The classroom teacher should contact the parent to discuss results and conduct the parent interview for consent to administer level 1. Give results and completed interview to your reading interventionist. Use the RTI Model to address needs and keep progress monitoring data.

A school-based decision-making (usually SBIT) team should meet to review screener results, student records, and progress, inform parents of concerns, and obtain parental consent if additional assessments are needed to determine if the student is exhibiting characteristics of dyslexia.

The 504/ or special education team should meet to review test results, student records, and progress, inform parents of concerns, and obtain parental consent if additional assessments are needed to determine if the student is exhibiting characteristics of dyslexia.

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

Refer the student to the SBIT team to determine how best to meet the child’s needs. Complete the dyslexia Screening/intervention form is CIS.

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.

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, Provide the parent with the Parent packet, and 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.