LRSD Dyslexia Screener Process for Students with an Outside Diagnosis.

Start Here: A parent says that his or her child has a diagnosis of dyslexia from an outside source.

Refer the parent to your school’s 504 coordinator to continue the process.

The 504 coordinator will set up a meeting with some or all of the following: parent, dyslexia contact, gen-ed teacher, interventionist, and/or school psychologist to review testing and obtain parental consent if additional assessments are needed to determine if the student is exhibiting characteristics of dyslexia. **

Did the team determine the student was exhibiting characteristics of dyslexia? Use the questions on The Dyslexia Profile.*

Yes

Discuss the results with the parent. Use the Parent Packet at www.lrsd.org/dyslexia to provide the parent with information and resource materials on characteristics of Dyslexia, inform them of their right to an independent evaluation, and obtain permission for placement with the Dyslexia Intervention Form (make a copy for the parent). Notify the school’s dyslexia interventionist and begin Dyslexia Intervention.* Complete the Dyslexia Screening/ Intervention form in CIS and file paperwork in the child’s dyslexia folder. The interventionists should monitor progress, report progress to parents, and adjust frequency/duration as necessary.

If the child is not responding to the intervention, or is experiencing an adverse effect and/or functional difficulties in the academic environment, continue intervention, and refer for Level 2 screening or special education, depending on the needs of the child.

No

Refer the student to the SBIT team to determine how best to meet the child’s needs.

The student may need a Level 2 screener: Obtain informed consent for further testing at the 504 meeting and a licensed school psychologist will administer testing for a Level 2 screener.

Set up a meeting with some or all of the following: the parent, dyslexia contact, gen-ed teacher, interventionist, and school psychologist to review testing and determine if the student is exhibiting characteristics of dyslexia**

*In rare instances, a parent may refuse dyslexia services. In these instances, please try to determine a solution. If a solution can not be reached, Have the parent complete and sign the Parent Letter for Dyslexia intervention. A member of the team will need to complete the dyslexia screening/intervention google form and note that parent refused services.

** Dyslexia intervention should begin as soon as possible to address the student’s needs. If the team determines the student is exhibiting the characteristics of dyslexia, then the student shall be provided dyslexia intervention services (Ark. Code Ann. § 6-41-603 (c)(2)(A)).

Disclaimer: completion of this flow chart does not ensure regulatory compliance. This is chart is to provide information to guide the dyslexia screening process. All decisions should be based on individual student need and follow the requirements of the law. For more information see http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/dyslexia.