

Indiana Department of Education

Office of School Improvement

Dyslexia Resource Guide

A compendium of all materials, forms, and guidance required for successful implementation of Indiana Code 20-35.5, *et seq.*, as created by SEA 217 (2018)

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Chapter 1: Acknowledgements and Purpose

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The Virginia Department of Education for permission to use parts of the definition and characteristics sections of this presentation, adapted from the Dyslexia Awareness Training Module © 2017 by the Commonwealth of Virginia Department of Education. All rights reserved. Reproduced by permission.

The Indiana Department of Education would like to thank all all of the teachers, administrators, psychologist, diagnosticians, speech-language pathologist, parents, and advocates who provided feedback and were collaborated with throughout the implementation of this new law. All of your hard work has been greatly appreciated and helps us do what is best for Indiana students!

This resource guide was authored and compiled by Joe Risch, authorized reading specialist trained in dyslexia at the Indiana Department of Education

Please note: Senate Enrolled Act 217 became Indiana Code 20-35.5, *et seq.* On July first, 2018, when the law went into effect. Throughout this document, the law may be referred to as Senate Enrolled Act (SEA) 217, IC 20-35.5, *et seq.*, IC 20-35.5-X-X when sections and subsections are referenced, or IC 20-35.5, *et seq.*, as created by SEA 217 (2018).

The purpose of this resource guide, as required by IC 20-35.5, *et seq.*, as created by SEA 217 (2018), is to serve as a compendium and provide educators and families with all information as it relates to this Indiana Code.

Chapter 2: Dyslexia Prevalence

According to Federal and State statistics, approximately 42 percent of students identified with a disability have a Specific Learning Disability (SLD), and the majority of those students experience reading difficulty. Further, according to the National Institute of Health (NIH) and Yale Center for Dyslexia and Creativity, dyslexia affects, to some degree, nearly 20 percent of the population.

While current practice often requires a child to demonstrate a significant struggle to read over a prolonged period of time, intensive interventions are most effective in kindergarten or first grade. This is known as the Dyslexia Paradox. IC 20-35.5, *et seq.*, as created by Senate Enrolled Act (SEA) 217 (2018). 217 was passed to equip teachers to address this paradox.

Chapter 3: Senate Enrolled Act 217

Second Regular Session 120th General Assembly (2018)

SENATE ENROLLED ACT No. 217
Indiana Code 20-35.5, et seq.

AN ACT to amend the Indiana Code concerning education.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. IC 20-35-4-13 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2018]: Sec. 13. (a) Unless provided otherwise under federal law, if a school's multidisciplinary team determines that a student:

- (1) is eligible to receive special education and related services; and
- (2) has or has characteristics of the specific learning disability of dyslexia;

the multi-disciplinary team shall include information about dyslexia in the educational evaluation of the student.

(b) If information about dyslexia is included in a student's educational evaluation, information about dyslexia must be:

- (1) discussed by the student's case conference committee; and
- (2) included in the student's individualized education program if the case conference committee determines that the information should be included.

SECTION 2. IC 20-35.5 IS ADDED TO THE INDIANA CODE AS A NEW ARTICLE TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2018]:

ARTICLE 35.5. DYSLEXIA SCREENING AND INTERVENTION**Chapter 1. Definitions**

Sec. 1. The definitions used in this chapter apply throughout this

article.

Sec. 2. (a) "Authorized reading specialist trained in dyslexia" means an employee of a school corporation or public school, including a charter school, who has successfully completed training in a dyslexia program approved by the department.

(b) The term includes a:

- (1) reading specialist trained in dyslexia;
- (2) teacher who has successfully completed the training described in subsection (a); and
- (3) tutor or paraprofessional working under the supervision of a teacher described in subdivision (2).

Sec. 3. "Dyslexia program" means explicit, direct instruction that is:

- (1) systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of a student without presuming prior skills or knowledge of the student;
- (2) research based; and
- (3) offered in a setting to teach a student the components of reading instruction, including:
 - (A) phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;
 - (B) graphophonemic knowledge for teaching the letter sound plan of English;
 - (C) the structure of the English language that includes morphology, semantics, syntax, and pragmatics;
 - (D) linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and
 - (E) strategies that a student uses for decoding, encoding, word recognition, fluency, and comprehension.

Sec. 4. "Level I dyslexia screening" means a process, as determined by the school corporation or charter school, for gathering additional information to determine if characteristics of dyslexia are present.

Sec. 5. "Level II dyslexia screening" means a detailed process, as determined by the school corporation or charter school, for identifying a pattern of strengths and weaknesses documenting the characteristics of dyslexia and includes the administration of diagnostic tools designed to measure the underlying cause, characteristics, and outcomes to identify the characteristics of

dyslexia.

Sec. 6. "Reading specialist trained in dyslexia" means a professional who:

- (1) has expertise in and either has or is working toward an endorsement or certification, as determined by the department, in providing training for:
 - (A) phonological and phonemic awareness;
 - (B) sound and symbol relationships;
 - (C) alphabet knowledge;
 - (D) decoding skills;
 - (E) rapid naming skills; and
 - (F) encoding skills;
- (2) is fluent in the response to intervention process; and
- (3) has been trained in the identification of and intervention for dyslexia.

Sec. 7. "Universal screener" means a diagnostic assessment used to aid educators in understanding the causes for student performance, learning strengths, and the needs that underlie student performance. The diagnostic assessment is conducted to identify or predict students who may be at risk for poor learning outcomes and is typically brief and conducted with all students at a particular grade level.

Chapter 2. Required Screening and Intervention

Sec. 1. (a) Subject to section 8 of this chapter, a school corporation's and charter school's reading plan developed under 511 IAC 6.2-3.1 shall include indicators to screen for risk factors of dyslexia, using a screening tool approved by the department that screens for characteristics of dyslexia.

(b) Subject to 511 IAC 6.2-3.1, the mandatory universal screener approved by the department under subsection (a) shall include indicators for dyslexia and must be reported in the kindergarten through grade 2 reading plan.

Sec. 2. The screening of students shall include, as developmentally appropriate, the following:

- (1) Phonological and phonemic awareness.
- (2) Sound symbol recognition.
- (3) Alphabet knowledge.
- (4) Decoding skills.
- (5) Rapid naming skills.
- (6) Encoding skills.

Sec. 3. Subject to section 8 of this chapter, if a student is

determined to be at risk, or at some risk, for dyslexia after screening under section 1 of this chapter, the school corporation or charter school shall administer a level I dyslexia screening of the student.

Sec. 4. (a) Subject to section 8 of this chapter, if a school corporation or charter school determines that a level II dyslexia screening should be administered, the school corporation or charter school may administer a level II dyslexia screening to the student.

(b) A level II dyslexia screening shall be completed consistent with the Indiana dyslexia resource guide described in IC 20-35.5-7-2.

Sec. 5. The level I dyslexia screening and the level II dyslexia screening of a student must include the components listed in section 2 of this chapter.

Sec. 6. The state board shall adopt rules to ensure that students will be screened as provided under this article for risk factors of dyslexia using a screening tool described in section 1 of this chapter:

- (1) in kindergarten, grade 1, and grade 2;
- (2) when a student in kindergarten through grade 2:
 - (A) transfers to a new school; and
 - (B) has not been screened previously during the school year;
- (3) when a student in grade 3 or higher has difficulty, as noted by a classroom teacher, in:
 - (A) phonological and phonemic awareness;
 - (B) sound symbol recognition;
 - (C) alphabet knowledge;
 - (D) decoding skills;
 - (E) rapid naming skills; and
 - (F) encoding skills; and
- (4) when a student from another state enrolls for the first time in kindergarten through grade 2 in Indiana unless the student presents documentation that the student:
 - (A) had the dyslexia screening or a similar screening during the school year; or
 - (B) is exempt from screening.

Sec. 7. If a universal screener, level I dyslexia screening, or level II dyslexia screening indicates that a student has characteristics of dyslexia, the school corporation or charter school shall use the response to intervention process to address the needs of the student.

Sec. 8. (a) A school corporation or charter school is not required to administer a universal screener under section 1 of this chapter to a student if the:

- (1) parent of the student objects to the screening; or
- (2) student is receiving intervention services for dyslexia.

(b) Before a school corporation or charter school administers a level I dyslexia screening or level II dyslexia screening to a student, the parent of the student must consent to the screening.

(c) If a parent objects to an initial dyslexia screening or does not consent to a level I dyslexia screening or level II dyslexia screening, the school corporation or charter school may not administer the initial dyslexia screening, level I dyslexia screening, or level II dyslexia screening, whichever is applicable, to the student.

Chapter 3. Notification and Services

Sec. 1. If a student's performance on an initial dyslexia screening, level I dyslexia screening, or level II dyslexia screening under IC 20-35.5-2 indicates a need for dyslexia intervention services, the school corporation or the charter school shall do the following:

- (1) Notify the student's parent of the results of the dyslexia screening.
- (2) Provide the student's parent with information and resource material that includes the following:
 - (A) Characteristics of dyslexia.
 - (B) Appropriate classroom interventions and accommodations for students with dyslexia.
 - (C) A statement that the parent may elect to have the student receive an educational evaluation by the school.

Chapter 4. Instructional Approaches

Sec. 1. If a student's level I dyslexia screening or level II dyslexia screening indicates the need for dyslexia intervention services for the student, the dyslexia intervention may include:

- (1) explicit, direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;
- (2) individualized instruction to meet the specific needs of the student in a setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement;
- (3) meaning based instruction directed at purposeful reading

and writing with an emphasis on comprehension and composition;

- (4) instruction that incorporates the simultaneous use of two (2) or more sensory pathways during teacher presentations and student practice; and
- (5) other instructional approaches as determined appropriate by the school corporation or charter school.

Chapter 5. Reporting by School Corporations and Charter Schools

Sec. 1. The superintendent of a school corporation and an organizer of a charter school shall annually report, in accordance with the reading plan developed under 511 IAC 6.2-3.1, to the department the number of students who were:

- (1) administered an initial dyslexia screening under IC 20-35.5-2-1 during the school year; and
- (2) determined to be at risk, or at some risk, for dyslexia.

Sec. 2. Before July 15, 2019, and before July 15 of each year thereafter, each school corporation and charter school shall report on the school corporation's or charter school's Internet web site the following information:

- (1) The dyslexia intervention programs that were used during the previous school year to assist students with dyslexia.
- (2) The number of students during the previous school year who received dyslexia intervention under this article.
- (3) The total number of students identified with dyslexia during the previous school year.

Chapter 6. Reading Specialists Trained in Dyslexia

Sec. 1. (a) Not later than July 1, 2019, the department shall employ at least one (1) reading specialist trained in dyslexia with a minimum of three (3) years of field experience in screening, identifying, and treating dyslexia and related disorders to provide the following:

- (1) Technical assistance for dyslexia and related disorders to:
 - (A) the department; and
 - (B) school corporations and charter schools in Indiana.
- (2) Training to school corporation and charter school employees in:
 - (A) administering screenings;
 - (B) analyzing and interpreting screening data;
 - (C) determining appropriate interventions that are systematic, multisensory, and evidence based; and

(D) dyslexia programs.

(b) A reading specialist trained in dyslexia shall:

(1) be trained in dyslexia and related disorders, including best practice interventions and treatment models for dyslexia;

(2) be responsible for:

(A) the accountability of screening results; and

(B) ensuring that all teachers working for the school corporations and charter schools receive the professional awareness information as required under IC 20-35.5-7-1; and

(3) serve as the primary source of information and support for school corporations and charter schools in addressing the needs of students with dyslexia and related disorders.

Sec. 2. (a) Not later than the 2019-2020 school year, each school corporation and charter school shall employ at least one (1) individual to serve as a authorized reading specialist trained in dyslexia for the school corporation or charter school.

(b) A school corporation or a charter school may enter into an agreement with:

(1) a service provider; or

(2) another school corporation or charter school;

to obtain or share services provided by an authorized reading specialist trained in dyslexia.

Sec. 3. (a) A school corporation or charter school may petition the state superintendent of public instruction, or the superintendent's designee, for a waiver necessary to hire an individual that does not meet the training requirements established by the department to be an authorized reading specialist trained in dyslexia. The written petition must be submitted to the department on a form and in a manner prescribed by the department and must specify the reasons the school corporation or charter school is seeking the waiver.

(b) The department may grant a petition submitted under subsection (a) if:

(1) the individual is unable to meet the training requirements to become an authorized reading specialist trained in dyslexia within the required time period; or

(2) an authorized reading specialist trained in dyslexia leaves the specialist's position with the school corporation or charter school and the school corporation or charter school is not able to timely employ or designate another authorized reading specialist trained in dyslexia.

- (c) Waivers granted under subsection (b) may be granted for a period not to exceed one (1) year.

Chapter 7. Dyslexia Professional Awareness and Resource Guide

Sec. 1. (a) Not later than the 2019-2020 school year, the department shall ensure that each teacher receives professional awareness information on the following:

- (1) The characteristics of dyslexia.
- (2) The evidence based interventions and accommodations for dyslexia.

(b) The department may provide the information described in subsection (a) in a presentation online or in person.

Sec. 2. The department shall:

- (1) develop and update an Indiana dyslexia resource guide; and
- (2) post the guide on the department's Internet web site.

Sec. 3. The state board shall, in collaboration with the department, adopt rules under IC 4-22-2 to implement this article

Chapter 4: Background of Law

When: IC 20-35.5, *et seq.*, as created by SEA 217 (2018) was passed in the 2018 legislative session. IDOE was required to hire a reading specialist trained in dyslexia by July of 2019. This person was brought on to plan and help schools prepare to meet the specification of the law that goes into effect at the start of the 2019-2020 school year.

Why: The law was passed because elected officials saw a need in Indiana schools to identify, as early as possible, our readers who show risk factors for dyslexia and then provide them with systematic, explicit, sequential, and multi-sensory instruction to meet their needs.

Law Applies to Public and Charter Schools: This law applies to all public and charter schools. Private schools may choose to comply with some or all of the law, but they are not required to do so. We encourage private schools to have conversations with their local education agency (LEA) to see how and if they can work together as they implement the law.

SEA 217 and SPED: It is important to note that this law does NOT alter any part of Article 7 or IDEA. IC 20-35.5, *et seq.*, as created by SEA 217 (2018) is not a special education law but is intended to identify general education students who have risk factors for dyslexia. Additional information on IC 20-35.5, *et seq.*, as created by SEA 217 (2018) and special education can be found in chapter 18 of this resource guide.

IDOE role: Please note IDOE's role is to facilitate the implementation of this law and regulation as they are written.

Additionally, IDOE has four significant responsibilities as it relates to IC 20-35.5, *et seq.*:

- Creating a list of approved universal screeners, Level I, and Level II screeners.
- Creating a list of approved dyslexia training programs.
- Creating and disseminating awareness and professional development information for all educators.
- In addition to this professional development and awareness IDOE is creating a resource guide as required in IC 20-35.5, *et seq.*. This resource guide as follows is a compendium of all resources at it relates to the law.

Chapter 5: Definition of Dyslexia

In 2015 IC 20-18-2-3.5, *et seq.* as created by HEA 1108 (2015). This put in place an official definition for dyslexia. This is the definition IDOE is using when referring to dyslexia. It is based on the definition from the International Dyslexia Association.

The definition for dyslexia in Indiana law is: “‘Dyslexia’ means a specific learning disability that: is neurological in origin and characterized by difficulties with accurate fluent word recognition; and poor spelling and decoding abilities; typically results 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; may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge; and may require the provision of special education services after an eligibility determination is made in accordance with 511 IAC 7-40.”

A breakdown of the definition in five parts:

Part One: Dyslexia is distinguished from other learning disabilities due to weaknesses occurring at the phonological level. A student who has a weakness at the phonological level has difficulty manipulating units of oral language such as words, syllables, or individual sounds. One of the more complex skills at the phonological level is the ability to blend and segment individual sounds. This is called phonemic awareness. An example of a phonemic awareness task is giving a student three sounds to blend together such as /c/-/a/-/t/, the student produces the word cat. A student with dyslexia may struggle with this task and produce the word *cap* instead of *cat*. Students with dyslexia who have a significant weakness at the phonological level will have difficulty acquiring basic foundational reading skills.

Part Two: Dyslexia is a Specific Learning Disability. This means the student struggles with basic early reading and language problems. Dyslexia is neurobiological in nature and not due to educational or environmental factors. Family history is one of the strongest risk factors for struggling readers and developing the characteristics of dyslexia. Today, we have scientific evidence supporting our understanding that dyslexia is caused by a difference in how the brain processes phonological information.

Part Three: Dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. In the classroom, students with dyslexia may struggle with decoding or sounding out words, reading words accurately and fluently, and developing basic spelling skills. These basic literacy skills typically develop in kindergarten through second grade, but may remain a challenge for a student with dyslexia as they progress through school.

Part Four: These struggles 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. Typically, the reading difficulties a student with the characteristics of dyslexia experiences are not expected in relation to the strengths the student demonstrates in other academic areas. For example, a student with dyslexia struggles with basic reading skills, but may demonstrate average or above average academic ability in other subjects. Additionally, the difficulties a student with dyslexia experiences are not expected given the student has been provided the same effective classroom instruction as peers who are making adequate grade level progress.

Part Five: Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. For the student with the characteristics of dyslexia, the inability to decode fluently and accurately may impair the ability to comprehend text. Because of this challenge, the student with characteristics of dyslexia who has not received appropriate intervention may read less, and therefore have less opportunity to develop vocabulary, background knowledge, and less practice at reading to comprehend.

Chapter 6: Characteristics of Dyslexia

According to most experts, the characteristics of dyslexia manifest differently from childhood to adulthood. The progressions of dyslexia from childhood into adulthood explored below are taken from the book, Basic Facts about Dyslexia and Other Reading Problems by Louisa Moats and Karen Dakin.

It is important to note that students “at risk” and “at some risk” for the characteristics of dyslexia are not the same. While they share common characteristics, not all children will exhibit all of these characteristics and they will vary in the severity of the disability.

Preschool

In preschool, children with dyslexia may exhibit some common characteristics, which include, but are not limited to:

- Delayed speech
- Slow vocabulary growth
- Inconsistent memory for words
- Difficulty with lists or directions
- Mispronunciation of words and names
- Poor letter-sound recall
- Difficulty learning the alphabet letter names, forms, and sounds

Kindergarten and First Grade

Children with dyslexia in kindergarten and first grade may demonstrate difficulty with developing basic foundational reading skills, which may include, but are not limited to:

- Producing rhyming words
- Identifying and manipulating the individual speech sounds in spoken words (phonemic awareness)
- Remembering the names of letters and recalling them quickly
- Recalling the sounds the letters represent
- Recognizing common words by sight
- Using the sounds of letters to spell so words can be recognized by the teacher

As “typically developing readers” in the classroom context, students with dyslexia may progress more slowly and continue to struggle. It is not uncommon for students who struggle at this age to recognize their weaknesses with reading and begin to develop anxiety or try to avoid reading altogether.

Second and Third Grade

During second and third grade, students with characteristics of dyslexia may have learned some skills, but they typically continue to demonstrate difficulties with reading, writing, and spelling.

- These students may still struggle with the skills listed above
- Identifying sight words automatically continues to be problematic as well as sounding out or decoding words.
- Spelling may be affected with sounds omitted, letters used incorrectly for sounds, and misspellings of sight words such as *said*, *that*, and *why*

Upper Elementary

In upper elementary grades, students with dyslexia may continue to demonstrate some of the core characteristics of dyslexia listed in the previous grade bands.

These students may also experience difficulty with timed oral reading fluency tests that require a student to read aloud for one minute and dysfluent reading may persist, even after or while receiving appropriate instruction and intervention.

Middle and High School

Middle and high school students with dyslexia may experience a slower reading rate, which may result in an increased time needed to complete literacy tasks when compared to their peers without dyslexia. For many students, note-taking, time management, and organization are often an issue at this stage.

College

College students with dyslexia typically need accommodations for slow reading rate, note-taking difficulties, and problems with written expression.

Chapter 7: Six Subset Areas

The screeners gather information on the six subset areas. They are:

- 1) Phonological Awareness assesses one's ability to identify and change the different small segments of spoken sounds, while phonemic awareness is the knowledge of sounds (phonemes) in our spoken language and one's ability to change the sounds in a word.
- 2) Alphabet Knowledge is one's ability to name, distinguish shapes, write, and identify the sounds of the alphabet.
- 3) Sound Symbol Recognition is also known as phonics. It is the process of learning that letters are linked to sounds (phonemes) to form letter-sound correspondences and spelling patterns.
- 4) Decoding Skills are used in reading. It's one's ability to apply your knowledge of letter-sound relationships and letter patterns to correctly pronounce written words. In other words, translating written words into sounds and meaning of spoken words
- 5) Rapid Naming is one's ability to quickly name aloud familiar items. This skill requires executive function skills and rapid recall skills. This has been identified as a key component to a dyslexia screening battery.
- 6) Encoding Skills-Encoding is for spelling. This looks at one's ability to translate their knowledge of letter/sounds into written words.

Six Subsets Explained Further

Phonological Awareness is the ability to segment speech sounds into words, syllables, and phonemes. Phonemic awareness is the ability to manipulate speech sounds of phonemes in spoken words. Phonemic awareness may be assessed through a variety of oral activities requiring students to isolate, identify, segment, or blend phonemes at various stages of difficulty.

Alphabet Knowledge is one's ability to name, distinguish similar letters, recognize upper and lowercase forms, write, and identify the sounds of the alphabet.

Sound Symbol Relationship, also called phonics, is the foundation for accurate reading and spelling development. This can be measured a number of ways but is most often assessed method is through wordlist reading (of real and nonsense words). This requires a student to truly decode the words and not use visual memory and context clues.

Decoding measures the ability to apply the knowledge of letter-sound relationships and letter patterns to correctly pronounce written words. In other words, it is translating written words into sounds and the meaning of spoken words.

Rapid Automatic Naming measures how quickly the student can name items such as colors, objects, letters, and numbers. Difficulty retrieving the labels quickly and easily is likely to have significant consequences on the ability to decode words.

Encoding measures the ability to translate their knowledge of letter/sounds into written sounds of words, also known as spelling. It assesses one's ability to hear a sound and write a symbol that represents that sound.

Chapter 8: Universal Screener

Research has established that the cause of reading and spelling problems is a deficit in the phonological components of language. For this reason, the International Dyslexia Association suggests the screening of specific early literacy skills. In addition to decoding, encoding, and alphabet knowledge, these areas are: phonological and phonemic awareness, sound symbol relationship, and rapid automatized naming.

Indiana law established a universal screening process. Under this law, all students in kindergarten through grade two shall be universally screened for characteristics of dyslexia annually in all six subset areas discussed in chapter eight using a screener approved by IDOE.

Universal screeners must include measures in all of the following subsets: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.

Who Is Screened:

Students in kindergarten, first, and second grade will be screened annually in all six subset areas. This includes students that transfer schools and have not been screened previously during that school year at a different school.

Students will be screened each year regardless of the previous year's performance on the screener.

When a student from another state enrolls for the first time in kindergarten, grade one, and grade two in Indiana unless the student presents documentation that the student

- 1) Had the dyslexia screening or a similar screening during the school year; or
- 2) Is exempt from the screening (see below)

It is **NOT** required that all students in grades 3-12 be screened. If a teacher observes a student who has a deficit in one of the six subset areas, the teacher may refer the student to be given the universal screener to gather further information on the student.

Exemptions from being screened:

A school corporation or charter school is not required to administer a universal screener to a student if the:

- 1) Parent of the student objects to the screening; or
- 2) Student is receiving intervention services for dyslexia.*
**Intervention services for dyslexia are defined as 1:1 outside dyslexia tutoring delivered multiple times a week with the data collected at these sessions provided to the school*
- 3) For information on giving the universal screener to special education and English language learners, please consult the guidance documents available on IDOE dyslexia website and chapter 18 of the resource guide.

Universal screeners must be completed with all students, but please see guidance documents for giving the universal screener to special education and ELL students in Chapter 18 of this resource guide for additional information.

When Are They Screened:

There is no specific screening window so schools may use their professional judgement and knowledge of what is developmentally appropriate to decide when they will screen students in each grade.

Benchmark Scores:

Schools have the local control to decide what is considered “at risk” and “at some risk”. This will vary based on the benchmark set by the test makers and will vary based on which approved screeners schools choose. Schools may choose to use a triangulation of all six subsets, or if a student scores below the cut score on a number of subsets. We encourage schools to consider the screener results data in addition to existing data and student’s current classroom performance when planning the appropriate next steps.

Screener Performance:

The performance criteria (i.e. cut-points, benchmarks) from the Universal Screener will determine if the student is unlikely to achieve reading goals without additional targeted intensive support, those who are considered “at risk” and “at some risk”. Universal screeners are a predictive assessment that measures risk factors for characteristics of dyslexia through a “snapshot” of the student’s reading.

The results may not provide the details needed to develop an instructional plan of appropriate interventions.

To gain more detailed information the student is given a Level I Dyslexia Screener as explained in “Level I Screener Information” found in chapter 9. If additional diagnostic information is needed, a Level II screener may be administered as described in Level II Screener Information in Chapter 10

Universal Screeners

Choosing a Screener:

The screener is designed to be brief and give a snapshot of the student's present level of performance.

IDOE releases the lists of approved screeners. Schools must use approved screeners from IDOE's approved list. An extensive review determined that there is not a single screener that assesses all six required subsets. A combination of several screeners will address all subsets.

IDOE provides two tools to assist in this process:

- 1) The Arkansas Rapid Automated Naming Screener to schools at low cost; schools must pay for the cost of copies, some in color.
- 2) "Universal Screener Planning Checklist" in the [appendices and IDOE Dyslexia website](#).

IDOE created a crosswalk for schools to plan which screeners they will use to cover each of the different subsets. IDOE also created a document that shows screeners that cover more than one area, and a breakdown of each screener in its respective subsection. This document does NOT need to be submitted to the state, but is used for planning purposes at the school.

List of approved universal screeners may be found in the appendices and IDOE Dyslexia website

Administering Screeners:

Anyone trained on the screener protocol may give any of the three levels of screeners. Please consult the protocols for each screener as some screeners require specialized training or advanced degrees to administer. Work with your school personnel to find out who is trained to administer the specific screeners in a valid and reliable manner. Also, the screeners may require communicating with the publisher of the screener to receive training and may require setting aside time and money for attending screening training. School resources and student enrollment will influence individual corporation's decisions about who should give and score the screening tools. Because the data will be used to help guide instruction, it may be useful for those that work directly with students during literacy instruction participates in screening, scoring, and progress monitoring.

List of approved universal screeners may be found in the appendices and IDOE Dyslexia website

Arkansas Rapid Naming Screener:

IDOE secured the use of Arkansas Rapid Naming Screener (AR-RAN) for Indiana Schools. This screener may be used to screen the rapid naming subset on the universal screener. This is provided to Indiana schools for low cost; the cost of copies, some color, and copy paper. Please see IDOE's Dyslexia website for an instructional video on how to give the AR-RAN and copies of the screener.

IDOE has released two videos to enhance schools' knowledge and usability of the AR-RAN. One video is a tutorial video on how to give the AR-RAN, For additional clarity IDOE created a video showing how to calculate AR-RAN cut scores in excel. Please visit [IDOE's Dyslexia website](#) to access all of these resources under the "Dyslexia Screeners" tab.

Arkansas Rapid Naming Screener is available to viewed and printed in the appendices and IDOE Dyslexia website

The Arkansas Rapid Automated Naming Screener (AR-RAN) FAQ in the appendices and IDOE Dyslexia website

The Criteria for Vetting and Approving:

If there is a screener that is reliable and valid, and screens at least one of the six subset areas please complete the Criteria for Vetting and Approving document along with additional information on the screener. Once this information is compiled please email it to jrisch@doe.in.gov. IDOE will review these screeners on a yearly basis after the 2018-2019 school year.

The Criteria for Vetting and Approving document available in the appendices

Chapter 9: Level I Screener

It is important to note that not all students found to be “at risk” or “at some risk” for the characteristics of dyslexia will meet the educational criteria of a student with a Specific Learning Disability. Therefore, not all students within these categories will be eligible for special education services.

Level I Dyslexia Screener provides additional information about a student that receives an “at some risk” or “at risk” result from the Universal Screener. The Level I Dyslexia Screening of a student shall perform with fidelity and include the components listed under IC 20-35.5-2-2. The level I Dyslexia Screening process shall include documentation of the components of literacy to include but not limited to the following:

1. Phonological and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Rapid naming; and
6. Encoding skills

Process of Using the Level I Dyslexia Screener

The Level I Dyslexia Screening means a *process*, as determined by the school corporation or charter school, for gathering additional information to determine if characteristics of dyslexia are present.

This process shall include data from the Level 1 Screener. Schools may find it helpful to gather additional information that includes other progress monitoring data, work samples, formative literacy assessment data, and additional age and developmentally appropriate dyslexia screening tools for the six areas. The determination of existing characteristics of dyslexia should be based on multiple sources of data.

The Level I Dyslexia Screener shall be used to gather additional information that will help the school team discriminate areas that need intervention and starts the process of gathering more data. The level I screeners are considered an informal diagnostic assessment that can also be used as part of progress monitoring.

Data from the universal screener and/or classroom work samples may be used in the decision process for the subset areas of: alphabet knowledge, rapid naming, and encoding.

Students found to be “at risk” or “at some risk” must receive a Level I Screener in all of the six subset areas.

Process of Gaining Information from a Level I Screener

A school-based decision making team will review the student records and progress, looking for patterns, indicators, if specific areas for assistance and areas of strength to build on. Prior to implementing the Level I or Level II Screener, the team informs the parents and obtains consents. See below and in Chapter 11 and Chapter 21 of this resource guide for more information on parent notifications.

This team may be comprised of the authorized reading specialist with training in dyslexia, the EL teacher or program administrator, the special education teacher, special education director, the classroom teacher, and other staff that may be helpful in the decision the making process including school psychologists, diagnosticians, and speech-pathologist.

If a student's performance on a Level I Dyslexia Screening indicates a need for dyslexia intervention services, the student's parent or legal guardian shall be:

- (1) Notified of the results of the dyslexia evaluation; and
- (2) Provided with information and resource material, that cover the following topics:
 - (A) The characteristics of dyslexia;
 - (B) Appropriate classroom interventions and accommodations for students with dyslexia; and
 - (C) States that the parent may elect to have the student receive an educational evaluation by the school

Additional information on notification and services are presented in Chapter 11 and Chapter 21 of this resource guide.

The List Of Approved Level I Screeners May Be Found In The Appendices and IDOE Dyslexia Website.

Chapter 10: Level II Screeners

It is important to note that not all students found to be “at risk” or “at some risk” for the characteristics of dyslexia will meet the educational criteria of a student with a Specific Learning Disability. Therefore, not all students within these categories will be eligible for special education services.

The Level II Dyslexia Screening provides additional information for identifying a pattern of strengths and weakness in some or all of the six subset areas associated with the characteristics of dyslexia. Level II screeners also further help school staff determine to what degree a student is “at risk” and “at some risk” for characteristics of dyslexia using norm-referenced, diagnostic assessment. Specific skills tested include phonological and phonemic awareness, rapid naming, word reading, decoding, fluency, and spelling.

When reporting results of norm-referenced tests, standard scores should be used. The data from these assessments can be used as a baseline for intervention and used to show student growth. For all assessments, individual subset scores should be used rather than composite or cluster scores. For example, consider the Elison and Blending subtest scores on the CTOPP-2 rather than the phonological composite score.

In addition to the Level II screener data, schools may find it helpful to gather additional information that includes other progress monitoring data, work samples, formative literacy assessment data, and additional age and grade appropriate dyslexia screening tools in the six subset areas. The determination of the characteristics of dyslexia should be based on multiple sources of data.

Process of Gaining Information from a Level II Screener

A school-based team will review the student records and progress monitoring data. The team will look for patterns, indicators, of specific areas of strength and need. This team may be comprised of the authorized reading specialist with training in dyslexia, the EL teacher or program administrator, the special education teacher, special education director, the classroom teacher, and other staff that may be helpful in the decision making process including school psychologists, diagnosticians, and speech pathologist. Prior to implementing a Level I or Level II Screener, the team informs the parents and obtains consents.

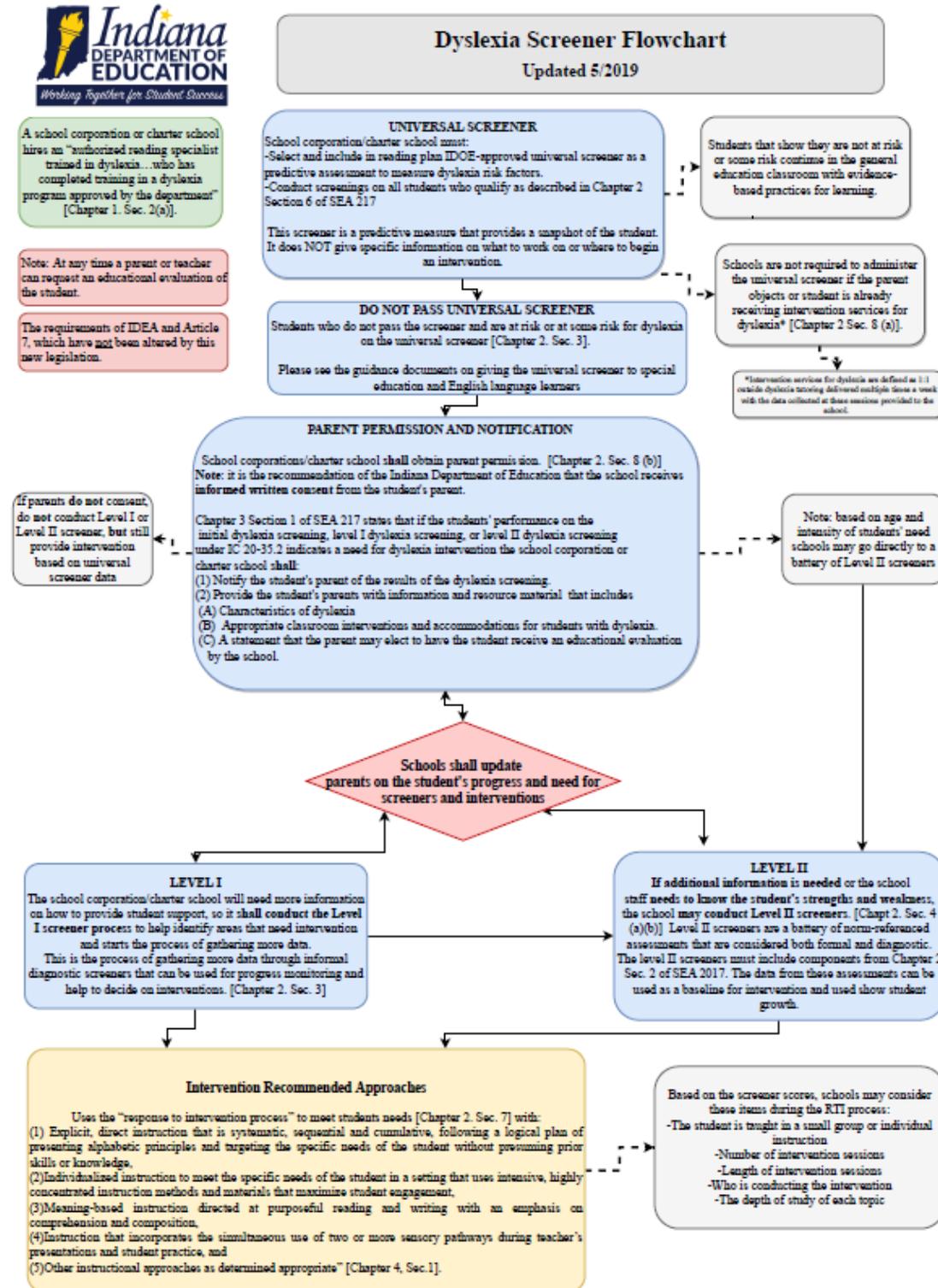
If a student's performance on a Level II Dyslexia Screening indicates a need for dyslexia intervention services, the student's parent or legal guardian shall be:

- (3) Notified of the results of the dyslexia evaluation; and
- (4) Provided with information and resource material, that cover the following topics:
 - (A) The characteristics of dyslexia;
 - (B) Appropriate classroom interventions and accommodations for students with dyslexia; and
 - (C) States that the parent may elect to have the student receive an educational evaluation by the school.

Additional information on notification and services are presented in Chapter 11 and Chapter 21 of this resource guide.

The list of approved Level II Screeners may be found in the appendices and IDOE Dyslexia website

Chapter 11: Decision Flowchart



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First, all school corporations or charter schools will have an employee who is the “authorized reading specialist trained in dyslexia.” This employee must successfully complete or enrolled an IDOE approved training program. More information on this will be shared later in this presentation.

Again, please note that IC 20-35.5, *et seq.*, as created by SEA 217 (2018) does NOT alter article 7 and IDEA. So at any time a parent or teacher can request an educational evaluation of the student.

Universal screener:

Every student in kindergarten, first, and second grade will receive the universal screener in all six subsets: phonemic/phonological awareness, alphabet knowledge, sound/symbol relationship (phonics), decoding, rapid naming, and encoding) annually. Students are screened annually regardless of their previous year performance. Because this is a universal screener given to all students, schools **ARE NOT** required to get permission from parents to give this screener. Schools are not required to administer the universal screener to students already receiving a dyslexia intervention (this is defined as 1:1 outside dyslexia tutoring multiple times a week with the data collected at these sessions provided to the school) or if parents object to the universal screener.

Please refer to the guidance documents on IDOE dyslexia website or in Chapter 24 of this resource guide about giving the universal screener to special education and English language learner students.

If a student passes:

Continue providing high level evidence-base practices for learning.

If a student does not pass the universal screener:

If a student falls below benchmark on the universal screener they will be considered “at risk” or “at some risk.”

Schools have the local control to decide what is considered “at risk” and “at some risk”. This will vary based on the benchmark set by the test makers and will vary based on which approved screeners schools choose. Schools may choose to use a triangulation of all six subsets, or if a student scores below the cut score on a number of subsets. We encourage schools to consider the screener results data in addition to existing data and student’s current classroom performance when planning the appropriate next steps.

After the students are found to be “at risk” or “at some risk” for dyslexia, schools will notify parents of the student’s universal screener results, information on dyslexia, and gain parent permission to move forward. This notification includes:

Screener Results:

The school shall tell the parents the underperforming subset areas and request parent consent to give a Level Screener I to gather information on the area or areas of deficit. This information will be used to provide appropriate interventions. This requires parent permission.

Parent Permission:

Schools shall obtain parent permission to conduct the Level I Screening process. IDOE recommends that schools get written parent permission to move forward. Schools districts can create their own consent form to meet the needs of their local districts.

Parent Notification:

In addition to the screener results, the school will:
provide information to parents on the characteristics of dyslexia, appropriate interventions, and classroom accommodations. This information will be available in IDOE's resource guide.

A school will tell parents that they may elect to have the student receive an educational evaluation by the school. It is important for schools to explain the difference between a full educational evaluation and the need for a Level I Screener.

If parents do NOT consent to additional screening then schools will use the information that they have from the universal screener to inform the necessary intervention. It is important for schools to explain this process to parents and that these screeners do NOT automatically lead to special education.

Also note that after the universal screener, schools may go directly to a level II screener based on the individual needs of the student. This is because the Level II Screeners provide data on a student's strengths and weaknesses and may be help in determining special education eligibility.

Screening Process and Levels**Level I:**

Students who are found to be "at risk" or "at some risk" via the universal screener will receive the level I screener. The Level I Dyslexia Screening is a process, which includes a screener and the gathering of additional information to determine if the characteristics of dyslexia are present. What additional information is gathered is determined by the school corporation or charter school. For more information please see Chapter 10.

Examples of helpful information may include: progress monitoring data, work samples, formative literacy assessment data, and additional age and developmentally appropriate dyslexia screening tools for the six subset areas. The determination of existing characteristics of dyslexia should be based on multiple sources of data.

Anyone who has knowledge of the proper testing protocol may give the Level I Screener.

Level II:

Schools MAY conduct Level II Screeners. The Level II dyslexia screening provides additional information for identifying a pattern of strengths and weaknesses documenting the characteristics of dyslexia.

Anyone who has the knowledge of the screener protocol may give the Level II Screener, but many of these screeners may require an advanced degree held by a psychologist or speech language pathologist.

It is imperative that schools continue to update parents on student's progress, including after a Level I or Level II Screener.

Response to Intervention and Recommended Approaches

After you have completed the screening process and you are ready to start the response to intervention process to meet the student's needs, IC 20-35.5, *et seq.*, as created by SEA 217 (2018) lists recommend approaches that you use in your intervention. They are:

- 1) Explicit, direct instruct that is systematic, sequential, and cumulative. The program will follow a logical path of presenting alphabetic principles and targeting specific needs of the student without presuming prior skills or knowledge.
- 2) Instruction is individualized to meet the specific needs of the student in a setting that maximizes student engagement.
- 3) Instruction is meaning based and has purposeful reading and writing with emphasis on comprehension and composition.
- 4) Instruction incorporates the simultaneous use of **TWO** or more sensory pathways during teacher's presentation and student practices.
- 5) And may use other instructional approaches as needed.

When planning the intervention it is important to consider: the length, frequency and intensity of sessions, scope of study areas of need, and group size. This will help aide in deciding which tier of the Response to Intervention (RTI) intervention to place the student in.

Additional information on recommended instructional approaches is listed in Chapter 15.

Chapter 12: Authorized Reading Specialist Trained in Dyslexia

Indiana Code 20-35.5-6-3.3 states that no later than the 2019-2020 school year, each school corporation and charter school shall employ at least one (1) individual to serve as an authorized reading specialist trained in dyslexia. For a person to serve in this role, they must successfully complete, or currently be enrolled in, an IDOE approved dyslexia training program. This individual does NOT need to have a reading specialist license or any other licensure or endorsement to fill this role. Each school corporation or charter school, regardless of size, is required to have one employee who meets these requirements and serves in this role.

The IDOE approved training program will: give this person information on the **six** subset areas screened, provide training to become fluent in the RTI process, and have been trained on the identification, characteristics, and intervention of dyslexia.

This person may be a current employee. It is the choice of the school corporation or charter school who they choose to receive the training. Schools may look to have a district or classroom educator complete this training. If schools find they do not have an employee that meets their criteria for the position, they may hire a new employee. Again, it is the choice of the school corporation or charter school.

This individual may work for an educational co-op that serves multiple school corporations and charter schools. Additionally, a school corporation and/or charter school may enter into an agreement with a service provider or another school corporation or charter school to obtain or share services provided by an authorized reading specialist trained in dyslexia.

School corporations and charter schools may choose an individual that is a current employee to complete the IDOE approved dyslexia program. For example, this employee may be a current teacher or hold a district level position. If the school corporation or charter does not have a current employee that will meet these requirements or are creating a new position to fulfill the requirements of IC 20-35.5, *et seq.*, as created by SEA 217 (2018), this school may hire a new employee.

The school corporation or charter school is only required to have one “authorized reading specialist trained in dyslexia” regardless of the size of the corporation or charter school.

If the school corporation or charter school is part of a co-op model they may enter into an agreement to share the services of an “authorized reading specialist trained in dyslexia” throughout the co-op.

This role may be the person’s only job responsibility or it may be an additional role they take on.

Each school corporation and charter school has the local control to decide the authorized reading specialist trained in dyslexia's role. IDOE, as a general rule, sees the role of this position as providing guidance and leadership to educators and students in all grade levels. More narrowly, this person will lead dyslexia work in their school corporation or charter school. This person may also work with teachers as a resource to provide information on dyslexia and guidance and training on interventions, identification, and screening of students. This person should also be fluent in the response to intervention (RTI) model. Ultimately, it is up to the discretion of the school corporation or charter school on how this person will serve. It is also at the discretion of the school corporation and charter school to determine if there are different roles and responsibilities this employee will handle in addition to the authorized reading specialist trained in dyslexia.

Currently, there are many educators in the State of Indiana that have successfully completed an approved training program prior to the signing of this legislation. If an individual has successfully completed an approved training program **between June 2010-November 2018**, your successful completion of an approved training program **WILL** count towards being considered an "authorized reading specialist trained in dyslexia." It is the responsibility of the individual who has previously successfully completed an approved program to provide evidence to the school corporation or charter school.

Chapter 13: IDOE Approved Dyslexia Training Program

IDOE worked to ensure training programs would include quality instruction to educators by experts in dyslexia with experience and knowledge in identification, intervention, and best practices.

Proposals were gathered through a request for information. The proposals were scored using a rubric.

- The rubric scored the proposals on:
- Trainers' qualifications-How much training and expertise did the trainers have?
- Trainers' knowledge on the identification and characteristics of dyslexia
- The use evidence based instruction and interventions-How were these used to teach educators.
- All six subsets of reading/dyslexia instruction included in their training
- Times allotted to practice and understand the RTI process.
- Adult education practices used in the training
- Cost?
- Total number of hours for the training and practicum

List of IDOE approved training program may be found in the appendices and IDOE Dyslexia website

Waivers:

One waiver is available for educators who have training that is from an approved training program, but occurred prior to the June 2010-November 2018 training window and has been in continual use of the training since. For example, people received training from an approved training program in July 2005, and have been using the training with students since then. This would be a reason to apply for a waiver. If you received your training between June 2010-November 2018 you **DO NOT NEED TO APPLY FOR A WAIVER**. Please provide our School Corporation, charter, or Co-op with evidence of this training.

IDOE does NOT have access to information on who has successfully completed approved training programs in the past. For information this, please contact the approved training program for this documentation.

The other waiver portion of the law was designed for schools struggling to find an employee who has successfully met the requirements of an authorized reading specialist trained in dyslexia by the beginning of the school year.

Or

An authorized reading specialist trained in dyslexia leaves a school corporation or charter school and a qualified replacement cannot be found immediately.

We are encouraging schools to look to the waiver as a last resort should work with the training programs to have an employee trained or in training if and when a vacancy arises.

Both waivers may be found in the appendices and on IDOE's Dyslexia Website.

Chapter 14: Professional Awareness

The professional awareness training will be offered to all educators in the State of Indiana. It will provide a common understanding of dyslexia and cover the following areas:

- The characteristics of dyslexia
- Dyslexia interventions and
- Dyslexia accommodations

We will offer this professional development online in person around the state. Please check the dyslexia website and Dr. McCormick's Friday weekly updates in the coming months for additional information on locations and times of these trainings.

The department is creating a resource guide. It will be a collection of all the information released throughout the year and includes new information for a complete guide to all things that relate to IC 20-35.5, *et seq.*, as created by SEA 217 (2018). This resource guide **will** include the parent documents translated into other languages that share information on the characteristics of dyslexia, different intervention approaches, and accommodations. **These are available in the appendices and on IDOE's Dyslexia Website.**

Please access the professional course via <https://moodle.doe.in.gov>. When looking for the course look for "dyslexia Professional Awareness" under "Office of School Improvement" on the main page. The professional awareness course may also be found by searching "dyslexia" on the main moodle page.

The password for the course is dyslexia2018 .

Please see the appendices of this document or visit IDOE's Dyslexia Website under the "Dyslexia Professional Awareness" tab for instruction on how to set up and log in to the IDOE Moodle course.

Chapter 15: Instructional Approaches

In addition to scientifically-based core instruction in the general education classroom, students identified “at risk” or “at some risk,” need evidence-based, specially designed instruction to address identified basic reading, writing, and spelling weaknesses.

The instructional principles, or the "how" a dyslexia intervention is being taught, serve as the foundation of this approach and guides the instructor in the delivery of content. In the following section, a brief explanation of the principles will be presented.

The intervention that schools use is a local control decision. The Indiana Department of Education will NOT be releasing a list of approved interventions.

While there is not a specific intervention program schools must use, IC 20-35.5, *et seq.*, as created by SEA 217 (2018) does have recommended instructional approaches the intervention may contain. These include:

- It is explicit, direction instruction that is systematic, sequential, and cumulative.
- Follow a logical path of presenting alphabetic principles
- Target specific needs of the student without presuming prior skills or knowledge.
- Instruction is individualized to meet the specific needs of the student.
- Complete in a setting that maximizes student engagement.
- Instruction that is meaning based
- Instruction has purposeful reading and writing with emphasis on comprehension and composition
- Instruction incorporates the simultaneous use of TWO or more sensory pathways during teacher’s presentation and student practices
- Other instructional approaches as needed.

Recommended Approaches Explained

Explicit and direct means instruction and practice of all concepts is thoughtful and clear. This instruction also provides a constant teacher-student interaction. For example, teachers provide explicit and direct instruction when they explain to students that when a one syllable word with a short vowel ends in f, l, s, or sometimes z, we double the consonant. This is why we spell the word “pass” with two s’s.

Systematic and sequential means instruction during the lesson and its content are presented in a logical order. Teachers use a predictable lesson plan structure that students become familiar with and the concepts taught progress from simple to complex. For example, students are taught to read and spell simple three letter words that contain a short vowel sound like in the word **bug**, before they are taught to read and spell longer words that contain more difficult vowel sounds and patterns like in the word **oyster**.

Cumulative interventions offer a review of previously taught skills to give additional practice and reinforcement necessary to ensure mastery. An example of this principle is a teacher who provides time each day to review all or many of the letter sounds that students have been previously taught.

Diagnostic means instruction with continuous assessment. For example, if a student misreads the word dig for dug, the teacher should record the miscue and plan to provide additional practice with short u and short i.

Multisensory approach of teaching and learning is a major emphasis of the recommended approaches. Simultaneous visual, auditory, kinesthetic, and tactile modalities are used in the learning process to increase the likelihood of the content being learned. For example, when students are learning their letters, they say the name of the letter, the sound the letter makes, see the letter, and trace the letter at the same time.

When deciding on the intervention you may use, consider the following aspects:

- Does the intervention work within the RTI model of tiered instruction for targeted and individualized instruction for students?
- Does the intervention use as many of the recommended instructional approaches as possible?
- What is the source of instructional materials?
- What is the cost for your school?
- What material is covered?
- How will progress be tracked?
- Who will lead the intervention?
- Does the master schedule have time available for the intervention through RTI?
- Is additional training needed?

Guidance Documents

A one page document entitles “Recommended Approaches for Effective Dyslexia Invention” lists the approaches and as a favor to the field example approaches that meets many of the recommended approaches. This is NOT an endorsement of these programs and this is NOT an exhaustive list.

A second document entitled “Dyslexia Intervention Program Check” provides a checklist for schools as they implement their intervention for struggling readers or may use this checklist to vet different intervention programs.

Chapter 16: Response to Intervention

RTI VS MTSS VS Tiered System of Support as it relates to SEA 217

IC 20-35.5, *et seq.*, as created by SEA 217 (2018) references Response to Intervention (RTI) several times throughout the legislation. Of note, the legislation references RTI in the following areas:

IC 20-35.1-6-2: Reading specialist trained in dyslexia shall be fluent in the response to intervention process.

IC 20-35.5-2-7 Schools shall use the RTI process to address the needs of the student whose universal, level 1, or level II screener indicates that a student has characteristics of dyslexia.

The IDOE has two documents that reference RTI as it pertains to IC 20-35.5, *et seq.*, as created by SEA 217 (2018). The first document is the “Dyslexia Screener Flowchart.” At the bottom of the flowchart it shows that in IC 20-35.5-2-7 schools shall use the RTI process to address students’ needs. The box also lists the recommended instructional approaches for systematic, explicit, sequential, cumulative, multisensory instruction for struggling readers that may be used during the tiered support of RTI. The flowchart also lists possible ways to reach students through tiered support (e.g. number of students in the intervention, length and number of interventions, and scope of study.)

The second document that references RTI is the “Senate Enrolled Act 217 and Article 7 and IDEA”. This document was created in collaboration with IDOE Special Education Attorney Dana Long to help schools understand the parallels between IC 20-35.5, *et seq.*, as created by SEA 217 (2018), a general education law, and Article 7 and IDEA, special education laws. The documents also details how these laws could potentially intersect when a student eventually qualifies for special education. The following section references RTI:

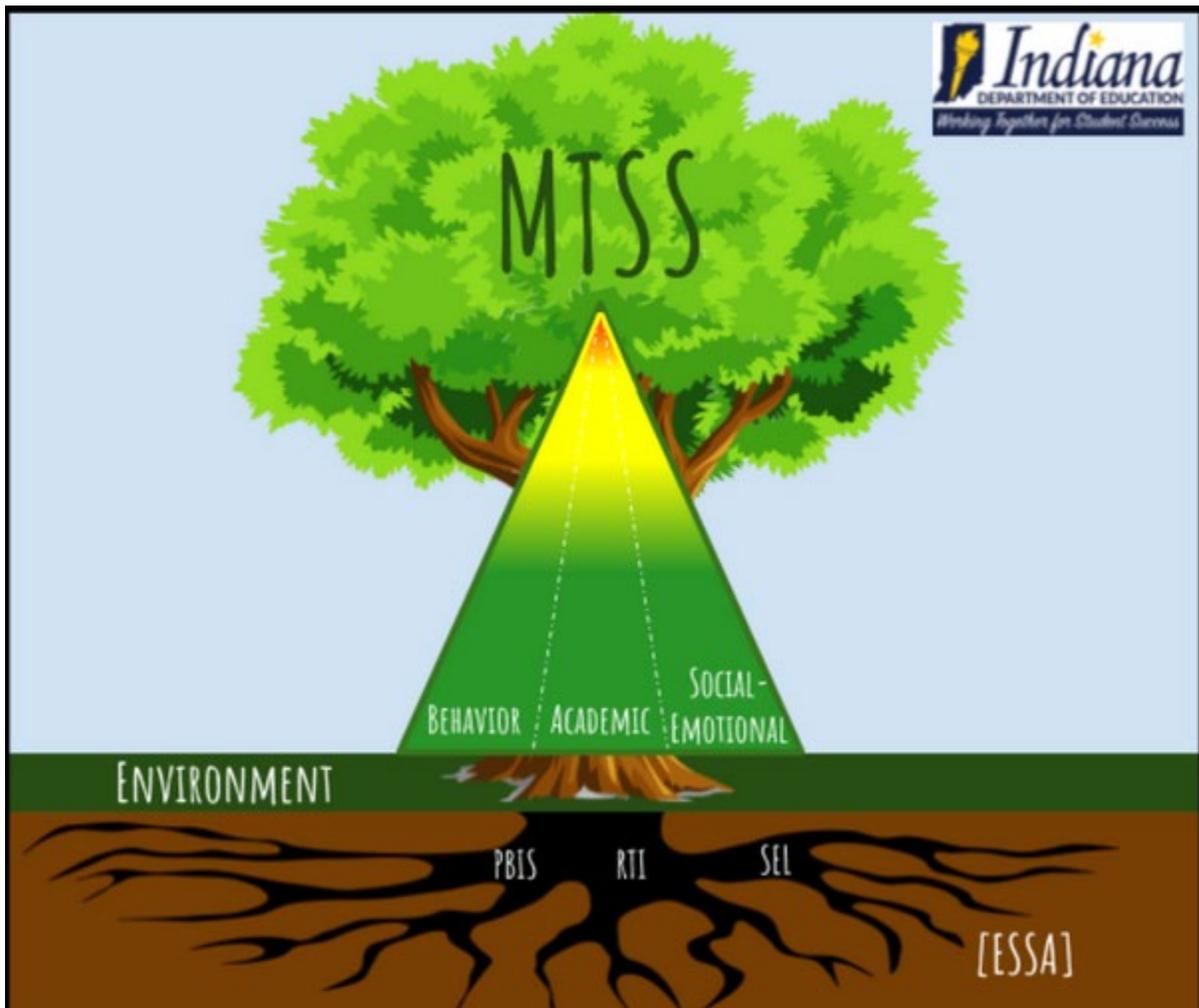
“It is important to note that the dyslexia screening under this law cannot be used to delay or deny evaluation under article 7. Similar to previous intervention processes in the past (whether general education interventions or RTI), this process is not a substitute nor a required prerequisite before evaluation under Article 7.”

Additionally RTI is referenced later in the document as.

“School corporations and charter schools will use the RTI process for general education students that are considered “at risk” or “at some risk” for characteristics of dyslexia. If during the RTI process schools do not see a student making adequate academic gains with intense tier 3 intervention, progress monitoring data shows no growth, and a clear pattern of strengths and weakness are present for characteristics of dyslexia, then schools should make a referral and request parental consent to conduct an educational evaluation.”

When I am presenting to educators I do mention that while the legislation does name RTI, the IDOE knows that schools are using MTSS. I then state that the goal of this legislation is the same goal of both RTI and MTSS, which is to support students' needs through tiered support.

One option is for the Office of School Improvement to create a document that states the IDOE understands the law states RTI and we understand that many schools are currently using MTSS. We then delineate how these two systems are similar and both address students' needs. We could also include the following graphic that our Social-Emotional Learning team uses to describe the similarities between RTI and MTSS.



RTI

It is important to note that at any point in the RTI process, parents may request an education evaluation to determine eligibility in special education. Under Federal guidance, the RTI process cannot be used to deny or delay an evaluation or special education services.

The goal of RTI is to provide high-quality instruction to all students in the general education classroom, while providing struggling learners with additional targeted interventions at a high intensity to increase their learning.

The instruction and intervention services may be provided by general education, special education, specialist, or other trained school staff depending on their level of training and expertise.

Student progress is closely monitored to track the student's learning rate and skills acquired through general education and, if needed, additional interventions. Data collected from progress monitoring drives decisions about the student's level, academic needs, and intensity of intervention. These decisions are individualized to the student.

- High-quality instruction- All students must receive high-quality, research-based instruction in the general education classroom.
- Ongoing student assessment- This includes universal screening and progress monitoring of student performance. This data is used to make decisions on whether adjustments are needed to the student's monitoring or intervention. Data also informs teachers on the student's achievements and the effectiveness of the intervention being used.
- Tiered instruction-this differentiated instruction is critical to provide different level of targeted and intense instruction to students.

Parent involvement-Parents must be given information on the student's progress, interventions being used, student goals, and staff delivering the information.

The structure of RTI is a pyramid made up of multiple, traditionally three, tiers. The bottom tier is classroom instruction with tier two and tier three being different types and intensities of intervention. The three tiers of the RTI process are defined below.

Tier 1

Tier 1 is for all students. At this tier students receive evidence-based, scientifically researched core reading and math instruction. This tier of instruction will provide approximately 80 percent of students with effective instruction. Students at this level are given a universal screener to establish a baseline and identify those who need extra support. These students who are struggling are labeled “at risk” or “at some risk” and a data driven decision will be made on the targeted instruction in tier 2.

Tier 2

Tier 2 is for students that fall below benchmark and are at some risk of academic failure, i.e. at risk or at some risk for characteristics of dyslexia, and are not making adequate progress in tier 1 instruction. This tier 2 instruction is provided IN ADDITION to tier 1 instruction.

Approximately 10-15 percent of students will need this level of targeted intervention. Intensity of this targeted instruction varies based on group size, duration of intervention, and staff available to provide the intervention. Data is collected at this level to inform decision on student success or if more intense interventions in tier 3 are needed.

Tier 3

Tier 3 is for students receiving individualized and intense intervention that specifically targets the student’s skill deficits. Approximately 5 percent or less of students will need this level of intense individualize intervention. Students at this level will receive tier 1, tier 2, AND tier 3 instructional approaches and time. Data is collected and closely monitored. Students who do not show progress to these individualized and targeted interventions are referred for a comprehension educational evaluation for possible eligibility in special education. During this evaluation, all data collected during tiers 1, 2, and 3 shall be used to inform decisions.

In summation the most common form of RTI uses a screener, research-based classroom instruction, data-based decisions that support research-based intervention for all students. Students not making progress at their current tier, or level, will be given more targeted or intense intervention to address their area(s) of need. If students continue to not make progress, then an educational evaluation may be done to address the distinct skill deficits.

Chapter 17: Accommodations

An accommodation is a change in timing, scheduling, setting, response, presentation regarding instruction, and assessment. This ensures access to the general education grade level curriculum for students with disabilities. An accommodation does not change learning expectations.

Accommodations should enable students to participate more fully in instruction and assessments to better demonstrate their knowledge and skills. Accommodations should foster and facilitate independence for students, not create dependence. Accommodations should be aligned with and part of daily instruction. Accommodations do not give an advantage to a student but rather level the playing field. An accommodation should not alter, in any significant way, what the test or assignment measures.

The case conference committee, which includes the parent, must base an accommodation on the individual needs of the student and not the category of the disability, level of instruction, or program setting. Accommodations are documented in the student's IEP.

Accommodations should be used regularly and not be introduced for the first time during the administration of a state assessment. Some accommodations provided for classroom instruction or assessment may not be allowed on statewide or national assessments. Information on the use of special test accommodations for students with disabilities can be found in the Indiana Department of Education's special education website. The link for this document is listed on the resource page.

Below are some accommodations that may be appropriate for a student with a Specific Learning Disability that is exhibiting the characteristics definitive of dyslexia. Examples of timing and scheduling, presentation, setting, and response accommodations are provided below.

Timing and Scheduling

Examples of accommodations within the timing and scheduling category include: extending time and segmenting or chunking time. Providing extended time on assignments is often appropriate for students due to slow processing. Students may experience fatigue and loss of interest during tasks requiring a lot of decoding skills. By breaking down the duration of the task into shorter segments of time, students are more likely to successfully complete the assignment.

Reading Instruction

Examples of accommodations for reading instruction may include:

- The use of audio books for read aloud of books
- The use of video for read aloud of books
- Preview story through pictures prior to reading
- Read story or passages with partner
- Teacher read aloud. Additionally
- Preview story before reading, introduce specific vocabulary words used in passage before reading
- Do not insist that students read aloud in class but allow the student to volunteer for oral reading

Classroom Environment

Examples of accommodations within the classroom environment may include:

- Teacher cleans up and puts away unnecessary materials in learning environment,
- Student has preferred seating to reduce distractions
- Teacher maintains classroom routines for predictability
- The classroom uses visual labels, visual instructions, and visual directions for procedures and materials in the classroom.

Writing Instruction

Examples of accommodations within the writing instruction may include:

- Teacher grades for content and not spelling on writing assignments, except on spelling assignments
- Use speech to text software on longer assignments
- Accept oral answers on writing assignments
- Use of scribe or allow adult to write oral answer
- Use fill-in-the-blank questions with word bank on tests and assignments
- Minimize need of copying
- Provide a copy of teacher's notes
- Student use of spelling and grammar software on computer/tablet for writing assignment

Classroom Instruction

There are many options for supporting students in classroom instruction. The following accommodations may include:

- Breaking long assignments into smaller or manageable parts
- Providing frequent and specific teacher feedback on assignments throughout the process
- Creating hands-on learning experiences when possible
- Developing rhymes and mnemonic devices to increase retention of information
- Frequent practice and checks for understanding of new material
- Continued practice of previously taught skills
- Access to recorded lessons to allow for repeated review
- Extra time for oral responses in classroom discussions
- Use video self-modeling to learn content
- Accompany written instruction with oral instructions and follow-up to check for understanding

Homework

Examples of homework accommodations include:

- Breaking down large assignments into smaller chunks
- Breaking multi-step directions into small parts
- Using visuals for prompts and directions instead of text
- Using voice recorder for longer answers
- Using speech to text software
- Providing fewer questions on a page, but still have same number of total questions
- Accepting drafts of work and providing feedback
- Accepting corrected draft work for a grade
- Before completing homework, review directions with student and highlight key words

Organization

Examples of organizational accommodations include:

- Providing syllabus or project pacing guide ahead of time
- Announcing tests and projects in advance
- Using a timer to track time
- Using an organizer to track assignments worked on over multiple days,
- Color coding assignments worked on over multiple days (e.g. Math goes in a green folder or binder, reading goes in an orange folder or binder),
- Using of daily planner with adult check.

Testing

Some testing accommodations may include:

- Students are allowed extended test time to complete test
- Students are allowed flexible test time (e.g., same amount of test time, but broken up into smaller testing sessions vs. One long test session)
- Allow additional breaks during the testing period
- Teacher works to reduce or remove distraction in testing area
- Student tests in a small group
- Student tests individually
- Student uses sound blocking headphones to reduce distractions in testing environment
- Teacher reads aloud test content
- Especially when testing comprehension skills
- Give test questions one at a time or in smaller chunks
- Allows the student to take test in a different order, or change the order of tests or subtests (when allowed)

Other

Other accommodations to support students in classroom instruction involve teachers' delivery of content. Some examples include:

- Teachers providing examples of what is expected (such as mentor text and completed work samples)
- Visual and graphic organizers to explain new concepts to students
- Clarifying statements and simplified written directions
- Highlighting important information in text
- Slow and deliberate language when explaining new material or directions

Chapter 18: Special Education and English Language Learners

As previously stated, IC 20-35.5, *et seq.*, as created by SEA 217 (2018) is NOT a special education law

Dyslexia will NOT to be a new special education eligibility category. The definition of dyslexia shared earlier states that dyslexia is a specific learning disability.

Additionally, schools are NOT diagnosing dyslexia. Schools will discuss the characteristics that are definitive of the disorder.

The requirements under the dyslexia law are separate from Article 7 requirements. IC 20-35.5, *et seq.*, as created by SEA 217 (2018) is not a special education law, although either the parent or the school may make a referral for evaluation under Article 7 at any time, even before completing a Level I and Level II screening.

The universal screener, because it is administered to all students in the applicable grades, can be administered to all students without requiring written parental consent. The Level I and Level II screenings, however, are not administered to all students. Because of that, written parental consent is required before administering these additional tests. This is consistent with the requirements of Article 7.

Under the dyslexia legislation, intervention and instructional services are provided to the student as needed, regardless of whether the parent provides consent for further screenings. The school may base this on the information or data it has from all data points, including the universal screening. The school should continue to have conversations with the parent about the student's progress and potentially the need for further screenings. This doesn't negate the school's child find obligations under the Individuals with Disabilities Act (IDEA) and Article 7. If the school suspects the student may have a disability under Article 7, it should make the referral for evaluation and follow the procedures under Article. 7.

Parents may opt out of level I and level II screeners, but it is important for schools to have a conversation with parents about what it means to get more information about student's present level of performance. It is NOT a gateway to special education services, and it MAY not even a track to special education services. It should be explained that the level I screener will identify with more specificity where the student is struggling and how the school will plan its intervention.

This new law does NOT negate the school's child find obligations under the IDEA and Article 7. If the school suspects the student may have a disability under Article 7, it should make the referral for evaluation and follow the procedures under Article. 7.

During the data collection process schools need to have an ongoing conversation with parents about their student's progress and need for additional screeners.

It is important to note that the dyslexia screening under this law cannot be used to delay or deny evaluation under Article 7. This process is not a substitute nor a required prerequisite before evaluation under Article 7, and cannot be used to delay or deny a parent's request for evaluation. Similarly, if a school suspects a disability under Article 7, it should not delay its child find responsibilities and should move forward with a referral immediately. Any delay could result in a finding of denial of a free appropriate public education (FAPE).

School corporations and charter schools will use the RTI process for general education students that are considered "at risk" or "at some risk" for characteristics of dyslexia. If during the RTI process schools do not see a student making adequate academic gains with intense tier 3 intervention, progress monitoring data shows no growth, and a clear pattern of strengths and weaknesses are present for characteristics of dyslexia, then schools should make a referral and request parental consent to conduct an educational evaluation.

When administering the universal screener to students who receive special education services, it is important to consider if the screener will deliver any new information or data that will inform instruction beyond the student's special education category.

A possible scenario is when a family comes to the school with an outside diagnosis of dyslexia from a doctor or psychologist. Note: parents and families DO NOT have to have to visit an outside provider to get a diagnosis to receive any general education or special education services at school.

Remember, we are not diagnosing, but discussing the characteristics that are definitive of dyslexia.

This means that the term dyslexia may be used and referenced within the IEP.

If the student is going to be found to qualify for special education the data should show a lack of appropriate progress given research-based interventions, the public agency representative may determine that there is evidence to support completing a comprehensive education evaluation. This evaluation should include components that address distinct skill deficits associated with dyslexia. This includes phonological and phonemic awareness, alphabet knowledge, phonics, decoding, rapid naming, and encoding.

Again, the term dyslexia may be referenced in a report or IEP if the assessment data indicates the presence of the specific skill deficits that are definitive of that disorder. Students with dyslexia may be found eligible for special education and related services under the category of Specific Learning Disability if the student's case conference committee determines the disability or impairment adversely affects the student's educational performance and therefore needs special education and related services.

So an IEP could state, “*A doctor’s note states that the student has dyslexia. The school data indicates the presence of a specific learning disability that is definitive of the disorder. The student has deficits in...*” and then share which of the six areas the student has deficits in. This information will help inform your IEP goals.

Special Education Universal Screener Exemptions

The definition of dyslexia states that deficits in the components of language are often unexpected in relation to other cognitive abilities of the student. Senate Enrolled Act 217, also known as “The Dyslexia Law,” is intended to address general education students who are not keeping up, or are predicted to not keep up, with grade level content.

Members of the case conference committee will use their professional integrity and judgement when determining whether administering universal screener is developmentally appropriate for the student and will deliver new data or information that would otherwise not be attained by existing data or the student’s current IEP eligibility.

This population may include students with IEP’s in the following eligibility areas; blind or low vision, deaf and hard of hearing, deaf/blind, multiple disabilities, and/or students with cognitive disabilities. Each student’s situation and IEP should be evaluated individually and the decision as to whether the universal screener shall be administered to the student will be made by members of the case conference committee.

Regardless of the case conference committee’s decision of administering the universal screener, it is the recommendation of the Indiana Department of Education that school corporations or charter schools receive a parent’s signature as to whether they would like their student screened.

If this case conference committee decision is not listed in the IEP, this documentation should be added under additional documents.

English Language Learners Universal Screener Exemptions

Students who have been formally identified as English Learners (ELs) are those with an overall composite proficiency level of 1.0-4.9 on their most recent administration of WIDA ACCESS, WIDA Screener, or kindergarten WIDA ACCESS Placement Test (W-APT). Because English Learners have not yet developed proficiency in English, their performance on the universal screener for dyslexia may be significantly lower than their native-English speaking grade-level peers.

Students who have an overall composite WIDA proficiency level between 1.0-1.9 may be exempted from the universal screener at the discretion of the authorized reading specialist with training in dyslexia, the EL teacher or program administrator, and the classroom teacher. Schools may choose to give these students the universal screener if they feel additional data and knowledge will be gained from administering the universal screener and if the school feels the scores may be used as a reference when comparing student progress to other students at similar English proficiency levels. Note that schools should still assess all English Learners with any formative assessments given to all students, even if exempted from the specific requirements of the universal screener for dyslexia.

Students who have an overall composite WIDA proficiency level between 2.0-4.9 will be given the universal screener. In cases where an English Learner is identified as “at risk” or “at some risk” based on school corporation universal screening procedures, school corporations and charter schools shall establish a Level 1 screening process for English Learners that gathers information from the authorized reading specialist with training in dyslexia, the EL teacher or program administrator, and the classroom teacher to determine whether moving forward with a Level 2 screener is appropriate for the child.

If family members or staff familiar with the student’s academic progress and language development express a concern that the student’s difficulties in reading are not primarily rooted in the students’ English language development, the school should move forward with additional screening processes. For example, a Level 2 Screener should be considered if an English Learner has shown very little to no growth in the reading and/or writing domains on WIDA ACCESS 2.0 over at least two consecutive administrations of the assessment and if the student is found to be performing significantly lower in reading when compared to other non-English speaking peers of similar age and English proficiency (when utilizing a triangulation of data).

If the team of educators determines that additional useful information will be gained by completing the Level 1 or Level 2 screening process for an English Learner, the school corporation must determine the most appropriate language of assessment for the child in compliance with federal civil rights obligations and ensure that the student’s English proficiency is taken into consideration in all subsequent determinations. Although this screening process is not considered an evaluation for special education, considerations for language development and academic learning needs should be followed in compliance with expectations for native language evaluation, as outlined here: <https://www.doe.in.gov/sites/default/files/elme/els-and-evaluation-special-education-jan-2014.pdf>

Federal law requires that schools communicate with families in a language and mode they understand, regardless of their child's proficiency in English. All communication related to dyslexia screening must be provided to parents in a manner they can understand, whether through written translation or interpretation.

Chapter 19: Title Funding for SEA 217

It is important to note that **not** all students found to be “at risk” or “at some risk” for the characteristics of dyslexia will meet the educational criteria of a student with a Specific Learning Disability. Therefore, not all students within these categories will be eligible for special education services.

Due to the passage of IC 20-35.5, *et seq.*, as created by SEA 217 (2018), which require plans, screenings, and interventions beginning in the 2019-2020 school year to address the needs of students with dyslexia, several questions have been raised regarding how these new state requirements interact with Federal programs, such as Title I. The following FAQs are provided to facilitate the intersection between the state and federal requirements for serving students with dyslexia through the Title I program.

Additional questions regarding federal grants can be sent to the assigned specialist for your LEA, found at www.doe.in.gov/grants. Additional questions regarding dyslexia can be sent to Joe Risch, IDOE’s Reading Specialist with Training in Dyslexia, at jrisch1@doe.in.gov.

FAQ #1: Since state law now requires services for students with “at risk” or “at some risk” for the characteristics of dyslexia, can Title I schools still use Title I funding, staff, and supports to provide these services?

Answer: Yes. Title I is required to provide services for eligible children who are most at risk of failing Indiana’s academic standards. In Title I schoolwide schools, the Title I funds must also focus upon upgrading the *entire* educational program of the school. Since Title I services frequently include literacy and numeracy interventions for students who need additional support, students with characteristics of dyslexia in Title I schools should have already been receiving Title I services to support their literacy needs. Moving forward, Title I school staff and teachers may provide interventions to struggling readers, including those “at risk” and “at some risk” for the characteristics of dyslexia. This should not change because of the newly enacted state law requirements. Due to the new supplement not supplant rules under Title I that requires LEAs to have a methodology to allocate state and local funds, rather than analyzing each individual activity to determine its supplemental nature, using Title I funds to provide state-required interventions to students with dyslexia is not considered supplanting. [Section 1114, 1115, and 1118(b) of *Every Student Succeeds Act*].

However, not all students with characteristics of dyslexia are enrolled in Title I schools. Title I funding must be used only at Title I schools. Students who are in need of dyslexia services who are **enrolled at non-Title I schools must be provided these services with state and local funds only**. The above guidance applies to both schoolwide and targeted assistance schools.

FAQ #2: Can the LEA use Title I or other federal funds to pay for training needed to have a reading specialist trained in dyslexia?

Answer: Yes. If the one (1) individual required to be trained (the authorized reading specialist trained in dyslexia) in each school corporation or charter works in a Title I school and carries out literacy activities approved in the Title I grant, then Title I funds can pay for the training needed to complete the training in a dyslexia program approved by the department. If the LEA wishes to train additional individuals, such as one (1) individual per elementary school, Title II or Title IV funds may support the training of these additional individuals. Title I could support the training of additional staff members at Title I schools. The supplement not supplant requirements of Title II and IV are different than Title I, and they *do* prohibit the funding being utilized for activities required by state law. If Title I is used to train the one (1) individual required by state law, then additional individuals beyond the minimum state requirements would be considered supplemental, and therefore able to be carried out through Title II and IV funding.

Title III funds must be supplemental to local, State and Federal law. Since an English Learner must be provided equal access to interventions for students with characteristics of dyslexia like any other student, then Title III funds must not pay for the IC 20-35.5, *et seq.*, as created by SEA 217 (2018) dyslexia requirements.

FAQ #3: Can the dyslexia services address the Title I service requirements at the same time, or do we have to run separate intervention groups?

Answer: If the Title I program and grant includes literacy services for students who are most at-risk of achieving Indiana's academic standards, and the services also are provided by a trained individual who is carrying out an approved program for students with dyslexia, then the Title I services and state-required dyslexia services can be accomplished at the same time. The school would not need to run two separate groups to demonstrate both state and federal requirements are being met.

FAQ #4: Can Title I or other Federal funds be used to pay for the costs of the universal screener, including the administration of the screener.

Answer: No. The expectation is that all LEAs, whether or not they have federal funds, are carrying out progress monitoring and determining whether specific students are in need of additional academic support. The U.S. Department of Education's nonregulatory guidance states that universal screening, including the costs of the screener, as well as the time and effort to administer the screening, must not be paid for by Federal funds.

Chapter 20: Reporting by Schools

In a schools reading plan, the following information must be reported annually to IDOE:

- Number of students who were administered an initial dyslexia screening during the school year.
- Number of students determined to be “at risk” or “at some risk” for dyslexia.

Again this is reported annually in the school reading plan by the administrators.

Every school corporation or charter school website must have a webpage that contains the following information:

- The dyslexia intervention program used during the **previous school year**
- The number of students who received dyslexia intervention during the **previous school year.**
- The total number of students identified with dyslexia during the **previous school year.**

The numbers are reported before July 15 and then prior to July 15 of each year after that.

Please note that you are reporting whatever data your school corporation or charter school has collected in these areas on your school corporation or charter school website before July 15.

Chapter 21: Parent Notification

In IC 20-35.5-3-1 a schools responsibilities for notifications are outlined”

After the students are found to be “at risk” or “at some risk” for dyslexia, schools will notify parents of the student’s universal screener results, information on dyslexia, and gain parent permission to move forward. This notification includes:

Screener Results:

The school shall tell the parents the underperforming subset areas and request parent consent to give a level screener I to gather information on the area or areas of deficit. This information will be used to provide appropriate interventions. This requires parent permission.

Parent Permission:

Schools shall obtain parent permission to conduct the level I screening process. The department recommends that schools get written parent permission to move forward. Schools districts can create their own consent form to meet the needs of their local districts.

Parent Notification:

In addition to the screener results, the school will:
provide information to parents on the characteristics of dyslexia, appropriate interventions, and classroom accommodations. This information will be available in the department’s resource guide.

A school will tell parents that they **may** elect to have the student receive an educational evaluation by the school. It is important for schools to explain the **difference** between a full educational evaluation and the need for a level I screener.

If parents do **NOT** consent to additional screening then schools will use the information that they **have** from the universal screener to inform the necessary intervention. It is important for schools to explain this process to parents and that these screeners do **NOT** automatically lead to special education.

Also note that after the universal screener, schools may go directly to a level II screener based on the individual needs of the student. This is because the level II screeners provide data on a student’s strengths and weaknesses and may be beneficial in determining special education eligibility.

The parent documents are available in multiple other languages in appendices and on IDOE’s Dyslexia Website.

Chapter 22: SEA 217 Webinar

The Indiana Department of Education has created a video presentation that gives information on IC 20-35.5, *et seq.*, as created by SEA 217 (2018). This video outlines a school corporation or charter schools' responsibilities as it relate to universal screenings, authorized reading specialist trained in dyslexia, instructional approaches, notifications and services, data reporting, and how this law works in conjunction with special educations laws like Article 7 and the Individuals with Disabilities Education Act.

Please follow the link to a recording of the webinar <https://tinyurl.com/y2h72d2u>

Chapter 24: Planning Document

IDOE has created a crosswalk document to support schools as they plan for the implementation of IC 20-35.5, *et seq.*, as created by SEA 217 (2018), or the new dyslexia law. The document has three columns. One column lists the task, a second column for assigning potential leaders who will be responsible for completing the requirements, and a third column for resources that will help schools in making decisions. The far left column is for a check mark when the task is complete. Please note that some schools may encounter additional steps to meet all the requirements.

This document is available in the appendices and on IDOE's Dyslexia Website.

Appendices

Universal Screener Planning Worksheet

Screener Breakdown Document

Universal Screener FAQ

Approved Universal Screeners

Arkansas Rapid Naming Screener

Arkansas Rapid Naming FAQ

Criteria for Vetting and Approving Screeners

Approved Level I and Level II Screeners

List of IDOE Approved Training Program

Waiver for Authorized Reading Specialist Trained In Dyslexia Based On Training and Work Experience

Waiver for Authorized Reading Specialist Trained In Dyslexia Who Cannot Complete Training or Leaves Position

IDOE Moodle Course Set Up and Log in Instructions

Recommended Approaches for Effective Dyslexia Intervention

Dyslexia Intervention Program Check

Parent Letters in Multiple Languages

Arabic

Burmese

English

Falam-Coming Soon

French- Coming Soon

Hakha-Coming Soon

Mandarin

Punjabi-Coming Soon

Spanish

Vietnamese

Yoruba-coming Soon

SEA 217 Planning Document

Glossary of Terms

Additional Resources

References



Dyslexia Universal Screener Planning Worksheet

Use either of the charts below to plan which IDOE-approved universal screeners for dyslexia, required by Senate Enrolled Act 217, your school corporation or charter school will use for the measurement of each subset.

Screener Used	Phonological and Phonemic Awareness	Alphabet Knowledge	Sound and Symbol Recognition	Decoding	Rapid Naming	Encoding



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Screener Subset	Screener Used
Phonological and Phonemic Awareness	
Alphabet Knowledge	
Sound and Symbol Recognition	
Decoding	
Rapid Naming	
Encoding	

Example Worksheet

Screener/ Used	Phonological and Phonemic Awareness	Alphabet Knowledge	Sound and Symbol Recognition	Decoding	Rapid Naming	Encoding
DIBELS Next: Phoneme Segmentation Fluency (K-2)	X					
AIMSweb: Letter Naming Fluency (K-1) NWEA Skills Checklist: Letter Identification (K-2)		X				
AIMSweb: Letter Sound Fluency (K-1) NWEA Skills Checklist: Phonics: Matching Letters to Sound (K-2)			X			
DIBELS 6 th Edition: Oral Reading Fluency (K-2)				X		
Arkansas Rapid Automated Naming Screener					X	
Words Their Way: Primary Spelling Inventory						X

Example Worksheet

Screener Subset	Screener Used
Phonological and Phonemic Awareness	DIBELS Next: Phoneme Segmentation Fluency (K-2)
Alphabet Knowledge	AIMSweb: Letter Naming Fluency (K-1) NWEA Skills Checklist: Letter Identification (K-2)
Sound and Symbol Recognition	AIMSweb: Letter Sound Fluency (K-1) NWEA Skills Checklist: Phonics: Matching Letters to Sound (K-2)
Decoding	DIBELS Next: Oral Reading Fluency (DORF) (1-6) DIBELS 6 th Edition: Oral Reading Fluency (K-2)
Rapid Naming	Arkansas Rapid Automated Naming Screener
Encoding	Words Their Way: Primary Spelling Inventory

Universal Screener Subset Breakdown Revised 6.19 updates in RED

Screener Name	Skills Assessed						Other Information	
	Phonemic Awareness	Alphabet Knowledge	Phonics	Decoding	Rapid Naming	Encoding	Grades	Approx. Total Time to Administer (in minutes)
Aimswab and AimswabPlus	Y	Y	Y	Y			K-1	12-15
Aimswab and AimswabPlus (Oral Reading Fluency)				Y			1-3	2-5
Classworks: Universal Screener	Y		Y	Y		Y	K-6	30
CORE Literacy Library (CORE Assessing Reading Multiple Measures)	Y	Y	Y	Y			K-12	10-30
DIBELS 6th Edition	Y	Y	Y	Y			K-2	10-20
DIBELS Next (May also be referred to as Acadience Reading Survey)	Y	Y	Y	Y			K-2	10-20
DIBEL 8th Edition	Y	Y	Y	Y			K-1	10-20
EL Education Reading Foundation Skills Block	Y	Y	Y	Y		Y	K-2	50-60
Exact Path	Y		Y			Y	K-8	20
FastBridge Learning: Early Learning	Y		Y				K-3	Varies
Fastbridge Learning: earlyReading	Y	Y	Y	Y			K-2	15-20
Fountas and Pinnell Benchmark Assessment System	Y	Y	Y				K-1	15-20
Fountas and Pinnell Benchmark Assessment System- Fluency				Y			K-8	5-10
Houghton Mifflin Harcourt Foundational Reading Assessment	Y	Y	Y				K-3	5-20
i-Ready	Y	Y	Y	Y			K-3	20
Istation ISIP	Y		Y			Y	K-1	13-21
iSTEEP	Y	Y	Y	Y			K-1	varies
mClass with DIBELS Next, RAN and Encoding	Y	Y	Y	Y	Y	Y	K-3	20-30
mClass with DIBELS 8th Edition, RAN and Encoding	Y	Y	Y	Y	Y	Y	K-3	20-30
MindPlay	Y	Y	Y	Y			K-12	Varies
NWEA MAP Reading Fluency: Foundational Skills	Y		Y				K-3	20-30
NWEA MAP Reading Fluency: Oral Reading Fluency				Y			K-2	10-20
NWEA Skills Checklist	Y	Y	Y	Y			K-12	40
PALS-K	Y	Y	Y	Y		Y	K	23-43
PALS Plus	Y	Y	Y	Y		Y	1-8	23-43
Predictive Assess of Reading	Y		Y		Y		K-3	12-15
Scholastic Next Steps in Guided Reading Assessment (NSGRA)	Y	Y	Y	Y		Y	K-3	20-50
STAR- A Computer Adaptive Assessment	Y	Y	Y	Y			K-2	5-20
Arkansas Rapid Naming Automized Name Screener					Y		K-12	Varies
Rapid Automatic Naming and Rapid Alternating Stimulus Test					Y		K-12	2-5
DIAL-4: Concept Area Rapid Naming					Y		PreK-K	Varies
Lexplore					Y		1-3	2-5
Istation Indicators of Early Progress (ISIP): Spelling						Y	K-3	13-21
Istation Advanced Reading (AR) Spelling Computer-adapted						Y	4-8	13-21
Decoding-Encoding Screener for Dyslexia (DESD™)						Y	1-8	5-10
Word Study Inventory: Developmental Word Knowledge Inventory						Y	K-2	Varies
Word Journey: Kindergarten Inventory of Spelling						Y	K	5-20
Word Journeys: Developmental Spelling Analysis						Y	1-6	5-20
Words Their Way: Primary Spelling Inventory (PSI)						Y	K-3	5-20
Words Their Way: Elementary Spelling Inventory (ESI)						Y	1-6	5-20
Words Their Way: Upper-Level Spelling Inventory (upper elementary, middle, high school, postsecondary)						Y	4-12 +	5-20

See "IDOE Approved Universal Screener" document for updated information on Phonics screening in Kindergarten with DIBELS. Schools may use the nonsense word decoding for phonics AND Decoding in Kindergarten ONLY.

Grade recommendations and test at 115 W. Washington Street ■ South Tower, Suite 600 ■ Indianapolis, Indiana 46204

Question 1: What screeners can we use to screen for characteristics of dyslexia?

Answer: The Indiana Department of Education (IDOE) has provided [lists of approved screeners](#) for universal, level I, and level II. IDOE vetted the screeners using a number of factors (for more information please refer to the [Criteria Used for Vetting and Approving Dyslexia Screener](#) and question seven of this FAQ for more information).

Question 2: What if my student passed all areas in kindergarten, are they required to be screened in first and second grade?

Answer: All students must be screened in kindergarten, first, and second grade annually regardless of previous year's performance.

Question 3: When should I screen my kindergarten, first, and second-grade students?

Answer: It is up to the school corporation or charter school when students are screened in each grade annually. It is recommended to screen students in each grade when the screener will give the schools quality data and it is developmentally appropriate.

Question 4: What universal screener results make a student "at some risk" or "at risk"?

Answer: Schools have the local control and discretion when addressing which students are considered "at some risk" or "at risk". Schools may choose to use a triangulation of all six (6) subsets, or if a student scores below the cut score on a number of subsets. IDOE encourages schools to consider the screener results data in addition to existing data and student's current classroom performance when planning the appropriate next steps.

Question 5: Do any of the universal screeners evaluate all six subsets required by Senate Enrolled Act 217 or will the schools need to use more than one screener?

Answer: There is no one single universal screener available that evaluates all six subset areas of SEA 217. A school will need to select at least two or more screeners. The [Universal Screener Skills Breakdown](#) spreadsheet contains a list of universal screeners and which subset areas they screen.

Question 6: Our school wants to use a screener that is not on the list. Is that allowed?

Answer: Schools are to only use screeners from IDOE's approved list. IDOE will be updating the list of approved screeners based on feedback from the field. If a screener is not on the IDOE approved list, a school corporation or charter school may ask IDOE to review the screener. The school must describe how the proposed screener meets the criteria listed on to the [Criteria Used for Vetting and Approving Dyslexia Screener](#) document. IDOE will then use the criteria and supplied evidence to decide if the screener is on the approved list. During the 2018-2019 school year, this list will be updated quarterly. The list of approved screeners will be updated annually after the start of the 2019-2020 school year.

Question 7: What criteria were used in selecting the approved screeners?

Answer: Each screener on the approved list was evaluated for its developmental appropriateness for students, its measurement of literacy subset (e.g., letter knowledge, sound-symbol recognition, etc), and scientific reliability and validity.

Question 8: What is the [Dyslexia Universal Screener Planning Worksheet](#) and how can schools use it to organize their selected screeners?

Answer: The [Dyslexia Universal Screener Planning Worksheet](#) provides a place for schools to lay out their plans for which screeners it will use to screen each of the six subset areas. In addition to the planning pages, examples of the complete tool are included.

Questions 9: Are any of the universal screeners offered at no cost?

Answer: The Arkansas Rapid Naming Screener is supplied by IDOE at no cost to schools. Schools are responsible for printing color copies of the screener from the available portable document format (.pdf) [link](#). You will need a copy of the answer sheet for each student in your class, but only one copy of directions, practice page, and form A and B. The screener must be printed in color to ensure the red and blue colors do not bleed and appear orange and purple on the page.

In addition, schools should explore all IDOE approved screeners, as some are offered at a very low cost.

Question 10: What are some tips for choosing the most appropriate screeners for our school?

Answer: Choosing the right screener for your school corporation or charter school is a decision made at the local level. Factors to consider in the selection of screeners include the demographic make-up of your students, available staff, number of students to be screened, cost of the screeners, and training for staff. All screeners must come from IDOE's list of approved screeners.

Question 11: Are schools required to give the universal screeners to English language learners and special education students?

Answer: All students in grades kindergarten, grade one, and grade two will be given the approved universal screener. IDOE has issued draft guidance documents that provide information about the universal screening process for [English language Learners](#) and [special education students](#).

Question 12: What is the process used for implementing the dyslexia screening?

Answer: Please see the updated [Dyslexia Screener Flowchart](#) available on the screener page of the dyslexia website.

Universal Screener Information:

Who is screened, who is exempt, choosing a screener, administration of the screener, screener performance, and universal screener list

All students in grades kindergarten through second grade are required to be screened for dyslexia (IC 20-35.5, *et seq.*, as created by SEA 217 (2018) beginning in the 2019-2020 school year. The Indiana Department of Education's (IDOE) role is to provide the list of approved screeners.

Early identification of students "at some risk" or "at risk" for dyslexia is critical for the development of early and appropriate interventions to support the student before they begin to fall behind their peers.

The universal screener is an assessment for understanding students' literacy performance, both strengths and areas of concern. Universal screeners focus on specific areas and are typically brief, but determine those students who are "at some risk" or "at risk". Universal screeners are used for the initial screening of students shall include the following, as determined to be developmentally appropriate, for each student:

1. Phonological and phonemic awareness
2. Sound symbol recognition
3. Alphabet knowledge
4. Decoding skills
5. Rapid naming, and
6. Encoding skills

Who should be screened?

IC 20-35.5-2-6 states the universal screener will be given to the following students:

- 1) In kindergarten, grade one and two
- 2) When a student in kindergarten, grade one, and grade two:
 - a. Transfers to a new school; and
 - b. Has not been screened previously during the school year;
- 3) When a student in grade three or higher has difficulty, as noted by a classroom teacher, in:
 - a. Phonological and phonemic awareness

- b. Sound symbol recognition
 - c. Alphabet knowledge
 - d. Decoding skills
 - e. Rapid naming skills and
 - f. Encoding skills
- 4) When a student from another state enrolls for the first time in kindergarten, grade one, and grade two in Indiana unless the student presents documentation that the student
- a. Had the dyslexia screening or a similar screening during the school year;
or
 - b. Is exempt from the screening

Exemptions from being screened:

A school corporation or charter school is not required to administer a universal screener Chapter 2 Section 8 to a student if the:

- 1) Parent of the student objects to the screening; or
- 2) Student is receiving intervention services for dyslexia.
- 3) For information on giving the universal screener to special education and English language learners, please consult the guidance documents available on IDOE dyslexia website.

Choosing a Screener

In the law, IDOE approves the dyslexia screening tools. An extensive review determined that there is not a single screener that assesses all six required subsets. A combination of several screeners will address all subsets. Instead, districts will need to select several screeners to address all subsets. IDOE provides two tools to assist in this process: 1) the Arkansas Rapid Automated Naming Screener to schools at no cost and 2) “Universal Screener Planning Checklist” with an example. These are located on the dyslexia website and in the Indiana Dyslexia Resource Guide.

Administering Screeners

Personnel administering the screener must be trained to implement the specific tools in a valid and reliable manner. This requires communicating with the publisher of the screener to receive training and may require setting aside time and money for attending screening training. School resources and student enrollment will influence individual corporation's decisions about who should give and score the screening tools. Because the data will be used to help guide instruction, it may be useful for those that work directly with students during literacy instruction participates in screening, scoring, and progress monitoring.

Screener Performance

The performance criteria (i.e. cut-points, benchmarks) from the Universal Screener will determine if the student is unlikely to achieve reading goals without additional targeted intensive support, those who are considered “at risk” and “at some risk”. Universal screeners are predictive assessment that measure risk factors for dyslexia through a “snapshot” of the student’s reading. The results may not provide the details needed to develop an instructional plan of appropriate interventions. To gain more detailed information the student is given a Level I Dyslexia Screener as explained in “Level I Screener Information” found in the dyslexia website and in the Indiana Dyslexia Resource Guide. If additional diagnostic information is needed, a Level II screener is administered as described in Level II Screener Information.

Table 1: Universal Screeners: IDOE Vetted and Approved Updated 6.19

IDOE reviewed these screeners and found them to be acceptable in terms of reliability and validity, ease of use for those conducting the screening, brief, screen the required component, and developmentally appropriate for the grade.

Universal screeners are considered a predictive assessment to measure dyslexia risk factors that provide a snapshot of the student. It does NOT give specifics on what to work on or where to begin an intervention.

Information Updated on 3.19:

Due to some reorganization in the ownership and distribution of DIBELS, the word use fluency screener is no longer available. As a result, **the nonsense word fluency (NWF) screener may be used to screen both the phonics AND decoding subset in KINDERGARTEN ONLY!**

Please continue to use the nonsense word fluency (NWF) to screen the sound symbol relationship (phonics) subset and the oral reading (ORF) passage to screen the decoding subset in 1st grade and above.

Many of the universal screeners, including DIBELS and Acadience Reading, do not explicitly screen letter naming (alphabet knowledge) in second grade or have a phonological/phonemic awareness screener option for first and second grade.

IC 20-35.5, *et seq.*, requires that all students in grades kindergarten, first, and second grade be screened in all six subset areas (phonological/phonemic awareness, alphabet knowledge, sound symbol relationship, decoding, rapid naming, and encoding) every academic year regardless of prior years' performance.

The test publisher may not have cut scores for these subset areas in these grades, but schools have the local control to create benchmarks and set what is considered "at risk" and "at some risk". This means that schools have the local control to decide what is below benchmark and "at risk" and "at some risk" in these specific subsets for these grades when the test publisher does not issue benchmarks.

Acadience Reading Survey is published as DIBELS Next Survey. If using Acadience Reading Survey, please reference DIBELS Next Survey for what subset areas are covered with this screener.

Aimswab 1.0 is scheduled to be retired on July 31st. Aimswab 1.0 AND aimswabPlus are both approved. Please contact the test publisher about the transition from aimswab 1.0 to aimswabPlus.

mCLASS with DIBELS Next and MCLASS with DIBELS 8th Edition follows the same screeners in each subset areas as DIBELS Next and DIBELS 8th Edition listed below.

Universal Screeners	
Required Component	Possible Screening Tools
<p>Phonological and Phonemic Awareness- the ability to recognize and manipulate the sound system in spoken language</p> <p><i>Note: May use a Phonological and Phonemic Awareness from any screener for a student in <u>grades 3-12</u> as needed and available.</i></p>	<p>Aimsweb: Phoneme Segmentation Fluency (K-1)</p> <p>AimswebPlus: Phoneme Segmentation (K-1) AimswebPlus: Initial Sounds (K) <i>Note: Required to give initial sounds AND phoneme segmentation in K</i></p> <p>Classworks Universal Screener: Phonemic Awareness (K-6)</p> <p>CORE Assessing Reading: Multiple Measures: Phoneme Segmentation Test (K-12)</p> <p>DIBELS 6th Edition: Phoneme Segmentation Fluency (K-2) DIBELS 6th Edition: Initial Sound Fluency (K) <i>Note: Initial Sound Fluency is optional, but recommended for K</i></p> <p>DIBELS NEXT: Phoneme Segmentation Fluency (K-2) DIBELS NEXT: First Sound Fluency (K) <i>Note: First Sound Fluency is optional, but recommended for K</i></p> <p>DIBELS 8th Edition: Phoneme Segmentation Fluency (K-1)</p> <p>EL Education Benchmark Assessment: All Phonological and Phonemic Awareness (K-2)</p> <p>Exact Path: Phonological Awareness (K-8)</p> <p>FastBridge Learning: Early Learning: Phonological and Phonemic Awareness (K-3)</p> <p>Fastbridge Learning: earlyReading: Onset Sounds, Word Rhyming (PreK-3)</p> <p>Fountas and Pinnell Benchmark Assessment System (BAS) All phonological and phonemic awareness subtests (K-1)</p> <p>Houghton Mifflin Harcourt Foundational Reading Assessment: Phonological Awareness (K-3)</p> <p>i-Ready: Phonological/Phonemic Awareness (K-12) <i>(Set developmental level to assess this skill in K-2)</i></p> <p>Istation ISIP: Phonemic Awareness (K-1)</p> <p>iSTEEP: Initial Sound Fluency (K-1)</p>

	<p>Predictive Assessment of Reading (PAR): Phonemic Awareness (K-3)</p> <p>MindPlay: Phoneme Segmentation (K-12) Scholastic Next Steps in Guided Reading Assessment: Phonological and Phonemic Awareness (K-2)</p> <p>PALS-K: Rhyme, Beginning Sound Awareness (K)</p> <p>PALS Plus: Blending, Sound To Letter (1-8) Full Diagnostic Requirement</p> <p>NWEA Skills checklist: Phonological Awareness & Phoneme Identification (K-12) (<i>Must give both in K-2</i>)</p> <p>NWEA MAP Reading Fluency Foundational Skills: Phonemic Awareness (K-3)</p> <p>STAR: A Computer Adaptive Assessment- Rhyming, blending, segmenting, initial, final, and medial phonemes, adding/substituting phonemes (K-2)</p>
<p>Alphabet Knowledge-the ability to automatically recognize and name the 26 lowercase and 26 uppercase letters with ease and accuracy.</p> <p><i>Note: May use letter naming from any screener for a student in <u>grades 3-12</u> as needed and available.</i></p>	<p>Aimsweb: Letter Naming Fluency (LNF) (K-1)</p> <p>AimswebPlus: Letter Naming Fluency (K-1)</p> <p>CORE Assessing Reading: Multiple Measures: Letter Names Upper and Lowercase (K-12)</p> <p>DIBELS 6th Edition: Letter Naming Fluency (LNF) (K-2)</p> <p>DIBELS NEXT: Letter Naming Fluency (LNF) (K-2)</p> <p>DIBELS 8th Edition: Letter Naming Fluency (K-1)</p> <p>EL Education Benchmark Assessment: Letter Name (K-2)</p> <p>Fastbridge Learning: earlyReading: Letter Names (PreK-3)</p> <p>Fountas and Pinnell Benchmark Assessment System (BAS) Letter Recognition (K-2)</p> <p>Houghton Mifflin Harcourt Foundational Reading Assessment: Letter-Word Recognition (K-3)</p> <p>i-Ready: Alphabet Knowledge (K-12) (<i>Set developmental level to assess this skill in K-2</i>)</p>

	<p>iSTEEP: Letter Naming (K)</p> <p>MindPlay: Letter Discrimination (K-12)</p> <p>Scholastic Next Steps in Guided Reading Assessment: Upper and Lowercase Letter Recognition (K-2)</p> <p>NWEA Skills Checklist: Letter Identification (K-12) <i>(Must give in K-2)</i></p> <p>PALS-K: Alphabet Knowledge (K)</p> <p>PALS Plus: Alphabet Knowledge (1-8) Full Diagnostic Requirement</p> <p>STAR: A Computer Adaptive Assessment-Letters, alphabetic sequence (K-2)</p>
<p>Sound Symbol Recognition-to automatically produce sound(s) or grapheme names (grade level letters or letter clusters) during recognition, production, and/or writing tasks.</p> <p><i>Note: May use phonics portion from any screener for a student in grades 3-12 as needed and available.</i></p>	<p>Aimsweb: Letter Sound Fluency (K-1)</p> <p>AimswebPlus: Letter Word Sound Fluency (K-1)</p> <p>Classworks Universal Screener: Phonics (K-6)</p> <p>CORE Assessing Reading: Multiple Measures: Letter Sounds: Consonant, long Vowels, and Short Vowels (K-12)</p> <p>DIBELS 6th Edition: Nonsense Word Fluency (K-2)</p> <p>DIBELS NEXT: Nonsense Word Fluency (K-2)</p> <p>DIBELS 8th Edition: Nonsense Word Fluency (K-3)</p> <p>EL Education Benchmark Assessment: Sound Identification (K-2)</p> <p>Exact Path: Phonics (K-8)</p> <p>FastBridge Learning Early Learning: Phonics (K-3)</p> <p>Fastbridge Learning: earlyReading: Letter Sounds (PreK-3)</p> <p>Fountas and Pinnell Benchmark Assessment System (BAS) All Phonics subtests (K-2)</p> <p>Houghton Mifflin Harcourt Foundational Reading Assessment: Phonics (Word Attack) Skills (K-3)</p> <p>i-Ready: Sound Symbol Recognition (K-12) <i>(Set developmental level to assess this skill in K-2)</i></p>

	<p>iSTEEP: Letter Sounds (K-1)</p> <p>Istation: ISIP: Letter Knowledge (K-1)</p> <p>MindPlay: Phonics Screener (K-12)</p> <p>Next Steps in Guided Reading Assessment: Sound Knowledge (K-2)</p> <p>NWEA Skills Checklist: Phonics: Matching Letters to Sound (K-8) <i>(Must give in K-2)</i></p> <p>NWEA MAP Reading Fluency Reading Foundational Skills: Phonics (K-3)</p> <p>PALS-K: Letter Sounds, Spelling (K)</p> <p>PALS Plus: Letter Sounds, Spelling (1-8) Full Diagnostic Requirement</p> <p>Predictive Assessment of Reading (PAR): Letter-Word Calling (K-3)</p> <p>STAR: A Computer Adaptive Assessment- Sound/Symbol correspondence (K-2)</p>
<p>Decoding Skills- to translate words, word parts, or nonwords into their corresponding pronunciation.</p> <p><i>Note: May use decoding portion from any screener for a student in grades 3-12 as needed and available.</i></p>	<p>Aimsweb: Nonsense Word Fluency (K-1)</p> <p>Aimsweb: Oral Reading Fluency (1-3) <i>(Choose either nonsense word or oral reading fluency in grade 1)</i></p> <p>AIMSWebPlus: Word Reading Fluency (K-1)</p> <p>Classworks Universal Screener: Decoding (K-6)</p> <p>CORE Literacy Library: Multiple Measures Assessing Reading: Reading and Decoding ALL Parts (K-12)</p> <p>DIBELS 6th Edition: Nonsense Word Fluency (K)</p> <p>DIBELS 6th Edition: Oral Reading Fluency (DORF) (1-6) (No Retell)</p> <p>DIBELS NEXT: Nonsense Word Fluency (K)</p> <p>DIBELS NEXT: Oral Reading Fluency (DORF) (1-6) (No Retell)</p> <p>DIBELS 8th Edition: Nonsense Word Fluency (K)</p> <p>DIBELS 8th Edition: Oral Reading Fluency (1-8) (No Retell)</p> <p>Decoding-Encoding Screener for Dyslexia (DESD) (1-8)</p> <p>EL Education Benchmark Assessment: Decoding Skills (K-2)</p> <p>Fastbridge Learning: earlyReading: Decodable Word Reading (PreK-3)</p>

	<p>Fountas and Pinnell Benchmark Assessment System (BAS) <i>Use suggested on grade level reading passage read orally (K-8)</i></p> <p>i-Ready: Decoding (K-12) <i>(Set developmental level to assess this skill in K-2)</i></p> <p>iSTEEP: Word Identification (K) iSTEEP: Nonsense Word Fluency (NWF) (1) iSTEEP: Oral Reading Fluency (ORF) (1-8) <i>Choose either NWF or ORF for iSTEEP 1st grade</i></p> <p>MindPlay: Natural Fluency (K-12)</p> <p>Scholastic Next Steps in Guided Reading Assessment: Grade level Reading Record: No Comprehension (K-2)</p> <p>NWEA Skills Checklist: Consonant Blends and Diagraphs (K-12) <i>(Must give in K-2)</i></p> <p>NWEA MAP Reading Fluency: Oral Reading Fluency (K-3)</p> <p>STAR: A Computer Adaptive Assessment Decoding Skills (K-2)</p> <p>PALS-K Concept of Word (K)</p> <p>PALS Plus: Oral Reading in Context (1-8) Full Diagnostic Requirement</p>
<p>Rapid Naming- the ability to quickly name aloud a series of familiar items</p>	<p>Arkansas Rapid Automated Naming Screener (K-2 based on time, 3-12 observed behavior)</p> <p>Lexplore: Rapid Naming skills (1-3)</p> <p>mCLASS with DIBELS Next: Rapid Automated Naming (K-3) mCLASS with DIBELS 8th Edition: Rapid Automated Naming (K-3)</p> <p>Predictive Assessment of Reading (PAR): Rapid Naming Fluency (K-3)</p> <p>Rapid Automatic Naming and Rapid Alternating Stimulus Test (RAN & RAS) (Choose different trial per grade) (K-12)</p> <p>DIAL-4: Concept Area Rapid Naming (PreK-K)</p>
<p>Encoding- to translate spoken language into print.</p>	<p>Classworks Universal Screener: Encoding (K-6)</p> <p>Istation Indicators of Early Progress (ISIP): Spelling (K-3)</p> <p>Istation Advanced Reading (AR) Spelling Computer-adapted (4-8)</p>

Note: May use encoding portion from any screener for a student in grades 3-12 as needed and available.

- Decoding-Encoding Screener for Dyslexia (DESD™) (1-8)
- EL Education Benchmark Assessment: Spelling Skills (K-2)
- Exact Path: Encoding (K-8)
- mCLASS with DIBELS Next: Encoding (K-3)
- mCLASS with DIBELS 8th Edition: Encoding (K-3)
- Next Steps in Guided Reading Assessment: Developmental Word Knowledge, by Grade (K-2)
- PALS K: Spelling (K)
- PALS Plus: Spelling Inventory (1-8) Full Diagnostic Requirement
- Word Journey: Kindergarten Inventory of Spelling (K)
- Word Journeys: Developmental Spelling Analysis (1-6)
- Words Their Way: Primary Spelling Inventory (PSI) (K-3)
- Words Their Way: Elementary Spelling Inventory (ESI) (1-6)
- Words Their Way: Upper-Level Spelling Inventory (upper elementary, middle, high school, postsecondary)
- Word Study Inventory: Developmental Word Knowledge Inventory (K-2) (See testing protocol for words to assess)

Arkansas Rapid Naming Screener

Information Updated 7.19

The Arkansas Rapid Automatized Naming Screener (AR-RAN) is provided to Indiana schools with permission from the Arkansas Department of Education.

The Arkansas Rapid Automatized Naming Screener (AR-RAN) is an informal measure created by the Arkansas Department of Education, which gave the Indiana Department of Education (IDOE) permission to use in Indiana schools. This screener will fulfill the rapid naming subset of the universal screener. This screener is based on guidelines for informal screening of rapid naming skills provided by Nancy Mather and Barbara J. Wendling in “Essentials of Dyslexia Assessment and Intervention.”

The AR-RAN Practice Page, Form A, and Form B should be printed on a quality color printer. Before administering the screener, the examiner should check the quality of the colors. If red looks like orange, or blue appears purple, the scores may be skewed because 1) students will unintentionally give the incorrect answer 2) the words orange and purple have more than one syllable and it takes more time to say them; and 3) students will spend extra time contemplating which color to say.

Items needed to complete the screener are: a separate score sheet for each student, the rapid naming color sheet (practice, Form A, and Form B) and a stop watch/timer.

Follow the directions on the scoring sheet. Items said to the student are in italics and quotes. Do NOT show any of the forms to the student prior to the timed screening. You will start the timer once you reveal the colors to the student.

This is a timed screener. You will need a stopwatch/timer for this screener. You will start the timer once you reveal the colors and tell the student to begin and stop the timer when the student reads the final color.

To get a score administer Form A and Form B* then combine the times to calculate a score. To identify a student struggling with rapid naming, student data for each grade level within a school should be compiled and ranked in order for shortest to longest time to determine the students performing at the "at risk" and "at some risk" level.** The suggested cut-score for "at risk" students, is those scoring in the bottom 20 percent and for "at some risk" in the bottom 30 percent. Please see the AR-RAN FAQ document for instructions on how to put students' scores in rank order.

*Discontinue rule: If a student makes more than four errors on Form A, discontinue the screener. The student would automatically filter to the bottom of the ranking and be "at risk" in this category.

** If a student is colorblind DO NOT administer the screener. Consider using an alternative IDOE approved rapid naming screener or omit this score when evaluating the student if they "at risk" or "at some risk" for characteristics of dyslexia.

Rapid Automatized Naming (RAN)

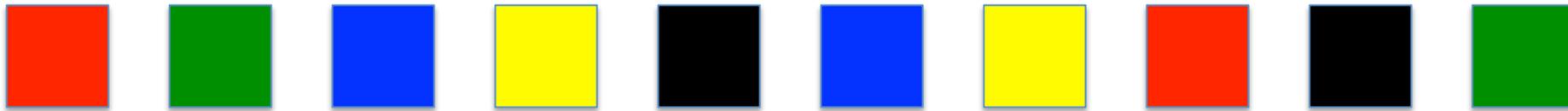
Practice

Read Colors Left to Right



Form A

Read Colors Left to Right and Top to Bottom

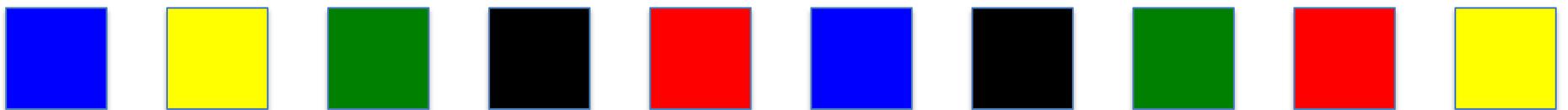
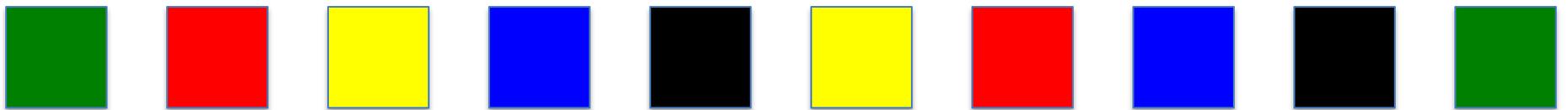
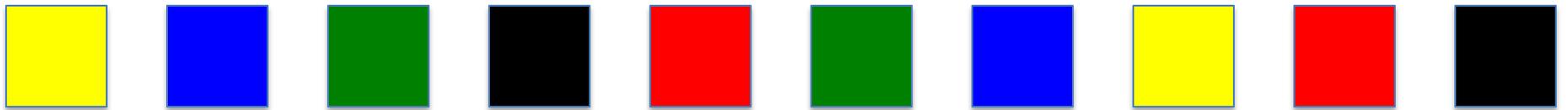
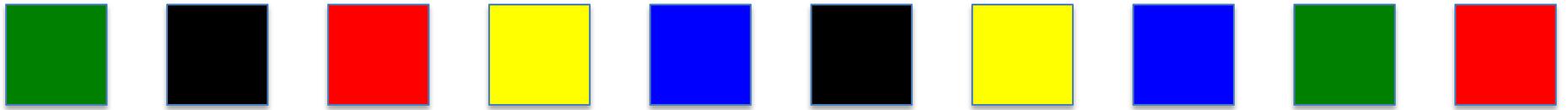


115 W. Washington Street ■ South Tower, Suite 600 ■ Indianapolis, Indiana 46204

317.232.6610 ■ www.doe.in.gov

Form B

Read Colors Left to Right and Top to Bottom



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Name _____ Date Tested **Day** _____ **Month** _____ **Year** _____

School _____ Date of Birth _____

Grade _____ Age _____

Teacher _____ **Year** _____ **Month** _____

Practice items: Show the practice page and say, *“Tell me the names of the colors on the page. Read them left to right.”* (model for the student as needed)

black red yellow blue green

Form A: Once the student has completed the practice items, turn to Form A. Conceal the colors and say, *“Now, you will name all the colors on this page”* (continue to conceal the colors from the student). *Start at the top left corner and name each color in the rows as quickly as you can. Read from left to right and top to bottom.* (reveal the colors) *You may begin.* start the timer. Stop the timer after the last color is read.

Circle incorrect answers

red green blue yellow black blue yellow red black green
 black red yellow blue green red black blue green yellow
 green black blue red yellow green blue yellow red black
 blue red yellow black green red black green blue yellow

Time: _____ Errors: _____

Form B: If the student makes no more than four errors, turn to Form B. Conceal the colors and say, *“Now, you will name all the colors on this page.”* (Continue to conceal the colors from the student). *Start at the top left corner and name each color in the rows as quickly as you can. Read from left to right and top to bottom.”* (reveal the colors) *“You may begin.”* start the timer. Stop the timer after the last color is read.

Circle incorrect answers

green black red yellow blue black yellow blue green red
 yellow blue green black red green blue yellow red black
 green red yellow blue black yellow red blue black green
 blue yellow green black red blue black green red yellow

Time: _____ Errors: _____

Score: _____ (Combined time for Form A and Form B)

Total Errors: _____

The Arkansas Rapid Automized Naming Screener (AR-RAN) FAQ

Question: What is the Arkansas Rapid Automized Naming Screener (AR-RAN)?

Answer: The AR-RAN is an informal measure created by the Arkansas Department of Education, which gave the Indiana Department of Education (IDOE) permission to use in Indiana schools. This screener will fulfill the rapid naming subset of the universal screener. This screener is based on guidelines for informal screening of rapid naming skills provided by Nancy Mather and Barbara J. Wendling in “Essentials of Dyslexia Assessment and Intervention.” Remember, this screener is part of a comprehensive reading evaluation and the results are analyzed with the results of other screeners to identify students “at some risk” or “at risk”.

Question: What is a student is colorblind?

Answer: If a student is colorblind **DO NOT** administer the screener. Consider using an alternative IDOE approved rapid naming screener or omit this score when evaluating the student if they "at risk" or "at some risk" for characteristics of dyslexia.

Question: Why must the AR-RAN be printed on a quality color printer?

Answer: The AR-RAN uses a true red and a true blue color for part of the screening process. If the red appears orange and the blue appears purple the test results will not be valid. When reproducing the AR-RAN, ensure that all reds and blues are printed in their true color.

Question: What is the discontinuation rule?

Answer: If a student makes more than four errors on Form A, discontinue the screener. The student would automatically filter to the bottom of the ranking and be "at risk" in this category.

Questions: What materials are needed for the screener?

Answer: Items needed to complete this screener are: a separate score sheet for each student, the rapid naming color sheet (practice, Form A, and Form B) and a stop watch/timer.

Question: What are the norms for this screener?

Answer: Schools have the local control to set the benchmark and what is considered “at risk” and “at some risk” for this screener. IDOE offers possible cut scores for this screener, but school corporations and charter schools have the local control to set these numbers.

The data for the screener is based on the performance of the students in each grade within a school; the performance will vary from grade-to-grade and school-to-school. The school will then compile and rank, in order, the student’s score (combined time from Form A and Form B). A school may also include total number of errors as a secondary factor when looking at students. A possible cut score for the student’s score (combined time from Form A and Form B) is any score that falls at or below the 20 percentile is considered “at risk”.

A suggested cut score for the student’s score (combined time from Form A and Form B) is any score that falls at or below the 30 percentile is considered “at some risk”.

Question: How do I calculate the 20th percentile?

Answer:

- 1) Calculate 10 percent of your students. (For example 10 percent of 25 = 2.5). You can find this by multiplying by .1 or moving the decimal one place to the left.
- 2) Double this number to find the number of students in the bottom 20%. Round to the nearest whole number if it is a decimal. (for example: 20 percent of 25 = 2.5x2 = 5).
- 3) With your scores in order from slowest to fastest, count down the number of students you calculated in step 2. These are your “at risk” students.
- 4) Using the number from step one, count that number of students (rounding as necessary) to get your “at some risk” students.

Example 1: I have 25 students listed in order from slowest to fastest. 10 percent is 2.5, so 20 percent is the first five students and 30% is the next three students.

Example 2: I have 150 students listed in order from slowest to fastest. 10 percent is 15, so 20 percent is 30. The first 30 students on my list are “at risk” and the next 15 are “at some risk”.

Example 3: I have 46 students listed in order from slowest to fastest. 10 percent is 4.6, so 20 percent is 9.2. In this case I would round down, and consider the first nine students “at risk” and the next five (rounding up from 4.6) as my “at some risk” group.

Name	Student Score (total Time in seconds)	Total Errors from Form A and B	Percentile	Counting
Student A	99	5		1
Student B	99	8		2
Student C	98	4	20 percentile	3
Student D	96	5		4
Student E	95	4		5
Student F	93	2		1
Student G	89	3	30 percentile	2
Student H	88	1		3
Student I	87	2		
Student J	85	0		
Student K	79	1		
Student L	78	5		
Student M	77	5		
Student N	72	2		
Student O	71	1		
Student P	70	1		
Student Q	69	1		
Student R	69	2		
Student S	68	1		
Student T	66	0		
Student U	62	0		
Student V	61	0		
Student W	56	0		
Student X	54	0		
Student Y	43	0		

Walkthrough of the Arkansas Rapid Automated Naming Screener

Also see the AR-RAN video on IDOE's dyslexia website.

Practice Form:

When you are ready to administer the screener, place the practice form in front of the student. DO NOT show the colors to the student. You may use an extra sheet of paper to cover the colors. Read the directions aloud to the student once you have finished reading the directions aloud reveal the colors to the students. Have the student read the colors. If the student has any questions during the practice portion, you may answer the questions and/or model how to respond for the students. Once the student has finished the practice test and does not have any further questions, move on to Form A of the screener.

Form A:

Place Form A in front of the student. DO NOT show the student the color portion of the form. You may use an extra sheet of paper to cover the colors. Read the written directions aloud to the student. When you are ready to start administering the screener reveal the colors and prompt the student to begin. Start the stopwatch when you tell the student to begin. Remember time is how you will rank the students.

- Circle any INCORRECTLY named colors on the student score sheet.
- In order to eliminate guessing self-corrections are capped at one.
- Stop the timer when the student has finished naming the final color
- Record the time and number of errors in the area for Form A on the student scoring sheet.

-Discontinuation rule: If a student makes **more** than four (4) errors on Form A discontinue the screener, this may be an indication that the student is "at risk" for the characteristics of dyslexia on this screener.

-Students that make more than four errors on Form A move to the bottom of the list of ranked student scores for this screener.

Form B:

-Place Form B in front of the student. DO NOT show the student the color portion of the form. You may use an extra sheet of paper to cover the colors. Read the written directions aloud to the student. When you are ready to start administering the screener reveal the colors and prompt the student to begin. Start the stopwatch when you tell the student to begin. Remember time is how you will rank the students.

- Circle any INCORRECTLY named colors on the student score sheet.
- In order to eliminate guessing self-corrections are capped at one.
- Stop the timer when the student has finished naming the final color
- Record the time and number of errors in the area for Form B on the student scoring sheet.



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Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

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Finally, combine times and total number of errors from **both** forms and record these numbers at the bottom of the scoring sheet in the area indicated.

Criteria for Dyslexia Screeners

The IDOE-approved screeners for dyslexia require adherence to the Senate Enrolled Act No. 217 criteria as well as scientific standards for assessments. The list below describes the criteria used by IDOE in approving screeners. Should a corporation or charter school wish to use a screener that is not approved by IDOE, it must describe how the screener meets the criteria listed below prior to approval by the IDOE. These will be reviewed on a yearly basis.

Senate Enrolled Act No. 217	Scientific Standards for Assessments
<p style="text-align: center;"><u>Universal Screener</u></p> <p>Includes (and is utilized as is developmentally appropriate for the student) measurement of:</p> <ul style="list-style-type: none"> ○ Phonological and phonemic awareness ○ Sound symbol recognition ○ Alphabet knowledge ○ Decoding skills ○ Rapid naming skills ○ Encoding skills [Chapter 2, Sec. 2]. 	<ul style="list-style-type: none"> ○ Validity ○ Reliability ○ Appropriate length of time to administer
<p style="text-align: center;"><u>Level I Screener</u></p> <ul style="list-style-type: none"> ○ For students determined at-risk or at some risk for dyslexia after completing universal screener ○ Must include same components as Universal Screener [Chapter 2, Sec. 3]. 	
<p style="text-align: center;"><u>Level II Screener</u></p> <ul style="list-style-type: none"> ○ Must include same components as Universal Screener ○ Must be assessed consistent with the Indiana dyslexia resource guide described in IC 20-35.5-7-2 [Chapter 2, Sec. 4. (a)(b)]. 	

Level I Dyslexia Screening

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A Level I Dyslexia Screener provides additional information about a student that receives an “at some risk” or “at risk” result from the Universal Screener. The Level I Dyslexia Screening of a student shall perform with fidelity and include the components listed under IC 20-35.5-1 (b) The level I Dyslexia Screening process shall include documentation of the components of literacy to include but not limited to the following:

1. Phonological and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Rapid naming; and
6. Encoding skills

Process of Using the Level I Dyslexia Screener

The Level I Dyslexia Screening means a *process*, as determined by the school corporation or charter school, for gathering additional information to determine if characteristics of dyslexia are present.

This process may include data from the Level 1 Screener. Schools may find it helpful to gather additional information that includes other progress monitoring data, work samples, formative literacy assessment data, and additional age and developmentally appropriate dyslexia screening tools for the six areas. The determination of existing characteristics of dyslexia should be based on multiple sources of data.

The Level I Dyslexia Screener shall be used to gather additional information that will help the school team discriminate areas that need intervention and starts the process of gathering more data. The level I screeners are considered an informal diagnostic assessment that can also be used as part of progress monitoring.

Data from the universal screener and/or classroom work samples may be used in the decision process for the subset areas of: alphabet knowledge, rapid naming, and encoding.

Process of Gaining Information from a Level I Screener

A school-based decision making team will review the student records and progress, looking for patterns, indicators, if specific areas for assistance and areas of strength to build on. Prior to implementing any screener, the team informs the parents and obtains consents.

This team may be comprised of the authorized reading specialist with training in dyslexia, the EL teacher or program administrator, the special education teacher, special education director, the classroom teacher, and other staff that may be helpful in the decision the making process including school psychologists and/or diagnosticians.

If a student's performance on a Level I Dyslexia Screening indicates a need for dyslexia intervention services, the student's parent or legal guardian shall be:

- (1) Notified of the results of the dyslexia evaluation; and
- (2) Provided with information and resource material, that cover the following topics:
 - (A) The characteristics of dyslexia;
 - (B) Appropriate classroom interventions and accommodations for students with dyslexia; and
 - (C) States that the parent may elect to have the student receive an educational evaluation by the school (Chapter 3 Section 1).

Table 2: List of Approved Level I Screeners

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This list of Level I Dyslexia Screening tools is to be used as a resource for school corporations and charter schools to determine which screener or screeners provide the most beneficial data for each subcomponent of literacy at each grade level. The Indiana Department of Education (IDOE) vetted and approved the list of screeners. IDOE is not endorsing any of the screeners. This is the list of approved screeners, and is not an all-inclusive list of screeners that IDOE received. Should a corporation or charter school wish to use a screener that is not approved by IDOE, it must describe how the screener meets the criteria listed below prior to approval by IDOE. These will be reviewed on a quarterly basis during the 2018-2019 school year, and on a yearly basis after that.

Level I Screeners	
Required Component	Possible Screener Tools
Phonological and Phonemic Awareness	<p>95% Group Phonological Awareness Screener for Intervention (PASI) (K-6)</p> <p>DIBELS DeeP: Phonemic Awareness (K-5)</p> <p>CORE Literacy Library: Multiple Measures: Assessing Reading: Phonological Segmentation, Phoneme Segmentation, AND Phoneme Deletion Tests (K-12)</p> <p>Houghton Mifflin Harcourt iRead-Phonemic Awareness (K-8)</p> <p>Phonological Awareness Screening Test (PAST) (Prek-Adult)</p> <p>Phonological Awareness Skills Screener (PASS) (K-2 + struggling learners)</p> <p>Next Steps in Guided Reading Assessment: Phonological and Phonemic Awareness (K-2)</p> <p>MA Rooney Quick Phonics Screener (QPS): Phonemic Awareness (K-12)</p> <p>MindPlay-Phonemic Awareness Screener (K-12)</p> <p>NWEA Skills Checklist: Phonemic Awareness Manipulation of Sounds (K-12) <i>(Assigned based on need, not grade)</i></p> <p>PALS: K-Rhyme, Beginning Sound Awareness (K)</p> <p>PALS Plus: Blending, Sound to Letter (1-8)</p>

<p>Alphabet Knowledge</p>	<p><u>Alphabet knowledge is component with mastery level</u> <u>Use errors from initial screener</u></p> <p>May use: Houghton Mifflin Harcourt iRead-Letter-Word Identification (K-8) MA Rooney Quick Phonics Screener (QPS): Alphabet subset (K-12) PALS K: Alphabet Knowledge (K) PALS Plus: Alphabet Knowledge (1-8)</p>
<p>Sound Symbol Recognition</p>	<p>95% Group Phonics Screener for Intervention (PSI) (1-12)</p> <p>DIBELS DeeP: Phonics (K-5)</p> <p>CORE Literacy Library: Multiple Measures Assessing Reading: Letter Sounds: Consonant, long Vowels, and Short Vowels (K-12)</p> <p>College Station TX, Texas A&M: Quick Phonics Screener (K-6)</p> <p>Scholastic: CORE Phonics Survey (K-8)</p> <p>Gallistel-Ellis Test of Coding Skills (K-12)</p> <p>Houghton Mifflin Harcourt iRead-Word Attack (K-8)</p> <p>Houghton Mifflin-Phonics/Decoding Screening Test (1-6)</p> <p>MA Rooney Quick Phonics Screener (QPS): Auditory Drill, Writing Portion (K-12)</p> <p>MindPlay: Phonemic Awareness Screener (K-12)</p> <p>Next Steps in Guided Reading Assessment: Sound Knowledge (K-2)</p> <p>NWEA Skills Checklist-Phonics: Both Syllable Types Checklists (Vowel, digraphs/Diphthongs, CVC, CVCe, R-controlled) (K-12) <i>(Assigned based on need, not grade)</i></p> <p>PALS K: Letter Sounds, Spelling (K)</p> <p>PALS Plus: Letter Sounds, Spelling (1-8)</p>

<p>Decoding Skills</p>	<p>DIBELS Deep: Fluency (K-5)</p> <p>CORE Literacy Library: Multiple Measures Assessing Reading: Reading and Decoding ALL Parts (K-12)</p> <p>Gallistel-Ellis Test of Coding Skills (K-12)</p> <p>Houghton Mifflin Harcourt iRead-Word Attack (K-8)</p> <p>MA Rooney Quick Phonics Screener (QPS): Word List (K-12)</p> <p>MindPlay: Fluency Screener (K-8)</p> <p>Next Steps in Guided Reading Assessment: Grade level Reading Record: No Comprehension (K-2)</p> <p>NWEA Skills Checklist: Other Decoding Checklists (Spelling Patterns/Word Families, Multi-Syllable Words, Affixes, Open/C+le) (K-12) <i>(Assigned based on need, not grade)</i></p> <p>Reading Good Reading Diagnostic Survey (4-12)</p> <p>Really Great Reading: Diagnostic Decoding Surveys (1-12)</p> <p>PALS K: Concept of Word (K)</p> <p>PALS Plus: Passage Reading (1-8)</p>
<p>Rapid Naming</p>	<p><u>Use errors from initial screener</u></p> <p>May Use:</p> <p>Rapid Automatic Naming (RAN) and Rapid Alternating Stimulus (RAS) (Use different trial from universal screener) (K-12)</p> <p>mClass with DIBELS Next AND 8th Edition: Rapid Automated Naming (K-3)</p>
<p>Encoding</p>	<p><u>Use unedited writing samples or dictated spelling</u></p> <p>May Use:</p> <p>MA Rooney Quick Phonics Screener (QPS): Spelling Pattern-Based Words (K-12)</p> <p>mClass with DIBELS Next AND 8th Edition: Encoding (K-3)</p> <p>Next Steps in Guided Reading Assessment: Developmental Word Knowledge, by Grade (K-2)</p> <p>PALS K: Spelling (K)</p> <p>PALS Plus: Spelling Inventory (1-8)</p>

Level II Dyslexia Screening

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The Level II Dyslexia Screening provides additional information for identifying a pattern of strengths and weakness in some or all of the six subset areas associated with the characteristics of dyslexia. Level II screeners also further help school staff determine to what degree a student is “at risk” and “at some risk” for characteristics of dyslexia using norm-referenced, diagnostic assessment. Specific skills tested include phonological and phonemic awareness, rapid naming, word reading, decoding, fluency, and spelling.

When reporting results of norm-referenced tests, standard scores should be used. The data from these assessments can be used as a baseline for intervention and used to show student growth. For all assessments, individual subset scores should be used rather than composite or cluster scores. For example, consider the Elision and Blending subtest scores on the CTOPP-2 rather than the phonological composite score.

In addition to the Level II screener data, schools may find it helpful to gather additional information that includes other progress monitoring data, work samples, formative literacy assessment data, and additional age and grade appropriate dyslexia screening tools in the six subset areas. The determination of the characteristics of dyslexia should be based on multiple sources of data.

Process of Gaining Information from a Level II Screener

A school-based team will review the student records and progress monitoring data. The team will look for patterns, indicators, of specific areas of strength and need. This team may be comprised of the authorized reading specialist with training in dyslexia, the EL teacher or program administrator, the special education teacher, special education director, the classroom teacher, and other staff that may be helpful in the decision the making process including school psychologists and/or diagnosticians. Prior to implementing any screener, the team informs the parents and obtains consents.

If a student's performance on a Level II Dyslexia Screening indicates a need for dyslexia intervention services, the student's parent or legal guardian shall be:

- (3) Notified of the results of the dyslexia evaluation; and
- (4) Provided with information and resource material, that cover the following topics:
 - (A) The characteristics of dyslexia;
 - (B) Appropriate classroom interventions and accommodations for students with dyslexia; and
 - (C) States that the parent may elect to have the student receive an educational evaluation by the school (Chapter 3 Section 1).

Table 3: List of Approved Level II Screeners**Level II Screeners****REVISED 6.19****Phonological and Phonemic Awareness**

- Feifer Assessment of Reading (**FAR**)- **All Phonological Subsets (Completed and Scored Individually)**
- Test of Phonemic Awareness-2 (**TOPA-2**)
- Comprehensive Test of Phonological Processing, 2nd Edition (**CTOPP-2**)-
Phonological Awareness Composite-Elision, Blending Words and Phoneme Isolation
or Sound Matching subtests make up this composite
- Developmental Reading Assessment 2nd Edition (**DRA-2**)-Word Analysis
- Phonological Awareness Test (**PAT-2**)-Phonics-First six subsets
- Phonological Awareness Test (**PAT-3**)-Phonics-First six subsets
- Brigance CIBS II-Word Analysis
- Wechsler Individual Achievement Test-3rd edition (**WIAT-III**) -Early Reading Skills
- Kaufman Test of Educational Achievement (**KTEA-3**)-Phonological Processing
- A Language Processing Skills Assessment (**TAPS-4**)-Phonological Processing
Composite
- Test of Integrated Language and Literacy Skills (**TILLS**)-Phonological and
Phonemic Awareness
- Woodcock Reading Mastery Test III (**WRMT-III**)-Phonological Awareness
- Woodcock-Johnson Test of Oral Language-4th Edition (**WJ-IV**)-Segmentation and
Sound Blending
- Differential Ability Scales-2nd Edition (**DAS-2**) Phonological Processing

Rapid Naming

- Comprehensive Test of Phonological Processing, 2nd Edition (**CTOPP-2**)-Rapid Naming Composite
- **Feifer Assessment of Reading (FAR)-Object Naming and Letter Naming**
- Kaufman Test of Educational Achievement (**KTEA-3**)-Rapid Automated Naming, Letter Naming Facility, Object Naming Facility (**Scored Individually**)
- Woodcock Johnson Mastery Test (**WRMT-III**)-Rapid Automatic Naming
- Woodcock Johnson (**WJ-IV**)-Tests of Oral Language-Rapid Picture Naming
- Rapid Automatic Naming (**RAN**) and Rapid Alternating Stimulus (**RAS**)
(Use different trial from universal and level I)
- Wechsler Intelligence Scale for Children-Fifth Edition (**WISC-V**) Naming Speed/Naming Speed Literacy
- Differential Ability Scales-2nd Edition (**DAS-2**) Rapid Naming

Letter Knowledge

- Phonological Awareness Test (**PAT-2**)-Graphemes
- Woodcock Johnson Mastery Test (**WRMT-III**)-Letter Identification
- Woodcock-Johnson Tests of Achievement-4th edition (**WJ-IV Ach**)-Spelling of Sounds
(Phoneme knowledge)
- Word Identification and Spelling (**WIST**)-Sound-Symbol Knowledge
- Test of Integrated Language and Literacy Skills (**TILLS**)-Phonics
- Kaufman Test of Educational Achievement (**KTEA-3**) Letter Naming Facility

Decoding

- Feifer Assessment of Reading (**FAR**)- Nonsense Word Decoding and Isolated Word Reading Fluency (Completed and Scored Individually)
- Kaufman Test of Educational Achievement (**KTEA-3**)-Nonsense Word Decoding
- Kaufman Test of Educational Achievement (**KTEA-3**)-Decoding Fluency
- Phonological Awareness Test (**PAT-2**)-Decoding
- Phonological Awareness Test (**PAT-3**)-Decoding
- Wechsler Individual Achievement Test-3rd edition (**WIAT-III**)-Pseudoword Decoding
- Woodcock Johnson (**WJ-IV Ach**)-Word Attack
- Woodcock Johnson Mastery Test Revised (**WRMT-R**)-Word Attack
- Woodcock Johnson Mastery Test three (**WRMT-III**)-Word Attack

Word Recognition

- Kaufman Test of Educational Achievement (**KTEA-3**)-Letter-Word Recognition
- Welsher Individual Achievement Test (**WIAT-III**)-Word Reading
- Wide Range Achievement Test (**WRAT-4**)-Reading
- Word Identification and Spelling (**WIST**)-Word Identification
- Woodcock Johnson Mastery Test (**WRMT-III**)-Word Identification
- Woodcock Johnson Mastery Test Revised (**WRMT-R**)-Word Identification
- Brigance CIBS II-Word Recognition

Fluency

- Grey Oral Reading Fluency (**GORT-5**)-Accuracy Score and or Rate Score
- Developmental Reading Assessment (**DRA 2**)-Reading Fluency
- Feifer Assessment of Reading (**FAR**)-Oral Reading Fluency and Verbal Fluency
(Completed and Scored Individually)
- Kaufman Test of Educational Achievement (**KTEA-3**)- Word Recognition Fluency
- Woodcock Johnson Mastery Test (**WRMT-III**)-Word Attack
- Woodcock Johnson (**WJ-IV Ach**)-Oral Reading Fluency, Sentence Reading Fluency
- Woodcock Johnson Mastery Test Revised (**WRMT-III**)-Oral Reading Fluency
- Woodcock Johnson Mastery Test Revised (**WRMT-R**)-Oral Reading Fluency
- Brigance CIBS II-Oral Reading
- Test of Integrated Language and Literacy Skills (**TILLS**)-Written Discourse
- Test of Word Reading Efficiency-2nd Edition (**TOWRE-2**)-Sight Word Efficiency, Phonemic Decoding Efficiency, and Total Word Reading Efficiency
- Wechsler Individual Achievement Test (**WIAT-III**) Oral Reading Fluency

Spelling

- Kaufman Test of Educational Achievement (**KTEA-3**)-Spelling, Orthographic, Processing Cluster - Spelling, Letter Naming Facility, and Word Recognition Fluency
- Test of Written Spelling-5th edition (**TWS-5**)-Spelling
- Welsher Individual Achievement Test (**WIAT-III**)-Spelling-
- Woodcock Johnson (**WJ-IV Ach**)-Spelling and Spelling of Sounds
(spelling nonsense words)
- Wide Range Achievement Test (**WRAT-4**)-Spelling
- Word Identification and Spelling (**WIST**)-Spelling
- Brigance CIBS II-Spelling

Written Expression

- Kaufman Test of Educational Achievement (**KTEA-3**)-Written Expression
- Test of Written Language (**TOWL-3**)-Overall Writing Quotient
- **Test of Early Written Language (TEWL)- Overall Writing Quotient**
- Welsher Individual Achievement Test (**WIAT-III**)-Written Expression
- Woodcock Johnson (**WJ-IV Ach**)-Writing Samples

This list of Level II Dyslexia Screening Tools is to be used as a resource for school corporations and charter schools to determine which screener or screeners will provide the most beneficial data for each subcomponent of literacy at each grade level. The Indiana Department of Education (IDOE) is in no way endorsing any of the screeners. This is the list of approved screeners. It is not all-inclusive.

Indiana Department of Education Approved Dyslexia Training Programs

REVISED 1/2019

Organization	Online or In Person	Hours of Training	Hours of Practicum	Certifying Body (not required for SEA 217)	Cost (per person unless otherwise noted)	Contact Information	Notes
Anderson University www.anderson.edu/education	In Person: On campus in Anderson, IN	15 college credits or 225 contact hours	60	NA	Part of undergrad. program pricing; contact SOE for info; in service teacher program not yet available	Dr. Katy Sample kjsample@anderson.edu 765-617-8508	Training designed primarily for preservice teachers
B.E.A.R Reading Center Bearreadingcenter.org	In Person: South Bend, IN Will travel	50	100, observed 10 times. Working with 2 students	IMSLEC	\$3,800	Kim Haughee kimh@bearreadingcenter.org 574-288-0067	Must have a bachelor's degree to be trained at the center
Brainspring www.brainspring.com	In Person or online	30	Optional: up to 60 hours	IMSLEC IDA; Graduate Credits available (additional fee)	In Person: \$1,295* Online: \$1,095* *Includes teacher/student materials	Cara Martin partnerships@brainspring.com 1-844-680-7094	Certification available: Requires Level II and Supervised Practicum
Butler University Butler.edu/education	Mix: One class is online and in person, 2 classes on campus in person	Nine credit hours	30-40	NA	\$580 per credit, 9 credits is \$5,220	Deborah Corpus, Ed.D dcorpus@butler.edu 317-940-8442	
Children's Dyslexia Center Cdcoi.org	In Person: Indianapolis, IN	50 lecture	100 total includes working with 2 students	IMSLEC	\$1,200	Julie Bohannon directorcdcoi@gmail.com 317-262-3115	

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Organization	Online or In Person	Hours of Training	Hours of Practicum	Certifying Body (not required for SEA 217)	Cost (per person unless otherwise noted)	Contact Information	Notes
Dyslexia Institute of Indiana https://www.diin.org	In Person: Indianapolis, IN or on site	40	10	NA	\$1,800	Bill Herman bherman@diin.org 317-222-6635	
Fortune Academy https://www.thefortuneacademy.org	In Person: At Fortune Academy or in requested School district	60	100 Supervised Over 8 months	AOGPE	\$2,500	Janet George 317-377-0544 jgeorge@fortuneacademy.org	2 options for course work. Contact for more information
Geller Educational Resources, Inc. www.slantssystem.com	Depends on number of participants	Intro course: 25hr/4 days PLUS 8 monthly seminars: 3 hour each	60 (60 lessons over 9 months) plus 5 online coaching sessions)	NA	\$3,200 (multiple corps may share to reach 25 person discount)	Marsha A. Geller, M.Ed marsha@slantssystem.com 847-821-9609	Call for more detailed information
Institute for Multi-Sensory Education https://www.orton-gillingham.com/	In Person: Any Region of Indiana	30 Upon completion of training, the use of IMSE methodology with students	Optional 12 month online upon completion of course and practicum, candidate would be certified to teach the IMSE Orton-Gillingham methodology with students	NA	Contact IMSE, varies based on travel, month of training, and number of participants	Teresa Garretson teresa@orton-gillingham.com 800-646-9788 x 210	

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Organization	Online or In Person	Hours of Training	Hours of Practicum	Certifying Body (not required for SEA 217)	Cost (per person unless otherwise noted)	Contact Information	Notes
Joellyn Hartley Dyslexia Consulting JoellynHartley.com	Online and In Person: Southeastern region of Indiana, but can travel	40-45 25-30 instruction PLUS 15 for Barton Reading training	1.5 dyslexia simulation	NA	\$1,700 per person PLUS \$800 for materials PLUS travel costs	Joellyn Hartley joellyn@joellynhartley.com 765-969-3669	
Kendore Learning KendoreLearning.com	In Person: across the state or online	24 (in person 4 days, on line 7-10 days)	Option for video observation and feedback (15 sessions) \$350	Kendore Teacher Certification with additional training	\$1,050 optional video observation \$350	Jennifer Hasser M.Ed Jennifer.Hasser@KendoreLearning.com 770-752-1724	Provides ongoing support via phone, email, and video
MA Rooney Foundation http://www.maroonfoundation.org/professional-learning.aspx	In Person: Primarily serve central and southern regions, but may travel to other areas if there are sufficient participants. There are some online components to fulfill the state Reading Specialist requirements	Kindergarten Only Training: 15 Hours / (3 days) Reading Specialists and All Other Teachers in first grade and Higher: 30 Hours / (5 days)	There is no practicum, but performance assessments are required.	NA	Kindergarten: \$56 Reading Specialists and All Other Teachers in first grade and Higher: \$73 PLUS Travel costs may incur, discuss with M. A. Rooney Foundation	Ann C. Puckett-Harpold AnnP-H@MARooneyFoundation.org 317-571-2960 As a philanthropic non-profit organization, we are able to offer this training in-kind because of the generosity of the M. A. Rooney Family Foundation. We have provided high quality training throughout the state to hundreds of teachers.	Additional resources for Orton-Gillingham implementation may need to be purchased. These resources are embedded in the free lesson plans that the M. A. Rooney Foundation provides

Organization	Online or In Person	Hours of Training	Hours of Practicum	Certifying Body (not required for SEA 217)	Cost (per person unless otherwise noted)	Contact Information	Notes
Marian University https://marian.edu/educators-college	In Person: Indianapolis, IN campus <u>PLUS</u> in own school district	40	20 required, optional 40 available	Marian will offer online CEU	\$2,500	Cindy Farren cfarren@marian.edu 317-955-6796	Two phases required: Spring, Summer Fall is practicum, but optional
Mayerson Academy Mayersonacademy.org	Online and in-person: serves greater Cincinnati area	45	Practicum 1: 48 Practicum 2: 105	IMSLEC	In Person: \$1,849 Online: \$2,400	Caren Karlage Karlage.caren@mayersonacademy.org 513-475-4145	Practicum must be able to tutor a student at least 4x a week for 25 minutes or 2x a week for 45 minutes to complete 16 lessons
Oakland City University https://www.oak.edu/academics/school-education/dyslexia-training-ocu	Online <u>and</u> in-person: Oakland City Campus or Plainfield, IN Campus	40 Online: 20 In Person: 20	No practicum, but performance assessment required	NA	\$2,400	Karen Nasser knasser@oak.edu 1-812-749-1483 or 1-812-749-1232 or Administrative Assistant: hhumpherys@oak.edu	Training offered to educators with valid In Indiana teaching license
Orton Gillingham Online Academy Ortongillinghamonlineacademy.com	Online or in-person	In-Person: 30 Online: ongoing	Optional: 108 hour practicum extension for Orton Gillingham certification	Can register and receive 2 Graduate Professional Development Credit Hours (\$55 per credit hour)	Online: \$595 In-Person: \$895 (30 person minimum) \$1,495 Practicum extension	Marisa Bernard ogonlineacademy@gmail.com 765-635-9820	Practicum extension requires successful completion of the level 1 course.

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Organization	Online or In Person	Hours of Training	Hours of Practicum	Certifying Body (not required for SEA 217)	Cost (per person unless otherwise noted)	Contact Information	Notes
Orton-Gillingham International OrtonGillinghamInternational.org	In-Person Any region of Indiana (classes no larger than 30 people)	40	-	Graduate level credit hours available through Adams State University	Basic: \$750 Groups of 4 or more cost is \$720 Advanced: \$275 Groups of 4 or more \$255	Elenn Steinberg ElennSteinberg@OrtonGillinghamInternational.org 720-937-8242	8 hour advanced course is available upon successful completion of basic course Contact for school district cost (no outside participants)
Purdue University Northwest	Online and in-person Training (Hammond Campus) Districts may request onsite training for additional travel fees	40 face-to-face 10 Online Part 1: 19.5 Part 2: 5 Part 3: 13 Part 4: 12.5	5 Supervised	NA	\$1600, \$300 discount for five or more teachers from 1 district	Rita Brusca-Vega, Ed.D vegar@pnw.edu 218-989-2568	No more than 20 participants will be enrolled in each training group Part 1 of 3 scheduled for Summer. Part 4, practicum, is schedule for early fall
Teaching Basics www.roxiereading.com	Online	30	-	NA	\$420 PLUS \$50 for manual \$6,000 per school (15-25 participants) \$6,00 plus \$200 over 25 (26-50 participants)	Dr. Roxie Sporleder teachingbasics@mcn.net	

Organization	Online or In Person	Hours of Training	Hours of Practicum	Certifying Body (not required for SEA 217)	Cost (per person unless otherwise noted)	Contact Information	Notes
Wilson Language Training https://www.wilsonlanguage.com	Online and In Person	105 For WRS level I Certification	Minimum of 65 hours for WRS Level I Certification	Wilson Language Training Graduate credits available (additional fee)	\$2,949 plus \$738 for materials	Paul Tortolani 508-368-6637 ptortolani@wilsonlanguage.com	Contact Wilson Language Training for exact pricing on Wilson Reading System Level I Certification- Cost varies based on individual and cohort pricing.

Note: School Corporations and charter schools are **NOT** required to submit a waiver to the Indiana State Superintendent of Public Instruction if their candidate is enrolled in an approved training program at the start of the 2019-2020 school year.

Per Chapter 6 Section 3 of Senate Enrolled Act 217 School Corporations or charter schools may petition the state superintendent of public instruction for a waiver necessary to hire an individual that does not meet the training requirements of successfully completing an authorized dyslexia training program. These waivers may be granted if: 1) the individual is unable to successfully complete an authorized dyslexia training program or 2) an authorized reading specialist trained in dyslexia leave the specialist’s position with the school corporation or charter school and the school corporation or charter school is not able to timely employ or designate another authorized reading specialist trained in dyslexia. These waivers may be granted for a period to exceed one (1) year.

Training Program FAQ's

Question: What might the job “authorized reading specialist trained in dyslexia” look like?

Answer: As a general guide, the authorized reading specialist trained in dyslexia may work with all students in all grade levels. More narrowly this person will lead dyslexia work in their school corporation or charter school. This person may also work with teachers as a resource to provide information on dyslexia and guidance on interventions, identification, and screening of students. Ultimately, it is up to the discretion of the school corporation or charter school as how this person will serve their school corporation and charter school

Question: Does each school corporation or charter school need more than one “authorized reading specialist trained in dyslexia”?

Answer: Each school corporation, regardless of size, is required to have one employee who has successfully completed an IDOE approved dyslexia training course.

Question: Do I need to hire a new employee for this position?

Answer: School corporations or charter schools may choose to have a current employee complete the IDOE approved dyslexia program. If the school corporation or charter schools do not feel that a current employee will meet the requirements or are creating this as a new position, school may hire a new employee. This decision is left up to the school.

Question: Is the employee who is the “authorized reading specialist trained in dyslexia” able to have multiple roles?

Answer: Yes. It is up to the school corporation as to the different roles and responsibilities this employee will handle. This employee may be a current teacher or district level position.

Question: What certification or licensure does the “authorized reading specialist trained in dyslexia” need?

Answer: Any employee who will be the “authorized reading specialist trained in dyslexia” is NOT required to have any previous licensure or endorsements. This employee must successfully complete an IDOE approved dyslexia training program.

Question: What if I have already completed an approved training program?

Answer: If you have successfully completed an approved training program between June 2010-November 2018 your successful completion of an approved training program **WILL** count towards being considered an “authorized reading specialist trained in dyslexia”. It is the responsibility of the person who has successfully completed an approved program to provide evidence to the school corporation or charter school.

Question: My school is part of a co-op. Can my co-op share an authorized reading specialist trained in dyslexia”?

Answer: Yes! Schools part of a co-op can share this person. Senate Enrolled Act 217 states “A school corporation or a charter school may enter into an agreement with a service provider or another school corporation to obtain or share services provided by an authorized reading specialist trained in dyslexia.”

Question: I am a trainer for an IDOE approved training program. Do I have to take my own training to be considered” an authorized reading specialist trained in dyslexia” so I can work with a school corporation or charter school?

Answer: If you are a trainer for an IDOE approved dyslexia training program, you DO NOT have to successfully complete an IDOE approved training program. School corporations and charter schools may enter into an agreement with approved training program group to serve as a service provider and provide the services of an “authorized reading specialist trained in dyslexia” to the school corporation or charter school.

Application for Authorized Reading Specialist Trained in Dyslexia Waiver Based On Previous Training and Work Experience

Directions: Please send completed applications and supporting documents to jrisch1@doe.in.gov. Applications will be review and decisions returned within 40 business of receiving the documents.

Contact Information

Name of applicant: _____

Contact email: _____

Contact phone number: _____

School Corporation, charter school, educational co-op, or service provider for whom you are employed: _____

Current job title: _____

Training Information

Group who provided your initial training: _____

Date of initial systematic, explicit, multi-sensory dyslexia training: (month/year) _____
(Note: this approval form is for those who received training outside the 6/2010-11/2018 approval window and does NOT include those who are currently enrolled in or scheduled to attend an upcoming IDOE approved dyslexia training program)

Total length of training (in hours including practicum) _____

Is the training group an IDOE approved training group for SEA 217? Yes / No
(Please see the list of approved training programs on the [IDOE dyslexia website](#))

Are you seeking approval of your prior experience to serve as the school corporation or charter school's "authorized reading specialist trained in dyslexia?" Yes / No

Do you currently provide systematic, explicit, multi-sensory instruction to student?
Yes / No

Work Experience

How long have you provided this type of instruction? _____

List the grade(s) to whom you provided this instruction: _____

Provide descriptions and examples of your work providing systematic explicit multi-sensory instruction.

(500 word max in attached word document or resume)

X _____

Signature of Superintendent or designated person verifying the attached information is true.

Authorized Reading Specialist Trained In Dyslexia Waiver

Chapter 6 Section 1 of Senate Enrolled Act 217 states that a school corporation or charter school may petition to hire an individual that does not meet the training requirements established by the Indiana Department of Education (IDOE) for the authorized reading specialist trained in dyslexia.

Upon approval by IDOE, waivers may be granted for up to, but will not exceed, one academic year.

Directions: Please send completed applications and supporting documents to jrisch1@doe.in.gov. Applications will be reviewed and decisions returned within 20 business days of receiving the document.

Contact Information

Name of applicant: _____

Contact email: _____

Contact phone number: _____

School corporation, charter school, educational co-op, or service provider for whom you are employed: _____

Choose Reason for Seeking a Waiver:

- The individual chosen by the school corporation or charter schools was unable to meet the training requirements to become an authorized reading specialist trained in dyslexia within the required time period. The time period denotes prior to or during the 2019-2020 academic year.

Name the training program that the authorized reading specialist trained in dyslexia was unable to meet the requirements for: _____

Justify this reasoning (500 word max in attached word document): _____

- The authorized reading specialist trained in dyslexia left the position with the school corporation or charter school and the school corporation or charter school is **NOT** able to employ or designate another authorized reading specialist trained in dyslexia in a timely manner.

Justify this reasoning (500 word max in attached word document): _____

- Other: justify this reasoning (500 word max in attached word document): _____

Time length of waiver requested: _____
(Length of waiver **CANNOT** exceed one year)

X _____

Signature of superintendent or designated person verifying the attached information is true.

Accessing IDOE Moodle Using an Enrollment Key

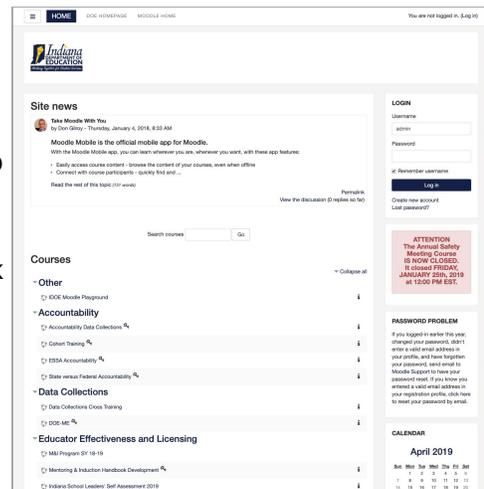
Some Moodle sites used for training and collaboration allow self-enrollment with a one-time enrollment key. If the site you want to access requires an enrollment key, you must get one from the instructor in advance. If you know the enrollment key for your moodle you can go to <https://moodle.doe.in.gov>, create a new account (if you don't have one) and self-enroll.

1. You will be greeted with this screen. Note the box in the upper, right corner of the screen reading Login.

2. If you already have a Moodle account on our server, please enter your username and password and skip to step #8.

3. If you do not have a Moodle account, please click the link just below the Login button reading "Create new account"

4. Fill in all the information requested. You are allowed to create your own personal username and password. If the username is already taken, you will be prompted by the system to choose another username. A valid email address is required to create a new account on Moodle because many of the features (lost password, messages from the administrator) rely on an email address. You'll also be asked to confirm your account via email.



When you have filled in all the blanks and completed the security question click the "Create my new account" button.

5. Read this screen carefully. You are being asked to go **check your email** to continue the registration process. We do this for security reasons. This helps prevent people from signing-up other people without their permission. Clicking the Continue button on this screen is not necessary. If you do not receive a confirmation email, contact moodle_support@doe.in.gov for assistance within 24 hours of registering.

6. Read the email thoroughly and click the link within the email. If the link is not "clickable" copy it, paste it into the location field of your web browser and hit "Enter" or "Return" on your keyboard.

7. When you click the link in the email, you should be sent back to our Moodle server. Click the link that reads Courses or Home in the breadcrumb.

8. You'll see a list of Moodles offered by IDOE. You can scroll down to find your Moodle or you can search for it using the box at the top of the page. Click the link for your Moodle.

9. In order to control access to this Moodle, we have locked it with an enrollment key. You should receive this from an IDOE staff member. Type the enrollment key in the box labeled “Enrollment Key” then click “Enroll me”.

10. Next you should be enrolled in the specific Moodle and see it’s main page.

Congratulations!

You have created a new account on our server and you have successfully enrolled yourself in an IDOE Moodle.

Recommended Approaches for Effective Dyslexia Interventions

Indiana Senate Enrolled (SEA) 217 does not specifically name a type or brand of intervention. Chapter 4 section 1 of SEA 217 states that if the findings from a student's level 1 and/or level II screener indicate the need for dyslexia intervention services for the student, the dyslexia intervention services may include the following items:

- 1) *Explicit direction and instruction that is systematic, sequential, and cumulative.*
- 2) *Instruction that follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student.*
- 3) *Individualized instruction to meet the specific needs of the student.*
- 4) *The individualized instruction should be delivered in a setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement.*
- 5) *Uses meaning based instruction that is directed at purposeful reading and writing.*
- 6) *Instruction that has an emphasis on comprehension and composition.*
- 7) *Instruction that incorporates the simultaneous use of two (2) or more sensory pathways during the presentation of instruction student practice.*
- 8) *Other instructional methods as determined appropriate by the charter school or school corporation may be used.*

It is also important to keep in mind that the dyslexia program should be research based and be offered in a setting that also teaches the five (5) components of literacy.

Indiana Department of Education (IDOE) recommends that the intervention chosen by the school corporation or charter school include as many of these items as possible. SEA 217 states that the Response to Intervention (RTI) model of tiered support and intervention be used.

Example Intervention/ Instructional Programs

Program Name:	Orton-Gillingham	Slant Reading System	Wilson Reading Program	Spell Links	Barton Reading and Spelling
Grades:	K-12th	1st-12th	2nd-12th	K-12th	1st-12th
Group size:	Individual and small group, and large group	Individual and Small group	Individual and Small group (up to 6)	Small Group	Individual and Small group
Explicit	X	X	X	X	X
Systematic	X	X	X	X	X
Sequential and cumulative	X	X	X	X	X
Logical plan	X	X	X	X	X
No presuming prior skill	X	X	X	X	X
Individualized	X	X	X	X	X
Purposeful reading and writing practice	X	X	X	X	X
Emphasis on comprehension and composition	X	X	X	X	X
Multisensory	X	X	X	X	X
Other methods	Yes; vary by training	-	-	-	-
Additional Training Needed	Yes	Yes, training to implement	Yes, large online community	Yes, online	Yes, contact program

As a service to the field the IDOE is providing a chart with some of the intervention it is approaches. This is not an exhausted list. The Indiana Department of Education does not endorse any program over another and it is the choice of the Local Education Agency.

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”.

Parent documents in all languages are ordered as:

1. SEA 217 Overview and Process
2. Definition of Dyslexia
3. Characteristics of Dyslexia
4. Interventions and Instructional Approaches
5. Accommodations Explained
6. Example Accommodations

Arabic

نظرة عامة حول قانون المسجلين في مجلس الشيوخ رقم 217 خاصة للآباء والأسر

بدءًا من العام الدراسي 2019-2020، يجب على المدارس العامة والمستقلة في ولاية إنديانا أن تفي بمتطلبات إضافية لتحديد، في أقرب وقت ممكن، من يجد صعوبة في القراءة الذين يظهرون عوامل الخطر لعسر القراءة ثم يقدمون إرشادات منهجية ومتسلسلة ومتعددة الحواس لتلبية احتياجاتهم.

سيخضع جميع الطلاب في رياض الأطفال حتى الصف الثاني لاختبار شامل للتحقق من مهاراتهم في ستة مجالات مختلفة. هذه المجالات هي: الوعي الصوتي واللفظي (القدرة على فصل وتغيير الأصوات في الكلمات)، والمعرفة الأبجدية (اسم الحروف المختلفة)، وعلاقة الشكل بالصوت (الصوتيات)، فك التشفير (القراءة)، التسمية السريعة (تسمية الأشياء الشائعة بسرعة)، والتشفير (التهجئة).

سيتم اعتبار الطلاب الذين تقل نتيجتهم عن درجة معينة، أو عن علامة القياس الخاصة بالاختبار الشامل "في خطر" أو "ربما في شيء من الخطر" لخصائص عسر القراءة وسيحصلون على مساعدة إضافية لتعلم هذه المهارات.

ستلتقي المدارس بأسر الطلاب الذين سجلوا درجات أقل من المستوى القياسي لاطلاعهم على نتائج الاختبار الخاصة بالطفل والسعي للحصول على تصريح من الوالدين لإعطاء اختبار آخر، وهو اختبار من المستوى الأول، والذي من شأنه الحصول على معلومات حول مهارات الطالب وتحديد من أين يبدأ التدخل.

ستقوم المدارس أيضًا بمشاركة المعلومات حول الخصائص والتدخلات وأساليب الاستيعاب للطلاب المعرضين لخطر أو لشيء من خطر عسر القراءة. ستشارك المدارس أيضًا ببيان مفاده أن الآباء قد يطلبون إجراء تقييم تعليمي كامل. اختبار المستوى الأول ليس من اختبارات التعليم الخاص ومجرد خضوع طفلك لهذا الاختبار لا يعني أن طفلك سيكون في التعليم الخاص. سيساعد اختبار المستوى الأول المعلمة على اكتشاف الأسلوب الأمثل لمساعدة طفلك على تعلم القراءة. التقييم التعليمي الكامل هو ما يُستخدم لمعرفة ما إذا كان الطفل مؤهلاً ليكون جزءًا من برنامج التعليم الخاص.

بعد قيام المعلمة بإعطاء طفلك اختبار المستوى الأول ستقوم هي والمدرسة باستخدام النتائج لإعطاء طفلك دروساً إضافية في مجال حاجته. ستظهر هذه الدروس طرقاً جديدة ومختلفة لتعلم المهارات اللازمة ليكون قارئاً ناجحاً.

على مدار العام، ستقدم المدارس إلى الآباء ما استجد من معلومات حول كيفية أداء طفلك. قد تقوم المدرسة بطلب الإذن منك لإعطاء اختبار إضافي هو اختبار المستوى الثاني، كي تتمكن من الحصول على معلومات إضافية متعلقة بتقديم الطالب ولمواصلة تتبع مهاراته. لا يعني هذا التعليم أو العون الإضافي أن طفلك يتلقى الدعم على شكل التعليم الخاص.

في أي وقت خلال هذه العملية، قد يطلب الآباء أو المدرسة تقييمًا تعليميًا خاصًا كاملاً لمعرفة ما إذا كان طفلهم مؤهلاً لإعاقه تعلم محددة تشير بوضوح إلى وجود حالة عسر القراءة.

التعريف المفصل لعسر القراءة

تعريف عسر القراءة حسب قانون ولاية إنديانا هو: "عسر القراءة يعني إعاقة تعليمية محددة: وهي إعاقة عصبية في الأصل وتتميز بصعوبات في التعرف الدقيق على الكلمات بطلاقة؛ وضعف قدرات التدقيق الإملائي وفك التشفير؛ عادة ما تنتج عن عجز في المكون الصوتي للغة والذي غالبًا ما يكون غير متوقع إذا ما أخذت القدرات المعرفية الأخرى وتوفير تعليم فعال في الفصل بعين الاعتبار؛ قد تشمل مشاكل في فهم القراءة وتجربة قراءة منخفضة التي يمكن أن تعرقل نمو المفردات وتطوير المعرفة الخلفية؛ وقد تتطلب توفير خدمات التعليم الخاص بعد تحديد الأهلية وفقًا لـ 7-40 IAC 511."

الجزء الأول: يتميز عسر القراءة عن غيره من صعوبات التعلم بسبب نقاط الضعف التي تحدث على المستوى الصوتي. يواجه الطالب الذي يعاني من ضعف على المستوى الصوتي صعوبة في معالجة وحدات اللغة الشفهية مثل الكلمات أو المقاطع أو الأصوات الفردية. إن إحدى المهارات الأكثر تعقيدًا على المستوى الصوتي هي القدرة على مزج الأصوات الفردية وتقسيمها. وهذا ما يسمى بالوعي الصوتي. مثال على مهمة الوعي الصوتي هو إعطاء الطالب ثلاثة أصوات لدمجها مع بعضها البعض مثل c-a-t، حيث ينتج الطالب الكلمة cat. قد يجد الطالب المصاب بعسر القراءة صعوبة في هذه المهمة وينتج كلمة cap بدلاً من cat. الطلاب الذين يعانون من عسر القراءة والذين يعانون من ضعف كبير على المستوى الصوتي سوف يجدون صعوبة في اكتساب مهارات القراءة الأساسية.

الجزء الثاني: عسر القراءة هو إعاقة تعليمية محددة ذات أصل بيولوجي عصبي في الأصل. هذا يعني أن الطالب يكافح مع مشاكل القراءة المبكرة واللغة الأساسية. عسر القراءة بطبيعته حالة بيولوجية عصبية ولا ينجم عن عوامل تعليمية أو بيئية. يعد تاريخ العائلة أحد أقوى عوامل الخطر التي يواجهها أولئك الذين يجدون صعوبة في القراءة ومن حيث القابلية لتطوير خصائص عسر القراءة. اليوم، لدينا أدلة علمية تدعم فهمنا أن عسر القراءة ناتج عن اختلاف في كيفية معالجة الدماغ للمعلومات الصوتية.

الجزء الثالث: يتميز عسر القراءة بصعوبات في التعرف على الكلمات بشكل دقيق و/أو بطلاقة وقدرات ضعيفة في الإملاء وفك التشفير. في الصف، قد يواجه الطلاب الذين يعانون من عسر القراءة صعوبة في فك شفرة أو نطق الكلمات، وفي قراءة الكلمات بدقة وطلاقة، وفي تطوير مهارات الإملاء الأساسية. عادة ما تتطور مهارات القراءة والكتابة الأساسية هذه في رياض الأطفال حتى الصف الثاني، ولكنها قد تظل تمثل تحديًا للطلاب الذين يعانون من عسر القراءة أثناء تقدمهم في المدرسة.

الجزء الرابع: تنتج هذه التحديات عادةً عن عجز في المكون الصوتي للغة والذي غالبًا ما يكون غير متوقع بالنسبة للقدرات المعرفية الأخرى وتوفير تعليم فعال في الفصل. عادة لا تكون صعوبات القراءة لدى الطالب الذي يبدي خصائص عسر القراءة متوقعة في ظل القوى التي يتمتع بها الطالب في المجالات الدراسية الأخرى. على سبيل المثال، الطالب الذي يعاني من عسر القراءة يواجه صعوبات تتعلق بمهارات القراءة الأساسية، ولكنه قد يتمتع بقدرات أكاديمية متوسطة أو أعلى من متوسطة في المواد الأخرى. أضف إلى ذلك أنه لا تكون الصعوبات التي يواجهها الطالب الذي يعاني من عسر القراءة متوقعة بما أن الطالب يتلقى في الصف نفس جودة التعليم التي يتلقاها أقرانه من الطلاب الذين يحرزون تقدماً مناسباً في مستواهم الدراسي.

الجزء الخامس: قد تشمل النتائج الثانوية مشاكل في فهم القراءة وتجربة قراءة منخفضة والتي يمكن أن تعرقل نمو المفردات وتطوير المعرفة الخلفية. بالنسبة للطلاب ذوي خصائص عسر القراءة، قد يؤدي عدم القدرة على فك التشفير بطلاقة وبدقة إلى إضعاف القدرة على فهم النص. بسبب هذا التحدي، قد يقرأ الطالب الذي لديه خصائص عسر القراءة والذي لم يتلق تدخلاً مناسباً أقل، وبالتالي تكون فرصته لتطوير المفردات ومعرفة الخلفية أقل ولديه فرص ممارسة أقل للقراءة لفهمها.

ملاحظ أولئك الذين يعانون صعوبة في القراءة أو من هم عرضة لخطر أو بعض من الخطر لخصائص عسر القراءة.

من المهم أن ندرك أن الطلاب الذين يعانون من عسر القراءة لا يتشابهون من حيث الخصائص والأعراض. بينما يتشارك الطلاب غالباً في الخصائص الشائعة، فإن شدة خصائص الإعاقة تختلف اختلافاً كبيراً بين الأفراد.

وفقاً لمعظم الخبراء، فإن خصائص عسر القراءة تظهر بشكل مختلف في مرحلة الطفولة بالمقارنة مع مرحلة البلوغ. لا يحتاج شخص ما إلى إظهار جميع الخصائص المذكورة أدناه ليكون قارئاً مكافحاً أو "معرضاً للخطر" أو "معرضاً لخطر ما" لخصائص عسر القراءة.

مؤشرات وخصائص عسر القراءة في مرحلة ما قبل المدرسة

في مرحلة ما قبل المدرسة، قد يظهر لدى الأطفال الذين يعانون من عسر القراءة بعض الخصائص الشائعة، والتي تشمل على سبيل المثال لا الحصر: تأخر الكلام، وتأخر نمو المفردات، والذاكرة غير المتناسقة للكلمات والقوائم أو الاتجاهات، وسوء نطق الكلمات والأسماء، وضعف التعرف على صوت الأحرف، وصعوبة في تعلم أسماء الحروف الأبجدية والأشكال والأصوات.

مؤشرات وخصائص عسر القراءة في رياض الأطفال والصف الأول

قد يظهر الأطفال الذين يعانون من عسر القراءة في رياض الأطفال والصف الأول صعوبة في تطوير مهارات القراءة الأساسية التي قد تشمل، على سبيل المثال لا الحصر: إنتاج كلمات على القافية، وتحديد ومعالجة أصوات الكلام الفردية في الكلمات المنطوقة (الوعي الصوتي)، وتذكر أسماء الحروف واسترجاعها بسرعة، وتذكر الأصوات التي تمثلها الحروف، والتعرف على الكلمات الشائعة عن طريق البصر، واستخدام أصوات الحروف للتهجئة حتى يتسنى للمعلمة التعرف على الكلمات. وبما أنهم قراء قيد التطوير في سياق الصف، قد يتقدم أولئك الطلاب الذين يعانون من عسر القراءة ببطء أكثر ويواصلون الكفاح. ليس من غير المألوف بالنسبة للطلاب الذين يكافحون في هذا العمر أن يدركوا نقاط ضعفهم في القراءة وأن يبدأ القلق يبتلعهم أو أن يحاولوا تجنب القراءة بشكل تام.

مؤشرات وخصائص عسر القراءة في الصف الثاني والثالث

خلال الصف الثاني والثالث، ربما يكون الطلاب الذين يعانون من خصائص عسر القراءة قد تعلموا بعض المهارات، لكنهم يستمرون في إظهار صعوبات في القراءة والكتابة والإملاء. قد يستمر هؤلاء الطلاب بمواجهة صعوبات من حيث المهارات المذكورة أعلاه. بالإضافة إلى ذلك، لا يزال التحديد التلقائي للكلمات المرئية يمثل مشكلة وكذلك نطق الكلمات أو فك رموزها. قد تتأثر التهجئة الإملائية بالأصوات التي تم حذفها، والحروف المستخدمة بشكل غير صحيح للأصوات والتهجئة الخاطئة لكلمات الروية مثل *why*, *said*, *that*.

مؤشرات وخصائص عسر القراءة في الصفوف الابتدائية العليا

في الصفوف الابتدائية العليا، قد يستمر الطلاب الذين يعانون من عسر القراءة في إظهار بعض الخصائص الأساسية لعسر القراءة المذكورة في نطاقات الصفوف السابقة. قد يواجه هؤلاء الطلاب أيضاً صعوبة في اختبارات الطلاقة في القراءة الشفوية الموقوتة التي تتطلب من الطالب القراءة بصوت عالٍ لمدة دقيقة واحدة وقد تستمر القراءة غير الصحيحة حتى بعد أو أثناء تلقي التعليمات والتدخلات المناسبة.

مؤشرات وخصائص عسر القراءة في المدارس المتوسطة والثانوية

قد يواجه طلاب المدارس المتوسطة والثانوية الذين يعانون من عسر القراءة معدل قراءة أبطأ، مما قد يؤدي إلى زيادة الوقت اللازم لإكمال مهام التعلم الماحي للأمية بالمقارنة مع أقرانهم ممن لا يعانون من عسر القراءة. بالنسبة لكثير من الطلاب،

غالبًا ما يكون تدوين الملاحظات وإدارة الوقت والتنظيم مشكلة في هذه المرحلة.

مؤشرات وخصائص عسر القراءة في مرحلة الجامعة وعند الكبار
يحتاج طلاب الجامعات الذين يعانون من عسر القراءة عادةً إلى أساليب استيعاب تأخذ بعين الاعتبار بطء معدل القراءة
وصعوبات تدوين الملاحظات ومشاكل في التعبير الكتابي.

الأساليب التعليمية الموصى بها

بالإضافة إلى التعليم الأساسي المستند إلى أسس علمية في التعليم العام داخل الصف، يحتاج الطلاب الذين تم تحديدهم "في خطر" أو "في شيء من الخطر" إلى تعليم يستند إلى الأدلة لمعالجة مجال (مجالات) العجز لديهم.

ينصح قانون المسجلين في مجلس الشيوخ رقم 217 بمناهج تعليمية موصى بها حول كيفية معالجة أوجه العجز هذه. يتم تشجيع المدارس على اختيار أو إنشاء التدخلات التي تشمل جميع الأساليب الموصى بها والمذكورة أدناه. الأساليب التعليمية الموصى بها هي:

- **إرشادات صريحة ومباشرة تكون منهجية ومتسلسلة وتراكمية وتتبع خطة منطقية لتقديم المبدأ الأبجدي تستهدف الاحتياجات المحددة للطلاب دون افتراض مهارات أو معرفة سابقة؛**
- تعليم فردي لتلبية الاحتياجات المحددة للطلاب في بيئة تستخدم أساليب ومواد تعليمية مكثفة ومركزة جداً تزيد من المشاركة؛
- تعليم مبني على المعنى ينصب على قراءة وكتابة هادفتين؛
- تعليم يتضمن استخدام مسارين حسيين أو أكثر؛ و
- أساليب تعليمية أخرى وفقاً لما تجده المؤسسة المدرسية ملائماً.

صريحة ومباشرة تعني أن التعليم والممارسة لجميع المفاهيم رصين وواضح. يوفر هذا التعليم أيضاً تفاعلاً مستمراً بين المعلمة والطلاب. على سبيل المثال، يقدم المعلمون تعليمات واضحة ومباشرة عندما يشرحون للطلاب أنه عندما تنتهي كلمة مقطع واحد مع حرف علة قصير ب f أو l أو s أو في بعض الأحيان z ، فإننا نضاعف الحرف الساكن. هذا هو السبب في أننا نقوم بتهجئة كلمة "pass" مع حرفي s.

منهجية ومتسلسلة يعني أن يتم تقديم التعليمات خلال الدرس ومحتواه في ترتيب منطقي. يستخدم المعلمون بنية يمكن التنبؤ بها لخطة الدروس والتي يصبح الطالب أكثر دراية بها وتتقدم المفاهيم التي يتم تدريسها من كونها بسيطة إلى معقدة. على سبيل المثال، يتم تعليم الطلاب قراءة وتهجئة كلمات بسيطة مكونة من ثلاثة أحرف تحتوي على حرف علة قصير كما هو الحال في كلمة **bug**، قبل أن يتم تعليمهم القراءة وتهجئة كلمات أطول تحتوي على أصوات حروف العلة وأنماط أكثر صعوبة كما هو الحال في كلمة **oyster**.

توفر التدخلات **التراكمية** مراجعة للمهارات التي تم تدريسها مسبقاً لتوفير التدريب الإضافي والتعزيز الضروري لضمان التمكن. مثال على هذا المبدأ هو المعلمة التي توفر الوقت كل يوم لمراجعة كافة أصوات الحروف التي سبق أن تم تدريسها للطلاب أو على الأقل الكثير منها.

التشخيصي يعني أن التعليم يشمل تقييماً مستمراً. على سبيل المثال، إذا أساء أحد الطلاب فهم كلمة **dug** بأن فهمها **dig**، فيجب على المعلم تسجيل الخطأ والتخطيط لتوفير تدريب إضافي باستخدام حروف العلة القصيرة u و i.

يعد **الأسلوب متعدد الحواس** للتعليم والتعلم في رأس القائمة الخاصة بالأساليب الموصى بها. تُستخدم الطرائق المرئية والسمعية والحركية واللمسية في عملية التعلم لزيادة فرص ضمان تعلم المحتوى. على سبيل المثال، عندما يتعلم الطلاب الحروف التي ينبغي عليهم تعلمها، فإنهم يقولون اسم الحرف والصوت الذي يصدره الحرف وينظرون إلى شكل الحرف ويتتبعونه. كل ذلك في الوقت ذاته.

الاستيعاب بشكل موضح

يشكل الاستيعاب جزءاً هاماً من برنامج التعليم الفردي للطالب (IEP).

الاستيعاب عبارة عن تغيير في التوقيت والجدول والمكان والرد والعرض عندما يتعلق الأمر بالتعليم والتقييم. من شأن هذا ضمان وصول الطلاب المعاقين إلى مستوى التعليم العام. لا تغير أساليب الاستيعاب ما يجب توقعه من التعلم.

يجب أن تمكن أساليب الاستيعاب الطلاب من المشاركة بشكل أكمل في التعليم والتقييم كي يقومون بإبداء معرفتهم وعرض مهاراتهم. يجب أن تقوم أساليب الاستيعاب بتبني وتسهيل استقلالية الطلاب ويجب ألا تشجع على الاتكال على الغير. يجب أن تنسجم أساليب الاستيعاب مع نشاطات التعليم اليومية وأن تكون جزءاً منها. لا تمنح أساليب الاستيعاب أي أفضلية للطلاب وإنما تقوم بتمهيد المساحة لمتساوي الجميع. يجب أن لا تغير أساليب الاستيعاب بأي شكل من الأشكال ما تقوم الاختبارات أو الواجبات بقياسه.

يجب على لجنة مؤتمر الحالة، التي تضم الوالد، أن تبني الاستيعاب على أساس الاحتياجات الفردية للطالب وليس على فئة الإعاقة أو مستوى التعليم أو إعداد البرنامج. يتم توثيق أساليب الاستيعاب في برنامج التعليم الفردي للطالب IEP.

يجب أن تستخدم أساليب الاستيعاب بشكل منتظم ولا يجب تقديمها للمرة الأولى أثناء إجراء تقييم الولاية. قد لا يسمح ببعض أساليب الاستيعاب التي يعمل بها أثناء التعليم والتقييم في الصف عند القيام بإجراءات التقييم التي تتم على مستوى الولاية أو المستوى الوطني. يمكن العثور على المعلومات الخاصة باستخدام أساليب الاستيعاب من أجل الطلاب المعاقين على موقع التعليم الخاص التابع وزارة التعليم في ولاية إنديانا.

أمثلة عن الاستيعاب

قد تكون حالات الاستيعاب التالية مناسبة لطالب لديه إعاقة تعليمية خاصة تتجلى بخواص محددة لعسر القراءة. تحتوي كل فئة على أمثلة يمكن تضمينها. هذه ليست قائمة شاملة. لا تقوم وزارة التعليم في ولاية إنديانا بتأييد أي استيعاب على حساب الآخر. لا يحتاج الطلاب كل نماذج الاستيعاب المذكورة على هذه الوثيقة المساعدة. يجب اختيار نموذج استيعاب فردي خصيصاً للطلاب.

<p>توقيت وجدولة الاستيعاب</p> <ul style="list-style-type: none"> • إتاحة الوقت • تجزئة أو تقسيم وقت العمل • منح وقت إضافي للواجبات
<p>أساليب استيعاب القراءة</p> <ul style="list-style-type: none"> • استخدام الكتب المسموعة للكتب التي تقرأ بصوت عالٍ • استخدام الفيديو لكتب القراءة بصوت عالٍ لمعاينة القصة من خلال الصور قبل القراءة • قراءة القصة أو المقاطع مع شريك • قراءة بصوت عالٍ من قبل المعلمة • معاينة القصة قبل قراءتها • التعريف بمفردات محددة تستخدم في المقطع قبل قراءته • عدم الإصرار على أن يقوم الطالب بالقراءة بصوت عالٍ في الصف، إنما السماح للطالب أن يتطوع بالقراءة من تلقاء نفسه
<p>أساليب استيعاب بيئة الصف</p> <ul style="list-style-type: none"> • المحافظة على نظافة الصف ورفع كل المواد غير الضرورية من بيئة التعلم • الجلوس في مكان مفضل للإقلال من الانصراف إلى أمور جانبية • محافظة المعلمة على روتين في الصف للمساعدة على التنبؤ • استخدام العلامات البصرية في الصف • استخدام الإرشادات والتعليمات المرئية أثناء شرح الإجراءات والمواد في الصف
<p>أساليب استيعاب كتابة التعليمات</p> <ul style="list-style-type: none"> • تصحيح كلمات الطالب حسب صحة المحتوى وليس التهجئة في الواجبات المكتوبة إلا في واجبات الإملاء • استخدام برامج تحويل الكلام إلى نص في الواجبات الطويلة • قبول الإجابات الشفهية للواجبات الكتابية أو قبول استخدام الكاتب أو أن يقوم شخص كبير بكتاب الإجابة الشفهية • استخدام الأسئلة من نمط " املأ الفراغات" مع بنك من الكلمات في الاختبارات والواجبات • الإقلال من الحاجة إلى النسخ • تقديم نسخة من ملاحظات المعلمة • استخدام برامج النحو والتدقيق الإملائي على الكمبيوتر أو الكمبيوتر اللوحي للواجبات الكتابية
<p>أساليب الاستيعاب التعليمية</p> <ul style="list-style-type: none"> • تقسيم الواجبات الطويلة إلى أجزاء أصغر يسهل التعامل معها • تقديم ملاحظات متكررة ومحددة حول الواجبات من قبل المعلمة على مدار عملية التعليم • خلق تجارب التعلم بالعمل باليد كلما سنحت الفرصة لذلك • تطوير القوافي والكلمات الصوتية المذكرة للمساعدة على زيادة حفظ المعلومات • إعطاء التمارين المتكررة وإتاحة الفرص المتكررة لتأكيد فهم المواد الجديدة • الاستمرار بالتدرب على المهارات التي سبق أن تم تدريسها • إتاحة الدروس المسجلة للسماح بالمراجعة المستمرة • إتاحة وقت أطول للإجابات الشفهية خلال النقاشات التي تجري في الصف • استخدام تسجيلات الفيديو الذاتية لتعلم المحتوى • مصاحبة التعليمات الكتابية للتعليمات الشفهية والمتابعة للتأكد من الفهم

أساليب استيعاب الواجبات المنزلية

- تقسيم الواجبات الطويلة إلى أجزاء صغيرة
- تقسيم الإرشادات الحاوية على عدة خطوات إلى أقسام صغيرة
- استخدام المرئيات عوضاً عن النص للتحفيز والإرشادات
- استخدام مسجل الصوت للإجابات الطويلة
- استخدام برامج تحويل الكلام إلى نص
- تقديم عدد أقل من الأسئلة على الصفحة الواحدة ولكن نفس القدر من الواجبات
- قبول مسودات العمل وتقديم الملاحظات، قبول مسودة العمل التي تم تصحيحها للحصول على علامة
- مراجعة الإرشادات مع الطالب وإبراز الكلمات الأساسية قبل إكمال الواجبات المنزلية

أساليب الاستيعاب التنظيمية

- توفير منهج أو دليل سرعة تطور المشروع في وقت مبكر
- الإعلان المسبق عن الاختبارات والمشاريع
- استخدام العداد التنزلي لمتابعة الباقي من الوقت
- استخدام المفكرة لمتابعة ما تم إنجازه من الواجبات على مدار عدة أيام
- الترميز اللوني للواجبات التي يتم العمل عليها على مدار عدة أيام (على سبيل المثال الرياضيات في ملف أو مجلد أخضر والقراءة في ملف أو مجلد برتقالي) وذلك مع استخدام مفكرة يومية يتسنى لشخص بالغ مراجعتها

أساليب استيعاب الاختبارات

- إتاحة زمن أطول للاختبارات
- زمن اختبار مرن (على سبيل المثال نفس الوقت للاختبار لكن تجزئته إلى جلسات أصغر بدلاً من جلسة طويلة واحدة)
- السماح بفترات راحة أطول أثناء فترة الاختبار
- إزالة الأمور التي قد تصرف الانتباه إلى أمور جانبية أو الإقلال منها
- إجراء الاختبارات في مجموعات صغيرة أو على أفراد
- استخدام سماعات الأذن الحاجبة للضوضاء
- قراءة محتوى الاختبار بصوت عال خاصة عند اختبار مهارات الإدراك
- تقديم أسئلة الاختبار كل سؤال على حدة أو في قطع صغيرة
- السماح للطالب بالجلوس للاختبار بترتيب مختلف أو تغيير ترتيب الاختبارات أو أجزاءه (عندما يكون ذلك مسموحاً)

أساليب استيعاب أخرى

- تقديم أمثلة عما يمكن توقعه (كنص توجيهي أو نماذج عن أعمال منجزة)
- استخدام وسائل التنظيم المرئية أو البيانية لشرح المفاهيم الجديدة للطلاب
- استخدام بيانات توضيحية وإرشادات كتابية مبسطة
- إبراز المعلومات الهامة عن طريق النص
- استخدام لغة بطيئة ومتعمدة عند شرح معلومات جديدة أو إرشادات

Burmese

မိဘများနှင့် မိသားစုများအတွက် အထက်လွှတ်တော်မှ ပြဋ္ဌာန်းထားသည့် အက်ဥပဒေ

217 အကြောင်း အကျဉ်းချုပ်

2019-2020 ခုနှစ် ပညာသင်နှစ် စတင်သည်နှင့် အင်ဒီယာနာပြည်နယ်ရှိ ပြည်သူပိုင်ကျောင်းများနှင့် ပရဟိတကျောင်းများအနေဖြင့် စာဖတ်ခက်ရောဂါ လက္ခဏာများ ရှိနေသည့် ရုန်းကန်လှုပ်ရှားနေရသော စာဖတ်သူများကို စောနိုင်သမျှစောစော ခွဲခြားသတ်မှတ်နိုင်ရန်အတွက် ထပ်တိုးလိုအပ်ချက်များကို ဖြည့်ဆည်းရမည်ဖြစ်ပြီး ထို့နောက်တွင်လည်း ၎င်းတို့၏ လိုအပ်ချက်များကို ဖြည့်ဆည်းပေးရန် စနစ်ကျန၍ အစီအစဉ်တကျ ဘက်ပေါင်းစုံအာရုံခံမှုဆိုင်ရာ သင်ကြားပို့ချမှုများကို ဖြည့်ဆည်းပေးရမည်ဖြစ်သည်။

သူငယ်တန်းမှ နှစ်တန်းထိ ကျောင်းသားများအားလုံးသည် မတူညီသော နယ်ပယ်ခြောက်ခုပါ ၎င်းတို့၏ ကျွမ်းကျင်မှုများကို စစ်ဆေးရန်အတွက် တစ်ကမ္ဘာလုံးလက်ခံထားသည့် ကြိုတင်စစ်ဆေးမှုကို ခံယူကြရမည်ဖြစ်သည်။ အဆိုပါနယ်ပယ်များမှာ - ဝါစသရဗေဒဆိုင်ရာနှင့် သံရင်းဆိုင်ရာ အသိရှိမှု (အသံများကို စကားလုံးများအဖြစ် ခွဲခြားခြင်းနှင့် ပြောင်းလဲခြင်းဆိုင်ရာစွမ်းရည်)၊ အက္ခရာဗဟုသုတ (မတူညီသော စကားလုံးများကို အမည်ခေါ်ဆိုခြင်း)၊ အသံသင်္ကေတ ဆက်စပ်မှု (အသံထွက်များ)၊ အဓိပ္ပာယ်ပြန်ခြင်း (စာဖတ်ခြင်း)၊ အမည်လျှင်မြန်စွာတပ်ခြင်း (ယေဘုယျ အရာဝတ္ထုများကို လျှင်မြန်စွာအမည်တပ်ခြင်း) နှင့် စာဂုဏ်ခြင်း (စာလုံးပေါင်းခြင်း) တို့ ဖြစ်ကြပါသည်။

သတ်မှတ်ထားသော ရမှတ် သို့မဟုတ် တစ်ကမ္ဘာလုံးလက်ခံထားသည့် ကြိုတင်စစ်ဆေးမှု၏ စံအမှတ်အောက် ကျဆင်းနေသော ကျောင်းသားများသည် စာဖတ်ခက်ရောဂါ ဝိသေသလက္ခဏာများဆိုင်ရာ “အလားအလာများ” သော်လည်းကောင်း သို့မဟုတ် “အလားအလာအချို့” ဖြင့် ရင်ဆိုင်နေရကြောင်းနှင့် အဆိုပါကျွမ်းကျင်မှုများကို သင်ယူရန်အတွက် အထူးအကူအညီ ရယူရန်လိုအပ်ကြောင်း သိရှိရမည်ဖြစ်သည်။

ကျောင်းများအနေဖြင့် စံအမှတ်ထက်နည်းသော ကျောင်းသားများ၏ မိသားစုများဖြင့်တွေ့ဆုံကာ ထိုကလေးငယ်၏ ကြိုတင်စစ်ဆေးမှုရလဒ်များကို မျှဝေရန်နှင့် ထိုကျောင်းသား၏

ကျွမ်းကျင်မှုအရည်အသွေးများ၊ စတင်ကြားဝင်ဆောင်ရွက်ရမည့် အဆင့်များဖြင့် သက်ဆိုင်သော အချက်အလက်များကို ရယူမည့် အခြားကြိုတင်စစ်ဆေးသူတစ်ဦးဖြစ်သော အဆင့်တစ် ကြိုတင်စစ်ဆေးသူတစ်ယောက်ထံ ရမှတ်များ မျှဝေခြင်းအတွက် မိဘများထံမှ ခွင့်ပြုချက်ရယူရန်တို့အား ဆောင်ရွက်ပေးရပါမည်။

ကျောင်းများသည် စာဖတ်ခက်ရောဂါ ဝိသေသလက္ခဏာများဆိုင်ရာ အလားအလာရှိသည့် သို့မဟုတ် အလားအလာအနည်းငယ်ရှိသည့် ကျောင်းသားများအတွက် ဝိသေသလက္ခဏာများ၊ ကြားဝင်ဆောင်ရွက်ပေးခြင်းများနှင့် စီစဉ်ဆောင်ရွက်မှုများအကြောင်း သတင်းအချက်အလက်များကိုလည်း မျှဝေပေးမည်ဖြစ်သည်။ ကျောင်းများသည် မိဘများမှ တောင်းဆိုလာနိုင်သည့် ပညာရေးတိုးတက်မှုမှတ်တမ်းအပြည့်အစုံနှင့်ပတ်သတ်သည့် ထုတ်ပြန်ချက်တစ်ခုကိုလည်း မျှဝေပေးမည်ဖြစ်သည်။ အဆင့်တစ် ကြိုတင်စစ်ဆေးသူသည် ပညာရေးဆိုင်ရာ အထူးကြိုတင်စစ်ဆေးသူတစ်ဦး မဟုတ်၍ သင့်ကလေးငယ်ကို အဆင့်တစ် ကြိုတင်စစ်ဆေးသူထံတွင် ကြိုတင်စစ်ဆေးမှုခံယူခြင်းသည် သင့်ကလေးငယ်ကို အထူးပညာရေးရယူစေသည်ဟု မဆိုလိုပါ။ အဆင့်တစ် ကြိုတင်စစ်ဆေးသူသည် သင့်ကလေးငယ်ကို စာဖတ်ရန်သင်ကြားရာတွင် မည်သည်က ပို၍ အကူအညီကောင်း ဖြစ်စေမည်ဆိုသည်ကို ထုတ်ဖော်ရာတွင် ဆရာကို ကူညီပေးမည်ဖြစ်သည်။ ကလေးငယ်သည် အထူးပညာရေးအစီအစဉ်တွင် ပါဝင်ရန်လို/မလို သုံးသပ်ရာတွင် ပညာရေးတိုးတက်မှုမှတ်တမ်းတစ်ခုကို အသုံးပြုပါသည်။

ဆရာသည် သင့်ကလေးငယ်ကို အဆင့်တစ်ကြိုတင်စစ်ဆေးသူထံ အပ်နှံပြီးနောက်တွင် ဆရာနှင့် ကျောင်းသည် သင့်ကလေးငယ်ကို ၎င်းလိုအပ်သောနယ်ပယ်တွင် အထူးသင်ခန်းစာများ သင်ကြားပေးရန်အတွက် ကြိုတင်စစ်ဆေးသူ၏ ရလဒ်အဖြေများကို အသုံးပြုမည်ဖြစ်သည်။ အဆိုပါသင်ခန်းစာများက အောင်မြင်သောစာဖတ်သူတစ်ဦး ဖြစ်လာစေရန် လိုအပ်သော ကျွမ်းကျင်မှုများကို သင်ကြားရာတွင် နည်းလမ်းသစ်များနှင့် မတူညီသောနည်းလမ်းများကို ပြသမည်ဖြစ်သည်။

သင့်ကလေးငယ် မည်သို့လုပ်ဆောင်နေကြောင်း နောက်ဆုံးအခြေအနေများကို ကျောင်းမှ မိဘများအား တစ်နှစ်ပတ်လုံး အသိပေးနေမည်ဖြစ်သည်။ ကျောင်းသည် ကျောင်းသား၏ တိုးတက်မှုအခြေအနေ

အချက်အလက်များ ပိုမိုရရှိစေနိုင်ရန်နှင့် ကျောင်းသား၏ ကျွမ်းကျင်မှုများကို မျက်မြဲမပြတ်စေရန် နောက်ထပ်ကြိုတင်စစ်ဆေးသူတစ်ဦးဖြစ်သည်။

အဆင့်နှစ်ကြိုတင်စစ်ဆေးသူတစ်ဦးပေးရန်အတွက်လည် □ □ သင့်ခွင့်ပြုချက်ကို တောင်းခံကောင်း တောင်းခံနိုင်သည်။

အဆိုပါ အထူးအကူအညီ သို့မဟုတ် ညွှန်ကြားချက်တစ်ခုက သင့်ကလေးအနေဖြင့် ပညာရေးဆိုင်ရာအထူးထောက်ပံ့မှုကို လက်ခံရယူနေပါသည်ဟု မဆိုလိုပါ။

ဤလုပ်ငန်းစဉ်အတွင်း တစ်နေရာရာတွင် မိဘများ သို့မဟုတ် ကျောင်းမှ ၎င်းတို့ကလေးငယ်သည် စာဖတ်ခက်ရောဂါအတွက် သတ်မှတ်ထားသည့် တိကျသော မသန်စွမ်းသင်ကြားရေး တစ်ရပ်ရပ်နှင့် ကိုက်ညီနိုင်မည်လားဟု သိရှိနိုင်စေရန် အထူးပညာရေးတိုးတက်မှု မှတ်တမ်းတစ်ခုကို တောင်းခံသွားဖွယ်ရှိပါသည်။

စာဖတ်ခက်ရောဂါ၏ အဓိပ္ပာယ်သတ်မှတ်ချက်၏ ခွဲခြမ်းစိတ်ဖြာချက်

အင်ဒီယာနာဥပဒေအရ စာဖတ်ခက်ရောဂါ၏ အဓိပ္ပာယ်သတ်မှတ်ချက်မှာ အောက်ပါအတိုင်း ဖြစ်သည်- “ ‘စာဖတ်ခက်ရောဂါ’ ဆိုသည်မှာ တိကျသော သင်ကြားရေးဆိုင်ရာ မသန်စွမ်းမှုတစ်ခုဖြစ်ပြီး ၎င်းသည် ဦးနှောက်နှင့် အာရုံကြောတွင် အကြောင်းရင်းခံပြီး ဝိသေသအားဖြင့် စာလုံးမှတ်သားခြင်းဆိုင်ရာ တိကျကျွမ်းကျင်မှုတွင် အခက်အခဲများရှိခြင်းနှင့် စာလုံးပေါင်းခြင်းနှင့် အသံထွက်စွမ်းရည်များတွင် ချို့တဲ့ကာ ထုံးစံအားဖြင့် ဘာသာစကား၏ ဝါစသရဗေဒဆိုင်ရာ အစိတ်အပိုင်းတွင် ချို့ယွင်းမှုကြောင့် ဖြစ်ရကာ ယေဘုယျအားဖြင့် အခြားသော သိမြင်တက်မှုဆိုင်ရာ စွမ်းရည်များနှင့် ဖတ်ကြားမှုဆိုင်ရာ နားလည်နိုင်စွမ်းတွင် ပြဿနာများ ရှိခြင်းနှင့် စကားလုံးကြွယ်ဝမှုဆိုင်ရာ တိုးတက်မှုနှင့် နောက်ခံဗဟုသုတကို ဟန့်တားနိုင်သည့် စာဖတ်သည့် အတွေ့အကြုံလျော့ကျခြင်းတို့အပါအဝင် ထိရောက်သော စာသင်ခန်းတွင်း ညွှန်ကြားချက်၏ ပြဋ္ဌာန်းချက်နှင့် ပတ်သတ်နိုင်သည်ဟု မမျှော်လင့်နိုင်ဘဲ 511 IAC 7-40 အရ အရည်အချင်းဆုံးဖြတ်မှုတစ်ခု လုပ်ပြီးနောက်တွင် အထူးပညာရေးဝန်ဆောင်မှုများ၏ ထောက်ပံ့ခြင်းကို လိုအပ်နိုင်သည်။”

အပိုင်း ၁- အားနည်းချက်မှာ ဝါစသရဗေဒဆိုင်ရာအဆင့်တွင် ဖြစ်ပေါ်နေသောကြောင့် စာဖတ်ခက်ရောဂါကို အခြားသော သင်ကြားမှုဆိုင်ရာ မသန်စွမ်းမှုများမှ ခွဲခြားထားပါသည်။ ဝါစသရဗေဒဆိုင်ရာအဆင့်တွင် အားနည်းချက်ရှိသော ကျောင်းသားတစ်ယောက်သည် စကားလုံးများ၊ ဝဏ္ဏများ သို့မဟုတ် သီးသန့်အသံများကဲ့သို့သော နှုတ်ထွက်ဘာသာစကား၏ ယူနစ်များကို ကိုင်တွယ်ရာတွင် အခက်အခဲရှိသည်။ ဝါစသရဗေဒဆိုင်ရာအဆင့်တွင် ပိုမိုရှုပ်ထွေးသော ကျွမ်းကျင်မှုများအနက်မှ တစ်ခုမှာ သီးသန့်အသံများတစ်ခုချင်းကို ရောစပ်ရန်နှင့် စိတ်ပိုင်းရန် စွမ်းဆောင်နိုင်စွမ်းရှိခြင်းဖြစ်သည်။ ၎င်းကို သံရင်းဆိုင်ရာ အသိရှိမှုဟု ခေါ်သည်။ သံရင်းဆိုင်ရာ အသိရှိမှု လုပ်ဆောင်ချက်တစ်ခု၏ ဥပမာမှာ စီ-အေ-တီ ကဲ့သို့သော အသံသုံးခုကို ရောစပ်ရန် ကျောင်းသားကို ပေးလိုက်ပြီး ကျောင်းသားမှ ကတ် ဆိုသော စကားလုံးကို ထုတ်ဖော်ပြောဆိုနိုင်ခြင်းမျိုးဖြစ်သည်။ စာဖတ်ခက်ရောဂါရှိသော ကျောင်းသားတစ်ဦးသည်

ထိုလုပ်ဆောင်ချက်အတွက် ရုန်းကန်ရနိုင်ပြီး ကတ်ဆိုသော စကားလုံးအစား ကပ် ဟု အသံထွက်ကောင်း ထွက်နိုင်သည်။ ဝါစသရဗေဒဆိုင်ရာအဆင့်တွင် သိသာထင်ရှားသော အားနည်းချက်ရှိသည့် စာဖတ်ခက်ရောဂါရှိသူ ကျောင်းသားများသည် အခြေခံအုတ်မြစ် စာဖတ်ခြင်း ကျွမ်းကျင်မှုများ ဆည်းပူးရာတွင် အခက်အခဲကြုံမည်ဖြစ်သည်။

အပိုင်း ၂- စာဖတ်ခက်ရောဂါသည် ဦးနှောက်နှင့်အာရုံကြောဆိုင်ရာ ဇီဝဗေဒတွင် အကြောင်းရင်းခံသည့် တိကျသော သင်ကြားရေးဆိုင်ရာ မသန်စွမ်းမှုဖြစ်သည်။ ဤသည်မှာ ကျောင်းသားသည် အခြေခံ အစောပိုင်း စာဖတ်ခြင်းနှင့် ဘာသာစကား ပြဿနာများတွင် ရုန်းကန်ရသည်ကို ဆိုလိုသည်။ စာဖတ်ရခက်ရောဂါ၏ ဝိသေသစရိုက်လက္ခဏာများကို ပိုင်ဆိုင်ထားသူတစ်ဦးသည် မျိုးရိုးဗီဇနှင့် ဦးနှောက်အာရုံကြောများကြောင့် ဖြစ်ပွားရခြင်းဖြစ်ပြီး ပညာရေး သို့မဟုတ် ပတ်ဝန်းကျင် အကြောင်းတရားများဖြင့် သက်ဆိုင်ခြင်း မရှိပါ။

ရုန်းကန်ရသော စာဖတ်သူတစ်ဦး ဖြစ်ခြင်းနှင့် စာဖတ်ခက်ရောဂါ၏ ဝိသေသလက္ခဏာများ ထင်ရှားပေါ်ပေါက်ခြင်းတွင် မိသားစုရာဇဝင်သည် အခိုင်မာဆုံးသော အန္တရာယ်များထဲမှ တစ်ခုဖြစ်သည်။ ယနေ့ခေတ်ကာလတွင် ဦးနှောက်က ဝါစသရဗေဒဆိုင်ရာ သတင်းအချက်အလက်များကို ကိုင်တွယ်လုပ်ဆောင်ပုံ ကွဲပြားမှုတစ်ခုကြောင့် စာဖတ်ခက်ရောဂါဖြစ်ရကြောင်း ကျွန်ုပ်တို့ နားလည်မှုကို ထောက်ပံ့ပေးသည့် သိပ္ပံဆိုင်ရာ အထောက်အထားရှိနေပြီဖြစ်သည်။

အပိုင်း ၃- စာဖတ်ခက်ရောဂါကို စကားလုံး မှတ်သားခြင်းတွင် တိကျမှု နှင့်/သို့မဟုတ် ကျွမ်းကျင်မှုတွင် အခက်အခဲများရှိခြင်းနှင့် စာလုံးပေါင်းခြင်းနှင့် အဓိပ္ပာယ်ကောက် စွမ်းရည်များတွင် ညံ့ဖျင်းခြင်းတို့ဖြင့် ဝိသေသ သတ်မှတ်နိုင်သည်။ စာသင်ခန်းထဲတွင် စာဖတ်ခက်ရောဂါရှိသူ ကျောင်းသားများသည် စကားလုံးများကို အဓိပ္ပာယ်ကောက်ခြင်း သို့မဟုတ် အသံထွက်ခြင်း၊ စကားလုံးများကို တိကျစွာနှင့် ကျွမ်းကျင်စွာ ဖတ်ခြင်းနှင့် အခြေခံစာလုံးပေါင်း ကျွမ်းကျင်မှုများ ဖွံ့ဖြိုးမှုတို့တွင် ရုန်းကန်ရနိုင်သည်။ အဆိုပါ အခြေခံစာပေကျွမ်းကျင်မှုများသည် ထုံစံအားဖြင့် မူလတန်းမှ ဒုတိယတန်းအရွယ်တွင် ဖွံ့ဖြိုးတိုးတက်သော်လည်း စာဖတ်ခက်ရောဂါရှိသူ ကျောင်းသားတစ်ယောက်အတွက်မူ

ကျောင်းတက်ရာတွင် ၎င်းတို့တိုးတက်မှုအတွက် စိန်ခေါ်မှုတစ်ခုအဖြစ် ကျန်ရှိနေနိုင်သည်။

အပိုင်း ၄- အဆိုပါ ရုန်းကန်မှုများသည် ထုံးစံအားဖြင့် အခြားသော ရှင်းလင်းစွာနားလည်တတ်သိမှု စွမ်းရည်များနှင့် ထိရောက်သော အတန်းတွင်းသင်ကြားမှုများ ဖော်ဆောင်ပေးခြင်းတို့ဖြင့် ဆက်စပ်သည့် မျှော်လင့်မထားသော ဘာသာစကား၏ ဝါစသရဗေဒဆိုင်ရာ အစိတ်အပိုင်းတွင် ချို့ယွင်းမှုကြောင့် ဖြစ်ပါသည်။ ထုံးစံအားဖြင့် စာဖတ်ခက်ရောဂါ၏ ဝိသေသလက္ခဏာများရှိသည့် ကျောင်းသားတစ်ယောက်က စာဖတ်ရာတွင် ခက်ခဲမှုအတွေ့အကြုံများသည် အခြားသော စာပေသင်ကြားရေး နယ်ပယ်များတွင် ကျောင်းသား၏ အားသာချက်များနှင့် ပတ်သတ်မှုရှိသည်ဟု မမျှော်လင့်နိုင်ပေ။ ဥပမာအားဖြင့် စာဖတ်ခက်ရောဂါရှိသော ကျောင်းသားတစ်ယောက်သည် အခြေခံ စာဖတ်ခြင်းကျွမ်းကျင်မှုတွင် ရုန်းကန်ရသော်လည်း အခြားသော ဘာသာရပ်များတွင် စာပေစွမ်းရည် သာမန် သို့မဟုတ် သာမန်အထက် ဖော်ပြနေနိုင်သည်။ ထို့အပြင် စာဖတ်ခက်ရောဂါရှိသော ကျောင်းသားတစ်ယောက်၏ ခက်ခဲမှုအတွေ့အကြုံများအရ လုံလောက်သော အဆင့်အတန်းတိုးတက်မှု လုပ်ဆောင်နိုင်သည့် သက်ရွယ်တူများကို ပေးသည့်အတိုင်း တူညီသည့် ထိရောက်သော စာသင်ခန်းတွင်း သင်ကြားပို့ချမှုကို ကျောင်းသားကိုပေးရန် မမျှော်လင့်နိုင်ပါ။

အပိုင်း ၅- ဒုတိယတဆင့်ခံ နောက်ဆက်တွဲအကျိုးဆက်များတွင် ဖတ်ကြားမှုဆိုင်ရာ နားလည်နိုင်စွမ်းတွင် ပြဿနာများ ရှိခြင်းနှင့် စကားလုံးကြွယ်ဝမှုဆိုင်ရာ တိုးတက်မှုနှင့် နောက်ခံဗဟုသုတကို ဟန့်တားနိုင်သည့် စာဖတ်သည့် အတွေ့အကြုံလျော့ကျခြင်းတို့ ပါဝင်နိုင်သည်။ စာဖတ်ခက်ရောဂါ၏ ဝိသေသလက္ခဏာများရှိသည့် ကျောင်းသားတစ်ယောက်အတွက် ကျွမ်းကျင်စွာနှင့် တိကျစွာ အဓိပ္ပာယ်ပြန်နိုင်ရန် မစွမ်းဆောင်နိုင်မှုသည် စာပိုဒ်ကိုနားလည်နိုင်စွမ်းကို ထိခိုက်စေနိုင်သည်။ အဆိုပါ စိန်ခေါ်မှုကြောင့် သင့်လျော်သော ကြားဝင်ဆောင်ရွက်မှု မရရှိပါ။ □□

စာဖတ်ခက်ရောဂါ၏ ဝိသေသလက္ခဏာများရှိသည့် ကျောင်းသားတစ်ယောက်သည် စာဖတ်နည်းပြီး ထို့ကြောင့်ပင် စကားလုံးကြွယ်ဝမှု၊ နောက်ခံဗဟုသုတ ဖွံ့ဖြိုးလာစေရန် အခွင့်အရေးနည်းပါးပြီး နားလည်စေရန် ဖတ်ကြားမှုအလေ့အထ နည်းသွားမည်ဖြစ်သည်။

ရုန်းကန်နေရသည့် စာဖတ်သူများ၏ သင်္ကေတများ သို့မဟုတ် စာဖတ်ခက်ရောဂါ၏ ဝိသေသလက္ခဏာများဆိုင်ရာ “အလားအလာရှိနေခြင်း” သို့မဟုတ် “အလားအလာအချို့ရှိနေခြင်း”

အရေးကြီးသော မှတ်သားရန်မှာ စာဖတ်ခက်ရောဂါ၏ ဝိသေသလက္ခဏာများရှိသည့် ကျောင်းသားများ ဆိုသည်နှင့် မတူညီခြင်းဖြစ်သည်။ ကျောင်းသားများသည် မကြာခဏအားဖြင့် သာမန်တူညီသော ဝိသေသလက္ခဏာများကို မျှဝေပြသကြသော်လည်း မသန်စွမ်းမှု၏ ဝိသေသလက္ခဏာများ၏ ပြင်းထန်မှုသည် တစ်ဦးချင်းအလိုက် များစွာကွာခြားနေမည် ဖြစ်ပါသည်။

ကျွမ်းကျင်သူအများစု၏ အဆိုအရ စာဖတ်ခက်ရောဂါ၏ ဝိသေသလက္ခဏာများသည် ကလေးဘဝမှ အရွယ်ရောက်သည်အထိ အမျိုးမျိုး ပြသလေ့ရှိကြသည်။ အချို့သူကို ရုန်းကန်နေရသည့် စာဖတ်သူ သို့မဟုတ် စာဖတ်ခက်ရောဂါ၏ ဝိသေသလက္ခဏာများဆိုင်ရာ “အလားအလာရှိနေခြင်း” သို့မဟုတ် “အလားအလာအချို့ရှိနေခြင်း”ဟု ယူဆရန်အတွက် အောက်တွင် ဖော်ပြထားသော ဝိသေသလက္ခဏာများအားလုံး ဖော်ထုတ်ပြသနေခြင်း ရှိရန်မလိုပါ။

မူကြိုတွင် စာဖတ်ခက်ရောဂါ၏ သင်္ကေတများနှင့် ဝိသေသလက္ခဏာများ

မူကြိုတွင် စာဖတ်ခက်ရောဂါရှိသည့် ကလေးငယ်များသည် ကန့်သတ်မထားသော်လည်း အောက်ပါ သာမန်တူညီသော ဝိသေသလက္ခဏာအချို့ကို ပြသကောင်း ပြသနိုင်သည်- စကားပြော နှောင့်နှေးခြင်း၊ စကားလုံးကြွယ်ဝမှုဆိုင်ရာ ဖွံ့ဖြိုးမှုနှေးကွေးခြင်း၊ စကားလုံးများ၊ စာရင်းများ သို့မဟုတ် အရပ်မျက်နှာများ မှတ်သားမှု မတည်ငြိမ်ခြင်း၊ စကားလုံးများနှင့် အမည်များကို အသံထွက်မှားထွက်ခြင်း၊ စာလုံးအသံထွက် ရွတ်ဆိုမှု ညံ့ဖျင်းခြင်းနှင့် အက္ခရာစာလုံး အမည်များ၊ ပုံသဏ္ဍန်များနှင့် အသံထွက်များ သင်ကြားရာတွင် ခက်ခဲခြင်း။

မူလတန်းနှင့် ပထမတန်းတွင် စာဖတ်ခက်ရောဂါ၏ သင်္ကေတများနှင့် ဝိသေသလက္ခဏာများ

မူလတန်းနှင့် ပထမတန်းတွင် စာဖတ်ခက်ရောဂါရှိသော ကလေးငယ်များသည် ကန့်သတ်မထားသော်လည်း အောက်ပါကဲ့သို့သော အခြေခံဖတ်စာ ကျွမ်းကျင်မှုဆိုင်ရာ ဖွံ့ဖြိုးမှုနှင့် ပတ်သတ်၍ ၎င်းတို့၏ အခက်အခဲကို သရုပ်ဖော်ပြကောင်း ဖော်ပြနိုင်သည်-

နဘေထပ်စကားလုံးများ ရွတ်ဆိုခြင်း၊ ပြောဆိုသည့် စကားလုံးများတွင် တစ်ဦးချင်းသီးသန့် ပြောဆိုသည့်အသံထွက်များကို ခွဲခြားဖော်ထုတ်ခြင်းနှင့် ကြိုးကိုင်ခြယ်လှယ်နေခြင်း (သရင်းဆိုင်ရာ အသံရှိမှု)၊ စာလုံးများ၏ အမည်များကို မှတ်မိခြင်းနှင့် ၎င်းတို့အား လျှင်မြန်စွာ ရွတ်ဆိုနိုင်ခြင်း၊ စာလုံးများ ကိုယ်စားပြုသည့် အသံများကို ရွတ်ဆိုခြင်း၊ အမြင်အားဖြင့် သာမန်စာလုံးများကို မှတ်သားခြင်းနှင့် ဆရာမှ စကားလုံးမှ မှတ်မိနိုင်စေရန် စာလုံးပေါင်းရာတွင် စာလုံးများ၏ အသံများကို အသုံးပြုခြင်း၊

စာသင်ခန်းတွင်းအခြေအနေတွင် “ပုံမှန်ဖွံ့ဖြိုးမှုရှိသော စာဖတ်သူများ”ဖြစ်နေသဖြင့် စာဖတ်ခက်ရောဂါရှိသော ကျောင်းသားများသည် တိုးတက်မှု ပိုမိုနှေးကွေးနိုင်ပြီး ဆက်လက်ရုန်းကန်နေရနိုင်သည်။ အဆိုပါအသက်အရွယ်တွင် ၎င်းတို့၏ စာဖတ်ခြင်းနှင့်ပတ်သတ်၍ အားနည်းချက်ကို အသိအမှတ်ပြုရန် ရုန်းကန်နေရခြင်းမှာ ကျောင်းသားများအတွက် ရှားပါးဖြစ်စဉ်မဟုတ်ဘဲ စိတ်လှုပ်ရှားမှုများ စတင်ဖွံ့ဖြိုးလာကြသည် သို့မဟုတ် စာအတူတူဖတ်ခြင်းကို ရှောင်ကျဉ်ရန် ကြိုးစားလာကြသည်။

ဒုတိယတန်းနှင့် တတိယတန်းတွင် စာဖတ်ခက်ရောဂါ၏ သင်္ကေတများနှင့် ဝိသေသလက္ခဏာများ

ဒုတိယတန်းနှင့် တတိယတန်းတွင် စာဖတ်ခက်ရောဂါရှိသည့် ကျောင်းသားများသည် အချို့သော ကျွမ်းကျင်မှုများကို သင်ယူပြီးဖြစ်နိုင်သော်လည်း ၎င်းတို့သည် စာဖတ်ခြင်း၊ စာရေးခြင်းနှင့် စာလုံးပေါင်းခြင်းတို့နှင့် ပတ်သတ်သည့် အခက်အခဲများကို ပုံမှန်အားဖြင့် ဆက်လက်ဖော်ပြကြသည်။

အဆိုပါကျောင်းသားများသည် အထက်တွင်ဖော်ပြထားသော ကျွမ်းကျင်မှုများနှင့် ပတ်သတ်၍ ရုန်းကန်နေရဆဲ အခြေအနေတွင် ရှိနေနိုင်သည်။ ထို့အပြင် မျက်မြင်စကားလုံးများကို ခွဲခြားသတ်မှတ်ခြင်းနှင့် အသံထွက်ဆိုခြင်း သို့မဟုတ် စကားလုံးများ ရွတ်ဆိုရာတွင် ပြဿနာ ဖြစ်မှုမှာ

ဆက်လက်ဖြစ်ပေါ်လျက်ရှိသည်။ အသံထွက် ပြန်ခဲ့မှုများ၊ အသံထွက်ကြောင့် စာလုံးများမှားယွင်းစွာ အသုံးပြုခြင်းနှင့် *said*၊ *that* နှင့် *why* ကဲ့သို့သော မျက်မြင်စကားလုံးများကို စာလုံးပေါင်းမှားခြင်းတို့သည် စာလုံးပေါင်းသတ်ပုံအပေါ် သက်ရောက်မှု ရှိနိုင်သည်။

မူလတန်းလွန်တန်းများတွင် စာဖတ်ခက်ရောဂါ၏ သင်္ကေတများနှင့် ဝိသေသလက္ခဏာများ

မူလတန်းလွန်တန်းများတွင် စာဖတ်ခက်ရောဂါရှိသော ကျောင်းသားများသည် ယခင်အတန်းများအတွက် စာရင်းဖော်ပြထားသော စာဖတ်ခက်ရောဂါ၏ အချို့သော အဓိကဝိသေသလက္ခဏာအချို့ကို ဆက်လက်ဖော်ပြကောင်း ဖော်ပြနိုင်ကြသည်။

အဆိုပါကျောင်းသားများသည် ကျောင်းသားတစ်ယောက်ကို တစ်မိနစ်စာ အသံကျယ်ကျယ်ဖြင့် စာဖတ်ရန် အချိန်သတ်မှတ်ထားသည့် နှုတ်ဖြင့် စာဖတ်ခြင်းဆိုင်ရာ ကျွမ်းကျင်မှုတွင် အခက်ကြုံရသည့် အတွေ့အကြုံရှိနိုင်ကာ သင့်လျော်သော သင်ကြားပို့ချမှုနှင့် ကြားဝင်ဆောင်ရွက်ချက်များ လက်ခံရယူပြီးနောက် သို့မဟုတ် လက်ခံရယူနေစဉ်အတွင်းမှာပင် စာဖတ်ရာတွင် မကျွမ်းကျင်မှုမှာ ဆက်လက်ရှိနေနိုင်သည်။

အလယ်တန်းနှင့် အထက်တန်းကျောင်းတွင် စာဖတ်ခက်ရောဂါ၏ သင်္ကေတများနှင့် ဝိသေသလက္ခဏာများ

စာဖတ်ခက်ရောဂါရှိသည့် အလယ်တန်းနှင့် အထက်တန်းကျောင်းသားများသည် စာဖတ်နှုန်းနှေးခြင်းမျိုး ကြုံတွေ့ရတတ်ပြီး ၎င်းကြောင့် စာပေလေ့ကျင့်ခန်းများကို ဖြေဆိုရာတွင် စာဖတ်ခက်ရောဂါမရှိသည့် ၎င်းတို့နှင့် သက်တူရွယ်တူများနှင့် နှိုင်းယှဉ်လျှင် အချိန်ပိုမိုလိုအပ်တက်သည်။

ထိုအဆင့်တွင် ကျောင်းသားအတော်များများအတွက် မှတ်စုထုတ်ခြင်း၊ အချိန်စီမံခန့်ခွဲခြင်းနှင့် ဖွဲ့စည်းဆောင်ရွက်ခြင်းတို့က မကြာခဏပင် ပြဿနာတစ်ရပ် ဖြစ်လာတက်သည်။

**ကောလိပ်နှင့် အရွယ်ရောက်ပြီးသူများတွင် စာဖတ်ခက်ရောဂါ၏ သင်္ကေတများနှင့်
ဝိသေသလက္ခဏာများ**

စာဖတ်ခက်ရောဂါရှိသည့် ကောလိပ်ကျောင်းသားများသည် ပုံမှန်အားဖြင့် စာဖတ်နှုန်းနှေးခြင်း၊ မှတ်စုထုတ်ရာတွင် ခက်ခဲခြင်းများနှင့် ရေးသားဖော်ပြရာတွင် ပြဿနာရှိခြင်းများအတွက် စီစဉ်ဆောင်ရွက်ပေးမှုများ လိုအပ်သည်။

သင်ကြားပို့ချမှုဆိုင်ရာ အကြံပြု ချဉ်းကပ်နည်းလမ်းများ

အထွေထွေပညာရေးဆိုင်ရာ စာသင်ခန်းတွင်း သိပ္ပံနည်းကျ အခြေခံထားသည့် အဓိက သင်ကြားပို့ချမှုအပြင် “ရောဂါဖြစ်နိုင်ချေ အလားအလာရှိသည်” သို့မဟုတ် “ရောဂါဖြစ်နိုင်ချေ အလားအလာအချို့ရှိသည်” ဟု စိစစ်သတ်မှတ်ခံရသော ကျောင်းသားများသည် ကျောင်းသားများ၏ ချို့ယွင်းမှုနယ်ပယ်(များ)ကို ရင်ဆိုင်နိုင်ရန် အထောက်အထားအခြေပြု သင်ကြားပို့ချမှုများ လိုအပ်ပါသည်။

အထက်လွှတ်တော်မှ ပြဋ္ဌာန်းထားသည့် အက်ဥပဒေ 217 တွင် အဆိုပါ ချို့ယွင်းချက်များကို ဖြေရှင်းရန် သင်ကြားပို့ချမှုဆိုင်ရာ အကြံပြုချဉ်းကပ်နည်းလမ်းများ ပေးထားပါသည်။ အောက်တွင် စာရင်းပြုစုထားသော အကြံပြုထားသည့် ချဉ်းကပ်နည်းလမ်းများ အားလုံးပါဝင်သည့် ကြားဝင်ဆောင်ရွက်ခြင်းများကို ရွေးချယ်ရန် သို့မဟုတ် ဖန်တီးရန် ကျောင်းများကို အားပေးပါသည်။ သင်ကြားပို့ချမှုဆိုင်ရာ အကြံပြုချဉ်းကပ်နည်းလမ်းများမှာ -

- စနစ်တကျ အစဉ်လိုက် တစ်ဖြည်းဖြည်းချင်းတိုးမြှင့်သွားသည့်အပြင် ဗဟုသုတပိုင်းဆိုင်ရာ ယခင်ကျွမ်းကျင်အရည်အသွေးများ မလိုဘဲ ထိုကျောင်းသားလိုအပ်ချက်အတိုက်အခံအကျကို အဓိကထားသော အကွာရာစဉ်ကို ဖော်ပြသည့် သဘာဝကျကျအစီအစဉ်တစ်ခုအတိုင်း လိုက်နာဆောင်ရွက်သည့် ပြည့်စုံရှင်းလင်းစွာ ဖော်ပြသော သင်ကြားပို့ချမှု၊
- အားသွန်ခွန်စိုက် အပြည့်အဝ အာရုံစိုက်ရသော သင်ကြားနည်းများနှင့် ထိတွေ့ဆက်ဆံမှုကို အစွမ်းကုန်မြှင့်တင်သော သင်ထောက်ကူပစ္စည်းများ အသုံးပြုသည့် အပြင်အဆင် တစ်ရပ်အတွင်း ထိုကျောင်းသား၏ အသေးစိတ်ကျသော လိုအပ်ချက်များကို ဖြည့်စည်းပေးမည့် တစ်ဦးချင်းလိုအပ်မှု အခြေပြု သင်ကြားပို့ချမှု၊
- ကြံရွယ်ထားသည့် ဖတ်ခြင်းနှင့် ရေးခြင်းများကို ဦးတည်သည့် အဓိပ္ပာယ်အခြေပြု သင်ကြားပို့ချမှု၊
- အာရုံခံလမ်းကြောင်း နောက်ထပ်နှစ်ခုကို အသုံးပြုခြင်းကို ပေါင်းစပ်ထားသည့် သင်ကြားပို့ချမှုနှင့်

- ကျောင်းကော်ပိုရေးရှင်း သို့မဟုတ် ပရဟိတကျောင်းမှ သင့်လျော်သလို ဆုံးဖြတ်ထားသည့် အခြားသော သင်ကြားပို့ချမှုဆိုင်ရာ ချဉ်းကပ်နည်းလမ်းများ။

ပြည့်စုံရှင်းလင်းစွာ ဖော်ပြခြင်းနှင့် တိုက်ရိုက်ကျခြင်းဆိုသည်မှာ အယူအဆများအားလုံးကို သင်ကြားပို့ချမှုနှင့် လေ့ကျင့်မှုများသည် လေးနက်ပြီး ရှင်းလင်းရမည်ကို ဆိုလိုသည်။ အဆိုပါ သင်ကြားပို့ချမှုသည် ဆရာ-ကျောင်းသားကြား ဆက်ဆံရေးကို တည်ငြိမ်အောင်လည်း ထောက်ပံ့ပေးရမည်။ ဥပမာအားဖြင့် သရတိုပါ စကားလုံးတစ်လုံးသည် f | l | s သို့မဟုတ် တစ်ခါတစ်ရံတွင် z နှင့် အဆုံးသတ်လျှင် ဗျည်းကို နှစ်လုံးထပ် ထည့်ရကြောင်း ကျောင်းသားများကို ရှင်းပြရာတွင် ဆရာများသည် ပြည့်စုံရှင်းလင်းပြီး တိုက်ရိုက်ကျသည့် သင်ကြားပို့ချမှုဖြင့် သင်ကြားပို့ချပေးရမည် ဖြစ်သည်။ ထို့ကြောင့် “pass” ဆိုသော စကားလုံးတွင် s နှစ်လုံးဖြင့် စာလုံးပေါင်းရခြင်းဖြစ်သည်။

စနစ်ကျပြီး အစီအစဉ်ကျသည့်ဆိုသည်မှာ သင်ခန်းစာနှင့် ပါဝင်အကြောင်းအရာကို သင်ကြားပို့ချရာတွင် သဘာဝကျသည့် အစီစဉ်တစ်ခုအတိုင်း တင်ပြရမည်ဖြစ်ကြောင်းကို ဆိုလိုသည်။ ကြိုတင်မှန်းဆနိုင်သော သင်ခန်းစာအစီအစဉ် တည်ဆောက်ပုံတစ်ခုကို ဆရာများက အသုံးပြုခြင်းဖြင့် ကျောင်းသားများအတွက် ရင်းနှီးကျွမ်းဝင်လာကာ အယူအဆများကို ရှင်းလင်းမှုမှ ရှုပ်ထွေးမှုဆီသို့ တိုးတက်လာစေရန် သင်ကြားပေးသည်။ ဥပမာအားဖြင့် ကျောင်းသားများကို **oyster** ဆိုသည့် စကားလုံးကဲ့သို့သော ပိုမိုခက်ခဲသည့် သရသံများပါသော ရှည်လျားသည့် စကားလုံးများကို ဖတ်ရန်နှင့် စာလုံးပေါင်းရန် မသင်ကြားမီ **bug** ဆိုသည့် စကားလုံးကဲ့သို့ သရသံတိုသာ ပါဝင်သည့် ရိုးရှင်းသော စာလုံးသုံးလုံးပါ စကားလုံးများကို ဖတ်ရန်နှင့် စာလုံးပေါင်းရန် သင်ကြားသည်။

တိုးပွားလာသော ကြားဝင်ဆောင်ရက်မှုများက ကျွမ်းကျင်စွာ တက်မြောက်ကြောင်း သေချာစေရန် လိုအပ်သည့် ထပ်တိုးလေ့ကျင့်မှုနှင့် အားဖြည့်မှုများ ဖြည့်ဆည်းပေးရန် ယခင်သင်ကြားပြီးသည့် ကျွမ်းကျင်မှုများကို ပြန်လည်းဆန်းစစ်မှုတစ်ခု ဆောင်ရွက်ပေးသည်။

ဤအခြေခံသဘောတရားအတွက် ဥပမာတစ်ခုမှာ ဆရာတစ်ယောက်သည် ကျောင်းသားများ ယခင်က သင်ကြားခဲ့ပြီးသည့် စာလုံးအသံများ အားလုံး သို့မဟုတ် အများစုကို နေ့စဉ်အချိန်ပေး၍ ပြန်လည်ဆန်းစစ်ခြင်းဖြစ်သည်။

ရောဂါအမည်တပ်ခြင်း ဆိုသည်မှာ စဉ်ဆက်မပြတ် ဆန်းစစ်မှုများ ပါဝင်သည့် သင်ကြားပို့ချမှုကို ဆိုလိုသည်။ ဥပမာအားဖြင့် ကျောင်းသားတစ်ယောက်က dug ဆိုသော စကားလုံးကို dig ဟူ၍ မှားယွင်းဖတ်လျှင် ဆရာအနေဖြင့် အသံထွက်မှားကို မှတ်ထားပြီး u အသံတိုနှင့် i အသံတိုကို နောက်ထပ်လေ့ကျင့်ပေးရန် အစီအစဉ်ရေးဆွဲရမည်ဖြစ်သည်။

သင်ကြားမှုနှင့် သင်ယူမှုတွင် အာရုံခံစားမှုပေါင်းစုံ ချဉ်းကပ်မှု ဆိုသည်မှာ အကြံပြုချဉ်းကပ်နည်းများ၏ အဓိကအသားပေးဖြစ်သည်။ အမြင်၊ အကြား၊ လှုပ်ရှားမှုနှင့် အထိအတွေ့ပုံစံများကို တပြိုင်နက်သင်ယူခြင်းကို သင်ယူနေသည့် အကြောင်းအရာ၏ ဖြစ်နိုင်ချေကို တိုးမြှင့်ပေးရန် သင်ကြားသည့်လုပ်ငန်းစဉ်တွင် အသုံးပြုသည်။ ဥပမာအားဖြင့် ကျောင်းသားများသည် ၎င်းတို့၏ စာလုံးများကို သင်ယူရာတွင် စာလုံးအမည်ကို ပြောကြသည်၊ စာလုံးအသံထွက်ကို ရွတ်ကြသည်၊ စာလုံးကို ကြည့်ကြသည်။ ထို့နောက် တစ်ချိန်တည်းတွင် စာလုံးကို ကူးယူကြသည်။

စီစဉ်ဆောင်ရွက်ပေးမှုများ ဆိုသည်မှာ

စီစဉ်ဆောင်ရွက်ပေးမှုများသည် ကျောင်းသားတစ်ယောက်၏ တစ်ဦးချင်းသီးသန့်ပညာရေးအစီအစဉ် (IEP) တွင် အရေးကြီးသော အစိတ်အပိုင်းတစ်ခု ဖြစ်သည်။

စီစဉ်ဆောင်ရွက်ပေးမှုဆိုသည်မှာ ညွှန်ကြားချက်နှင့် ဆန်းစစ်ချက်တို့အရ အချိန်ကိုက်မှုနှင့် အချိန်ဇယားချမှု၊ သတ်မှတ်မှု၊ တုံ့ပြန်မှုနှင့် တင်ပြမှုတို့တွင် ပြောင်းလဲမှုတစ်ခုဖြစ်သည်။ ၎င်းက မသန်စွမ်း ကျောင်းသားများအတွက် ပုံမှန်ပညာရေးအတန်းအဆင့် သင်ရိုးညွှန်းတမ်းကို ဆန်းစစ်နိုင်စေမည် ဖြစ်သည်။ စီစဉ်ဆောင်ရွက်ပေးမှုတစ်ခုက သင်ကြားရေး မျှော်လင့်ချက်များကို ပြောင်းလဲမည် မဟုတ်ပါ။

စီစဉ်ဆောင်ရွက်ပေးမှုများက ကျောင်းသားများကို ၎င်းတို့၏ ဗဟုသုတနှင့် ကျွမ်းကျင်မှုများကို ပိုမိုကောင်းမွန်စွာ သရုပ်ဖော်နိုင်စေရန် ညွှန်ကြားချက်နှင့် ဆန်းစစ်ချက်များကို ပိုမိုပြည့်ဝစွာ ပူးပေါင်းပါဝင်နိုင်စွမ်း ရှိစေသင့်သည်။ စီစဉ်ဆောင်ရွက်ပေးမှုများသည် ကျောင်းသားများ၏ အမှီအခိုကင်းမဲ့မှုကို အားပေးမြှင့်တင် ထောက်ပံ့ပေးသင့်သော်လည်း မှီခိုမှုအဖြစ် မဖန်တီးသင့်ပါ။ စီစဉ်ဆောင်ရွက်ပေးမှုများအား နေ့စဉ်ညွှန်ကြားချက်နှင့် ချိန်ညှိသင့်ပြီး နေ့စဉ်ညွှန်ကြားချက်၏ အစိတ်အပိုင်းတစ်ခု ဖြစ်သင့်ပါသည်။ နေရာထိုင်ခင်းများအား ကျောင်းသားတစ်ယောက်အတွက် အားသာချက်တစ်ခုအဟုတ်ပါ။ တန်းတူညီတူယှဉ်ပြိုင်နိုင်ရန်အတွက်သာ ဖြစ်ပါသည်။ နေရာထိုင်ခင်းတစ်ခုအား စစ်ဆေးမှု သို့မဟုတ် ဆန်းစစ်မှုအတိုင်းအတာများထက် သိသာထင်ရှားသော နည်းလမ်းတစ်ခုဖြစ် မပြောင်းလဲသင့်ပါ။

မိဘများ ပါဝင်သော အကြောင်းကိစ္စ ညှိနှိုင်းဆောင်ဆွေးနှွေးမှုကော်မတီအား ကျောင်းသားတစ်ဦးချင်း၏ လိုအပ်ချက်များအပေါ်မူတည်၍ စီစဉ်ဆောင်ရွက်ပေးခြင်းမျိုး ဖြစ်ရမည်ဖြစ်သော်လည်း မသန်စွမ်းအမျိုးအစား၊ သင်ကြားပို့ချမှုအဆင့် သို့မဟုတ် ပရိုဂရမ်ဆက်တင်အပေါ်တွင် အခြေမခံသင့်ပါ။ စီစဉ်ဆောင်ရွက်မှုများအား ကျောင်းသား၏ တစ်ဦးချင်းသီးသန့်ပညာရေးအစီအစဉ် (IEP) တွင် မှတ်တမ်းတင်ထားသည်။

စီစဉ်ဆောင်ရွက်မှုများအား ပုံမှန်အသုံးပြုပေးသင့်ပြီး ပြည်နယ်အဆင့် ဆန်းစစ်အကဲဖြတ်မှုဆိုင်ရာ စီမံကွပ်ကဲရေး လုပ်ငန်းစဉ်အတွင်း ပထမဆုံးအကြိမ် မိတ်ဆက်ခြင်းမျိုး မဖြစ်သင့်ပါ။ စာသင်ခန်း ညွှန်းကြားချက် သို့မဟုတ် ဆန်းစစ်ချက်အတွက် ဖြည့်ဆည်းပေးသည့် အချို့သော စီစဉ်ဆောင်ရွက်မှုများအား ပြည်နယ်အလိုက် သို့မဟုတ် တစ်နိုင်ငံလုံး ဆန်းစစ်မှုများတွင် ခွင့်မပြုသင့်ပါ။ မသန်စွမ်းကျောင်းသားများအတွက် စစ်ဆေးမှုများ အသုံးပြုပုံ သတင်းအချက်အလက်အင်ဒီယာနာပြည်နယ် ပညာရေးဌာန၏ အထူးပညာရေးဝန်ဆောင်ခွင့် တွေ့ရှိနိုင်ပါသည်။

အဆင်ပြေသော စီစဉ်ဆောင်ရွက်ရန် ဥပမာများ

အောက်ဖော်ပြပါ စီစဉ်ဆောင်ရွက်မှုများသည် စာဖတ်ခက်ရောဂါ၏ တိကျသော ဝိသေသလက္ခဏာများ ပြသနေသည့် တိကျသော သင်ကြားရေးဆိုင်ရာ မသန်စွမ်းမှုရှိသည့် ကျောင်းသားတစ်ဦးအတွက် သင့်လျော်နိုင်ပါသည်။ အမျိုးအစားတစ်ခုစီတွင် ဥပမာများ ပါဝင်ကောင်းပါဝင်နိုင်ပါသည်။ ဤအရာသည် ပြီးပြည့်စုံသော စာရင်းတစ်ခုမဟုတ်ပါ။ IDOE သည် တစ်ခုကိုကျော်လွန်၍ အခြားသော စီစဉ်ဆောင်ရွက်မှုတစ်ခုကို ထောက်ခံချက် ပေးနေခြင်း မဟုတ်ပါ။ ကျောင်းသားများသည် ဤအရင်းမြစ်စာမျက်နှာပေါ်တွင် စာရင်းလုပ်ထားသော စီစဉ်ဆောင်ရွက်မှုများတိုင်းကို မလိုအပ်ပါ။ စီစဉ်ဆောင်ရွက်မှုများသည် ကျောင်းသားတစ်ဦးချင်းအလိုက် သီးသန့်ဖြစ်သင့်ပါသည်။

<p>အချိန်ကိုက်ခြင်းနှင့် အချိန်ဇယားဆိုင်ရာ စီစဉ်ဆောင်ရွက်မှုများ</p> <ul style="list-style-type: none"> • ချိန်ပို • လုပ်ချိန်ကို ပိုင်းခြားခြင်း သို့မဟုတ် ဆင်တူရာစုခြင်း • ဝမ်းစာများအတွက် အချိန်ပိုပေးခြင်း
<p>စာဖတ်ရန်အတွက် စီစဉ်ဆောင်ရွက်မှုများ-</p> <ul style="list-style-type: none"> • စာအုပ်များကို အသံကျယ်ကျယ်ဖတ်ဆိုရန် အသံထွက်စာအုပ်များကို အသုံးပြုပါ • စာမဖတ်ခင်တွင် ပုံများကြည့်ကာ စာအုပ်များအကြိုဇာတ်လမ်းကို အသံကျယ်ကျယ်ဖတ်ရန်အတွက် ဗွီဒီယိုကို အသုံးပြုပါ • ပုံပြင် သို့မဟုတ် စာပိုဒ်များကို အဖော်နှင့်ဖတ်ပါ • ရာမှ အသံကျယ်ကျယ်ဖတ်ပါ • စာမဖတ်ခင် အကြိုဇာတ်လမ်းကို ဖတ်ပါ • စာမဖတ်ခင်တွင် စာပိုဒ်ထဲတွင်ပါသော အထူးဝေါဟာရဆိုင်ရာ စကားလုံးများကို ကြိုတင်မိတ်ဆက်ပေးပါ • ခန်းထဲတွင် ကျောင်းသားများကို အသံကျယ်လောင်စွာ စာဖတ်ရန် မတောင်းဆိုရသော်လည်း ကျောင်းသားများကို မိမိဆန္ဒအလျောက် နှုတ်ဖြင့်စာဖတ်ရန်ကို ခွင့်ပြုပေးပါ
<p>စာသင်ခန်းရုံးကျင် စီစဉ်ဆောင်ရွက်မှုများ</p> <ul style="list-style-type: none"> • သန့်သန့်ရှင်းရှင်း ရှိရမည်ဖြစ်ပြီး သင်ကြားရေး ဘေးပတ်ဝန်းကျင်တွင် မလိုအပ်သော ပစ္စည်းများကို ဝေးဝေးထားပါ • စိတ်အနှောင့်အယှက်ဖြစ်ခြင်းကို လျှော့ချနိုင်စေရန် နှစ်သက်ရာတွင် ထိုင်ပါစေ • ရာမှ ကြိုတင်တွက်ဆနိုင်စေရန် စာသင်ခန်း၏ လုပ်ရိုးလုပ်စဉ်များကို ထိန်းသိမ်းထားပါ • စာသင်ခန်းထဲတွင် မျက်မြင်တွေ့နိုင်သော စာတန်းများကို အသုံးပြုပါ

- စာသင်ခန်းထဲတွင် လုပ်ထုံးများနှင့် ပစ္စည်းများအတွက် မျက်မြင်တွေ့နိုင်သော သင်ကြားပို့ချမှုများနှင့် မျက်မြင်တွေ့နိုင်သော လမ်းညွှန်များကို အသုံးပြုပါ

စာရေးသားမှုဆိုင်ရာ သင်ကြားပို့ချမှု စီစဉ်ဆောင်ရွက်မှုများ

- ကြောင်းအရာအတွက် ကျောင်းသားစကားလုံးကို အမျိုးအစားခွဲပြီး စာလုံးပေါင်း အိမ်စာများမှလွဲ၍ ရေးသားခြင်းအိမ်စာများတွင် စာလုံးမပေါင်းခိုင်းရပါ
- ရှည်လျားသော အိမ်စာများအတွက် အသံထွက်ဖြင့်စာရိုက်သည့် ဆော့ဖ်ဝဲကို အသုံးပြုပါ
- ရေးသားရမည့် အိမ်စာများတွင် စာရေးကိုအသုံးပြု၍ နှုတ်ထွက်အဖြေများကို လက်ခံပါ သို့မဟုတ် နှုတ်ထွက်အဖြေကို လူကြီးမှ ရေးသားပေးခြင်းကို လက်ခံပါ
- စစ်ဆေးမှုများနှင့် အိမ်စာများတွင် စကားလုံးဘဏ်နှင့် ကွက်လပ်ဖြည့်မေးခွန်းများကို အသုံးပြုပါ
- မိတ္တူကူးရသည့်လိုအပ်ချက်ကို အနည်းဆုံးဖြစ်အောင်လုပ်ပါ
- ရာမှတ်စုကို မိတ္တူတစ်ခု ပေးပါ
- ရေးသားခြင်း အိမ်စာအတွက် ကွန်ပျူတာ/တက်ဘလက်ပေါ်ရှိ စာလုံးပေါင်းနှင့် သဒ္ဒါ ဆော့ဖ်ဝဲကို အသုံးပြုပါ

သင်ကြားပို့ချမှုဆိုင်ရာ စီစဉ်ဆောင်ရွက်မှုများ

- ရှည်လျားသော အိမ်စာများကို အပိုင်းသေးများ သို့မဟုတ် စီမံဆောင်ရွက်နိုင်သော အပိုင်းများဖြစ်အောင် ပိုင်းဖြတ်ပါ
- လုပ်ငန်းစဉ်အရ အိမ်စာများအပေါ် မကြာခဏ တိကျသော ဆရာတုံ့ပြန်ချက် ပေးပေးပါ
- ဖြစ်နိုင်လျှင် လက်တွေ့သင်ကြားခြင်း အတွေ့အကြုံ ပေးပေးပါ
- သတင်းအချက်အလက် ပိုမိုမှတ်မိနိုင်စေရန် နေ့စဉ်ထပ်များနှင့် လက်စွဲပစ္စည်းများကို ဖွံ့ဖြိုးအောင် လုပ်ဆောင်ပါ
- ပစ္စည်းသစ်များကို နားလည်နိုင်စေရန် မကြာခဏလေ့ကျင့် စစ်ဆေးပေးပါ
- ယခင်သင်ကြားပြီးသော ကျွမ်းကျင်မှုများကို စဉ်ဆက်မပြတ် လေ့ကျင့်ပေးပါ
- မှတ်တမ်းတင်ထားသော သင်ခန်းစာများကို ထပ်ကာထပ်ကာ ပြန်လည်ဆန်းစစ်ရန်အတွက် ခွင့်ပြုပါ
- စာသင်ခန်းတွင်း ဆွေးနွေးမှုများတွင် နှုတ်ထွက် တုံ့ပြန်မှုများအတွက် အချိန်ပိုပေးပါ
- ကြောင်းအရာကို သင်ယူရန် ဗီဒီယိုဖြင့် ကိုယ်တိုင်ကိုယ်ဟန်ပြခြင်းကို အသုံးပြုပါ
- ရေးသားထားသော သင်ကြားပို့ချမှုကို နှုတ်ထွက်သင်ကြားပို့ချမှုများနှင့် ပေါင်းစပ်ပြီး နားလည်မှုကို စစ်ဆေးနိုင်ရန် ဆက်လက်ဆောင်ရွက်ပါ

အိမ်စာလုပ်စရာများကို နည်းနည်းချင်းစီ ခွဲလုပ်ပါ

- င်များသော ညွှန်ကြားချက်များကို သေးငယ်သော အစိတ်အပိုင်းများအဖြစ် ခွဲစိတ်ပါ
- ချက်ချင်းလုပ်ဆောင်ရမည်များနှင့် လမ်းညွှန်ချက်များအတွက် စာသားအစာ မျက်မြင်တွေ့နိုင်သည့် မြင်ကွင်းများကိုအသုံးပြုပါ
- ရှည်လျားသော အဖြေများအတွက် အသံဖမ်းစက်များကို အသုံးပြုပါ
- သံဖြင့် စာရိုက်နိုင်သည့် ဆော့ဖ်ဝဲကို အသုံးပြုပါ
- သံဖြင့် စာရိုက်နိုင်သည့် ဆော့ဖ်ဝဲကို အသုံးပြုပါ
- စာမျက်နှာတစ်ခုပေါ်တွင် မေးခွန်းနည်းနည်းသာပေးပြီး တူညီသော ပမာဏအတိုင်း အိမ်စာများကို ပေးပါ
- ကြမ်းလုပ်ဆောင်ချက်များကို လက်ခံပေးပြီး တုံ့ပြန်ချက်ပေးပါ။ ဆင့်ခွဲရန်အတွက် ပြင်ဆင်ထားသော ကြမ်းလုပ်ဆောင်ချက်များကို လက်ခံပါ
- ဝမ်းစာမပြီးမြောက်ခင် ကျောင်းသားများနှင့်အတူ လမ်းညွှန်များကို ပြန်လည်ဆန်းစစ်ပြီး မိကစကားလုံးများကို ရောင်စုံမင်သားပါ

အဖွဲ့အစည်းများဆိုင်ရာ စီစဉ်ဆောင်ရွက်မှုများ

- သင်ရိုးညွှန်းတမ်း သို့မဟုတ် စီမံကိန်းချိန်ကိုက်မှုကို ကြိုတင်ပေးထားပါ
- စစ်ဆေးမှုများနှင့် စီမံကိန်းများကို ကြိုတင်ကြေညာပါ
- ချိန်ကို သိနိုင်စေရန် အချိန်ရေတွက်သည့်နို့စက်ကို အသုံးပြုပါ
- ရက်ပေါင်းများစွာလုပ်ထားသော အိမ်စာများကို ခြေရာခံနိုင်စေရန် စည်းရုံးရေးမှူးတစ်ဦးကို အသုံးပြုပါ
- ရောင်စုံသတ်မှတ်ခြယ်သထားသော အိမ်စာများသည် အရွယ်ရောက်ပြီးသူ၏ စစ်ဆေးမှုပါဝင်သည့် နေ့စဉ်အစီအစဉ်ကို အသုံးပြုပါက ရက်ပေါင်းများစွာ အလုပ်ဖြစ်သည် (ဥပမာ - သင်္ချာကို အစိမ်းရောင် ဖိုင်တွဲ သို့မဟုတ် စာရွက်လွတ်ထည့်ရန် သေတ္တာဖြင့်၊ ဖတ်စာကို လိမ္မော်ရောင် ဖိုင်တွဲ သို့မဟုတ် စာရွက်လွတ်ထည့်ရန် သေတ္တာဖြင့်)

စစ်ဆေးရန်အတွက် စီစဉ်ဆောင်ရွက်မှုများ

- ချိန်ပို
- ပျော့လွယ်ပြင်လွယ်ရှိသော စစ်ဆေးချိန် (ဥပမာ၊ စစ်ဆေးချိန် တူညီသော်လည်း သေးငယ်သော စစ်ဆေးရန် အပိုင်းများအဖြစ် စိတ်ပိုင်းထားမှုနှင့် ရှည်လျားသော တစ်ကြိမ်တစ်ခါ စစ်ဆေးမှု)
- စစ်ဆေးနေစဉ်အတွင်း ခတ္တနားခွင့်ပေးပါ
- စစ်ဆေးသည့် နေရာတွင် အာရုံနှောင့်ယှက်မှုကို လျော့ချပါ သို့မဟုတ် ဖယ်ရှားပါ

- ဝှံ့ငယ်များ သို့မဟုတ် တစ်ဦးချင်းသီးသန့်ဖြင့် စစ်ဆေးမှုများ
 - သံဆူညံမှုကို ပိတ်ပင်ပေးသည့် နားကြပ်များအသုံးပြုပါ
 - ဝှံ့သဖြင့် နားလည်မှုဆိုင်ရာ ကျွမ်းကျင်မှုကို စစ်ဆေးချိန်တွင် စစ်ဆေးမှု အကြောင်းအရာကို ကျယ်လောင်စွာ ဖတ်ပါ
 - စစ်ဆေးမှု မေးခွန်းများကို တစ်ကြိမ်တွင် တစ်ခု သို့မဟုတ် အပိုင်းငယ်များ ခွဲပေးပါ
- စစ်ဆေးမှုများ သို့မဟုတ် စစ်ဆေးမှုငယ်များကို မတူညီသော အစီအစဉ်တစ်ခု သို့မဟုတ် အစီအစဉ်ကို ပြောင်းလဲ၍ စစ်ဆေးရန် (ခွင့်ပြုချိန်တွင်) ကျောင်းသားကို ခွင့်ပြုပါ

အခြားသော စီစဉ်ဆောင်ရွက်မှုများ

- မျှော်လင့်ထားသည့် အရာအတွက် ဥပမာများ ပေးပါ (ဆရာစာသားနှင့် ပြီးမြောက်ထားပြီးသော အလုပ်နမူနာများကဲ့သို့သော)
- အယူအဆအသစ်တစ်ခုအား ကျောင်းသားများသို့ ရှင်းပြရန် ရုပ်ထွက်ပိုင်းဆိုင်ရာနှင့် ပုံနှိပ်ခြင်းဆိုင်ရာ ဗဟုသုတမြေပုံများကို အသုံးပြုပါ
- ရှင်းလင်းသည့် ထုတ်ပြန်ချက်များနှင့် ရိုးရှင်းစွာ ရေးသားထားသော လမ်းညွှန်ချက်များကို ပေးပါ
- စာသားတွင် အရေးကြီးသည်များကို ရောင်စုံမင်သားပါ
- ပစ္စည်း သို့မဟုတ် လမ်းညွှန်ချက်အသစ်တစ်ခုကို ရှင်းပြရာတွင် အေးအေးမှန်မှန် ဘာသာစကားကို အသုံးပြုပါ

English

Overview of Senate Enrolled Act 217 for Parents and Families

Beginning with the 2019-2020 school year, Indiana's public and charter schools must meet added requirements to identify, as early as possible, struggling readers who show risk factors for dyslexia and then provide systematic, sequential, and multisensory instruction to meet their needs.

All students in grades kindergarten through second grade will undergo universal screener to check their skills in six different areas. These areas are: phonological and phonemic awareness (ability to separate and change sounds in words), alphabet knowledge (name different letters), sound symbol relationship (phonics), decoding (reading), rapid naming (quickly name common objects), and encoding (spelling).

Students who fall below a set score, or benchmark on the universal screener will be found "at risk" and "at some risk" for the characteristics of dyslexia and get extra help to learn these skills.

Schools will meet with families of the students who scored below benchmark to share the child's screener scores and seek parent permission to give another screener, a Level I Screener, which will acquire information on the student's skills and where to start the intervention.

Schools will also share information on the characteristics, interventions, and accommodations for students at risk or at some risk for the characteristics of dyslexia. Schools will also share a statement that parents may request a full educational evaluation. The Level I Screener is NOT a special education screener and your child taking the Level I Screener DOES NOT mean your child will be in special education. The Level I Screener will help the teacher figure out how to better help your child learn to read. A full educational evaluation is what is used to see if a child would be part of a special education program.

After the teacher gives your child a Level I Screener, the teacher and school will use the results of the screener to give your child extra lessons in their area of need. These lessons will show new and different ways of learning the skills needed to be a successful reader.

Throughout the year, schools will give parents updates on how your child is doing. The school may also ask your permissions to give an additional screener, a Level II Screener, so they can get more information on the student's progress and continue to track the student's skills.

None of this extra help or instruction means your child is receiving special education support.

At any point during this process, parents or the school may request a full special education evaluation to see if their child may qualify with a specific learning disability that is definitive of dyslexia.

Breakdown of the Definition of Dyslexia

The definition for dyslexia in Indiana law is as follows: “ ‘Dyslexia’ means a specific learning disability that: is neurological in origin and characterized by difficulties with accurate fluent word recognition; and poor spelling and decoding abilities; typically results 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; may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge; and may require the provision of special education services after an eligibility determination is made in accordance with 511 IAC 7-40.”

Part One: Dyslexia is distinguished from other learning disabilities due to weaknesses occurring at the phonological level. A student who has a weakness at the phonological level has difficulty manipulating units of oral language such as words, syllables, or individual sounds. One of the more complex skills at the phonological level is being able to blend and segment individual sounds. This is called phonemic awareness. An example of a phonemic awareness task is giving a student three sounds to blend together such as c-a-t, the student produces the word cat. A student with dyslexia may struggle with this task and produce the word *cap* instead of *cat*. Students with dyslexia who have a significant weakness at the phonological level will have difficulty acquiring basic foundational reading skills.

Part Two: Dyslexia is a Specific Learning Disability. This means the student struggles with basic early reading and language problems. Dyslexia is neurobiological in nature and not due to educational or environmental factors. Family history is one of the strongest risk factors for struggling readers and developing the characteristics of dyslexia. Today, we have scientific evidence supporting our understanding that dyslexia is caused by a difference in how the brain processes phonological information.

Part Three: Dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. In the classroom, students with dyslexia may struggle with decoding or sounding out words, reading words accurately and fluently, and developing basic spelling skills. These basic literacy skills typically develop in kindergarten through second grade, but may remain a challenge for a student with dyslexia as they progress through school.

Part Four: These struggles 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. Typically, the reading difficulties a student with the characteristics of dyslexia experiences are not expected in relation to the strengths the student demonstrates in other academic areas. For example, a student with dyslexia struggles with basic reading skills, but may demonstrate average or above average academic ability in other subjects. Additionally, the difficulties a student with dyslexia experiences are not expected given the student has been provided the same effective classroom instruction as peers who are making adequate grade level progress.

Part Five: Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. For the student with the characteristics of dyslexia, the inability to decode fluently and accurately may impair the ability to comprehend text. Because of this challenge, the student with characteristics of dyslexia who has not received appropriate intervention may read less, and therefore have less opportunity to develop vocabulary, background knowledge, and less practice at reading to comprehend.

Indicators of Struggling Readers or “At Risk” or “At Some Risk” for the Characteristics of Dyslexia

It is important to note that students with characteristics of dyslexia are not the same. While students often share common characteristics, the severity of the characteristics of the disability will vary greatly among individuals.

According to most experts, the characteristics of dyslexia manifest differently from childhood to adulthood. Someone does NOT need to exhibit all the characteristics listed below to be considered a struggling reader or “at risk” or “at some risk” for the characteristics for dyslexia.

Indicators and Characteristics of Dyslexia in Preschool

In preschool, children with dyslexia may exhibit some common characteristics, which include, but are not limited to: delayed speech, slow vocabulary growth, inconsistent memory for words, lists or directions, mispronunciation of words and names, poor letter-sound recall, and difficulty learning the alphabet letter names, forms, and sounds.

Indicators and Characteristics of Dyslexia in Kindergarten and First Grade

Children with dyslexia in kindergarten and first grade may demonstrate difficulty with developing basic foundational reading skills which may include, but are not limited to: producing rhyming words, identifying and manipulating the individual speech sounds in spoken words (phonemic awareness), remembering the names of letters and recalling them quickly, recalling the sounds the letters represent, recognizing common words by sight, and using the sounds of letters to spell so words can be recognized by the teacher.

As “typically developing readers” in the classroom context, students with dyslexia may progress more slowly and continue to struggle. It is not uncommon for students who struggle at this age to recognize their weaknesses with reading and begin to develop anxiety or try to avoid reading altogether.

Indicators and Characteristics of Dyslexia in Second and Third Grade

During second and third grade, students with characteristics of dyslexia may have learned some skills, but they typically continue to demonstrate difficulties with reading, writing, and spelling. These students may still struggle with the skills listed above. Additionally, identifying sight words automatically continues to be problematic as well as sounding out or decoding words. Spelling may be affected with sounds omitted, letters used incorrectly for sounds, and misspellings of sight words such as *said*, *that*, and *why*.

Indicators and Characteristics of Dyslexia in Upper Elementary Grades

In upper elementary grades, students with dyslexia may continue to demonstrate some of the core characteristics of dyslexia listed in the previous grade bands.

These students may also experience difficulty with timed oral reading fluency tests that require a student to read aloud for one minute and dysfluent reading may persist, even after or while receiving appropriate instruction and intervention.

Indicators and Characteristics of Dyslexia in Middle and High School

Middle and high school students with dyslexia may experience a slower reading rate, which may result in an increased time needed to complete literacy tasks when compared to their peers without dyslexia. For many students, note-taking, time management, and organization are often an issue at this stage.

Indicators and Characteristics of Dyslexia in College and Adults

College students with dyslexia typically need accommodations for slow reading rate, note-taking difficulties, and problems with written expression.

Recommended Instructional Approaches

In addition to scientifically-based core instruction in the general education classroom, students identified “at risk” or “at some risk,” need evidence-based instruction to address the students’ area(s) of deficit.

Senate Enrolled Act 217 gives recommended instructional approaches on to how to address these deficits. Schools are encouraged to choose or create interventions that include all of the recommended approaches listed below.

The recommended instructional approaches are:

- Explicit, direct instruction that is systematic, sequential, cumulative, and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills of knowledge;
- Individualized instruction to meet the specific needs of the student in a setting that uses intensive, highly concentrated instruction methods and materials that maximize engagement;
- Meaning based instruction directed at purposeful reading and writing;
- Instruction that incorporates the use of two of more sensory pathways; and
- Other instructional approaches as determined appropriate by the school corporation or charter school.

Explicit and direct means instruction and practice of all concepts is thoughtful and clear. This instruction also provides a constant teacher-student interaction. For example, teachers provide explicit and direct instruction when they explain to students that when a one syllable word with a short vowel ends in f, l, s, or sometimes z, we double the consonant. This is why we spell the word “pass” with two s’s.

Systematic and sequential means instruction during the lesson and its content are presented in a logical order. Teachers use a predictable lesson plan structure that students become familiar with and the concepts taught progress from simple to complex. For example, students are taught to read and spell simple three letter words that contain a short vowel sound like in the word **bug**, before they are taught to read and spell longer words that contain more difficult vowel sounds and patterns like in the word **oyster**.

Cumulative interventions provide a review of previously taught skills to provide the additional practice and reinforcement necessary to ensure mastery. An example of this principle is a teacher who provides time each day to review all or many of the letter sounds that students have been previously taught.

Diagnostic means instruction includes continuous assessment. For example, if a student misreads the word dig for dug, the teacher should record the miscue and plan to provide additional practice with short u and short i.

Multisensory approach of teaching and learning is a major emphasis of the recommended approaches. Simultaneous visual, auditory, kinesthetic, and tactile modalities are used in the learning process to increase the likelihood of the content being learned. For example, when students are learning their letters, they say the name of the letter, the sound the letter makes, see the letter, and trace the letter at the same time.

Accommodations Explained

Accommodations are an important component of a student's Individualized Education Program (IEP).

An accommodation is a change in timing and scheduling, setting, response, and presentation regarding instruction and assessment. This ensures access to the general education grade level curriculum for students with disabilities. An accommodation does not change learning expectations.

Accommodations should enable students to participate more fully in instruction and assessments to better demonstrate their knowledge and skills. Accommodations should foster and facilitate independence for students, not create dependence. Accommodations should be aligned with and part of daily instruction. Accommodations do not give an advantage to a student but rather level the playing field. An accommodation should not alter, in any significant way, what the test or assignment measures.

The case conference committee, which includes the parent, must base an accommodation on the individual needs of the student and not the category of the disability, level of instruction, or program setting. Accommodations are documented in the student's IEP.

Accommodations should be used regularly and not be introduced for the first time during the administration of a state assessment. Some accommodations provided for classroom instruction or assessment may not be allowed on statewide or national assessments. Information on the use of test accommodations for students with disabilities can be found in the Indiana Department of Education's special education website.

Examples of Accommodations

The following accommodations may be appropriate for a student with a Specific Learning Disability that is exhibiting the characteristics definitive of dyslexia. Each category contains examples that MAY be included. This is not an exhaustive list. IDOE is not endorsing any one accommodation over another. Students DO NOT need every accommodations listed on this resource page. Accommodations should be individualized to the student.

Timing and Scheduling Accommodations

- Extending time
- Segmenting or chunking work time
- Providing extended time on assignments

Reading Accommodations:

- Use of audio books for read aloud of books
- Use of video for read aloud of books preview story through pictures prior to reading
- Read story or passages with partner
- Teacher read aloud
- Preview story before reading
- Introduce specific vocabulary words used in passage before reading
- Do not insist that students read aloud in class but allow the student to volunteer for oral reading

Classroom Environment Accommodations

- Cleaned up and put away unnecessary materials in learning environment
- Preferred seating to reduce distractions
- Teacher maintains classroom routines for predictability
- Uses visual labels in classroom
- Use visual instructions and visual directions for procedures and materials in the classroom

Writing Instruction Accommodations

- Student word graded for content and not spelling on writing assignments except on spelling assignments
- Use speech to text software on longer assignments
- Accept oral answers on writing assignments use of scribe or allow adult to write oral answer
- Use fill-in-the-blank questions with word bank on tests and assignments
- Minimize need of copying
- Provide a copy of teacher's notes
- Use of spelling and grammar software on computer/tablet for writing assignment

Instructional Accommodations

- Break long assignments into smaller or manageable parts
- Provide frequent and specific teacher feedback on assignments throughout the process
- Create hands-on learning experiences when possible
- Develop rhymes and mnemonic devices to increase retention of information
- Give frequent practice and checks for understanding of new material
- Continual practice of previously taught skills
- Access to recorded lessons to allow for repeated review
- Extra time for oral responses in classroom discussions
- Use video self-modeling to learn content
- Accompany written instruction with oral instructions and follow-up to check for understanding

Homework Accommodations

- Break down large assignments into smaller chunks
- Break multi-step directions into small parts
- Use visuals for prompts and directions instead of text
- Use of voice recorder for longer answers
- Use of speech to text software
- Providing fewer questions on a page but same amount of assignments
- Accept drafts of work and providing feedback, Accept corrected draft work for a grade
- Before completing homework, review directions with student and highlight key words

Organizational Accommodations

- Providing syllabus or project pacing guide ahead of time
- Announce tests and projects in advance
- Use a countdown timer to track time
- Use an organizer to track assignments worked on over multiple days
- Color coding assignments worked on over multiple day (e.g. math goes in a green folder or binder, reading goes in an orange folder or binder), using of daily planner with adult check

Testing Accommodations

- Extended test time
- Flexible test time (E.g., same amount of test time, but broken up into smaller testing sessions vs. one long test session)
- Allow additional breaks during the testing period
- Reduce or remove distraction in testing area
- Tests in a small group or individually
- Uses sound blocking headphones
- Reads aloud test content, especially when testing comprehension skills
- Give test questions one at a time or in smaller chunks
- Allow the student to take test in a different order or change the order of tests or subtests (when allowed)

Other Accommodations

- Provide examples of what is expected (such as mentor text and completed work samples)
- Use of visual and graphic organizers to explain new concepts to students
- Provide clarifying statements and simplified written directions
- Highlight important information in text
- Use slow and deliberate language when explaining new material or directions

Falam

French

Hakha

Mandarin

针对家长和家庭的参议院登记法案 217 概览

从 2019-2010 学年开始，印第安纳州的公立学校及特许学校必须达到额外的要求，尽早识别出有阅读障碍风险因素的阅读困难的学生，并提供系统、连续且多感官的教学，以满足他们的要求。

所有从幼儿园到二年级的学生将接受普遍的筛查，以查看他们在六个不同领域的技能。这些领域包括：语音和音位意识（拆分和改变单词发音的能力）、字母表知识（读出不同的字母）、语音符号关系（声学）、破译（阅读）、快速命名（快速命名常见对象）和编码（拼写）。

低于通用筛查设定分数或基准的学生将被认为存在具有阅读障碍特征的“风险”和“一些风险”，需要获得额外的帮助来学习这些技能。

学校将与得分低于基准水平的学生的家长会面，分享学生的筛查分数，并征得家长的同意以提供另一项筛查 (Level I Screener)，该筛查将获取学生的技能信息，以及从哪里开始干预。

学校还将为存在具有阅读障碍特征的风险或一些风险的学生提供有关特征、干预措施和调节的信息。学校还将分享声明，即家长可能要求进行全面的教育评估。Level 1 Screener 不是特殊教育筛查，您的孩子接受 Level I Screener 并不意味着您的孩子将接受特殊教育。Level I Screener 将帮助教师找出更好的帮助您的孩子学习阅读的方法。全面的教育评估用来观察孩子是否要加入特殊教育计划。

教师为您的孩子提供 Level I Screener 后，教师和学校将使用筛查结果为孩子提供他们所需领域的额外课程。这些课程将展示成为一个成功阅读者所需的学习技能的全新且不同的方法。

学校将全年为家长提供孩子的最新情况。学校可能还征求您的同意，以为孩子提供额外的筛查 (a Level II Screener)，以便他们可以获得更多关于学生进步的信息，并继续跟踪学生的技能。

这些额外的帮助或教学并不意味着您的孩子正在接受特殊教育支持。

在此过程中的任何时候，父母或学校可能要求进行全面的特殊教育评估，以观察他们的孩子是否患有特定的学习障碍，即阅读障碍的明确表现。

阅读障碍定义的分类

印第安纳州法律中的阅读障碍定义如下：“‘阅读障碍’意思是特殊的学习障碍，其根源在于神经系统，特征是难以准确流利地识别单词；拼写和破译能力差；通常是由语言音系成分的缺失导致，而这种缺失往往与其他认知能力和有效课堂教学的提供有关；可能包括阅读理解的问题和阅读体验的减少，这些可阻碍词汇和背景知识的提升；在根据 511 IAC 7-40 做出资格决定之后，可要求提供特殊教育服务。”

第一部分：阅读障碍与其他学习障碍的区别在于音系层上的缺陷。在音系层上有缺陷的学生很难控制口头语言单位，如单词、音节或单个发音。音系层上更复杂的技能之一是能够混合和分割单个的发音。这被称为音位意识。音位意识任务的一个示例就是，让学生将三个发音混合在一起（如 c-a-t），则学生能创造出 *cat* 这个单词。患有阅读障碍的学生可能很难完成这项任务，他们会创造出 *cap* 这个词，而非 *cat*。患有阅读障碍的学生，如果在音系层有明显缺陷，将很难获得基本的阅读技能。

第二部分：阅读障碍是一种特殊的学习障碍，其根源在于神经生物学。这意味着学生在早期阅读和语言方面遇到了一些基本问题。阅读障碍本质上是一种神经生物学现象，而不是由教育或环境因素造成的。家族史是造成阅读困难和阅读障碍特征的最大风险因素之一。阅读障碍是由于大脑处理语音信息的方式不同造成的，如今，我们有科学证据支持我们的理解。

第三部分：阅读障碍的特点是难以准确和/或流利地识别单词，拼写和破译能力差。在课堂上，患有阅读障碍的学生可能难以准确且流利地破译或按照发音念单词、读出单词或培养基本拼写技能。这些基本的文化技能通常在幼儿园至二年级时培养，但对于一个患有阅读障碍的学生来说，在他们在学校的学习过程中可能依然是一个挑战。

第四部分：这些困难通常是由语言音系成分的缺失导致，而这种缺失往往与其他认知能力和有效课堂教学的提供有关。一般来讲，具有阅读障碍特征的学生的阅读困难与其在其他学术领域表现出的优势是不相关的。例如，患有阅读障碍的学生在基本阅读技能方面有困难，但可能在其他学科上表现出中等或中等以上的学术能力。此外，患有阅读障碍的学生不会遇到困难，因为他们已经获得了与取得足够的年级水平进步的同龄人相同的有效课

堂教学。

第五部分：次要的后果可能包括阅读理解问题和阅读体验的减少，这会阻碍词汇和背景知识的提升。对于有阅读障碍特征的学生来说，不能流利准确地破译可能会损害理解文本的能力。由于此挑战，有阅读障碍特征，且尚未获得恰当干预的学生可能阅读较少，因此培养词汇、背景知识的机会较少，阅读理解的练习也较少。

阅读困难者或“有风险”或“有一些风险”具有阅读障碍特征的指标

值得注意的是，具有阅读障碍特征的学生并不相同。尽管这些学生通常都有共同的特征，但障碍特征的严重程度因人而异。

据大多数专家称，从童年到成年时期，阅读障碍的特征表现不同。一个人不需要展示下面列出的所有特征，就可以被认为有阅读困难或“有风险”或“有一些风险”具有阅读障碍特征。

学龄前儿童阅读障碍的指标和特征

在**幼儿园**，患有阅读障碍的儿童可能具有一些共同特征，包括但不限于：语言迟缓、词汇增长缓慢、对单词、列表或方向的记忆不一致、单词和名称发音错误、对字母发音的记忆力差，以及学习字母表中字母的名称、形式和发音有困难。

幼儿园和一年级的阅读障碍指标和特征

幼儿园和一年级患有阅读障碍的儿童可能在培养基本阅读技能方面表现出困难，包括但不限于：创造押韵的单词、识别并控制口语中的单个语音（音位意识）、记住字母的名字并快速回忆、回忆字母所代表的发音、通过视觉识别普通单词，并使用字母的发音来拼写出老师能够识别的单词。

作为课堂环境中的“正常发展的阅读者”，患有阅读障碍的学生可能进步得更慢且困难不断。这个年龄段的学生认识到他们阅读的弱项并开始焦虑或试图完全逃避阅读，这种情况并不罕见。

二年级和三年级的阅读障碍指标和特征

在二年级和三年级，具有阅读障碍特征的学生已学习了一些技能，但他们通常会在阅读、写作和拼写方面继续表现出困难。这些学生可能仍然难以掌握上面列出的技能。此外，自动识别视觉单词以及在按照发音念出单词或破译单词方面仍然是有问题的。拼写可能受到发音省略、字母发音不正确，以及 *said*、*that* 和 *why* 等视觉单词错误拼写的影响。

小学高年级的阅读障碍指标和特征

在小学高年级，有阅读障碍的学生可能会继续表现出一些之前年级所列出的阅读障碍的核心特征。

这些学生可能还会在定期的口语阅读流利度测试中遇到困难，测试要求学生大声朗读一分

钟，即使在接受了适当的教学和干预之后，阅读不流利的情况也可能依然持续下去。

初高中阅读障碍的指标和特征

患有阅读障碍的初高中学生的阅读速度可能会慢一些，这可能导致与没有阅读障碍的同龄人相比，他们需要更多的时间来完成读写任务。对于许多学生来说，记笔记、时间管理和组织经常是这个阶段的一个问题。

大学生和成年人阅读障碍的指标和特征

患有阅读障碍的大学生通常需要调节阅读速度慢、记笔记困难和书面表达问题。

建议教学方法

除在通识教育课堂上以科学为基础的核心教学外，被认为“有风险”或“有些风险”的学生们还需要以证据为基础的教学来解决其不足之处。

Senate Enrolled Act 217（《参议院注册法案 217》）就如何解决这些不足之处提出了建议性的教学方法。鼓励学校选择或创建干预措施，包括下方列出的所有建议方法。

建议的教学方法包括：

- 明确且直接的教学是系统、连续且累积的，并遵循展示字母原则的逻辑计划，以学生的具体需求为目标，而不假定事先的知识技能；
- 个性化教学，在一个使用最大程度提高参与度的强化且高度集中的教学方法和材料的环境中满足学生特定需求；
- 以有目的的阅读和写作为目标的基于意义的教学；
- 包括使用两个以上感觉传导路的教学；以及
- 其他由学校团体或特许学校适当决定的教学方法。

明确且直接的意思是所有概念的教学和实践都是深思熟虑和清晰的。该教学也提供持续的师生互动。例如，教师向学生解释当一个单音节单词的短元音以 f、l、s 或有时以 z 结尾时，我们要双写辅音，这时就提供了明确且直接的教学。这就是为什么我们将 Pass 一词拼成两个 s。

系统且连续的意思是课堂上的教学及其内容是按逻辑顺序呈现的。教师们使用学生熟悉的可预期的课堂计划结构，且所教授的概念从简单到复杂。例如，教授学生阅读并拼写简单的三字母单词，其中包含如单词 *bug* 中的短元音，之后，会教授学生阅读并拼写较长的单词，包含更多复杂的元音和模式，如单词 *oyster*。

累积的干预措施提供对之前所教授技能的回顾，以提供额外的练习和加强，以确保掌握。该原则的一个例子是，一位老师每天都抽出时间来回顾学生之前学过的所有或其中许多字母的发音。

诊断手段教学包括持续评估。例如，如果学生将单词 *dig* 误读成 *dug*，教师应记录该错误并计划提供额外的针对短 u 和短 i 的练习。

教学和学习的**多感官方法**是建议方法的主要重点。在学习过程中，同时使用视觉、听觉、

动觉和触觉模式来增加学习内容的可能性。例如，当学生正在学习字母，他们要说出字母的名称、读出字母的发音、看到字母并同时临摹该字母。

调节说明

调节是学生的个性化教学计划 (IEP) 的重要组成部分。

调节是关于教学和评估的时间和日程安排、设置、响应和展示的变更。这确保残疾学生进入通识教育年级课程。调节不会变更学习预期。

调节应使学生更充分地参与教学和评估，以更好地展示他们的知识和技能。调节应培养并提高学生的独立性，而非形成依赖。调节应与日常教学相一致，并成为日常教学的一部分。调节不会给学生带来优势，而是提供一个公平的竞争环境。调节不应以任何重要的方式改变考试或作业所衡量的内容。

包括家长在内的案例会议委员会必须将调节建立在学生的个人需求，而非残疾类别、教学水平或课程设定基础上。调节记录在学生的 IEP 中。

调节应定期使用，不应在进行州评估期间首次使用。针对课堂教学或评估提供的一些调节可能不允许在州或国家评估中使用。使用针对残疾学生的测试调节的信息可在印第安纳州教育部 (Indiana Department of Education) 的特殊教育网站上查找。

调节示例

以下调节可能适合有特殊学习障碍、表现出阅读障碍特征的学生。每个类别都包含可能被包含的示例。这不是详细清单。IDOE 并不赞成任何一种调节。学生不需要在此资源页上列出的每个调节。调节应因人而异。

<p>时间和日程安排调节</p> <ul style="list-style-type: none"> • 延长时间 • 分段和分块工作时间 • 在作业上延长时间
<p>阅读调节:</p> <ul style="list-style-type: none"> • 使用有声读物，大声朗读书籍 • 使用视频大声朗读书籍，阅读前通过图片预览故事 • 与同伴阅读故事或文章 • 老师大声朗读 • 阅读前预览故事 • 在阅读前介绍文章中使用的特定词汇 • 不坚决要求学生在课堂上大声朗读，而是允许学生自愿进行口语阅读
<p>课堂环境调节</p> <ul style="list-style-type: none"> • 清理和收拾学习环境中不必要的材料 • 优先选择座位以减少干扰 • 教师保持课堂常规，以确保可预见性 • 在课堂中使用视觉标签 • 在课堂上使用针对程序和材料的视觉教学和视觉指导
<p>写作教学调节</p> <ul style="list-style-type: none"> • 学生单词按内容评分，不在写作作业中拼写，除非是拼写作业 • 在更长的作业上使用语音文本软件 • 接受书面作业的口头回答，使用抄写员或允许成年人写口头回答 • 在考试和作业中使用词库的填空题 • 尽量减少对副本的需求 • 提供教师笔记的副本 • 使用电脑/平板电脑上的拼写和语法软件完成写作作业
<p>教学调节</p> <ul style="list-style-type: none"> • 把长时间的作业分成更小的或可管理的部分 • 在整个过程中，为老师提供频繁而具体的作业反馈 • 在可能的时候创建实践性学习体验 • 开发押韵和助记设备，以增强对信息的记忆 • 进行频繁的练习和检查，以理解新材料 • 不断练习以前教过的技能 • 查阅已记录的课程，以便反复复习 • 在课堂讨论中需要额外的口头回答时间 • 使用视频自建模来学习内容 • 书面教学与口头教学一起进行，并跟踪检查理解情况

家庭作业调节

- 将大型作业拆分成小块
- 将多步骤指导拆分成小部分
- 使用可视教具进行提示和指导，而非文本
- 使用录音机回答较长的问题
- 使用语音文本软件
- 在页面上提供较少的问题，但作业量相同
- 接受工作草稿并提供反馈，接受针对一个年级的修正过的工作草稿
- 在完成家庭作业之前，与学生一起回顾指导内容并突出关键词

组织调节

- 提前提供教学大纲或项目进度指南
- 提前通知测试和项目
- 使用定时器跟踪时间
- 使用记事本来跟踪完成了几天的作业
- 彩色编码作业持续了好几天（例如，数学放在绿色文件夹或活页夹里，阅读放在橙色文件夹或活页夹里），使用每日计划表与成人检查

测试调节

- 延长测试时间
- 灵活的测试时间（例如，测试时间相同，但被拆分成较小的测试会话与一个长的测试会话）
- 在测试期间允许额外的休息
- 减少或消除测试区域中的干扰
- 小组测试或单独测试
- 使用隔音耳机
- 大声朗读测试内容，尤其是在测试理解能力时
- 一次出一道测试题，或分成小块

允许学生以不同顺序接受测试，或更改测试或子测试的顺序（在允许时）

其他调节

- 提供期望的示例（例如导师文本和已完成的工作样本）
- 使用视觉和图形记事本向学生解释新概念
- 提供澄清声明和简化的书面指导
- 突出显示文本中的重要信息
- 解释新材料或指导时，使用缓慢且谨慎的语言

Punjabi

Spanish

Overview of Senate Enrolled Act 217 for Parents and Families

Comenzando con el año escolar 2019-2020, las escuelas públicas y chárter de Indiana deben cumplir con los requisitos adicionales para identificar, tan pronto como sea posible, a los lectores con dificultades que muestran factores de riesgo para la dislexia y luego proporcionar sistemática, secuencial y multisensorial instrucciones para satisfacer sus necesidades.

Todos los estudiantes en los grados de kindergarten a segundo grado serán sometidos a Screener universal para comprobar sus habilidades en seis áreas diferentes. Estas áreas son: conciencia fonológica y fonémica (capacidad para separar y cambiar sonidos en palabras), conocimiento del alfabeto (nombrar diferentes letras), relación de símbolo de sonido (fonética), decodificación (lectura), denominación rápida (nombre rápido de objetos comunes), y codificación (ortografía).

Los estudiantes que caen por debajo de una puntuación fija, o punto de referencia en el Screener universal se encuentran "en riesgo" y "en algún riesgo" para las características de la dislexia y obtener ayuda adicional para aprender estas habilidades.

Las escuelas se reunirán con las familias de los estudiantes que anotaron por debajo del punto de referencia para compartir las puntuaciones de Screener del niño y buscar el permiso de los padres para dar otro Screener, un Screener de nivel I, que adquirirá información sobre las habilidades del estudiante y dónde comenzar la intervención.

Las escuelas también compartirán información sobre las características, intervenciones y adaptaciones para los estudiantes en riesgo o en algún riesgo de las características de la dislexia. Las escuelas también compartirán una declaración de que los padres pueden solicitar una evaluación educativa completa. El evaluador de nivel 1 no es un Screener de educación especial y su hijo que toma el nivel I Screener no significa que su hijo estará en educación especial. El Screener de nivel I ayudará al maestro a averiguar cómo ayudar a su hijo a aprender a leer mejor. Una evaluación educativa completa es lo que se utiliza para ver si un niño sería parte de un programa de educación especial.

Después de que el maestro le dé a su hijo un Screener de nivel I, el maestro y la escuela utilizarán los resultados del Screener para darle a su hijo lecciones adicionales en su área de necesidad. Estas lecciones mostrarán nuevas y diferentes maneras de aprender las habilidades necesarias para ser un lector exitoso.

A lo largo del año, las escuelas darán a los padres actualizaciones sobre cómo lo está haciendo su hijo. La escuela también puede pedir sus permisos para dar un Screener adicional, un Screener de nivel II, para que puedan obtener más información sobre el progreso del estudiante y seguir haciendo un seguimiento de las habilidades del estudiante.

Nada de esta ayuda o instrucción adicional significa que su hijo está recibiendo apoyo de educación especial.

En cualquier momento durante este proceso, los padres o la escuela pueden solicitar una evaluación completa de educación especial para ver si su hijo puede calificar con una discapacidad de aprendizaje específica que es definitiva de la dislexia.

Desglose de la Definición de Dislexia

La definición para la dislexia en la ley de Indiana es la siguiente: “ ‘Dislexia’ significa una discapacidad específica del aprendizaje que: es de origen neurológico y se caracteriza por dificultades con un reconocimiento de palabras fluido y preciso; y las malas habilidades de ortografía y decodificación; normalmente resulta de un déficit en el componente fonológico del lenguaje que a menudo es inesperado en relación con otras capacidades cognitivas y la provisión de instrucción efectiva en el aula; puede incluir problemas en la comprensión lectora y una experiencia de lectura reducida que pueda obstaculizar el crecimiento del vocabulario y el conocimiento de fondo; y puede requerir la provisión de servicios de educación especial después de una determinación de elegibilidad se hace de acuerdo con 511 IAC 7-40.”

Parte Uno: La dislexia se distingue de otras discapacidades del aprendizaje debido a las debilidades que ocurren a nivel fonológico. Un estudiante que tiene una debilidad a nivel fonológico tiene dificultad para manipular unidades de lenguaje oral como palabras, sílabas, o sonidos individuales. Esto se llama conciencia fonética. Un ejemplo de una tarea de conciencia fonética es dar a un estudiante tres sonidos para mezclarse como c-a-t, el estudiante produce la palabra gato. Un estudiante con dislexia puede tener problemas con esta tarea y producir la palabra *cap* en lugar de *cat*. Los estudiantes con dislexia que tengan una debilidad significativa a nivel fonológico tendrán dificultades para adquirir habilidades básicas de lectura fundacional.

Parte Dos: La Dislexia es una Discapacidad Especifica del Aprendizaje que es de origen neurobiológico. Esto significa que el estudiante tiene dificultades con la lectura temprana básica y los problemas de lenguaje. Una persona que se presenta con las características de las experiencias de la dislexia es a menudo hereditario y nervios en el cerebro y no se debe a factores educativos o ambientales. El historial familiar es una de los factores de riesgo más fuertes para ser un lector con dificultades y desarrollar en las características de la dislexia. Hoy en día, tenemos evidencias científicas que respalda nuestro entendimiento de que la dislexia es causada por una diferencia en cómo el cerebro procesa la información fonológica.

Parte Tres: La dislexia es caracterizada por las dificultades con la precisión y/o fluidez y por las habilidades de ortografía y decodificación deficientes. En la clase, estudiantes con dislexia pueden tener dificultad con decodificación o sonando las palabras, leer las palabras con precisión y con fluidez y desarrollar habilidades básicas de ortografía. Estas habilidades básicas de alfabetización típicamente se desarrollan en Kinder a segundo grado, pero pueden seguir siendo un desafío para un estudiante con dislexia a medida que avanzan a través de la escuela.

Parte Cuatro: Estas dificultades típicamente son resultado de un déficit en un componente fonológico del lenguaje que es frecuentemente inesperado en relación con otras habilidades cognitivas y su provisión en una clase de instrucción efectiva. Típicamente, las dificultades de lectura que un estudiante con las características de las experiencias de la dislexia no se esperan en relación con las fortalezas que el estudiante demuestra en otras áreas académicas. Por ejemplo, un estudiante con dislexia tiene dificultades con las destrezas básicas de lectura, pero puede demostrar una capacidad académica o superior a al promedio o superior en otros temas. Además, las dificultades que experimenta un estudiante con dislexia no se esperan dado que el estudiante ha recibido la misma instrucción efectiva en la clase los compañeros que están haciendo un progreso de nivel de grado adecuado.

Parte Cinco: Las consecuencias secundarias pueden incluir problemas en la comprensión lectora y una experiencia de lectura reducida que puede obstaculizar el crecimiento del vocabulario y el conocimiento de fondo. Para el estudiante con las características de la dislexia, la incapacidad para decodificar con fluidez y precisión puede perjudicar la capacidad de comprender el texto. Debido a este desafío, el estudiante con características de dislexia que no ha recibido una intervención apropiada puede leer menos, y por lo tanto tienen menos oportunidades de desarrollar vocabulario, conocimiento de antecedentes, y menos práctica en la lectura para comprender.

Indicadores de Lectores con Dificultades o “En Riesgo” “En Algún Riesgo” para las Características de la Dislexia

Es importante tener en cuenta que los estudiantes con características de la dislexia no son las mismas. Mientras que los estudiantes a menudo comparten características comunes, la severidad de las características de la discapacidad variara grandemente entre los individuos.

De acuerdo a la mayoría de los expertos, las características de la dislexia se manifiestan de manera diferente desde la niñez hasta la edad adulta. Alguien NO necesita exhibir todas las características enumeradas a continuación para ser considerado un lector con dificultades o “en riesgo” o “algún riesgo” para las características de la dislexia.

Indicadores y Características de la Dislexia en Preescolar

En el preescolar, los niños con dislexia pueden exhibir algunas características, que incluyen, pero no se limitan a: retraso del habla, crecimiento lento de vocabulario, memoria inconsistente para las palabras, listas o direcciones, mala pronunciación de palabras y nombres, deficiencia en recordar los sonidos de las letra y dificultad para aprender nombres, formas y sonidos de las letras del alfabeto.

Indicadores y Características de la Dislexia en Kinder y Primer Grado

Los niños con dislexia en Kinder y primer grado pueden demostrar dificultad con el desarrollo de habilidades básicas de lectura fundamental que pueden incluir, pero no se limitan a: produciendo palabras que rimen, identificando y manipulando los sonidos de voz individuales en palabras habladas (conciencia fonemica), recordando los nombres de las letras y recordándolas rápidamente, recordando los sonidos que representen las letras, reconociendo las palabras comunes por la vista, y usando los sonidos de las letras para deletrear así las palabras pueden ser reconocidas por el maestro.

Como “típicamente lectores en desarrollo” en el contexto del salón, los estudiantes con dislexia pueden progresar más lentamente y continuar con dificultad. Es bastante común para estudiantes que se esfuerzan en esta edad por reconocer sus debilidades con la lectura y comenzar a desarrollar la ansiedad o tratar de evitar leer por completo.

Indicadores y Características de la Dislexia en Segundo y Tercer Grado

Durante el segundo y tercer grado, los estudiantes con características de la dislexia pueden haber aprendido algunas habilidades, pero por lo general continúan demostrando dificultades con la lectura, la escritura y la ortografía. Estos estudiantes todavía pueden tener problemas con las habilidades mencionadas anteriormente. Además, la identificación de palabras de vista automáticamente sigue siendo problemática, así como el sonido o la decodificación de palabras.

La ortografía puede verse afectada por los sonidos omitidos, las letras usadas incorrectamente para los sonidos, y las faltas de ortografía de palabras de vista como *dicho, eso, y por qué*.

Indicadores y Características de la Dislexia en Grados Elementales Superiores

En los grados elementales superiores, los estudiantes con dislexia pueden seguir demostrando algunas de las características principales de la dislexia enumeradas en las bandas de grado anteriores.

Estos estudiantes también pueden experimentar dificultades con las pruebas de fluidez de lectura oral cronometradas que requieren que un alumno lea en voz alta durante un minuto y la lectura de los difluidos puede persistir, incluso después de recibir instrucción e intervención apropiadas.

Indicadores y Características de la Dislexia en la Escuela Secundaria

Los estudiantes de escuela secundaria con dislexia pueden experimentar una tasa de lectura más lenta, lo que puede resultar en un mayor tiempo necesario para completar las tareas de alfabetización en comparación con sus compañeros sin dislexia. Para muchos estudiantes, la toma de notas, la gestión del tiempo y la organización son a menudo un problema en esta etapa.

Indicadores y características de la dislexia en la Universidad y los adultos

Los estudiantes universitarios con dislexia típicamente necesitan adaptaciones para la tasa de lectura lenta, dificultades para tomar notas y problemas con la expresión escrita.

Enfoques Instructivos Recomendados

Además de la enseñanza básica basada científicamente en la clase de educación general, los estudiantes identificados “en riesgo” o “en algún riesgo” necesitan instrucción basada evidencia para abordar en área(s) de déficit de los estudiantes.

La Ley de Inscripción del Senado 217 ofrece enfoques instructivos recomendados sobre cómo tratar estos déficits. Se motivan a las escuelas a elegir o crear intervenciones que incluyan todos los enfoques recomendados listados abajo.

Los enfoques instructivos recomendados son:

- Instrucción explícita, directa, sistemática, secuencial, acumulativa, y sigue un plan lógico de presentar el principio alfabético que se dirige a las necesidades específicas del estudiante sin presumir de habilidades previas del conocimiento;
- Instrucción individualizada para satisfacer las necesidades específicas del estudiante en un entorno que utiliza métodos de instrucción y materiales intensivos y altamente concentrados que maximizan el compromiso;
- La instrucción basada en el significado dirigida a la lectura y escritura intencional;
- Instrucción que incorpora el uso de dos o más caminos sensoriales; y
- Otros enfoques instructivos según lo determine apropiado la corporación escolar o la escuela chárter.

Explícita y directa significa instrucción y práctica de todos los conceptos es reflexivo y claro. Esta instrucción también proporciona una interacción constante entre el maestro y alumno. Por ejemplo, los maestros proporcionaron instrucciones explícita y directa cuando una palabra de una palabra de una sola silaba con una vocal corta termine en f, l, s, o, a veces z, duplicamos la consonante. Esta es la razón por la que se deletrea la palabra “pass” con dos s.

Sistemática y secuencial significa instrucción durante la lección y su contenido se presentan en un orden lógico. Los maestros usan una estructura de plan de lecciones predecibles con la que los estudiantes se familiarizan y los conceptos enseñados progresan de simple a complejo. Por ejemplo, a los estudiantes se les enseña a leer y deletrear palabras simples de tres letras que contienen un sonido vocal corto como en la palabra “*bug*”, antes de que se les enseñe a leer y deletrear palabras más largas que contengan sonidos vocales más difíciles y patrones como en la palabra “*oyster*”.

Las intervenciones **acumulativas** proporcionan una revisión de las habilidades previamente enseñadas para proporcionar la práctica adicional y el refuerzo necesarios para asegurar la maestría. Un ejemplo de este principio es un maestro que proporciona tiempo cada día para

reparar todos o muchos de los sonidos de las letras que los alumnos han enseñado anteriormente.

Diagnóstico significa instrucción incluye evaluación continua. Por ejemplo, si un estudiante lee mal la palabra “dig” en lugar de “dug”, el maestro debe anotar el error y planear para proporcionar práctica adicional con corto u y corto i.

El **enfoque multisensorial** de la enseñanza y el aprendizaje es un énfasis importante en los enfoques recomendados. En el proceso de aprendizaje se utilizan modalidades simultáneas visuales, auditivas, kinestésicas, y táctiles para aumentar la probabilidad de que el contenido se aprende. Por ejemplo, cuando los alumnos aprenden sus letras, dicen el nombre de la letra, el sonido que hace la letra, ven la letra, y delimitan la letra al mismo tiempo.

Acomodaciones Explicadas

Las acomodaciones son un componente importante del programa de Educación Individualizado (IEP) de un estudiante. Las adaptaciones deben permitir a los estudiantes participar más plenamente en la instrucción y las evaluaciones para demostrar mejor sus conocimientos y habilidades. Las acomodaciones deben promover y facilitar la independencia de los estudiantes, no crear dependencia.

Las acomodaciones deben estar alineadas y formar parte de la instrucción diaria. Las acomodaciones no dan una ventaja a un estudiante, sino más bien nivelan el campo de juego. Una acomodación no debe alterar, de manera significativa, lo que la prueba o medidas de asignación.

El Comité de la Conferencia de casos, que incluye a los padres, debe basar una acomodación en las necesidades individuales del estudiante y no en la categoría de la discapacidad, el nivel de instrucción o la configuración del programa. Las acomodaciones están documentadas en el IEP del estudiante.

Las acomodaciones deben ser utilizadas regularmente y no ser introducidas por primera vez durante la administración de una evaluación estatal. Algunas adaptaciones proporcionadas para la instrucción o evaluación en el aula pueden no estar permitidas en evaluaciones estatales o nacionales. La información sobre el uso de adaptaciones de pruebas para estudiantes con discapacidades se puede encontrar en el sitio web de educación especial del Departamento de Educación de Indiana.

Ejemplos de Acomodaciones

Las siguientes acomodaciones pueden ser apropiadas para un estudiante con una discapacidad específica del aprendizaje que este exhibiendo las características definitivas de la dislexia. Cada categoría contiene ejemplos que PUEDEN incluirse. Esta no es una lista exhaustiva. El Departamento de Educación de Indiana no está endorsando ningún tipo de acomodación por encima de otro. Los estudiantes NO necesitan todas las acomodaciones listadas en esta página de recursos. Las acomodaciones deben ser individualizadas para el estudiante.

Tiempos y Horarios Programados para Acomodaciones

- Tiempo extendido
- Segmentar o fragmentar el tiempo de trabajo
- Proporcionar tiempo prolongado en las tareas

Acomodaciones en Lectura:

- Uso de audiolibros para leer en voz alta los libros
- Uso de video para leer en voz alta previo la historia en imagines antes de leer
- Leer historias o pasajes con pareja.
- Maestro leer en voz alta
- Anticipar historia antes de leer
- Introducir palabras de vocabulario especificas utilizadas en el pasaje antes de leer
- No insista en que los alumnos lean en voz alta en clase, sino ofrezca voluntariamente para la lectura oral.

Acomodaciones en el Ambiente del Salón:

- Limpiar y colocar materiales innecesarios en el entorno del ambiente de aprendizaje
- Asientos preferentes para reducir las distracciones
- El maestro mantiene rutinas en la clase para predecir lo siguiente
- Utilizar etiquetas visuales en la clase
- Utilizar instrucciones y direcciones visuales para los procedimientos y materiales en la clase

Acomodaciones para Instrucciones Escritas

- El estudiante será evaluado por el contenido de su trabajo/área no por el deletreo de las palabras, excepto cuando sea un trabajo/tarea de deletreo
- Utilizar el software de voz a texto en tareas más largas
- Aceptar respuestas orales sobre las asignaciones de escritura el uso de delinear o permitir adulto para escribir la respuesta oral
- Utilizar preguntas de relleno en blanco con el banco de palabras en las pruebas y asignaciones
- Minimizar la necesidad de copiar
- Proporcionar una copia de las notas del maestro
- Uso del software de ortografía y gramática en la computadora/ tableta para la asignación de escritura

Acomodaciones durante Enseñanza

- Dividir las asignaciones largas en partes más pequeñas o manejables
- Proporcionar comentarios frecuentes y específicos de los maestros sobre las tareas durante el proceso
- Crear experiencias de aprendizaje activas cuando sea posible
- Desarrollar rimas y dispositivos nemotécnicos para aumentar la retención de experiencias de información cuando sea posible

- Dar prácticas y chequeos frecuentes para entender el nuevo material
- Practicas continuas de las habilidades previamente enseñadas
- Acceso a las lecciones grabadas para permitir una revisión repetida
- Tiempo extra para respuestas orales en las discusiones en la clase
- Utilizar el auto-modelo de video para aprender el contenido
- Acompañar la instrucción escrita con instrucciones orales y seguimiento para comprobar la comprensión

Acomodaciones en Tareas

- Desglosar grandes asignaciones en trozos más pequeños
- Desglosar direcciones de múltiples pasos en partes pequeñas
- Utilizar objetos visuales para indicaciones y direcciones en lugar de texto
- Uso de grabadora de voz para respuestas mas largas
- El uso de software de voz a texto
- Proporcionar menos preguntas en una página, pero la misma cantidad de tareas
- Aceptar trabajos iniciales de trabajo, y proporcionar comentarios, aceptar el trabajo preliminar corregido para una calificación
- Antes de completar la tarea, revisar la tarea con estudiante y resaltar las palabras clave

Acomodaciones en Organizar

- Proporcionar un plan de estudios o una guía anticipada para el proyecto
- Anunciar pruebas y proyectos por adelantado
- Utilizar un temporizador de cuenta regresiva para monitorear el tiempo
- Utilizar un organizador para realizar un seguimiento de las asignaciones trabajadas durante varios días
- Las asignaciones codificadas por color trabajadas durante varios días (por ejemplo, las matemáticas van en una carpeta verde, la lectura va en una carpeta naranja), el uso de una agenda diaria con la revisión de un adulto

Acomodaciones en Pruebas

- Tiempo extendido en pruebas
- Tiempo flexible en pruebas (por ejemplo, la misma cantidad de tiempo de prueba, pero dividido en sesiones de pruebas más pequeñas frente a una sesión de prueba larga)
- Permitir pausas adicionales durante el periodo de prueba
- Reducir o eliminar las distracciones en el área de prueba
- Dar pruebas en grupo pequeño o individualmente
- Utilizar audífonos de bloqueo de sonido
- Leer en voz alta el contenido de la prueba, especialmente cuando se prueba habilidades de comprensión
- Dar preguntas de prueba una a la vez o en pequeños fragmentos
- Permitir que el estudiante tome la prueba en un orden diferente o cambie el orden de las pruebas o subpruebas (cuando se permita)

Otras Acomodaciones

- Proporcionar ejemplos de lo que se espera (como texto de mentor y muestras de trabajo completadas)
- El uso de organizadores visuales y gráficos para explicar nuevos conceptos a los estudiantes
- Proporcionar declaraciones aclaratorias e instrucciones escritas simplificadas

- Resaltar información importante en el texto
- Usar lenguaje lento y deliberado cuando explique nuevos materiales o direcciones

Vietnamese

Tổng Quan dành cho Phụ Huynh và Gia Đình về Đạo Luật Do Thượng Nghị Viện Thông Qua 217

Bắt đầu từ năm học 2019-2020, các trường công lập và bán công của Indiana phải đáp ứng các yêu cầu bổ sung để xác định, sớm nhất có thể, những học sinh gặp khó khăn trong việc đọc cho thấy các yếu tố nguy cơ của việc mắc chứng khó đọc và sau đó cung cấp chương trình giảng dạy có hệ thống, tuần tự và đa giác quan để đáp ứng nhu cầu của các em.

Tất cả học sinh từ mẫu giáo đến lớp hai sẽ tham gia chương trình sàng lọc phổ quát để kiểm tra kỹ năng của các em trong sáu lĩnh vực khác nhau. Những lĩnh vực đó là: nhận thức âm vị học và ngữ âm (khả năng phân tách và thay đổi âm thanh trong từ), kiến thức về bảng chữ cái (gọi tên các chữ cái khác nhau), mối quan hệ giữa biểu tượng và âm thanh (ngữ âm), giải mã (đọc), gọi tên nhanh (gọi tên nhanh các đối tượng phổ biến) và mã hóa (đánh vần).

Những học sinh đạt điểm thấp hơn điểm sàn, hoặc điểm chuẩn trong chương trình sàng lọc phổ quát sẽ được coi là “có nguy cơ” và “có một chút nguy cơ” mắc các đặc điểm của chứng khó đọc và sẽ được nhận thêm trợ giúp để học các kỹ năng này.

Các trường sẽ họp với gia đình của những học sinh có điểm dưới điểm chuẩn để chia sẻ về điểm trong chương trình sàng lọc của trẻ và xin phép phụ huynh cho thực hiện một chương trình sàng lọc khác, Chương Trình Sàng Lọc Cấp I, để thu thập thông tin về các kỹ năng của học sinh và nên bắt đầu can thiệp từ đâu.

Các trường cũng sẽ chia sẻ thông tin về các đặc điểm, biện pháp can thiệp và điều chỉnh dành cho học sinh có nguy cơ hoặc có một chút nguy cơ mắc các đặc điểm của chứng khó đọc. Các trường cũng sẽ chia sẻ với phụ huynh rằng phụ huynh có thể yêu cầu đánh giá giáo dục đầy đủ. Chương Trình Sàng Lọc Cấp I KHÔNG phải là chương trình sàng lọc giáo dục đặc biệt và việc con em quý vị tham gia Chương Trình Sàng Lọc Cấp I KHÔNG có nghĩa là con em quý vị sẽ theo học chương trình giáo dục đặc biệt. Chương Trình Sàng Lọc Cấp I sẽ giúp giáo viên tìm ra cách giúp con em quý vị học đọc tốt hơn. Đánh giá giáo dục đầy đủ là những gì được sử dụng để xác định liệu trẻ có thuộc chương trình giáo dục đặc biệt hay không.

Sau khi giáo viên cho con em quý vị thực hiện Chương Trình Sàng Lọc Cấp I, giáo viên và nhà trường sẽ sử dụng kết quả từ chương trình sàng lọc để cho con quý vị học phụ đạo thêm trong lĩnh vực mà con cần. Những bài học phụ đạo này sẽ cho thấy các cách mới và khác nhau để học những kỹ năng cần thiết cho việc trở thành một người đọc thành công.

Trong suốt năm học, các trường sẽ cung cấp cho phụ huynh thông tin cập nhật về sự tiến bộ của con em họ. Nhà trường cũng có thể xin quý vị cho phép thực hiện chương trình sàng lọc bổ sung, Chương Trình Sàng Lọc Cấp II, để họ có thể biết thêm thông tin về sự tiến bộ của học sinh và tiếp tục theo dõi các kỹ năng của học sinh.

Việc nhận trợ giúp thêm hoặc chương trình giảng dạy này không có nghĩa là con em quý vị đang nhận hỗ trợ giáo dục đặc biệt.

Bất cứ lúc nào trong quy trình này, phụ huynh hoặc nhà trường có thể yêu cầu đánh giá giáo dục đặc biệt đầy đủ để biết liệu con em họ có đủ tiêu chuẩn bị khuyết tật cụ thể là chứng khó đọc không thể cải thiện hay không.

Phân Tích Định Nghĩa về Chứng Khó Đọc

Định nghĩa về chứng khó đọc trong luật của Indiana như sau: “ ‘Chứng khó đọc’ có nghĩa là một khuyết tật học tập cụ thể: có nguồn gốc thần kinh và có đặc điểm là gặp khó khăn trong việc nhận dạng từ một cách trôi chảy chính xác; và khả năng đánh vần và giải mã kém; thường là kết quả của sự thiếu hụt trong thành phần âm vị học của ngôn ngữ, thường bất ngờ liên quan đến các khả năng nhận thức khác và việc cung cấp chương trình giảng dạy hiệu quả trong lớp học; có thể bao gồm các vấn đề về đọc hiểu và kinh nghiệm đọc ít có thể cản trở sự phát triển vốn từ vựng và kiến thức nền; và có thể yêu cầu cung cấp các dịch vụ giáo dục đặc biệt sau khi xác định đủ điều kiện theo 511 IAC 7-40.

Phần Một: Chứng khó đọc được phân biệt với các khuyết tật học tập khác do những điểm yếu xảy ra ở cấp độ âm vị học. Một học sinh có điểm yếu ở cấp độ âm vị học gặp khó khăn khi xử lý các đơn vị ngôn ngữ nói như từ, âm tiết hoặc âm thanh riêng lẻ. Một trong những kỹ năng phức tạp hơn ở cấp độ âm vị học là có thể kết hợp và phân đoạn các âm thanh riêng lẻ. Điều này được gọi là nhận thức âm vị. Một ví dụ về nhiệm vụ nhận thức âm vị là cho học sinh ba âm thanh để kết hợp với nhau như c-a-t, học sinh tạo ra từ *cat*. Một học sinh mắc chứng khó đọc có thể gặp khó khăn với nhiệm vụ này và tạo ra từ *cap* thay vì *cat*. Học sinh mắc chứng khó đọc có điểm yếu đáng kể ở cấp độ âm vị học sẽ gặp khó khăn trong việc đạt được các kỹ năng đọc nền tảng cơ bản.

Phần Hai: Chứng khó đọc là một Khuyết Tật Học Tập Cụ Thể có nguồn gốc thần kinh. Điều này có nghĩa là học sinh gặp khó khăn với việc đọc cơ bản ban đầu và các vấn đề về ngôn ngữ. Chứng khó đọc có bản chất thần kinh và không phải do yếu tố giáo dục hay môi trường. Tiền sử gia đình là một trong những yếu tố nguy cơ cao nhất của việc trở thành một người gặp khó khăn trong việc đọc và phát triển các đặc điểm của chứng khó đọc. Ngày nay, chúng ta có các bằng chứng khoa học hỗ trợ sự hiểu biết của chúng ta rằng chứng khó đọc là do sự khác biệt trong cách não xử lý thông tin âm vị học.

Phần Ba: Chứng khó đọc có đặc trưng là những khó khăn với việc nhận dạng từ chính xác và/hoặc trôi chảy và khả năng đánh vần và giải mã kém. Trong lớp học, học sinh mắc chứng khó đọc có thể gặp khó khăn với việc giải mã hoặc phát âm các từ, đọc các từ chính xác và trôi chảy và phát triển các kỹ năng viết chính tả cơ bản. Những kỹ năng đọc viết cơ bản này thường phát triển từ mẫu giáo đến lớp hai, nhưng có thể vẫn là một thách thức đối với học sinh mắc chứng khó đọc khi các em lên các lớp trên.

Phần Bốn: Những khó khăn này thường xuất phát từ sự thiếu hụt trong thành phần âm vị học của ngôn ngữ thường bắt ngờ liên quan đến các khả năng nhận thức khác và việc cung cấp chương trình giảng dạy hiệu quả trong lớp học. Thông thường, những khó khăn trong việc đọc của một học sinh có các đặc điểm của chứng khó đọc không liên quan đến những điểm mạnh mà học sinh thể hiện trong các lĩnh vực học thuật khác. Ví dụ, một học sinh mắc chứng khó đọc gặp khó khăn với các kỹ năng đọc cơ bản, nhưng có thể cho thấy khả năng học tập trung bình hoặc trên trung bình ở các môn học khác. Ngoài ra, do học sinh mắc chứng khó đọc được cung cấp cùng chương trình giảng dạy hiệu quả trong lớp học như các bạn cùng trang lứa có tiến bộ phù hợp với cấp lớp, các em được kỳ vọng sẽ không gặp phải khó khăn nào.

Phần Năm: Hệ quả thứ cấp có thể bao gồm các vấn đề về đọc hiểu và kinh nghiệm đọc ít dẫn đến cản trở sự phát triển vốn từ vựng và kiến thức nền. Đối với học sinh có đặc điểm của chứng khó đọc, việc không thể giải mã trôi chảy và chính xác có thể làm giảm khả năng hiểu văn bản. Do thử thách này, học sinh có các đặc điểm của chứng khó đọc chưa nhận được biện pháp can thiệp thích hợp có thể đọc ít hơn và vì vậy ít có cơ hội phát triển vốn từ vựng, kiến thức nền và ít thực hành đọc để hiểu nội dung hơn.

Các Biểu Hiện của Người Gặp Khó Khăn Trong Việc Đọc hay “Có Nguy Cơ” hoặc “Có Một Số Nguy Cơ” có Các Đặc Điểm của Chứng Khó Đọc

Điều quan trọng cần lưu ý là học sinh có các đặc điểm của chứng khó đọc không giống nhau. Mặc dù học sinh thường có các đặc điểm chung, mức độ nghiêm trọng của các đặc điểm trong tình trạng khuyết tật sẽ rất khác nhau giữa các cá nhân.

Theo hầu hết các chuyên gia, các đặc điểm của chứng khó đọc biểu hiện khác nhau từ thời thơ ấu đến tuổi trưởng thành. Một người KHÔNG cần phải thể hiện tất cả các đặc điểm được liệt kê dưới đây để được coi là người gặp khó khăn trong việc đọc hay “có nguy cơ” hoặc “có một chút nguy cơ” có các đặc điểm của chứng khó đọc.

Các Biểu Hiện và Đặc Điểm của Chứng Khó Đọc ở Trường Mầm Non

Ở trường mầm non, trẻ mắc chứng khó đọc có thể biểu hiện một số đặc điểm chung, bao gồm, nhưng không chỉ gồm: chậm nói, phát triển vốn từ vựng chậm, không ghi nhớ nhất quán các từ, danh sách hoặc chỉ dẫn, phát âm sai từ và tên, khả năng nhớ lại âm thanh kém, và gặp khó khăn trong việc học tên các chữ cái, hình thức và âm thanh.

Các Biểu Hiện và Đặc Điểm của Chứng Khó Đọc ở Mẫu Giáo và Lớp Một

Trẻ mắc chứng khó đọc ở mẫu giáo và lớp một có thể gặp khó khăn trong việc phát triển các kỹ năng đọc cơ bản bao gồm, nhưng không chỉ gồm: tạo ra các từ có vần điệu, xác định và xử lý các âm thanh lời nói riêng lẻ trong các từ được nói (nhận thức ngữ âm), ghi nhớ tên của các chữ cái và nhớ lại chúng một cách nhanh chóng, nhớ lại các âm thanh mà các chữ cái thể hiện, nhận ra các từ phổ biến bằng cách nhìn và sử dụng các âm thanh của chữ cái để đánh vần để giáo viên có thể nhận ra từ đó.

Là “người đọc đang phát triển bình thường” trong bối cảnh lớp học, những học sinh mắc chứng khó đọc có thể tiến triển chậm hơn và tiếp tục gặp khó khăn. Không có gì lạ khi những học sinh gặp khó khăn ở độ tuổi này nhận ra điểm yếu của mình khi đọc và bắt đầu phát triển sự lo lắng hoặc cố gắng tránh đọc hoàn toàn.

Các Biểu Hiện và Đặc Điểm của Chứng Khó Đọc ở Lớp Hai và Lớp Ba

Trong năm lớp hai và lớp ba, học sinh có các đặc điểm của chứng khó đọc có thể đã học được một số kỹ năng, nhưng các em thường tiếp tục thể hiện những khó khăn trong việc đọc, viết và đánh vần. Những học sinh này có thể vẫn gặp khó khăn với các kỹ năng được liệt kê phía trên. Ngoài ra, việc nhận ra các từ quen thuộc một cách tự động cũng như phát ra âm thanh hoặc giải mã các từ tiếp tục là vấn đề. Việc viết chính tả có thể bị ảnh hưởng do âm thanh bị bỏ qua, sử dụng các chữ cái không đúng với âm

thanh và sai chính tả của các từ quen thuộc như *said*, *that*, và *why*.

Các Biểu Hiện và Đặc Điểm của Chứng Khó Đọc ở Các Lớp Cao Hơn Trong Cấp Tiểu Học

Ở các lớp cao hơn trong cấp tiểu học, học sinh mắc chứng khó đọc có thể tiếp tục thể hiện một số đặc điểm cốt lõi của chứng khó đọc được liệt kê trong các nhóm lớp trước. Những học sinh này cũng có thể gặp khó khăn với các bài kiểm tra đọc trôi chảy theo thời gian yêu cầu học sinh đọc to trong một phút và việc đọc không trôi chảy có thể vẫn tiếp tục, ngay cả sau khi hoặc trong khi nhận được chương trình giảng dạy và can thiệp thích hợp.

Các Biểu Hiện và Đặc Điểm của Chứng Khó Đọc ở Cấp Trung Học Cơ Sở và Trung Học Phổ Thông

Học sinh trung học cơ sở và trung học phổ thông mắc chứng khó đọc có thể có tốc độ đọc chậm hơn, và điều này dẫn đến việc cần thêm thời gian để hoàn thành các nhiệm vụ đọc viết khi so sánh với các bạn cùng trang lứa không mắc chứng khó đọc. Đối với nhiều học sinh, việc ghi chú, quản lý thời gian và sắp xếp thường là một vấn đề ở giai đoạn này.

Các Biểu Hiện và Đặc Điểm của Chứng Khó Đọc ở Cấp Đại Học/Cao Đẳng và Người Lớn

Sinh viên đại học/cao đẳng mắc chứng khó đọc thường cần các điều chỉnh cho tốc độ đọc chậm, khó khăn trong việc ghi chú và các vấn đề với việc diễn đạt bằng văn bản.

Các Phương Pháp Giảng Dạy Được Đề Xuất

Ngoài chương trình giảng dạy cốt lõi dựa trên cơ sở khoa học trong lớp học giáo dục phổ thông, học sinh được xác định là “có nguy cơ” hoặc “có một chút nguy cơ” cần chương trình giảng dạy dựa trên bằng chứng để giải quyết (các) lĩnh vực yếu kém của học sinh.

Đạo Luật Do Thượng Nghị Viện Thông Qua 217 đưa ra các phương pháp giảng dạy được đề xuất để giải quyết những yếu kém này. Khuyến khích các trường lựa chọn hoặc tạo ra các biện pháp can thiệp bao gồm tất cả những phương pháp được đề xuất dưới đây.

Các phương pháp giảng dạy được đề xuất là:

- Chương trình giảng dạy rõ ràng, trực tiếp, có hệ thống, tuần tự, tích lũy và tuân theo một kế hoạch hợp lý trình bày nguyên tắc về bảng chữ cái, trong đó tập trung vào nhu cầu cụ thể của học sinh mà không cần sử dụng các kỹ năng kiến thức trước đó;
- Chương trình giáo dục cá nhân hóa để đáp ứng các nhu cầu cụ thể của học sinh trong một môi trường, trong đó sử dụng các phương pháp và tài liệu giảng dạy chuyên sâu, tập trung cao độ nhằm tối đa hóa sự tham gia;
- Chương trình giảng dạy dựa trên ý nghĩa hướng đến đọc và viết có mục đích;
- Chương trình giảng dạy kết hợp hai hoặc nhiều cách thức giác quan; và
- Các phương pháp giảng dạy khác mà nhà trường hoặc trường bán công xác định là phù hợp.

Rõ ràng và trực tiếp nghĩa là giảng dạy và thực hành tất cả các khái niệm sâu sắc và rõ ràng. Chương trình giảng dạy này cũng cho phép sự tương tác liên tục giữa giáo viên-học sinh. Ví dụ, giáo viên giảng rõ ràng và trực tiếp khi họ giải thích cho học sinh rằng khi một từ có một âm tiết có nguyên âm ngắn kết thúc bằng f, l, s hoặc đôi khi z, thì chúng ta sẽ nhân đôi phụ âm. Đó là lý do tại sao chúng ta đánh vần từ “pass” với hai chữ s.

Có hệ thống và tuần tự nghĩa là chương trình giảng dạy trong lớp học và nội dung của bài học được trình bày theo thứ tự hợp lý. Giáo viên sử dụng cấu trúc giáo án có thể dự đoán được mà học sinh quen thuộc và dạy các khái niệm theo trình tự từ đơn giản đến phức tạp. Ví dụ, học sinh được dạy đọc và đánh vần các từ ba chữ cái đơn giản có chứa nguyên âm ngắn như trong từ **bug**, trước khi được dạy đọc và đánh vần các từ dài hơn có chứa các âm và nguyên âm khó hơn như trong từ **oyster**.

Các biện pháp can thiệp **tích lũy** giúp đánh giá về những kỹ năng được dạy trước đó

để cung cấp thực hành bổ sung và củng cố cần thiết để đảm bảo khả năng thành thạo. Một ví dụ về nguyên tắc này là giáo viên dành thời gian mỗi ngày để ôn lại tất cả hoặc nhiều âm thanh chữ cái mà học sinh đã được dạy trước đó.

Mang tính chẩn đoán nghĩa là chương trình giảng dạy bao gồm đánh giá liên tục. Ví dụ, nếu một học sinh đọc sai từ dug thành dig, giáo viên nên ghi lại lỗi sai và lên kế hoạch cho học sinh thực hành bổ sung với u ngắn và i ngắn.

Phương pháp giảng dạy và học tập **đa giác quan** là điểm nhấn chính của các phương pháp được đề xuất. Các phương thức trực quan, liên quan đến thính giác, động học và xúc giác đồng thời được sử dụng trong quá trình học tập để tăng khả năng tiếp thu nội dung được học. Ví dụ, khi học sinh học chữ cái, các em nói tên của chữ cái, âm thanh mà chữ cái tạo ra, nhìn chữ cái và viết theo chữ cái cùng một lúc.

Các Giải Thích về Các Điều Chỉnh

Các điều chỉnh là một thành phần quan trọng trong Chương Trình Giáo Dục Cá Nhân (IEP) của học sinh.

Điều chỉnh là sự thay đổi về thời gian và lịch trình, môi trường, phản hồi và trình bày về chương trình giảng dạy và đánh giá. Điều này đảm bảo quyền tiếp cận chương trình giáo dục phổ thông theo cấp lớp cho học sinh khuyết tật. Điều chỉnh không làm thay đổi các kỳ vọng trong học tập.

Các điều chỉnh sẽ cho phép học sinh tham gia đầy đủ hơn vào chương trình giảng dạy và đánh giá để thể hiện tốt hơn kiến thức và kỹ năng của mình. Các điều chỉnh sẽ bồi dưỡng và tạo điều kiện cho sự độc lập của học sinh mà không tạo ra sự phụ thuộc. Các điều chỉnh cần phù hợp với và là một phần trong chương trình giảng dạy hàng ngày. Các điều chỉnh không mang lại lợi thế cho học sinh mà thay vào đó là tạo ra môi trường công bằng. Điều chỉnh không được thay đổi, theo bất kỳ cách quan trọng nào, những điều mà bài kiểm tra hoặc bài tập đánh giá.

Ủy ban hội nghị về trường hợp, bao gồm phụ huynh, phải căn cứ vào các nhu cầu cá nhân của học sinh chứ không phải vào loại khuyết tật, cấp lớp của chương trình giảng dạy hoặc môi trường của chương trình để thực hiện điều chỉnh. Các điều chỉnh được ghi chép trong IEP của học sinh.

Các điều chỉnh cần được sử dụng thường xuyên nhưng không được dùng trong lần đầu tiên thực hiện đánh giá của tiểu bang. Không được phép sử dụng một số điều chỉnh dùng trong chương trình giảng dạy hay đánh giá tại lớp học cho các đánh giá toàn tiểu bang hoặc toàn quốc. Có thể tìm thấy thông tin về việc sử dụng các điều chỉnh trong khi kiểm tra dành cho học sinh khuyết tật trên trang web giáo dục đặc biệt của Sở Giáo Dục Indiana.

Ví Dụ về Các Điều Chỉnh

Những điều chỉnh sau đây có thể phù hợp với một học sinh bị Khuyết Tật Học Tập Cụ Thể thể hiện những đặc điểm của chứng khó đọc không thể cải thiện. Trong mỗi loại điều chỉnh có các ví dụ CÓ THỂ được sử dụng. Đây không phải là danh sách đầy đủ. IDOE không xác nhận rằng bất kỳ điều chỉnh nào là vượt trội hơn so với điều chỉnh khác. Học sinh KHÔNG cần tất cả các điều chỉnh được liệt kê trong trang nguồn lực này. Các điều chỉnh cần phù hợp với cá nhân học sinh.

Các Điều Chỉnh về Thời Gian và Lịch Trình

- Kéo dài thời gian
- Chia nhỏ hoặc phân chia thời gian làm bài
- Cho thêm thời gian làm bài tập

Các Điều Chỉnh về Đọc:

- Sử dụng sách âm thanh để đọc to các cuốn sách
- Sử dụng video để đọc to các cuốn sách, xem trước câu chuyện thông qua tranh trước khi đọc
- Đọc truyện hoặc đoạn văn với bạn
- Giáo viên đọc to
- Xem trước câu chuyện trước khi đọc
- Giới thiệu các từ vựng cụ thể được sử dụng trong đoạn văn trước khi đọc
- Không bắt học sinh đọc to trong lớp nhưng cho phép học sinh tự nguyện đọc thành tiếng

Các Điều Chỉnh về Môi Trường Lớp Học

- Dọn dẹp và cất các tài liệu không cần thiết trong môi trường lớp học
- Sắp xếp chỗ ngồi ưa thích để giảm sự phân tâm
- Giáo viên duy trì lịch trình lớp học quen thuộc
- Sử dụng các nhãn trực quan trong lớp học
- Sử dụng chương trình giảng dạy trực quan và chỉ dẫn trực quan cho các quy trình và tài liệu trong lớp học

Các Điều Chỉnh về Chương Trình Giảng Dạy Viết

- Chấm điểm bài làm của học sinh dựa trên nội dung chứ không phải dựa trên chính tả trong các bài tập viết trừ các bài tập chính tả
- Sử dụng phần mềm chuyển từ lời nói thành văn bản trong các bài tập dài hơn
- Chấp nhận câu trả lời bằng lời nói trong các bài tập viết sử dụng tô chữ hoặc cho phép người lớn viết lại câu trả lời bằng lời nói
- Sử dụng các câu hỏi điền vào chỗ trống với ngân hàng từ vựng trong các bài kiểm tra và bài tập
- Giảm thiểu nhu cầu sao chép
- Cung cấp bản sao ghi chú của giáo viên
- Sử dụng phần mềm kiểm tra chính tả và ngữ pháp trên máy tính/máy tính bảng cho bài tập viết

Các Điều Chỉnh trong Chương Trình Giảng Dạy

- Chia các bài tập dài thành những phần nhỏ hơn hoặc có thể quản lý được.
- Cung cấp nhận xét thường xuyên và cụ thể của giáo viên về các bài tập trong suốt quy trình
- Tạo trải nghiệm học tập thực hành khi có thể
- Phát triển thiết bị vắn điệu và ghi nhớ để tăng khả năng lưu trữ thông tin

- Thực hành và kiểm tra thường xuyên về khả năng hiểu tài liệu mới
- Thực hành liên tục các kỹ năng đã được dạy trước đó
- Quyền truy cập các bài học được ghi lại để ôn lại bài
- Thêm thời gian cho các câu trả lời bằng lời nói trong khi thảo luận tại lớp học
- Sử dụng video tự làm mẫu để học nội dung
- Kết hợp chương trình giảng dạy bằng văn bản với chương trình giảng dạy bằng lời nói và theo dõi để kiểm tra khả năng hiểu

Các Điều Chỉnh về Bài Tập Về Nhà

- Chia các bài tập lớn thành những phần nhỏ hơn
- Chia các chỉ dẫn nhiều bước thành những phần nhỏ
- Sử dụng trực quan để gợi ý và chỉ dẫn thay vì dùng văn bản
- Sử dụng máy ghi âm cho các câu trả lời dài hơn
- Sử dụng phần mềm chuyển từ lời nói thành văn bản
- Cho ít câu hỏi hơn trong một trang nhưng vẫn cùng số bài tập
- Chấp nhận bản nháp làm bài và cung cấp nhận xét, Chấp nhận bản nháp làm bài đã sửa để chấm điểm
- Trước khi hoàn thành bài tập về nhà, xem lại các chỉ dẫn với học sinh và làm nổi bật các từ khóa

Các Điều Chỉnh về Tổ Chức

- Cung cấp hướng dẫn trước về giáo trình hoặc tiến độ của dự án
- Thông báo trước về các bài kiểm tra và dự án
- Sử dụng đồng hồ đếm ngược để theo dõi thời gian
- Sử dụng công cụ quản lý để theo dõi các bài tập làm trong nhiều ngày
- Phân màu cho các bài tập làm trong nhiều ngày (ví dụ: toán trong thư mục hoặc bìa màu xanh lá, đọc trong thư mục hoặc bìa màu cam), sử dụng công cụ lập kế hoạch hàng ngày và có người lớn kiểm tra

Các Điều Chỉnh về Kiểm Tra

- Kéo dài thời gian kiểm tra
- Thời gian kiểm tra linh hoạt (ví dụ: cùng thời gian kiểm tra, nhưng chia thành các tiết kiểm tra nhỏ hơn với một tiết kiểm tra dài)
- Cho phép nghỉ giải lao thêm trong tiết kiểm tra
- Giảm thiểu hoặc loại bỏ các yếu tố gây phân tâm trong khu vực kiểm tra
- Kiểm tra trong nhóm nhỏ hoặc cá nhân
- Sử dụng tai nghe chống ồn
- Đọc to nội dung kiểm tra, đặc biệt là khi kiểm tra các kỹ năng hiểu
- Đưa các câu hỏi kiểm tra một lần hoặc thành nhiều phần nhỏ hơn

Cho phép học sinh làm bài kiểm tra theo thứ tự khác hoặc thay đổi thứ tự của các bài kiểm tra hoặc bài kiểm tra phụ (khi được cho phép)

Các Điều Chỉnh Khác

- Cho ví dụ về những điều sẽ diễn ra (như văn bản hướng dẫn hoặc ví dụ bài tập hoàn chỉnh)
- Sử dụng các công cụ sắp xếp trực quan và bằng hình ảnh để giải thích những khái niệm mới cho học sinh
- Giải thích làm rõ và chỉ dẫn bằng văn bản đơn giản

- Làm nổi bật các thông tin quan trọng trong văn bản
- Sử dụng ngôn ngữ chậm rãi và kỹ lưỡng khi giải thích tài liệu hoặc chỉ dẫn mới

Yoruba

This document was created to help schools ensure they are planning for all aspects of Senate Enrolled Act 217. This checklist is complete as possible, but please note that your school may encounter additional steps to meet all the requirements.

Planning for the Implementation SEA 217		
Screeners	Potential Leaders	Reference Documents
<p>Choose Universal Screener(s) that covers all six subset areas from the list of approved screeners <i>phonological awareness and phonemic awareness, alphabet knowledge, sound symbol relationship-phonics, decoding, rapid naming, encoding.</i></p>	<p><i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, school psychologist, diagnosticians</i></p>	<p>Universal Screeners Universal Screener FAQ</p>
<p>Use the Indiana Department of Education (IDOE) planning sheet to ensure that all six subset areas are screened</p>		<p>Planning Checklist</p>
<p>Create a timeline for when you will give the universal screeners in each grade. <i>Note: There is no specific testing window. Schools may give the screener anytime during the academic year based on what is best for your school corporation or charter school AND what is developmentally appropriate. Also note that students must be screened in all six subset areas each academic year in grades K-2 <u>regardless</u> of the previous year's results.</i></p>		<p>SEA 217 Information Video at the 4:50 time mark</p>
<p>Decide what your corporation or charter school will consider "at risk" and "at risk" when a student scores below your locally established benchmark on the universal screeners. <u>Both of these are a local control decision.</u></p>		
<p>Choose Level I screeners from the list of approved screeners</p>		<p>Level I and Level II Approved Screeners</p>

	Review the Level I screening process outlined in the IDOE Level I and Level II screener document.		Level I and Level II Approved Screeners
	Establish a Level I screening process for English Language learners.		ELL Guidance
	Choose Level II screeners from the list of approved screeners. Collaborate with your school psychologist, speech-language pathologist, and diagnosticians when choosing from the list of approved screeners.		Level I and Level II Approved Screeners
	Review the Dyslexia Screener Flowchart on IDOE’s dyslexia website for clarification on the screening and intervention process.		Screener Flowchart SEA 217 Information Video at the 10:20 mark
	Review guidance documents on screening special education and English Language learner populations.		Special Education Guidance ELL Guidance
	Authorized Reading Specialist Trained in Dyslexia	Who is Responsible	Documents
	Choose who will serve as the “authorized reading specialist trained in dyslexia” school corporation, charter school, or working within your co-op. <i>Note: schools may choose to train a current employee or hire a new employee if needed.</i>	<i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, teacher(s), school psychologists, diagnosticians</i>	Authorized Reading Specialist Job Description Guidance Document SEA 217 Information Video at the 19:50 mark
	Check to see if partnering with another school corporation, charter school, or working within your co-op is possible to share an authorized reading specialist trained in dyslexia.		IDOE Approved Training Programs

	Check if a current employee has successfully completed an IDOE approved dyslexia training program between June 2010 and November 2018. If so, this training WILL count.		IDOE Approved Training Programs
	Choose an IDOE approved dyslexia training program for your current employee that fits your corporation or charter schools' needs.		IDOE Approved Training Programs
	Create a job outline/responsibilities/description for this position in your school corporation, charter school, or co-op.		Authorized Reading Specialist Job Description Guidance Document
	Decide if your school corporation or charter school will require the school staff to review IDOE's created professional awareness on dyslexia.		SEA 217 Information Video
	Intervention	Who is Responsible	Documents
	Vet and choose an intervention program(s) that will be used to address the needs of your "at risk and "at some risk" students.	<i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, teacher(s), school psychologists, diagnosticians</i>	Intervention Program Check Recommended Approaches for Effective Dyslexia Interventions SEA 217 Information Video at the 26:55 mark
	Ensure that the intervention utilizes as many of the recommended approaches as possible.		Intervention Program Check Recommended Approaches for Effective Dyslexia Interventions

	<p>Review how your school is accurately implementing a tiered system of academic support with fidelity for your students. <i>(SEA 217 uses the term Response to Intervention (RTI) while schools have moved to Multi-tiered Systems of Support or (MTSS). We encourage schools to embrace MTSS to meet the needs of the whole child)</i></p>		<p>Intervention Program Check</p> <p>Recommended Approaches for Effective Dyslexia Interventions</p> <p>SEA 217 RTI and MTSS</p>
Intervention Cont.		Who is Responsible	Documents
	<p>Ensure you have scheduled time for educators to use tiered support address students' needs.</p> <p><i>This includes dedicated time for tier I, tier II, and tier III instruction</i></p>	<p><i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, teacher(s), school psychologists, diagnosticians</i></p>	<p>SEA 217 RTI and MTSS</p>
	<p>Create criteria for how tier II and tier III will differ in their support.</p>		<p>SEA 217 RTI and MTSS</p>
	<p>Create a plan to progress monitor students and track their data.</p>		<p>SEA 217 RTI and MTSS</p>
	<p>Choose and train staff to implement the intervention.</p>		<p>Intervention Program Check</p> <p>Recommended Approaches for Effective Dyslexia Interventions</p>

Notifications		Who is Responsible	Documents
	Create a parent permission that collects written consent for the school to give a Level I or Level II screener.	<i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, teacher(s)</i>	SEA 217 Information Video at the 13:24 mark Indiana's Definition of Dyslexia
	Create a statement notifying parents that they elect to have their child receive an education evaluation by the school. <i>Note that these documents may outline that the child fell below a locally set benchmark and the school would like to collect additional data on how to help their child improve their skills in one or multiple subset areas screened. Also note that the IDOE is creating resource materials for schools to share with parents.</i>		Indiana's Definition of Dyslexia
Reporting		Who is Responsible	Documents
	Create a process for collecting data on how many students received the initial (universal) screener during the previous school year. This information will be needed for your reading plan.	<i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, teacher(s), school psychologists, diagnosticians</i>	SEA 217 Information Video at the 29:00 mark
	Create a process for collecting data on how many students were found to be “at risk” or “at some risk” during the previous school year. This information will be needed for your reading plan.		SEA 217 Information Video at the 29:00 mark
	Create a process for collecting data on which dyslexia intervention program(s) were used during the previous school year. This information will be reported on your school corporation or charter school website.		SEA 217 Information Video at the 29:00 mark

	Create a process for collecting data on the number of students who received dyslexia intervention during the previous school year. This information will be reported on your school corporation or charter school website.		SEA 217 Information Video at the 29:00 mark
	Create a process for collecting data on the total number of students identified with dyslexia during the previous school year. This information will be reported on your school corporation or charter school website.		SEA 217 Information Video at the 29:00 mark
Special Education		Who is Responsible	Documents
	Review the SEA 217 presentation on IDOE’s dyslexia website and guidance documents on how SEA 217 parallels and may intersect with special education law Article 7 and IDEA.	<i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, teacher(s), Special Education Director, school psychologists, diagnosticians</i>	SEA 217 and Article 7 and IDEA SEA 217 Information Video at the 30:15 mark
	Collaborate with your special education team to determine if any additional information or protocols are needed for students who may qualify for special education.		Special Education Guidance SEA 217 and Article 7 and IDEA SEA 217 Information Video at the 30:15 mark
Optional		Who is Responsible	Documents
	Data tracking form for students and year-to-year progress Review information on screening special education and English Language learners Review documents on IDOE’s dyslexia website		Dyslexia Website SEA 217 Information Video

Glossary

Accommodations- supports and services provided to help a student access the general education curriculum and validly demonstrate learning.

Alphabet Knowledge- one's ability to name, distinguish similar letters, recognize upper and lowercase forms, write, and identify the sounds of the alphabet

Decoding- the ability to apply the knowledge of letter-sound relationships and letter patterns to correctly pronounce written words. In other words, it is translating written words into sounds and meaning of spoken words.

Dyslexia- a specific learning disability that: is neurological in origin and characterized by difficulties with accurate fluent word recognition; and poor spelling and decoding abilities; typically results 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; may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge; and may require the provision of special education services after an eligibility determination is made in accordance with 511 IAC 7-40.”

Educational Evaluation- Special Education Evaluation- a process used for making decisions about a child's eligibility for special education. A special education evaluation is done to decide whether your child has a disability and whether your child requires special education and related services

Encoding- ability to translate their knowledge of letter/sounds into written sounds of words, also known as spelling. It assesses one's ability to hear a sound and write a symbol that represents that sound.

IDOE- Indiana Department of Education the government organization that is implementing this legislation.

IEP-Individualized Education Plan- a legal document written to provide direction on the special education instruction, supports, and services that will help students make progress and succeed at school. These plans are written to meet the specific needs of the individual student

MTSS- Multi-tiered System of Supports- a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students

Neurobiological- a science that studies the structure, function, activity, and abnormalities of the nervous system

Phonemic Awareness- the ability to manipulate speech sounds of phonemes in spoken words

Phonological Awareness- the ability to segment speech sounds into words, syllables, and phonemes

Rapid Naming- how quickly the student can name items such as colors, objects, letters, and numbers. Difficulty retrieving the labels quickly and easily is likely to have significant consequences on the ability to decode words.

Reading Comprehension- understanding and interpretation of what is read

RTI Process- a process to address the needs academic needs of students with area(s) of deficits

Senate Enrolled Act 217- the legislation signed into effect in 2018 that is the reason for universal screening of all K-2, systematic sequential multi-sensory instruction of students, and each school corporation and charter school hiring an authorized reading specialist trained in dyslexia.

Sound Symbol Relationship- also called phonics, is the foundation for accurate reading and spelling development. This can be measured a number of ways but is most often assessed method is through wordlist reading (of real and nonsense words).

Specific Learning Disability- a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations

Universal Screener- the systematic assessment of all children within a given class, grade, school building, or school district

References

C Parts of the definition and characteristics sections of this presentation are adapted from Dyslexia Awareness Training Module © 2017 by the Commonwealth of Virginia Department of Education. All rights reserved. Reproduced by permission.

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<https://www.psychologytoday.com/us/blog/keep-it-in-mind/201601/dyslexia-and-working-memory>

Moats, L.C. and Dakin, K.E. (2008). *Basic Facts about Dyslexia & Other Reading Problems*. The International Dyslexia Association.

Lowell, S.C., Felton, R.H., Hook, P.E. (2014). *Basic Facts about Assessment of Dyslexia, Testing for Teaching*. The International Dyslexia Association.

Ozernov-Palchik, Ola, et al. "Longitudinal Stability of Pre-Reading Skill Profiles of Kindergarten Children: Implications for Early Screening and Theories of Reading." *Developmental Science*, vol. 20, no. 5, 2016, doi:10.1111/desc.12471.

Ozernov-Palchik, Ola, and Nadine Gaab. "Tackling the 'Dyslexia Paradox': Reading Brain and Behavior for Early Markers of Developmental Dyslexia." *Wiley Interdisciplinary Reviews: Cognitive Science*, vol. 7, no. 2, Feb. 2016, pp. 156–176., doi:10.1002/wcs.1383.

Resources –General

International Dyslexia Association (2017). Dyslexia in the Classroom, What Every Teacher Needs to Know. <https://dyslexiaida.org/dyslexia-in-the-classroom/>

International Dyslexia Association (2017). Just the Facts. <https://dyslexiaida.org/dyslexia-basics/>

Yale Center for Dyslexia and Creativity. <https://dyslexia.yale.edu/>

Resources—State and Federal

IDOE Special Education Laws, Rules, and Interpretations- <https://www.doe.in.gov/specialed/laws-rules-and-interpretations>

IDOE Dyslexia Screeners. <https://www.doe.in.gov/literacy/dyslexia-screeners>

IDOE Universal Screener Information and Approved Screener.

List. <https://www.doe.in.gov/sites/default/files/literacy/universal-screener-information-and-approved-list.pdf>

IDOE Screener Decision Flowchart. <https://www.doe.in.gov/sites/default/files/literacy/screener-decision-flowchart-updated-1018.pdf>

A resource guide from the Office of Special Education Programs (OSEP) on the RTI process.

<https://osepideasthatwork.org/responsiveness-intervention-sld-determination-process>

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/osep11-07rtimemo.pdf>

RTI and Special Education. <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/osep11-07rtimemo.pdf>

IDOE MTSS Resources <https://www.doe.in.gov/school-improvement/multi-tiered-system-supports>

Resources—Accommodations and Assistive Technology

International Dyslexia Association (2018). Accommodations for Students with Dyslexia.

<https://dyslexiaida.org/accommodations-for-students-with-dyslexia/>

Patins Project. <https://www.patinsproject.org/>

Classroom Accommodations Checklist

<https://osepideasthatwork.org/sites/default/files/AccommodationsManual.pdf>

Learning Ally. <https://learningally.org>

Bookshare. <https://www.bookshare.org>