency/Duration of Sessions: \_\_\_\_\_

Information Sources: \_\_\_\_\_

School: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Training Requirements: \_\_\_\_\_ Training Cost: \_\_\_\_\_

Cost of Materials: \_\_\_\_\_

## Principles of Instruction (How)

*Checkmark each item included in the dyslexia intervention program*

### Explicit, Direct Instruction

- Nothing assumed, everything is directly taught
- Skill or strategy is made clear
- Instruction may individualized to meet specific needs of a student
- Instruction is given without presuming prior skills or knowledge of the student
- Modeling, Guided practice, Corrective feedback, Independent Practice

### Systematic, Sequential, Cumulative

- Lessons follow a logical order of the language
- Program begins with easiest lessons, and progresses to more difficult lessons
- New concept based on previously learned concept
- Systematic review of previously taught skills to strengthen memory

**Multisensory**

- Teaching incorporates the simultaneous use of two (2) or more sensory pathways during teacher presentation and student practice

**Research-Based**

- Instructional techniques are grounded in research

**Instruction Size**

- Recommended size of small group \_\_\_\_\_
- Intervention can be taught: 1:1    small group (size \_\_\_\_\_)    whole group (size \_\_\_\_\_)

**Content (What)**

Look for lessons that explicitly teach:

*Checkmark each item included in the dyslexia intervention program*

**Phonological and Phonemic Awareness**

- Detect
- Create
- Identify
- Segment
- Blend
- Manipulate sounds

**Alphabetic Knowledge**

- Identify all lower and upper case letters
- Produce letter sounds

**Graphophonemic Knowledge**

- Specific sequence of letter-sound introductions
- Consonants
- Vowels
- Consonant digraphs, trigraphs
- Vowel digraphs, trigraphs, quadrigraphs
- Diphthongs
- Combinations

**Structure of the English Language**

- Syllable types
- Closed
- Open
- Vowel-Consonant-e
- Vowel teams
- Vowel r
- Final Stable Syllables (Consonant\_\_le)

**Syllable Division Patterns**

- VCCV
- VCV
- VCCCV
- VV

**Morphology**

- Base words
- Prefixes
- Suffixes
- Latin Roots
- Greek Combining Forms

**Linguistic Instruction**

- Language Form:
  - Phonology (sounds)
  - Morphology (meaning)
  - Syntax (grammar)
- Language Content: Semantics (vocabulary)
- Language Use: Pragmatics (conversational rules)

**Strategies for:**

- Decoding
- Word recognition
- Comprehension
- Encoding (spelling)
- Fluency
- Rapid Naming

**Other Information:**

*This document is adapted from the Arkansas Department of Education Dyslexia Resource Guide published in December of 2017. The original document is entitled “Dyslexia Program Review Form”.*