

DYSLEXIA MANUAL

Lindbergh Schools
Teaching and Learning

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INTRODUCTION

The purpose of the Lindbergh Schools Dyslexia Manual is to communicate the district's plan for serving students with dyslexia or students who show risk of dyslexia. This manual is an explicit plan that parents, teachers, specialists and community members can use to understand the initiative to identify, intervene and accommodate students who struggle with the learning disability of dyslexia.

DEFINITION OF DYSLEXIA

According to the International Dyslexia Association, dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties 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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

Lindbergh Schools is committed to learn and continue learning best practices that have high impact for students. With this commitment the district understands the following:

- Not all students who have dyslexia or show risk of dyslexia have the same needs.
- Dyslexia services must be built on a continuum to meet the diverse needs of our students who struggle with reading. (ex. small group, tutorial, accommodations, etc.)
- Students who struggle with dyslexia may benefit from audio support as an accommodation.
- Classroom instruction (Tier One) that includes explicit phonics instruction is important to support students in reading.
- Students who struggle with decoding, spelling, phonemic awareness may still assess on grade-level reading.
- Students who have dyslexia or show signs of dyslexia may show proficient performance in other content areas.

BEHAVIORAL INDICATORS OF STUDENTS

Sources: [UNDERSTOOD](#)

PRE-K

- Delayed speech
- Mispronouncing words
- Difficulty naming objects
- Struggles learning and naming colors and letters
- Difficulty creating rhymes
- Difficulty following multi-step directions
- Uninterested in reading and books

GRADES K-2

- Trouble matching letters to correct sounds
- Difficulty blending letter sounds
- Confusing letters that look similar
- Trouble with directionality (left and right, next and last)
- Difficulty learning the alphabet, numbers, days of the week
- Avoids reading
- Spelling inconsistently
- Trouble remembering sight words
- Trouble with copying
- Poor handwriting
- Reading level below expectations
- Lacks confidence about school
- Exhibits anxiety

GRADES 3-5

- Poor decoding and reading fluency
- Comprehension issues
- Weakening vocabulary knowledge
- Guesses or skips over words when reading
- Grammar mistakes
- Transposing letters and numbers when writing
- Poor spelling
- Trouble distinguishing similar sounds words
- Poor written expression
- Poor organization
- Poor memory for facts, sequences, dates
- Difficulty making inferences
- Poor tester

Grades 6-12 may show the same concerns.

FAMILY HISTORY AND DYSLEXIA

There is overwhelming evidence that dyslexia is heritable and runs in families. It is considered to be a significant risk factor (Snow, Burns and Griffin, 1998) especially if a parent is affected. Collecting additional information regarding family history may reveal additional information that can be considered in a student's learning profile.

COMMON TERMS IN READING

Source: [UNDERSTOOD](#)

DECODING

The ability to sound out letters and words. As readers learn which symbols (letters) are associated with certain sounds, they can start to make sense of printed words and translate them to speech. Decoding or “sounding out” a new word is sometimes called “word attack.”

FLUENCY

The ability to read sentences correctly and automatically, without having to stop and decode every word. This leap in processing enables readers to focus on the meaning of a passage of text. Fluency is key to reading comprehension.

MULTISENSORY STRUCTURED LANGUAGE EDUCATION

A common way to teach reading and spelling that engages the senses of sight, sound, motion and touch. Multisensory approaches emphasize how a letter or word looks and sounds. Instruction includes what your lips and tongue need to do to produce particular sounds and what your arms and hands need to do to write each letter of the alphabet. Multisensory structured language (MSSL) programs also explicitly teach the structure of the English language in terms of grammar and meaning.

ORTON-GILLINGHAM

In the early 20th century, Dr. Samuel Orton, a neuropsychiatrist and pathologist, and Anna Gillingham, an educator and psychologist, introduced a multisensory structured approach to teaching people with dyslexia. Lindbergh uses the IMSE model of Orton-Gillingham as a multisensory structured language intervention.

PHONEME

The smallest units of sound that are used to form words. For example, peek has three phonemes: p, ē, and k.

PHONEMIC AWARENESS

Noticing and identifying individual sounds in spoken words. Readers who are aware of the different phonemes in a word can start putting them together (“b-a-t” becomes bat). This is called phonemic blending. Readers can also move in the opposite direction and break a word into different phonemes (pulling apart bat into “b-a-t”). This is called phonemic segmentation.

PHONICS

The relationship between letters and the sounds they make. This knowledge is essential to a reader's ability to sound out, or decode, and to spell, or encode, words.

PHONOLOGICAL AWARENESS

Identifying the sounds of words and word parts. Readers who have this awareness can find words that rhyme (mother and brother) and identify words that start with similar sounds (mother and money). Learn more about how phonological awareness works.

PHONOLOGICAL PROCESSING

Distinguishing between different sounds within words. Children who struggle with this may leave out key sounds (saying boom instead of broom) or substitute some sounds for others (saying tat instead of cat). Difficulties with phonological processing are common in young children, but continuing difficulties can present many challenges by the second or third grade.

RAPID AUTOMATIC NAMING

The ability to name colors, pictures, objects or letters rapidly, in a sequence. Variations in rapid automatized naming (RAN) are thought to predict abilities in letter recognition, word recognition and recalling the sounds of letters.

SONDAY SYSTEM

The Sondag Essentials System is "a systematic, direct, and explicit way to teach phonics and other essential reading skills to the whole class using multisensory Orton Gillingham methods." Sondag Essentials is a structured literacy program provided in grades K-5 in Lindbergh for phonics instruction.

WORD RECOGNITION

The ability to read words by sight, or without having to sound them out. Word recognition—having "sight words"—helps a beginning reader become a fluent reader.

2020-21 READING SCREENING PLAN

KINDERGARTEN SCREENING PLAN

Fastbridge EarlyReading

- Winter: Letter Sounds, Onset Sounds, Nonsense Words, Word Segmenting
- Spring: Letter Sounds, Word Segmenting, Nonsense Words, Sight Words

Rapid Automatic Naming (Fall only)

FIRST GRADE SCREENING PLAN

Fastbridge EarlyReading

- Fall: Word Segmenting, Nonsense Words, Sight Words, Sentence Reading
- Winter: Nonsense Words, Word Segmenting, CBM Reading
- Spring: Word Segmenting, Nonsense Words, Sight Words, CBM Reading

Rapid Automatic Naming (Fall only)

GRADES 2-3 SCREENING PLAN

Fastbridge

- Fall: aReading, AutoReading and CBMReading
- Winter: aReading, AutoReading and CBMReading
- Spring: aReading, AutoReading and CBMReading

TEACHER AND PARENT REFERRALS FOR GRADES 4-12

Fastbridge

- aReading, AutoReading and CBMReading
- Students with screening referrals will be assessed during the K-3 screening windows (fall/winter/spring)

2021-22 READING DIAGNOSTIC PLAN

KINDERGARTEN DIAGNOSTIC PLAN

If a student has a composite score in the lowest 25th percentile (national norms), the following additional reading assessments will be administered by a Reading Specialist, Classroom Teacher, or Literacy Teaching Assistant (LTA):

- Kilpatrick PAST (Phonemic Awareness)
- LETRS Word Survey (Decoding)

FIRST GRADE DIAGNOSTIC PLAN

If a student scores in the lowest 25th percentile based on their FastBridge Early Reading Composite score, the following additional reading assessments will be administered by a Reading Specialist, Classroom Teacher, or Literacy Teaching Assistant (LTA):

- Kilpatrick PAST (Phonemic Awareness)
- Benchmark Assessment System [BAS] (Comprehension, Accuracy, Fluency)
- Words Their Way Primary Spelling Inventory (Spelling/Orthography)
- LETRS Word Survey (Decoding)

GRADES 2-5 DIAGNOSTIC PLAN

Students receive additional reading assessments if they are identified on the FastBridge Screening as high risk in any area. The following additional reading assessments will be administered by a Reading Specialist, Classroom Teacher, or Literacy Teaching Assistant (LTA):

- Kilpatrick PAST (Phonemic Awareness)
- Benchmark Assessment System [BAS] (Comprehension, Accuracy, Fluency)
- Words Their Way Primary Spelling Inventory (Spelling/Orthography)
- LETRS Word Survey (Decoding)

2020-21 TRI-ANNUAL SCREENING WINDOW

- **Fall Screening:** Aug. 30-Sept. 24 (grades 1-3 will screen universally between Aug. 30 and Sept. 10)
- **Winter Screening:** Dec. 6 -Jan. 15
- **Spring Screening:** May 2-May 13

DATA ANALYSIS

Following each assessment window, teachers will review student performance to determine next steps. Teachers will review which students are at possible risk of reading concerns.

TIERED SYSTEMS OF SUPPORT

This tiered system of support is designed to meet the needs of students in the classroom, in small-group intervention (if needed), and in one-to-one individual intervention (if needed).

TIER ONE

Universal instruction provided to all students in the general classroom setting.

Grades K-1: Sonday System E (Winsor Learning) and Heggerty Phonemic Awareness

Grades 2-5: Sonday System E (Winsor Learning)

Explicit Phonics and Phonological Awareness Instruction, examples include:

- Letter Recognition
- Spelling
- Phonological Awareness
- Phonemic Awareness
- Decoding/Encoding
- Fluency
- Automaticity
- Syllable and Phoneme Segmentation and Manipulation

TIER TWO

Strategic instruction tailored to identified areas of need that support students at risk. This support is typically provided in small groups within the general classroom setting..

Strategic Instruction, examples include:

- Fluency instruction
- Targeted teaching of phonemic awareness or phonics skills
- Strategy grouping for comprehension skills

TIER THREE

Short-Term, Intensive instruction tailored to identified areas of need to support students at risk. This support is typically provided by trained reading specialists in a pull-out setting. Students work toward the achievement of a specific reading goal with ongoing progress monitoring of their growth.

POSSIBLE ACCOMMODATIONS

The following is a list of example accommodations that may benefit students with dyslexia or at-risk of having dyslexia. Note that not all students with dyslexia will require all the possible support. It is important to match and scaffold the supports with the student's individual needs.

GENERAL ACCOMMODATIONS

- Establish repeated exposure and review.
- Check often for understanding.
- Balance individual, small group and large group activities.
- Provide extended time for oral responses.
- Provide extended time for written responses.
- Make available teacher-provided study guides.
- Offer teacher-provided lecture or movie notes.
- Provide taped or recorded lecture (if applicable).
- Reduce copying by providing information on worksheets or handouts. Avoid copying notes or outlines from boards or overheads, allowing students to focus on processing information instead of laboring to write it and losing the intent and meaning.
- Avoid far and near-point copying.
- Avoid use of worksheets that require "page flipping," e.g. map on one side of page, questions on other side. Provide students with two sheets of paper so that questions and source material can be in the same field of vision.
- Provide chapter/subject outline of curriculum for each semester/course syllabus.
- Provide a list of relevant curriculum-specific vocabulary in advance. Present curriculum using a "top-down" approach -- provide meaning first, then fill in facts. Present new information in small sequential steps.
- Use manipulatives when possible in math and science.
- Provide models or examples.
- Use graphic organizers.
- Use visual aids.
- Provide two sets of textbooks -- one for home and one for school.
- Use a marker to highlight important textbook sections.
- Use peer readers.
- Provide interesting reading material at or slightly above the student's comfortable reading level.
- Maintain daily routines.
- Encourage use of planners and calendars.
- Provide accommodations for directions.
- Use both oral and printed directions.
- Chunk directions into smaller steps using as few words as possible.
- Outline number and sequence steps in a task.
- Have students repeat the directions for a task.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson to provide proximity.
- Provide visual aids.
- Consider page layout and font usage when creating classroom material; avoid script, irregular columns, break information into smaller chunks on page.
- Use 12 to 14-point fonts in evenly spaced sans serif fonts such as Ariel and Comic Sans; avoid underlining, italics, and text in bold caps. Provide ample space for written responses.
- Present curriculum through a variety of modalities from easiest to hardest.

ENVIRONMENTAL ACCOMMODATIONS

- Provide structured time for organization of materials (set up laptop at beginning of class; allow additional time to update planner).
- Offer preferential seating, e.g. close to positive role model, close to board, close to teacher.
- Post charts, graphs, number lines, etc. in class, including alphabet charts and number charts (assists with letter and number formation and working memory issues).
- Do not use round-robin reading or read out loud unless student volunteers.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep the classroom quiet during intense learning times.
- Provide noise buffers such as headphones, earbuds, or ear plugs.
- Reduce visual distractions in the classroom.
- Keep workspaces clear of unrelated materials.

TECHNOLOGY ACCOMMODATIONS

- Consult with a Technologist Specialist.
- Provide technology tools- laptop, tablet, headphone, microphone, printer, scanner for teachers and students.
- Provide training for use of technology for teachers and students.
- Allow students to type written work.
- Provide access to digital text and materials (textbooks, workbooks, chapter books).
- Provide access to audiobooks (must meet eligibility for Book Share).
- Provide access to text-to-speech software, extensions,
- Provide access to text-to-speech and speech-to-text free- software or free extensions for written assignments.

SOCIAL-EMOTIONAL ACCOMMODATIONS

- Gauge frustration levels.
- Provide a variety of activities in which the student can demonstrate mastery and success.
- Allow for frequent breaks and vary activity (when frustrated).
- Provide frequent positive feedback and reinforcement.
- Praise effort and process, not just final output.
- Allow access to a school counselor if needed.

ASSIGNMENT ACCOMMODATIONS

- Give directions in a variety of ways.
- Give oral prompts or cues.
- Avoid penalizing for penmanship or spelling errors.
- Allow students to record or type assignments.
- Offer use of scribe.
- Provide extended time for completion.
- Reduce pen-to-paper assignments.
- Give the option to give oral presentations instead of written reports (when applicable).
- Shorten assignments or break large assignments into chunks.
- Give advance notice of assignments.
- Provide clear expectations for assignments; provide rubrics.
- Model or give examples of expected finished output.
- Provide opportunities for interest-based projects.
- Avoid word search, crossword puzzles, letter jumbles or "fill in the letter" riddle math sheets.

TEST AND EXAM ACCOMMODATIONS

- Consider performance-based measures.
- Use alternative test formats:
 - Fewer selections for multiple choice
 - Chunk matching questions into smaller sections
 - Give word bank for fill in the blank, and short answer
 - Provide word banks for "labeling tests," such as state capitals, parts of a microscope, etc.
 - Avoid essay questions (when applicable)
- Allow extended time for completion.
- Read tests to students.
- Provide alternative seating for testing (so tests can be read to students away from peers).
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Conduct testing over multiple days.
- Avoid penalizing for spelling, punctuation or grammar.
- Allow oral responses or scribe.
- Allow the student to complete an independent project as an alternative test.
- Give advance notice of tests and exams, allowing additional time for studying.

MATH DIFFICULTIES ACCOMMODATIONS

- Read and explain word problems, or break problems into smaller steps.
- Allow use of times tables chart or math charts/calculator on assignments and exams.
- Allow use of graph paper for working math problems or allow students to turn lined paper vertically creating columns for numbers.

APPENDIX A - INTERVENTION

LINDBERGH SCHOOLS UNIVERSAL SCREENING AND DATA REVIEW

- 1. Student is at or above benchmark AND average or above average progress in the classroom**
 - a. Continue general education (Tier One), continue to monitor in the classroom

- 2. Student is at or above benchmark BUT poor performance in the classroom OR Some concern on multiple screeners**
 - a. RTI/Team Review - Identify areas of concern (from Fastbridge and/or classroom monitoring) AND determine Literacy Interventions and intensity (Tier 2 and Tier 3). AND determine monitoring tool and rate of improvement
 - i. Tailored-explicit instruction, then reassess
 1. If student does not meet benchmark, return to RTI/Team Review
 2. If student meets benchmark, continue general education (Tier One), continue to monitor in the classroom

- 3. Student is below benchmark**
 - a. RTI/Team Review - Identify areas of concern (from Fastbridge and/or classroom monitoring) AND determine Literacy Interventions and intensity (Tier 2 and Tier 3). AND determine monitoring tool and rate of improvement
 - i. Tailored-explicit instruction, then reassess
 1. If student does not meet benchmark, return to RTI/Team Review
 2. If student meets benchmark, continue general education (Tier One), continue to monitor in the classroom

APPENDIX B - RESOURCES

ABOUT DYSLEXIA

- [International Dyslexia Association](#)
- [National Center for Learning Disabilities](#)
- [For Families and Faculty](#)
- [Yale Center for Dyslexia and Creativity](#)

DYSLEXIA SUPPORTS FOR SCHOOL AND HOME

- [Reading Rockets](#)
- [Bookshare](#)
- [Language Development Milestones: What to Watch for in Your Child](#)
- [11 Ways Parents Can Help Their Children Read](#)
- [Strategies for Fluency](#)