

State of Oregon
Dyslexia Screening and Instructional Support Process

1. Districts will screen for family history of reading difficulties for ALL students entering kindergarten at the time of school enrollment and for first grade students who were not screened upon kindergarten entry. Parents/guardians will complete a brief written questionnaire that is included as part of the enrollment forms. The information will be collected, organized, and shared with teachers.

2. Districts will conduct initial universal screening of ALL students in kindergarten and grade 1 to assess for risk factors of dyslexia and other reading difficulties. At a minimum, districts are required to screen kindergarten students in fall, winter, and spring and grade 1 students in the fall using measures of phonological awareness, letter-sound correspondences, and rapid naming. In addition, districts are strongly encouraged to administer any other measures recommended in the adopted assessment system.

Districts select one of the State approved universal screening systems and administer the subtests in each area at designated points in time during the year with fidelity as per guidelines of the test developers. The State approved systems for universal screening will (a) have strong predictive validity, classification accuracy, and norm-referenced scoring; (b) include measures of all three of the risk factors required in SB 612 (i.e., phonological awareness, letter-sound correspondences, and rapid naming) at least once per year; and (c) include progress monitoring measures connected to the universal screening measures.

In kindergarten, prediction accuracy increases significantly the longer a child has been in school and has received reading instruction. Schools should collect universal screening data beginning in fall of kindergarten per the guidelines of the test developers and use the information collected to inform instruction, with a focus on matching instruction to student needs based on skill deficits. Fall screening establishes baseline data that can be used to determine how students respond to instruction provided. Universal screening in the winter and again in the spring of kindergarten will identify students who continue to exhibit risk and will require additional instructional support to prevent reading difficulties. A student's response to instruction may provide valuable information that can help differentiate between students who are at risk for reading difficulties due to environmental disadvantage versus dyslexia. Information regarding a student's (a) language abilities in other areas such as oral vocabulary, (b) quality of pre-school environment; and (c) a family history of reading difficulties can provide additional information regarding potential risk of dyslexia.

In first grade, the initial screening should be conducted in the fall when measures of phonological awareness, letter-sound correspondences, and rapid naming are still typically administered as part of the universal screening systems and demonstrate strong predictive ability. In winter and spring of grade 1, measures of letter-sound correspondence continue to provide useful information in universal screening, but measures such as word reading fluency and oral reading fluency are better predictors of reading skills and reading risk at this time. While districts are not required to administer word reading fluency and oral reading fluency measures as part of the dyslexia legislation, it is highly recommended that they are administered in winter and spring of grade 1 along with measures of letter-sound correspondence. These additional measures should be administered in accordance with the guidelines of the test developers to ensure that students at-risk for reading difficulties, including those with dyslexia, are identified and provided appropriate instruction and support. As in kindergarten, a family history of reading difficulties can provide additional information regarding potential risk of dyslexia.

Personnel administering the universal screening measures must be trained to administer and score the measures in the standardized manner as specified by the test developers. School resources and enrollment will influence individual district decisions about who should administer and score the screening tools. Because the data will be used to help guide instruction, classroom teachers should participate in evaluating assessment results and instructional planning to the greatest extent possible. The State will provide a list of approved universal screening systems. A district may select one of the approved screening systems or apply to select an alternative universal screening system that appropriately meets the State developed criteria.

PARENT/GUARDIAN BROCHURE AVAILABLE: A brochure describing the universal screening and instructional support process will be made available to all parents/guardians.

3. At any point during the universal screening process, students identified with risk factors for reading difficulties based on test developer guidelines are provided with targeted intervention support daily in the general education context (i.e., Tier 2 support) in addition to core instruction (i.e., Tier 1). The supplemental instruction must be (a) aligned with the IDA Knowledge and Practice Standards; (b) systematic, explicit, and evidence-based; and (c) delivered under the direction of the teacher in the building who has completed the dyslexia-related training. Students receiving this supplemental, targeted intervention support should have their literacy progress monitored regularly.

Information from the initial screening measures as well as classroom observations and other measures of academic performance will be used to design targeted intervention. Initial interventions should be delivered for 6 to 8 weeks, and include student participation for a minimum of 20 instructional sessions. Further, in many cases it will be appropriate, if the school problem-solving team recommends it, to provide a second round of modified intervention support (i.e., Tier 2 support), also delivered for 6 to 8 weeks, in order to better meet the student's instructional needs. Students' progress will be monitored regularly using the progress monitoring measures included as part of the approved universal screening system, and the data will be analyzed regularly to evaluate the effectiveness of the intervention and guide changes as needed.

Observations of core instruction (i.e., Tier 1) and the supplemental, targeted intervention support (i.e., Tier 2 support) will be conducted to provide information on the instructional delivery, curriculum, and learning environment to ensure that systematic, explicit, evidence-based instruction has been provided with fidelity and to rule out lack of appropriate instruction as a cause of inadequate progress.

PROVIDE PARENT/GUARDIAN BROCHURE ALONG WITH PARENT/GUARDIAN NOTIFICATION LETTER: Parents/guardians of students who are identified as at risk for reading difficulties will be directly provided with the parent/guardian brochure and will receive a notification letter. The letter will include initial screening results for their child and a description of the supplemental, targeted intervention support that will be provided. The student's classroom teacher will contact the parent/guardian via phone, email, or conference prior to the notification if possible.

4. Based on progress monitoring data, students who do not make adequate progress when provided with supplemental, targeted literacy intervention (i.e., Tier 2 support) will be referred to the school problem-solving team for further assessment. School problem-solving teams, that include a member trained in dyslexia, will collect additional information in the domains of instruction, curriculum, environment, and the learner.

The second level of assessment will focus on collecting information that will identify necessary instructional practices that drive an instructional plan. The information will be collected by a school problem-solving team and will include a review of curriculum-based evaluation and informal diagnostic assessments to determine specific instructional needs. Areas to consider for gathering additional information to inform instructional support include:

- expressive and receptive language
- phonological awareness
- decoding (regular and nonsense words)
- encoding (regular and nonsense words)
- word reading
- oral reading fluency (beginning in 1st grade)
- handwriting
- writing composition
- reading comprehension

Information collected on the instructional delivery, curriculum, and learning environment of the instructional intervention(s) that a student has received to date will also be reviewed to ensure systematic, explicit, evidence-based instruction has been provided with fidelity and to rule out lack of appropriate instruction as a cause of inadequate progress. Information on a student's attendance and behavior will also be considered as possible factors affecting the student's progress.

PARENT/GUARDIAN NOTIFICATION: Parents/guardians will receive a letter describing additional instructional information to be collected and an invitation to participate in the planning for the intensified instructional support that will be provided.

5. School problem-solving teams will use the additional student skill data and instructional information gathered to develop an individualized, intensive literacy intervention. This intensive, individualized literacy intervention will comprehensively address specific areas of need and is provided daily in the context of general education (i.e., Tier 3 support). The instruction must be (a) aligned with the IDA Knowledge and Practice Standards; (b) systematic, explicit, and evidence-based; and (c) delivered under the direction of the teacher in the building who has completed the dyslexia-related training. Student progress should be monitored regularly using measures included as part of the approved universal screening system.

PARENTAL/GUARDIAN NOTIFICATION: It is strongly recommended that the parent/guardian participate in the problem-solving team meeting. If they are unable to participate, parents/guardians will receive a notification letter that includes a summary of information collected about their child's literacy skills as well as a description of the additional instructional support that will be provided. The classroom teacher will contact the parent/guardian via phone, email, or conference prior to the notification, if possible, if the parent/guardian was unable to participate in the planning meeting.

6. Based on the evaluation of the progress monitoring data, if a student does not respond to the intensive, individualized literacy intervention (i.e., Tier 3 support) after 6 to 8 weeks and continues to make inadequate progress, a referral for special education evaluation may be made.*

The school-problem solving team may also determine at this point that additional modifications to the intensive, individualized literacy intervention (i.e., Tier 3 support) are necessary to meet the needs of the student. A student's progress will be continually evaluated to determine if a change in intervention is needed. Decisions to adjust the intensive intervention will be based on a range of data collected (e.g., progress monitoring, attendance, classroom observations, etc.).

Information collected on the instructional delivery, curriculum, and learning environment of the intensive, individualized literacy intervention (i.e., Tier 3 support) that a student has received to date will also be reviewed to ensure systematic, explicit, evidence-based instruction has been provided with fidelity and to rule out lack of appropriate instruction as a cause of inadequate progress.

**The special education referral process can begin prior to, or at any point in this instructional support process as described above.*

PARENTAL/GUARDIAN NOTICE AND CONSENT FOR A SPECIAL EDUCATION EVALUATION IS REQUIRED