



DEPARTMENT OF EDUCATION

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Working Together for Student Success

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.