

Indiana Code 20-35.5 *et. seq.*, as created by SEA 217(2018) has many implications for how schools screen and provide academic interventions for students who are “at-risk” or “at some risk” for the characteristics of dyslexia. IDOE has worked to provide a succinct overview of this legislation. We have provided links and resources to help you prepare to give implement all aspects of the legislation.

Link to IDOE’s dyslexia website here: <https://www.doe.in.gov/literacy/dyslexia>

Link to Law: <https://www.doe.in.gov/sites/default/files/literacy/sb021705enrh.pdf>

Universal Screener

What is screened:

Phonological Awareness and phonemic awareness

Alphabet Knowledge

Sound Symbol Recognition is taught through phonics.

Decoding Skills

Rapid Naming is one’s ability to quickly name aloud familiar items. This skill requires executive function skills and rapid recall skills.

Encoding skills-Encoding is for spelling.

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

Anyone who is trained may give a universal, level I, or level II screener.

It is NOT required that all students in grades 3-12 be screened. If a teacher notices a student 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.

IDOE has issued draft guidance documents for how to approach the universal screener for specific special education populations and students that are English language Learners. These documents are located on the dyslexia website under the resources page.

List of Universal Screeners:

<https://www.doe.in.gov/sites/default/files/literacy/revised-doe-approved-universal-screeners-1219.pdf>

Please note, IDOE has secured the use of and created information for schools on the use of the Arkansas Rapid Naming Screener, or AR-RAN. All of this is under the Dyslexia Screener tab on IDOE’s dyslexia site.

Benchmarks

Statement on Benchmarks:

Schools have the local control to set their benchmarks for the universal screeners. This means schools have the local control decide at what is considered “at-risk” and “at some risk” for the characteristics of dyslexia. IDOE does not have any recommendations for guidelines on how to set these levels. Every student who falls below benchmark, either “at-risk” or “at some risk”, must be given a level I screener prior to intervention. Before the level I screener may be completed several steps must be followed.

Students Below Benchmark, What Happens?

When students who fall below benchmark and are found to be “at-risk” and “at some risk” schools must complete several steps before moving forward.

Notification, Level I Screener, and Intervention

Parent notification requirement:

Indiana Code requires schools to:

1. Gain parent permission to give the level I screener (IDOE recommends informed written consent. These forms are a local creation. Parents may opt-out of the level I screener. Students will still receive an intervention, but based on the data already collected)
1. Notify parents of student’s universal screener scores.
2. Provide parents with information on the characteristics, intervention, and accommodations for students with dyslexia
3. A statement that parents may elect for their child to receive and educational evaluation from the school.

Link to screener flowchart: <https://www.doe.in.gov/sites/default/files/literacy/screener-decision-flowchart-updated-519.pdf>

Level I screeners:

Once a school has parent permission, again IDOE recommends informed-written consent, schools may give a level I screener. This screener is designed to “dig down” and highlight all of the student’s areas of need.

Level II screener **may** be given as needed. Schools have the professional judgment to decide when and how these screeners may be given.

Link to list of IDOE approved level I screeners:

<https://www.doe.in.gov/sites/default/files/literacy/revised-doe-approved-level-i-and-level-ii-screeners-120.pdf>

Intervention and Recommended Approaches:

There is no single approach or product endorsed or recommended schools use to address the needs of students with the characteristics of dyslexia. The law states that schools must use the response to intervention (RTI) model and utilize a list of recommended approaches. This list includes:

it is explicit, systematic, sequential, cumulative, diagnostics, and multisensory instruction.

Here is a link to a document that lists all of the recommended approaches:

<https://www.doe.in.gov/sites/default/files/literacy/recommended-approaches-effective-dyslexia-interventions-revised-319.pdf>

Special Education and Reporting

Possible Special Education:

Please note that dyslexia is NOT a special education category, nor will it be added as a category. Dyslexia falls under the category of specific learning disability.

If a student fails to make academic progress or the parents submit a request for special education evaluation, schools will look to give an educational evaluation for special education.

Schools are now required to discuss dyslexia during the case conference and determine if it is part of the student's eligibility.

If a parent comes to the school with an outside diagnosis the school may include this information in an individualized education program (IEP), but they are not required to provide an IEP based on an outside diagnosis.

If a student does qualify for special education the school may say, "The school data indicates the presence of a specific learning disability that is definitive of the characteristics of dyslexia.

The student has deficits in..." and then list deficit areas as they pertain to the six subsets screened and addressed during the intervention.

Reporting requirement:

On the school's reading plan schools will report the following information:

- 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

On the school corporation website the following information will be reported:

- The dyslexia intervention program(s) 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.

Questions or need additional information?

Please contact

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