

Dyslexia Screener Flowchart

Updated 5/2019

A school corporation or charter school hires an “authorized reading specialist trained in dyslexia... who has completed training in a dyslexia program approved by the department” [Chapter 1. Sec. 2(a)].

Note: At any time a parent or teacher can request an educational evaluation of the student.

The requirements of IDEA and Article 7, which have not been altered by this new legislation.

UNIVERSAL SCREENER
School corporation/charter school must:
-Select and include in reading plan IDOE-approved universal screener as a predictive assessment to measure dyslexia risk factors.
-Conduct screenings on all students who qualify as described in Chapter 2 Section 6 of SEA 217

This screener is a predictive measure that provides a snapshot of the student. It does NOT give specific information on what to work on or where to begin an intervention.

Students that show they are not at risk or some risk continue in the general education classroom with evidence-based practices for learning.

Schools are not required to administer the universal screener if the parent objects or student is already receiving intervention services for dyslexia* [Chapter 2 Sec. 8 (a)].

*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.

DO NOT PASS UNIVERSAL SCREENER
Students who do not pass the screener and are at risk or at some risk for dyslexia on the universal screener [Chapter 2. Sec. 3].

Please see the guidance documents on giving the universal screener to special education and English language learners

If parents **do not** consent, do **not** conduct Level I or Level II screener, **but** still provide intervention based on universal screener data

PARENT PERMISSION AND NOTIFICATION
School corporations/charter school **shall** obtain parent permission. [Chapter 2. Sec. 8 (b)]
Note: it is the recommendation of the Indiana Department of Education that the school receives **informed written consent** from the student's parent.

Chapter 3 Section 1 of SEA 217 states that if the students' performance on the initial dyslexia screening, level I dyslexia screening, or level II dyslexia screening under IC 20-35.2 indicates a need for dyslexia intervention the school corporation or charter school **shall**:
(1) Notify the student's parent of the results of the dyslexia screening.
(2) Provide the student's parents with information and resource material that includes
(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.

Note: based on age and intensity of students' need schools may go directly to a battery of Level II screeners

Schools shall update parents on the student's progress and need for screeners and interventions

LEVEL I
The school corporation/charter school will need more information on how to provide student support, so it **shall conduct the Level I screener process** to help identify areas that need intervention and starts the process of gathering more data.
This is the process of gathering more data through informal diagnostic screeners that can be used for progress monitoring and help to decide on interventions. [Chapter 2. Sec. 3]

LEVEL II
If additional information is needed or the school staff **needs to know the student's strengths and weakness**, the school **may conduct Level II screeners**. [Chapt 2. Sec. 4 (a)(b)] Level II screeners are a battery of norm-referenced assessments that are considered both formal and diagnostic. The level II screeners must include components from Chapter 2 Sec. 2 of SEA 2017. The data from these assessments can be used as a baseline for intervention and used show student growth.

Intervention Recommended Approaches
Uses the “response to intervention process” to meet students needs [Chapter 2. Sec. 7] with:
(1) Explicit, direct instruction that is systematic, sequential and cumulative, following a logical plan of presenting alphabetic principles and targeting the specific needs of the student without presuming prior skills or knowledge,
(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 or more sensory pathways during teacher's presentations and student practice, and
(5) Other instructional approaches as determined appropriate” [Chapter 4, Sec.1].

Based on the screener scores, schools may consider these items during the RTI process:
-The student is taught in a small group or individual instruction
-Number of intervention sessions
-Length of intervention sessions
-Who is conducting the intervention
-The depth of study of each topic