UTAH STATE BOARD OF EDUCATION

DYSLEXIA HANDBOOK

FOR LOCAL EDUCATION AGENCIES (LEAs), EDUCATORS, AND PARENTS TO SUPPORT STRUGGLING READERS

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FOREWORD

The Utah State Board of Education is pleased to offer this handbook to educators and parents as a resource to support those who are struggling with reading due to conditions of dyslexia.

This handbook is the result of efforts from a Utah State Board of Education taskforce led by the Board's Advisory Committee on Equity of Educational Services for Students (ACEESS). The taskforce included representatives from both general and special education classrooms, school and district administrators, and related organizations.

The *Dyslexia Handbook* offers guidance, resources, and appropriate supports and interventions for readers with dyslexia. It is also a communication tool for educators and parents to work together. Our hope is that both educators and parents will use the ideas and techniques in the handbook as a team. It is vitally important that struggling readers not give up on themselves; it is just as important that we as educators and parents assist and empower students with dyslexia to enter the world of reading feeling empowered and prepared for their future.

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INTRODUCTION

Reading is an essential skill for success in both school and life. For that reason, learning to read is a primary goal for every student as they enter school. Students with dyslexia often face great difficulty on the path to becoming successful readers. Their struggle can lead to poor self-esteem and frustration. Concerned parents and educators join students in their search for help. This handbook is intended to assist all involved in finding solutions to challenges faced by struggling readers. Students can have difficulty learning to read for many reasons. Dyslexia, learning English as a second language, and lack of early exposure to alphabetic principles can all impact reading outcomes. The good news is that the evidence-based interventions which are necessary for students with dyslexia also improve reading outcomes for all struggling readers.

Samuel Orton, a physician and neuropathologist, "recognized that dyslexia was neurologically based but that its treatment must be educational" (Berninger & Wolf, 2016, p. 5). The science of reading instruction is clear and supports the need for explicit, direct, systematic, cumulative approaches. The *Dyslexia Handbook* is designed to provide guidance in evidence-based information to assist educators, administrators, parents, and guardians as they provide dyslexic-specific instruction and services. It is essential to understand and recognize the characteristics of dyslexia so that a student showing signs of reading difficulty can obtain the appropriate high-quality instruction and the accommodations needed to succeed in school (IDA, 2014).

The goal of the *Dyslexia Handbook* is to ensure that students with dyslexia have access to equal educational opportunities, thereby improving student academic outcomes and well-being. This handbook offers information about dyslexia and its characteristics, as well as providing information on assessments, effective teaching approaches, self-advocacy and other related resources.

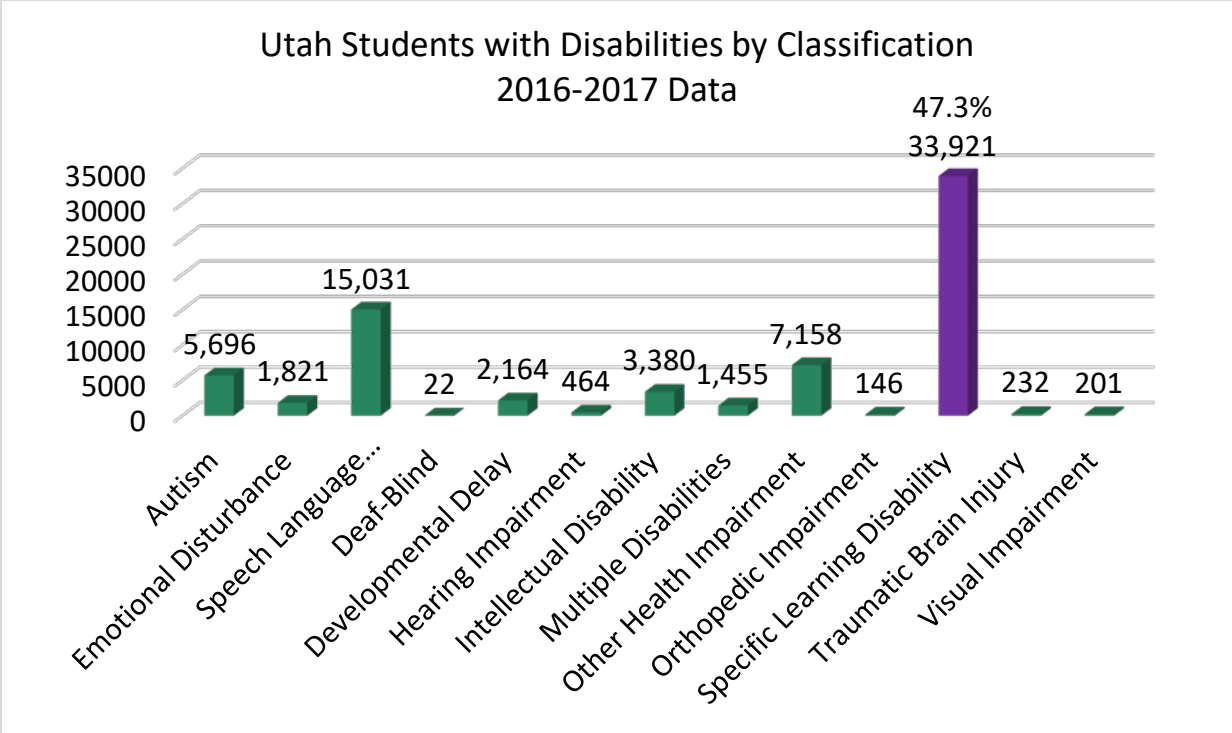
Defining Dyslexia

According to the U.S. House of Representatives (2014), dyslexia "is characterized by difficulty with learning to read fluently and with accurate comprehension despite a normal or above-average intelligence…Dyslexia is the most common learning difficulty, [and] one out of every five people struggle with dyslexia in its various forms" (p. 4). Dyslexia is a language-based condition, not a vision-based condition. Individuals with dyslexia have difficulty reading accurately and/or fluently and often have great difficulties with spelling. Like other disabilities, dyslexia occurs on a continuum. One person might have mild dyslexia, and another may have profound dyslexia. Today's definitions of dyslexia are based upon research and science. One of the most commonly used definitions of dyslexia is the following:

> Dyslexia is a specific learning disability that is neurobiological 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 growth of vocabulary and background knowledge. (International Dyslexia Association [IDA], 2014)

Prevalence of Dyslexia

Data from the Utah State Board Education (USBE) 2016–17 shows that 11% of students in Utah public schools are eligible to receive special education services. Figure 1 gives the number of students with disabilities in Utah within each of the 13 qualifying categories of special education. Students with dyslexia may qualify for special education services under the specific learning disability (SLD) classification. The USBE 2016–17 data show that 47.3% of students with disabilities in Utah qualify under SLD.



CHARACTERISTICS OF DYSLEXIA

Students with dyslexia are unique individuals with personal strengths and weaknesses. However, they also share common characteristics such as a lack of phonological awareness, slow acquisition of letter names and sounds, poor spelling, and poor ability to rhyme. A family history of dyslexia or reading failure is a significant risk factor for students with dyslexia. Researchers Charles Hulme and Margaret Snowling (2016) have synthesized some of the existing research regarding the impact among children with a family history of dyslexia:

> These studies show a heightened prevalence of dyslexia in the offspring of affected parents, with some 44% developing dyslexia. These studies also show that dyslexia is not 'all or none.' Rather, among children at family risk of dyslexia, literacy outcomes are distributed continuously with some children, while not qualifying for the label of dyslexia, nonetheless showing dyslexic symptoms, including relatively poor reading fluency and spelling. (p. 732)

In general, students with dyslexia perform poorly on measures of phonological processing, decoding words, and acquiring a sufficient bank of sight words. Such difficulties lead to a slow reading rate, inaccurate word reading, inadequate comprehension, and difficulty with written

Figure 1. (top) Utah State Board of Education, 2017

and/or spoken language. In these areas, individuals with dyslexia may present as mild, moderate or severe. Other potential indicators among students with dyslexia:

- Reading difficulties are unexpected given the student's chronological age, educational opportunities, or intellectual abilities and are not due to a lack of intelligence
- Reading difficulties significantly interfere with academic achievement or activities of daily living
- Learning challenges begin during the school-age years but may not manifest until the demands of the affected academic skills exceed the student's coping abilities
- Secondary complications including difficulties comprehending text and significantly less time spent reading, which interferes with the development of vocabulary and background knowledge (The New Jersey Dyslexia Handbook, 2017)

Experts in the field of reading disabilities often refer to students as having deficits in three distinct areas, which may or may not overlap in individuals: phonological processing, rapid naming, and/or comprehension (Moats & Tolman, 2009).

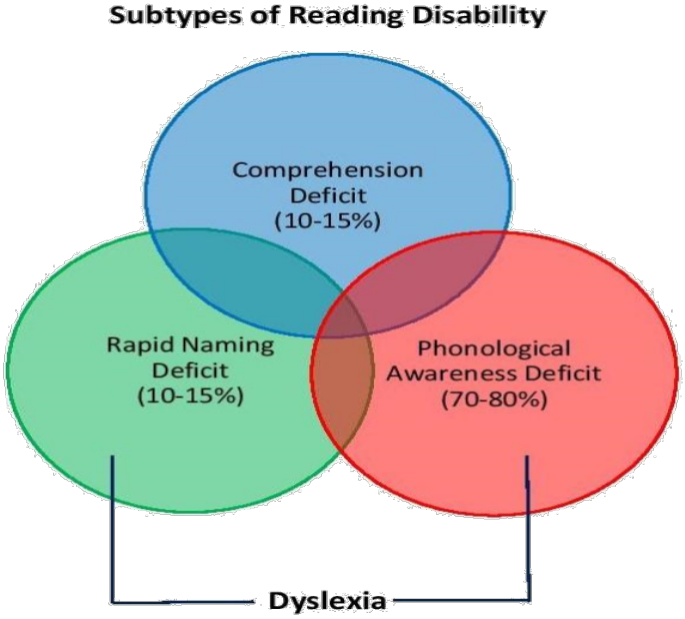


Figure 1. From The New Jersey Dyslexia Handbook: A Guide to Early Literacy Development & Reading Struggles (p. 11), by the New Jersey Department of Education, 2017. Used with permission.

- **Phonological Awareness Deficit:** Some students struggle to process the sound structure of language (e.g., rhyming, identifying number of sounds in a word), which contributes to difficulties with connecting letters and sounds. Students with dyslexia who have phonological processing deficits are estimated to make up approximately 70–80% of students with reading disabilities. (Moats & Tolman, 2009)
- **Rapid Naming Deficit:** Some students are unable to automatically or rapidly process visual stimuli (e.g., letters) on a page, resulting in slow, laborious, dysfluent reading. Some students with dyslexia have both a phonological processing deficit and a rapid naming deficit. These students are referred to as having a "double deficit" in word recognition. This is more difficult to remediate than students with a "single deficit" in either phonological processing or rapid naming.
- **Comprehension Deficit:** Some readers are characterized as having comprehension deficits even though they can read words accurately and quickly. They have difficulty comprehending the meaning of passages due to learning difficulties affecting abstract

reasoning and logical thinking. Although some students with dyslexia also display comprehension deficits, this is typically a secondary consequence of phonological processing deficits.

These common characteristics should be the impetus for early identification and interventions for students at risk for reading failure or dyslexia. To provide appropriate interventions, educators should use progress monitoring data or results from diagnostic testing that outline students' specific areas of weakness or characteristics of dyslexia.

Attributes of Dyslexia

Age Group	Potential Strengths	Possible Difficulties
Grades K–1	• Able to "figure" things out Embraces new ideas • Gets "the gist" of things • Understands new concepts • Large vocabulary for the age group • Excellent comprehension of stories read aloud (i.e., listening comprehension) • Able to understand complex patterns or issues	• Reading errors exhibit no connection to the sounds of the letters on the page (e.g., will say "puppy" instead of the written word "dog" on an illustrated page with a dog shown) • Does not understand that words come apart • Complains about how hard reading is, or "disappears" when it is time to read • A familial history of reading problems • Cannot sound out simple words like cat, map, nap • Does not associate letters with sounds, such as the letter t with the /t/ sound • Cannot remember a sight word even after they just practiced it.
Grades 2+	• Excellent thinking skills: conceptualization, reasoning, imagination, abstraction • Accomplishes learning best through meaning rather than rote memorization • Able to get the "big picture" • Understands clearly what is read aloud (listening comprehension)	• Very slow to acquire reading skills; reading is slow and awkward • Trouble reading unfamiliar words, often making wild guesses because she cannot sound out the word • Doesn't seem to have a strategy for reading new words • Avoids reading out loud • Confuses words that sound alike, such as saying "tornado" for "volcano," substituting "lotion" for "ocean"

Age Group	Potential Strengths	Possible Difficulties
	• Able to read and to understand highly practiced words in a specialized area of interest • Sophisticated listening vocabulary • Excellence in areas not dependent on reading	• Mispronounces long, unfamiliar, or complicated words • Avoids reading; gaps in vocabulary as a result • Skips or mixes up prepositions in sentences, (i.e., of, the, and, an)

Table 1. Adapted from Dyslexia Resource Guide (p. 7), by the Tennessee Department of Education, 2017. Adapted with permission. For a breakdown of the characteristics of dyslexia by age, see Appendix B.

Common Myths About Dyslexia

The word "dyslexia" has been used and misused for many years. To have productive discussion about dyslexia and how to address it, it's important to first identify some of the common myths associated with dyslexia.

Component	Myth	Truth
Reversals	Dyslexia is a visual problem. Students with dyslexia see and write letters and words backwards.	Many children reverse their letters when learning to read and write. Reversing letters is not a sure sign of dyslexia, and not all students with dyslexia reverse letters. However, reversals after 1st grade is a red flag for dyslexia.
School Success	If you perform well in school, you must not have dyslexia.	Some students with dyslexia perform well in school. These students work hard, are motivated, and have the accommodations necessary to show their knowledge.
Intelligence	Smart students cannot be dyslexic; students with dyslexia cannot be very smart.	Dyslexia is defined by an unexpected difficulty in learning to read. Dyslexia is not related to intelligence and students with all levels of IQ are impacted by dyslexia.
Reading Ability	Students with dyslexia cannot learn to read.	Most students with dyslexia do learn to read, but with greater effort.
Reading Difficulties	All reading difficulties can be attributed to dyslexia.	The hallmark of dyslexia is an unexpected reading difficulty with a child who seems to have all the equipment (intelligence, verbal skills, and appropriate instruction) necessary to become a reader.
Eligibility	If a student has dyslexia, he or she will have an	Dyslexia presents in varying degrees from mild to severe. Some students with characteristics of dyslexia

Component	Myth	Truth
	Individualized Education Program (IEP). An IEP is the only way to get the appropriate instruction and accommodations needed.	do not meet the requirements for SLD eligibility. All students should receive appropriate, differentiated instruction and universal accommodations in Tier 1, and when needed, the students may receive Tier 2 or Tier 3 intervention. Students who do not respond to these interventions may be eligible to receive special education services.
Gender	More boys are affected by dyslexia.	Dyslexia affects an approximately equal number of boys and girls. However, for every girl referred to special education under SLD, there are two boys referred. The higher number of male referrals may be due to differences in classroom behavior. Dyslexia doesn't discriminate based on gender, race, ethnicity, or socioeconomic status.
Short-Term Problem	Most students will eventually outgrow dyslexia.	Dyslexia is a result of a processing difference in the brain and will last a lifetime.
Comprehension	Students who have dyslexia have poor reading comprehension skills.	Students with dyslexia can have strong comprehension skills, but this can be masked by (1) the amount of mental effort required to decode, and (2) a limited amount of reading, leading to a gap in the student's vocabulary as compared to students who read larger amounts of appropriate text.

Table 2. Adapted from Dyslexia Resource Guide (p. 10–12), by the Tennessee Department of Education, 2017. Adapted with permission.

Other Considerations

Research reveals that the brain functions differently in people with dyslexia than those without it. Structural and neural differences in the brain make it more difficult for people with dyslexia to read, spell, and write. For example, in the left-brain hemisphere, three dominant areas of the brain are usually active for reading, but in those individuals with dyslexia, only one area of the brain is being stimulated (Perrachione, 2016).

> Research in neuroscience confirms that no two students share the same brain print. Each one learns differently, managing his or her own unique network of cognitive abilities and challenges to access information, make meaning, and express ideas. A

> condition like dyslexia varies in the way it impacts students because of the diverse intellectual strengths they are able to deploy to compensate for, and work around, their challenges. In the world beyond school, one doesn't need to look far to find high-profile dyslexics who left their academic struggles behind to become leaders in their chosen professional fields. (Redford, 2017)

Gifted Students With Dyslexia

Some students with dyslexia are also gifted in their intelligence. These students are commonly referred to as "twice exceptional" or "2E." Twice exceptional students have gifted level abilities in some academic areas and significant learning disabilities in other areas. Researchers from the International Dyslexia Association (2013) explain that twice exceptional students require an educational program that meets their unique learning needs:

> Students who have both gifts and learning disabilities require a 'dually differentiated program:' one that nurtures gifts and talents while providing appropriate instruction, accommodations, and other services for treating learning weaknesses. Unfortunately, research-based, well-defined, and prescribed practices for the 2E student with dyslexia are hard to find, and current practices vary widely. (p. 3)

This lack of research-based and well-defined practices may be attributed to the difficulty in identifying and qualifying 2E students with dyslexia for services. Some unique characteristics of 2E learners can be:

- Superior oral vocabulary
- Advanced ideas and opinions
- High levels of creativity and problem-solving ability
- Extremely curious, imaginative, and questioning
- Discrepant verbal and performance skills
- Clear peaks and valleys in cognitive test profiles
- Wide range of interests not related to school
- Specific talent or consuming interest area
- Sophisticated sense of humor

Students With Dyslexia Who are Learning English

Dyslexia is not specific to the English language and is studied in people throughout the world. In the United States, approximately one out of every ten students in public education are learning English. They are often referred to as EL students, and some of these students have dyslexia. It can prove challenging to determine why a student who is learning English is struggling with reading

and spelling and whether they have dyslexia (Francis, Lesaux, Kieffer, & Revera, 2006). Researcher Kelli Sandman-Hurley noted:

> Dyslexia affects humans, not English readers, and this means that students in classrooms who are struggling to learn English may be at risk for dyslexia. More often than not, these students may be missed, because it is assumed that because the English language is complicated and opaque, the student is having difficulty learning it, but will eventually get it. This is erroneous. While English is not as transparent as Spanish or German, it is not the language that is causing the struggle. It is the dyslexia. (2014, p. 33)

According to researchers Rodriguez and Rodriguez (2017), the longer students who are learning English and have learning disabilities go without services, "the farther these students can get behind their peers. This can result in the student suffering emotionally and socially, and the student potentially developing an aversion to school and learning" (p. 102).

A struggling student who is learning English, whether dyslexic or not, benefits from Structured Literacy instruction that includes building background knowledge, explicit instruction, guided practice, peer practice and assessment of content learning. Explicit instruction for students who are learning English should include sensory supports such as pictures, real life objects, and models; graphic supports which may include charts, diagrams, and graphic organizers; and interactive supports such as pairing with partners, small groups, cooperative group structures, and adult prompting and modeling (WIDA, 2012). This approach to teaching reading has been shown to benefit all students. Instruction and academic interventions for students who are learning English requires early, explicit, and intensive instruction in phonological awareness and phonics.

Before determining if a student who is learning English is eligible for special education, it is important that prereferral evidence-based interventions are frequent and consistent and that they target the gaps in the student's missing knowledge and skills. Along with this, regular progress monitoring data should be collected to determine a student's success or failure to respond to sequential tiers of evidence-based instruction and intervention. Students who fail to respond will exhibit little or no progress after receiving frequent research-based interventions (Barrera, 2006). Eligibility decisions can only be made when sufficient data has been collected to point out a student's strengths and weaknesses.

The IEP team should be prepared to accurately and appropriately assess and intervene with culturally diverse students using nondiscriminatory assessments and practices to distinguish between second language-development and learning disabilities. The school psychologist may need to assess language proficiencies in both the native and secondary language. Classroom observations are also important in determining whether a student has been given ample

opportunities to learn in a culturally responsive classroom environment. After students who are learning English are identified as having a learning disability, it is essential to build their vocabulary as a foundation of their literacy instruction and reading interventions (Cardenas-Hagen, 2018).

Coexisting Disabilities

While students with dyslexia share some common characteristics, dyslexia manifests differently in individuals due to age and other factors affecting foundational reading skill development. In addition, students may have coexisting disabilities, such as dysgraphia, dyscalculia, or attention deficit hyperactivity disorder (ADHD). Familiarity with these coexisting disabilities is important because many characteristics overlap which can lead to a misdiagnosis and/or a lack of diagnosis.

Dysgraphia

Dysgraphia is a neurologically-based specific learning disability affecting written expression. The writing process, which requires both fine motor and language processing skills, is slow and difficult for students with dysgraphia. These students typically have poor handwriting and spelling, and difficulty putting their thoughts on paper. Assessing for dysgraphia typically includes looking for difficulties in several of the following skill areas: visual-spatial, fine motor, language processing, spelling, handwriting, grammar, and organization of written language (IDA, 2012). A few specific symptoms that may be evident include:

- Difficulty spacing letters and words on a page
- Inability to write on a line or inside margins
- Very slow at copying text
- Poor fine motor skills (e.g., holding a pencil, using scissors, tracing)
- Incorrect use of punctuation and capitalization
- Difficulty putting thoughts into written words

In general, students with dysgraphia benefit from ongoing, explicit instruction in handwriting, spelling, and writing composition. To improve illegible handwriting, younger students may benefit from activities such as tracing and copying letters. In addition, students with dysgraphia also benefit from accommodations such as typing and speech-to-text software. Students with dysgraphia may have other disabilities, including dyslexia or ADHD. However, a student with dysgraphia and no other disabilities should be able to learn to read without difficulty.

Dyscalculia

Researcher James Gillum (2012) describes dyscalculia as a neurologically-based specific learning disorder that affects a student's performance in mathematics and notes that "there is a higher than expected co-morbidity of diagnosis of dyscalculia with dyslexia and ADHD" (p. 290). Students

with dyscalculia typically have poor numerosity or "number sense" (Gillum, 2012; Witzel & Mize, 2018). Students with dyscalculia may have difficulty with:

- Counting
- Learning mathematical facts (e.g., addition, multiplication)
- Auditory memory of numbers (e.g., phone numbers)
- Understanding place value, decimals, and fractions
- Memorizing rules and procedures needed for solving multi-step mathematic problems (Soares, Evans, & Patel, 2018; Witzel & Mize, 2018)

As may be expected, students with dyscalculia often demonstrate anxiety towards mathematical tasks. Although dyscalculia has not been studied as thoroughly as dyslexia, explicit and systematic instruction focusing on building automaticity with mathematical calculations and procedures has been shown to be beneficial for students with dyscalculia (Soares, Evans, & Patel, 2018).

Attention-Deficit Hyperactivity Disorder (ADHD)

ADHD is a neurologically-based condition characterized by inattention, distractibility, hyperactivity, and/or impulsivity. According to the International Dyslexia Association, "In various studies as many as 50% of those diagnosed with a learning or reading disability have also been diagnosed with ADHD" (2018). Current practice identifies three types of ADHD:

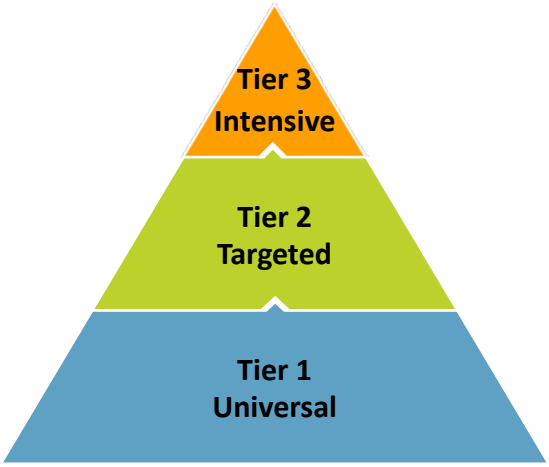
- **ADHD – Predominantly Hyperactive/Impulsive:** Students with this type of ADHD display symptoms of hyperactivity including the need to move constantly. They also struggle with impulse control.
- **ADHD – Predominantly Inattentive:** Students with this type of ADHD display difficulty paying attention and are easily distracted but do not have issues with impulsivity or hyperactivity. This may also be referred to as attention-deficit disorder or "ADD."
- **ADHD – Combined:** Students with a combination meet the criteria for both above types.

Although ADHD is not a learning disability, students with the disorder may appear to have difficulty with reading due to their inability to stay focused. However, students with ADHD are typically able to read well when they concentrate. Inattentiveness and difficulty with reading are two characteristics shared among students with dyslexia or ADHD. Students with dyslexia may become inattentive during reading activities in school because reading is difficult for them. Therefore, it is important for educators and parents to understand the underlying cause of inattentiveness and reading difficulties so that effective interventions can be implemented.

Multi-Tiered System of Supports

According to the International Dyslexia Association (2017), one in five people may have some of the symptoms of dyslexia. Therefore, it is imperative that struggling readers are identified early

and receive effective interventions and appropriate accommodations. Providing a multi-tiered system of supports for struggling readers is critical for ensuring that students experience success in school and in life.



Multi-Tiered System of Supports (MTSS) is a framework for implementing systematic, evidence-based practices to maximize student achievement in academics in preparation for and leading to college and career readiness. The MTSS model provides additional supports for students who are below level in reading. The MTSS framework includes Universal, Targeted, and Intensive levels of support. **Universal support** (Tier 1) represents grade-level core instruction using evidence-based curriculum and instructional strategies. Differentiated instruction is provided to all students considering various modes of delivery and learning needs. Tier 1 practices should be implemented with fidelity prior to addressing practices for Tier 2 or Tier 3. **Targeted support** (Tier 2) is supplemental instruction and supports that are systematically delivered in addition to, and aligned with, the grade-level core. These supports address the needs of students who have not responded sufficiently to Tier 1 or who are excelling and would benefit from enrichment activities. For students who are low performing, supports may include adapted strategies, increased frequency, intensity, and/or time. **Intensive support** (Tier 3) represents individually-responsive instruction and supports delivered in addition to and aligned with the grade-level core. These supports address specific needs of students who are most at risk or have not responded to Tier 2 interventions. For students who are low performing, these supports are intended to further remediate or accelerate student success and do not necessarily equate to special education services. Individually-responsive supports are developed based on individual need but may be provided in a small group or an individual format. Tier 3 supports are provided in addition to, not in place of, Tier 1 instruction and include systematic, direct, explicit instruction within the area of need for all struggling students.

Students with characteristics of dyslexia who have not made progress in grade-level core instruction should receive interventions that address the specific phonological deficits identified through targeted assessments. If a student is not successful with interventions provided through general education, the student may be referred for an evaluation to consider eligibility for special education services as this may indicate a possible specific learning disability.

Tiered Reading Instruction in an MTSS Framework

Students with dyslexia have diverse needs and demonstrate characteristics across a broad spectrum of learning. Some students with dyslexia are successful with minimal supports and

accommodations in the classroom, while some need additional intervention provided through general education; and others need intensive intervention provided through the general education setting and/or special education.

A multi-tiered system of supports and instruction is helpful in creating a plan. Students with dyslexia also benefit from an open environment where speech pathologists, reading specialists, general education teachers, reading para-professionals, and administrators have ample opportunities to discuss struggling readers as well as to share ideas and resources. Because schools have a wealth of knowledge and expertise, frequent collaborative meetings are an invaluable way to plan for staff sourcing and support.

- **Tier 1** reading instruction encompasses rich, universal instruction for all students in the general education classroom. This instruction is delivered and monitored through formative assessments to determine student mastery. Explicit instruction occurs when the instructor clearly outlines learning goals for the student and offers clear, unambiguous explanations of the skills and information structures being presented. Small group instruction that is on grade level can be part of Tier 1 instruction. Tier 2 reading instruction may be needed if students are not making adequate progress after receiving rich Universal Tier 1 instruction.
- **Tier 2** reading instruction includes targeted, skill-based, small-group interventions delivered to those students needing additional instruction of curriculum previously taught. This instruction focuses on areas of weakness and is delivered with an explicit and systematic approach. An additional tier of support may be needed for students with dyslexia and students who are not making adequate progress when given Tier 1 or Tier 2 instruction. For these students, Tier 3 instruction can be offered in 1:1, 2:1 or 3:1 small-group settings.
- **Tier 3** instruction is targeted, explicit, and systematic in the essential seven areas of reading: phonological awareness, phonics and the “alphabetic principle,” fluency, vocabulary, comprehension, oral language and writing strategies. Tiered instruction can be provided by special education teachers, general education teachers or paraprofessionals who are trained in the intervention. Co-teaching with special education and general education is also a best practice.

Parents and educators should be aware of the literacy requirements for their student. When discussing interventions, it is critical that interventionists clearly understand the expected grade-level competencies to ensure that the intervention plan for the struggling reader is addressing the appropriate reading areas. Struggling readers can become competent readers with appropriate intervention and need to be making adequate progress to allow them to catch up with their peers.

When a student with dyslexia is involved in a multi-tiered intervention process and parents believe their child has special education needs, they have the right to ask for an evaluation for special education services. Parents have the right to deny a special education evaluation for their child as well. Although the USBE list is a useful guide, it is not meant to be a substitute for researching and understanding a school-wide literacy curriculum. As Dr. David Kilpatrick states in Essentials of Assessing, Preventing, and Overcoming Reading Difficulties, "We have ample research to show that by making changes in our instructional approaches, we can prevent many reading difficulties as well as substantially accelerate the reading growth of most students with reading difficulties" (2015, p. 23).

Universal Screening and Dyslexia

The State of Utah has mandated two tools for reading assessment screening.

- The first is the Kindergarten Entry and Exit Profile (KEEP) (https://schools.utah.gov/assessment/assessments?mid=1173&tid=4). It is designed as a pre- and post-assessment to determine the knowledge, skills, and abilities which are developmentally appropriate concepts for young children entering and exiting kindergarten in Utah. KEEP is aligned to the current Utah English Language Arts (ELA) and Mathematics Core Standards.
- The second tool is the Early Literacy Program (https://schools.utah.gov/curr/elaelementary?mid=1124&tid=5) which requires each LEA to assess their students three times a year in grades 1–3 to screen and identify students who need additional targeted interventions as a vehicle for preventing and remediating reading difficulties.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) has been selected as the statewide assessment for the Utah Early Literacy Program. DIBELS is administered at the beginning, in the middle, and at the end of the year. The assessment provides educators, students, and families with information about a student's reading proficiency. Parents and guardians are notified of their student's performance after each administration period. This may occur through phone calls, parent conferences, or letters home (see Appendix C for more information on DIBELS and dyslexia).

Struggling readers who are identified as below benchmark and are on either the yellow or red levels in DIBELS at the beginning of the year, should not be finishing the year in those same levels. If this is occurring, the intervention and assessment protocols need to be examined and adjusted to provide more appropriate services. For older students who do not regularly receive DIBELS screening, other diagnostic assessments such as the Comprehensive Test of Phonological

Processing—Second Edition (CTOPP-2) and DIBELS Content Area Reading Indicator (CARI) can be used. (See Appendix D for a list of additional diagnostic assessments.)

When a student is below benchmark for more than one assessment period (beginning, mid, or end of the year), consider scheduling a time with the student's teacher to discuss interventions that are being used to help students who are below benchmark.

Universal Screening Process for Reading Disorders

- **Step One:** In grades K–12, LEAs should administer a nationally normed, skills-based universal screener as part of the universal screening process. DIBELS and the KEEP are examples of this type of screening for Utah students (see Appendix D).
- **Step Two:** In grades K–12, school teams should consider the results of the skills-based universal screener compared to other classroom-based assessments. These may include, but are not limited to, standards-based assessments, grades, formative assessments, summative assessments, classroom performance, teacher observations, and other relevant information such as medical or family history.
- **Step Three:** In grades K–12, students identified as "at risk" based on multiple sources of data should be administered diagnostic assessments to determine each individual student's intervention needs. Diagnostic assessments are survey-level assessments for reading and must explicitly measure characteristics of dyslexia including: phonemic and phonological awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills.

Please note: Diagnostic testing identifies areas of weakness to implement an educational intervention plan and should not be confused with a medical diagnosis. The Utah State Board of Education Special Education Rules (2016) state, "The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. Results of screenings should be considered by the LEA for Child Find purposes" (p. 23).

The following flowchart outlines the screening process for identifying students at risk for reading failure in the elementary school setting. This is based on differentiated, evidence-based core instruction (Tier 1) and delivered Structured Literacy interventions (Tier 2 and/or Tier 3) which are aligned to the students' needs as identified by diagnostic tests.

Universal Screen for Reading Difficulties and/or Dyslexia (Elementary)

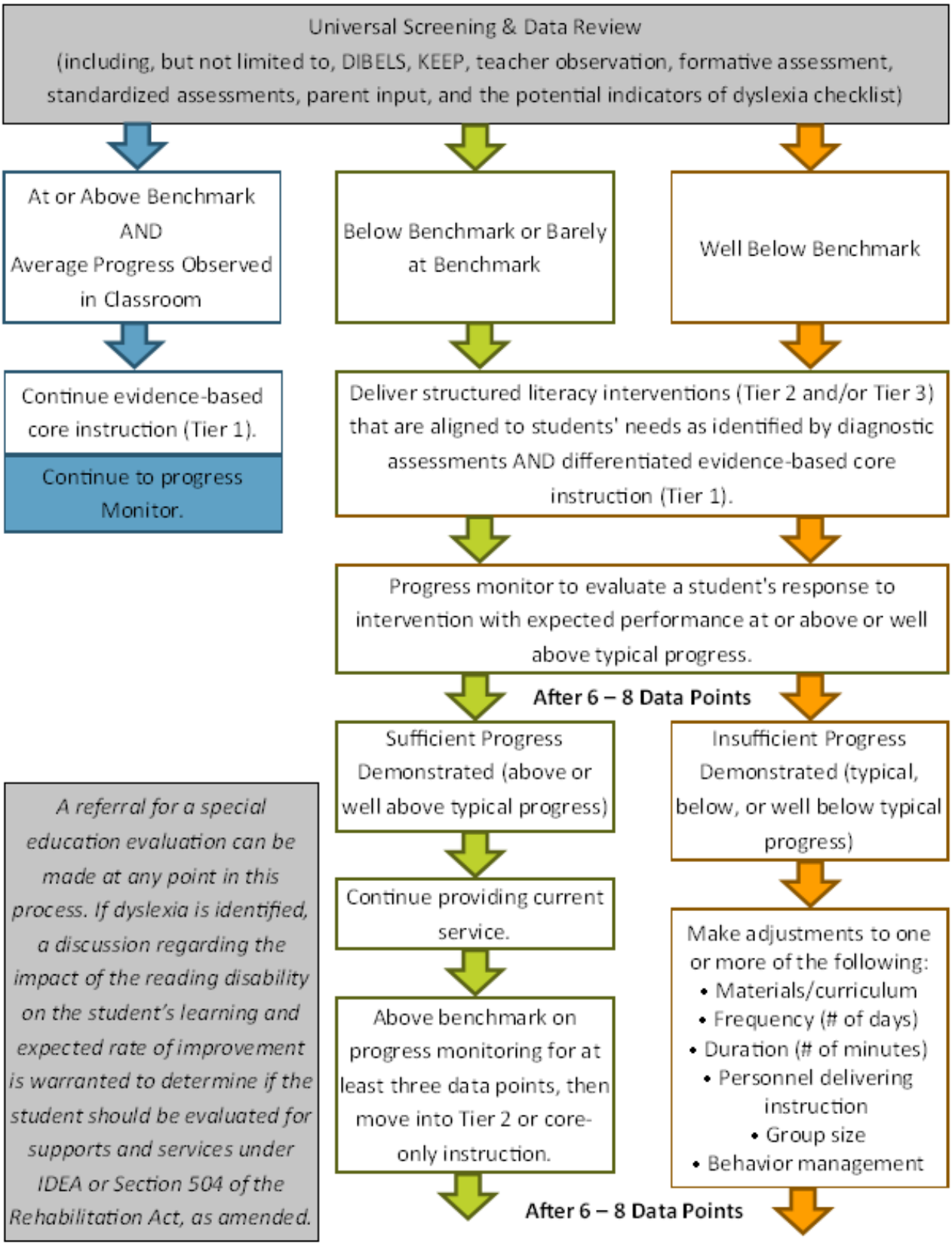


Figure 3. Utah State Board of Education, 2018.

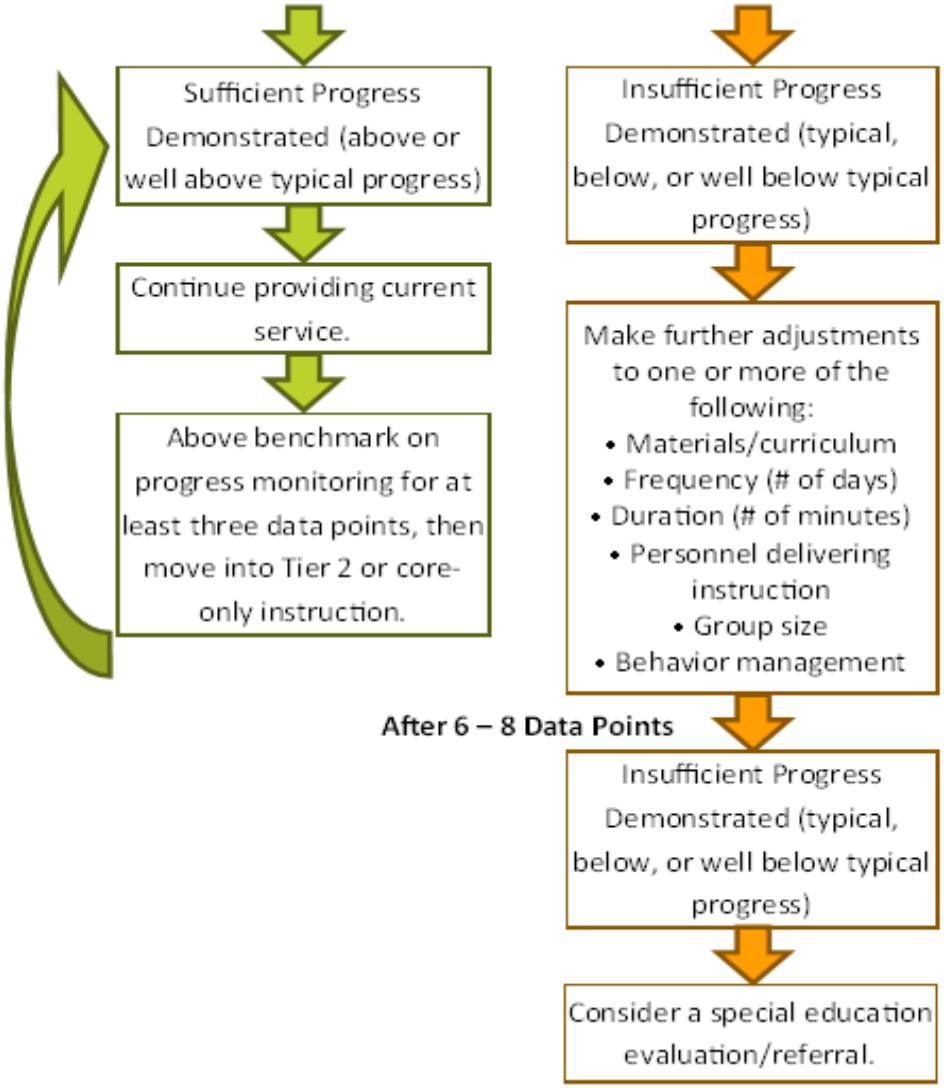


Figure 3. Utah State Board of Education, 2018.

The steps for using assessments in secondary settings rely on available student assessment data to make informed decisions on instructional programming. The following chart explains the best practice procedures when identifying students at risk for dyslexia and/or reading failure in the secondary educational setting. Each step in the assessment process should be carefully considered by a team of qualified practitioners. The process of administering the tests, collecting the results, and interpreting the results requires highly trained personnel to successfully implement and monitor this process. The following illustration shows this dynamic process for secondary education systems.

Universal Screening for Reading Difficulties and/or Dyslexia (Secondary)

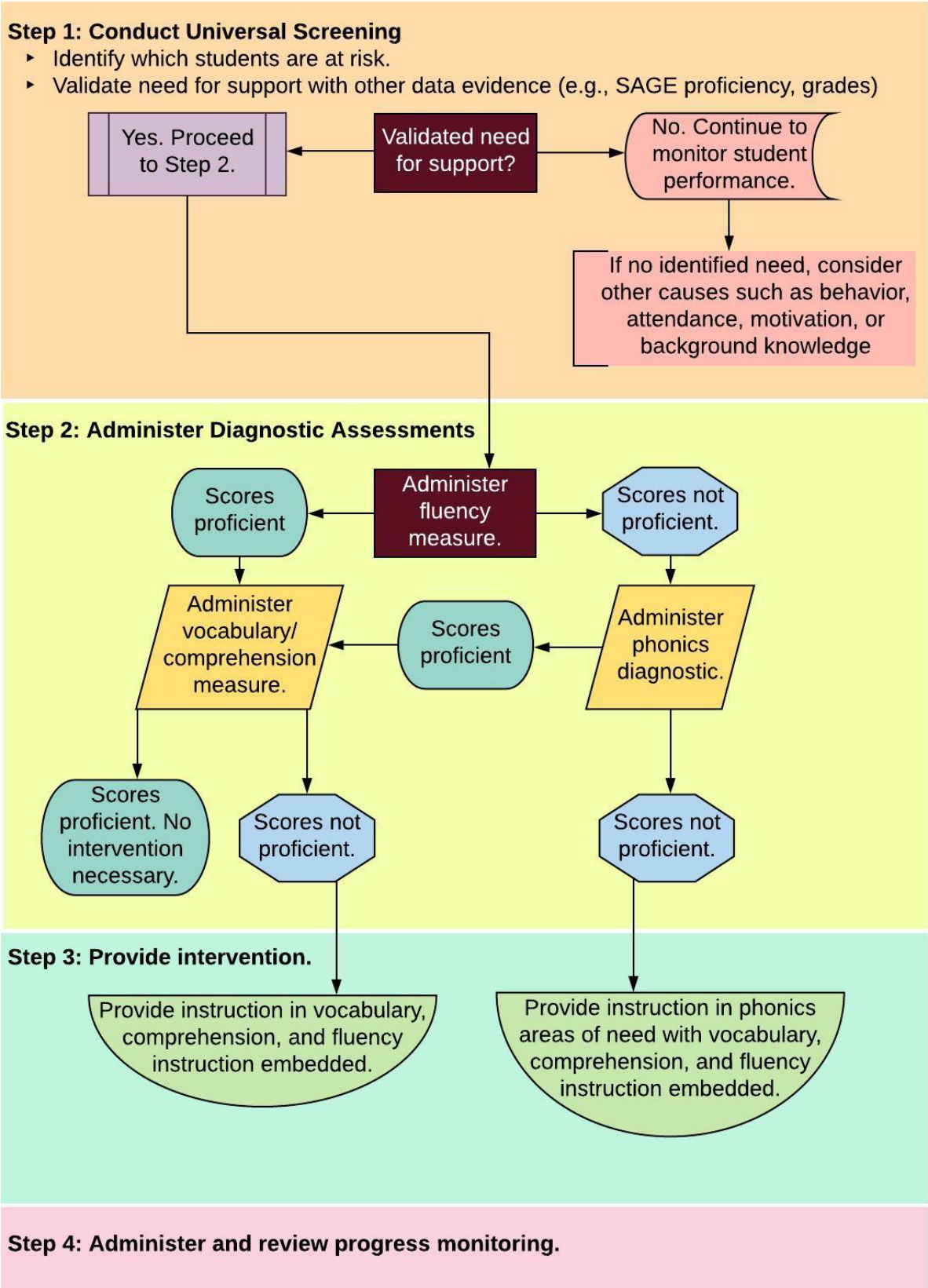


Figure 4. Utah State Board of Education, 2017.

Best Practices in Identifying Students at Risk for Dyslexia and Reading Failure

It is the responsibility of local education agencies (LEAs) to implement effective universal screening processes and use the information they collect to make important determinations about dyslexia-specific accommodations and interventions for at-risk students. Multiple sources of data are required to identify both individual student strengths and areas of need. This data will provide LEAs with accurate information to make informed decisions about skill-specific interventions, remediation, reteaching, and enrichment for each child. Understanding how to interpret assessments, such as DIBELS, is part of the best practices for identifying reading failure. Allowing students to maintain a yellow or red status in DIBELS, without implementing a tiered plan for reading intervention with ongoing assessments to monitor adequate progress, is not best practice.

Essential Components of Reading, Writing, and Spoken Language for Screening

The following chart may be helpful for understanding the various assessments available to screen for areas of weakness in reading, writing, and spoken language. The definition and an example of each skill are included, along with a description of how a student with dyslexia may present in each area. This chart may also be useful for educators working with older students who show signs of dyslexia but never received a diagnosis and are struggling with the essential components of reading, writing, and spoken language.

Essential Skills to Measure for a Standard Assessment

Skill	Definition and Examples	How it Looks in Dyslexia
Phonological Awareness & Phonemic Awareness	**Phonological Awareness** refers to an individual's awareness of and access to the sound structure of oral language. It is the understanding that spoken language can be divided into smaller units (i.e., words, syllables, onset-rime, and phonemes) and that those units can be identified and manipulated. Students are initially more proficient with perceiving these larger units (e.g., words) than individual sounds (e.g., phonemes). Rhyming is also a task of phonological awareness.	Difficulty in phonological awareness, especially phonemic awareness, is one of the best predictors of dyslexia and a key predictor of early literacy acquisition. Rudimentary ability to blend, segment, and manipulate phonemes within words and syllables is a prerequisite for understanding phonics (grapheme–phoneme association for word identification and phoneme–grapheme association for spelling). These basic skills of

Skill	Definition and Examples	How it Looks in Dyslexia
	EXAMPLES **Rhyming.** Tell me a word that rhymes with /top/. (/hop/, /mop/). **Syllable Blending.** Blend these syllables to pronounce a whole word: /ta/ /ble/ (/table/). **Phonemic Awareness** is a subset of phonological awareness that refers specifically to the understanding of and ability to manipulate the discrete, individual sounds of language called phonemes. The critical phonemic awareness skills that serve as a foundation for beginning reading are segmentation, blending, and manipulation. **EXAMPLES** **Phoneme Segmentation.** Pronounce all the phonemes (speech sounds) in /cat/: (/k/ /a/ /t/). **Phoneme Blending.** Blend these phonemes (speech sounds) to pronounce a whole word: /b/ /l/ /a/ /s/ /t/: (/blast/). **Phoneme Isolation.** Identify the initial, final, and medial sounds in words. What is the last phoneme (sound) in /dog/? (/g/) **Phoneme Deletion.** Say /skip/ without /k/. (/sip/)	blending, segmenting, and manipulating phonemes facilitate students' understanding of the "place value" of the sequence of graphemes and phonemes within words. However, there are some students with dyslexia who do not necessarily have poor phonological awareness. There is a stronger neurobiological (genetic) basis than environmental basis to phonological processing.

Skill	Definition and Examples	How it Looks in Dyslexia
Rapid Naming: Letters, Numbers, Colors, Objects	The ability to quickly name (label) common objects, colors, digits, and letters presented visually. Rapid naming of digits and letters is more closely associated with learning to read; however, for younger students who do not yet know letter or number names, assess naming for objects, colors, shapes, etc. Phonological processing is required for rapid naming but additionally requires executive functioning, attention, and fluency, among other abilities.	A strong predictor of dyslexia and early literacy acquisition—but less so than phonemic awareness or alphabet knowledge. It is likely that those with difficulties in both phonemic awareness and rapid naming have more severe forms of dyslexia.
Alphabet Knowledge	Ability to name individual letters.	One of the best predictors of dyslexia and a key predictor of early literacy acquisition (Note: early intervention may mask this sign in some children who later experience reading failure).
Grapheme-Phoneme and Phoneme-Grapheme Association	**Grapheme–Phoneme Association** is the ability to associate graphemes with the phonemes they spell. **EXAMPLES** <h> spells /h/ as in /house/. <ee> spells /ē/ as in /feet/. **Phoneme–Grapheme Association** is the ability to associate phonemes with the graphemes that spell them. **EXAMPLES** /ch/ is spelled with <ch> as in /chair/. /oi/ is spelled with <oi> as in /boil/.	Difficulties in grapheme–phoneme and phoneme–grapheme association are hallmark signs of dyslexia. There is a direct relationship between difficulties in phonological processing and development of grapheme–phoneme and phoneme–grapheme associations.

Skill	Definition and Examples	How it Looks in Dyslexia
Single Word Decoding of Real Words and Predictable Nonwords	**Decoding of Real Words** is the ability to use systematic decoding strategies to accurately identify and pronounce real words through grapheme–phoneme association. **Decoding of Nonwords (pseudo-words)** is the ability to automatically identify (pronounce) predictable pseudo-words correctly when presented with a list. **EXAMPLES** <op> <mest> <plig> <greb>.	Dyslexia involves a specific difficulty in word and nonword (pseudoword) decoding that is based on a weakness in the phonological aspect of language. There is a direct relationship between difficulties in grapheme–phoneme and phoneme–grapheme associations and these decoding abilities.
Reading Comprehension	The understanding of what is read aloud or silently. Should consider both narrative and expository texts and assess both literal (explicit) and inferential (implicit) understanding. A variety of types of assessments (e.g., multiple-choice, open-ended, closure) should be considered since each type measures different skills within reading comprehension.	Students with dyslexia may have difficulty in reading comprehension with strengths in listening comprehension. The challenges with reading comprehension may be the result of deficits related specifically to reading (e.g., inaccurate word identification-decoding, limited syntactic awareness, limited morphological awareness, etc.).
Oral Reading Fluency	The accuracy rate, and prosody (intonation and meaningful phrasing) of a student's reading of text at an instructional level.	Many students with dyslexia have difficulty with reading fluency due to a number of factors (e.g., poor decoding; limited awareness of syntax, including grammar; an underlying processing speed deficit). Fluency may remain slow even with successful interventions.

Skill	Definition and Examples	How it Looks in Dyslexia
Encoding (Spelling)	Both the ability to spell individual words in isolation and in the context of written expression must be assessed. Individual words are dictated and the student writes words on paper. Students may also be asked to spell predictable pseudo-words, which removes visual memory from the task. Spelling accuracy must also be assessed within context of students' independent written expression.	Spelling is most often impaired in students with dyslexia because spelling (encoding) and reading (decoding) have a reciprocal relationship. For adults with dyslexia, students who have been successfully remediated, and in students using efficient compensatory strategies, spelling deficits are easier to identify than reading deficits. It is common for students with dyslexia to misspell the same word wrong in different ways in the same paragraph.

Table 3. From California Dyslexia Guidelines (p. 49–53), from the California Department of Education, 2017. Adapted with permission.

Additional Skills to Measure for a Comprehensive Assessment

Skill	Definition and Examples	How it Looks in Dyslexia
Phonological Memory	Also known as verbal short-term memory, phonological memory is the capacity to store small amounts of phonological information for brief periods of time. It is distinguished from verbal working memory, verbal long-term memory, or spatial short-term memory. **EXAMPLES** **Memory for Digits:** Repeating a sequence of digits such as "seven, five, three, nine" presented orally. **Nonword Repetition:** Repeating a nonword (simulates pronunciation of an unfamiliar word or a word from a foreign language).	Many students with dyslexia have difficulty with phonological memory. Poor phonological memory not only predicts long-term phonological memory and decoding, but it also predicts vocabulary acquisition and oral language comprehension.

Skill	Definition and Examples	How it Looks in Dyslexia
Oral Language (Receptive, Expressive)	Oral language is the system through which we use spoken words to express ourselves (expressive language—speaking) and understand others (receptive language—listening). Oral language is the foundation of written language.	Some students with oral language (speaking and listening) deficits may also have dyslexia; however, there are many students with dyslexia with average to superior oral language skills. Strong abilities in oral language may lessen the effects of dyslexia so that symptoms are less severe. Expressive language issues sometimes seen in students with dyslexia can include difficulty with specific word retrieval and oral fluency. Receptive language issues seen in some students with dyslexia can include difficulty with being able to accurately recall and retell a story or a list of words presented.
Syntactic Processing	The ability to combine and manipulate the order of words or the smallest meaningful chunks within a word (morphemes) to construct sentences. **EXAMPLE** One hears the sentence "The boy being pushed by the girl is sad" and chooses the appropriate picture to match the sentence. In this case, the correct picture could show a sad-looking boy on a swing being pushed by a girl. An incorrect picture could show a sad-looking girl on a swing being pushed by a boy.	Students with dyslexia do not typically have difficulty with syntactic processing. Problems with awareness and understanding of syntax often affect language comprehension (e.g., listening, reading).

Skill	Definition and Examples	How it Looks in Dyslexia
Morphological Processing	Morphological processing is the ability to take the smallest meaningful units (chunks) within a word and manipulate them to form other words. Manipulation of morphemes can create words that differ in several ways: • different part of speech (derivational) happy happiness finish finite infinite finality • grammatical change (inflectional) small smaller smallest march marches marched boy boys	
Orthographic Processing	Orthography is the writing system of a language (i.e., spelling) and includes conventions, punctuation, and capitalization. Knowledge of orthography is stored in memory in the form of rules and representations of words or parts of words—and used to read and spell words.	Orthographic processing is one of several cognitive factors, along with phonological processing, that contribute to the ability to read words.
Handwriting	The process of writing consists of text generation and transcription skills; transcription skills can further be broken down into handwriting and spelling. Handwriting for written expression requires the integration of orthographic knowledge (see above) with the physical act of letter formation. It is often assessed by the quality of the written letters (e.g., consistency and accuracy of letter formation, size, spacing, alignment—	Handwriting (automatic letter formation) has been shown to be causally related to quality of written expression (e.g., text length and text quality), especially for younger children. An impairment in written language may be referred to as dysgraphia.

Skill	Definition and Examples	How it Looks in Dyslexia
	ability to anchor letters on lined paper) and also by fluency (e.g., writing letters of the alphabet or copying text under timed conditions). **EXAMPLE** There is no consensus on how handwriting is best assessed. Methods of assessment range from measuring fluency (e.g., having children copy a sentence containing all of the letters of the alphabet as many times as possible in one minute to careful examination of handwriting quality).	
Written Composition, Writing Mechanics, and Writing Fluency	Broadly defined, **written expression** includes a complex set of abilities (e.g., idea generation; organization of ideas; ability to generate topic sentences, supporting sentences, and concluding sentences, and editing and revision; mechanics—capitalization, punctuation, handwriting and keyboarding). Additional factors to assess include vocabulary, spelling, grammar, and syntax (e.g., sentence structure). **Writing fluency** is the ability to smoothly and effortlessly compose written texts.	Although students with dyslexia often have poor written expression, writing mechanics, and writing fluency, currently there is no established evidence that these are important signs of dyslexia. These are seen in students with dysgraphia (writing disorder) and are a highly comorbid condition (coexisting) in students with dyslexia.

Table 4. From California Dyslexia Guidelines (p. 49–53), from the California Department of Education, 2017. Adapted with permission.

Implementation and Progress Monitoring of Interventions

Tier 2 and Tier 3 interventions need to be differentiated for the struggling reader and should include instruction in developing strong phonics decoding skills and numerous sight word vocabulary practice opportunities. Interventions need to occur regularly and over an extended

time. Since the largest improvements in reading often occur in the first 15 to 20 hours of instruction (Torgesen, 2005), Kilpatrick (2015) recommends using that as a starting point to determine if students are making adequate progress in reading: "If delivered daily, that would be one-half hour a day for 6 weeks (15 hours) to 8 weeks (20 hours). If delivered three times a week, that would be one-half hour a day for 10 weeks (14 hours) to 13.5 weeks (20 hours)" (p. 352). In addition to intervening regularly and over an extended period, interventionists also need to pre- and post-test using normed assessments. When analyzing normed assessment data, it is important to use the standard scores, rather than the raw scores, since "standard scores allow us to determine the degree to which students are "closing the gap" with their peers" (Kilpatrick, 2015, p. 352).

Creating Systems of Intervention

One vehicle for improving services for struggling readers is by using School Community Councils (SCC) to address the academic areas most in need of improvement. SCCs generally consist of parents, the school principal, and elected school employees. Parents can help bring schools and communities together to create systems of intervention for struggling readers. Funds can be allocated to address specific needs of struggling readers such as the purchase, adoption, and training needed to implement Tier 2 and Tier 3 Structured Literacy interventions. For more information regarding school community councils, parents can contact their local education agency.

The Utah State Legislature has allocated the use of Trust Land funds for School Community Councils (SCC) to "improve the education of students" (53G-7-1202). SCCs can allocate Trust Land funds to purchase reading interventions for Tier 2 and Tier 3 instruction as well as pay to train educators and paraprofessionals on proper implementation. Please use this handbook to inform these conversations.

Dyslexia and the Law

Students with dyslexia are best served when teams of well-informed educators and parents work together to address identification, remediation, and accommodations. Therefore, it is important to be familiar with both special education and disability laws that provide support and protection, and to understand how these laws relate to students with dyslexia. A student with a learning disability who doesn't qualify for special education services may be eligible for a 504 Plan, which can provide classroom accommodations such as extra time on tests, copies of notes, or the use of a calculator.

Overview of the Individuals with Disabilities Education Act (IDEA) and Individualized Education Programs (IEPs)

Dyslexia is a disorder that falls within the Specific Learning Disability (SLD) category in the IDEA. Students who have dyslexia may also qualify under other IDEA categories such as speech or language impairment (SLI) or Other Health Impaired (OHI). Utah uses the Federal definition that defines SLD as:

> A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. (34 CFR 300.8(c)(10))

Students are typically referred for evaluations to determine if an educational disability is present after interventions in the identified area of need have not been successful in closing the academic achievement gap. Parents, teachers, or anyone else who notices the student is struggling can request an educational evaluation from the local education agency (LEA) to determine if the student qualifies for services under IDEA. A student does not need to complete a certain number of intervention cycles or spend a specific amount of time in an intervention cycle before a referral can be made to determine if the student is eligible to receive special education services and supports. The LEA is required to have parental consent to conduct an evaluation.

At the completion of the comprehensive evaluation, a summary of the result is presented in a team meeting. The required members of the team include the general education teacher, the special education teacher, the parent(s), an LEA representative, and a professional who is trained to interpret the results of formal and informal assessments. Data gathered during the intervention period and the evaluation process is used in the determination of eligibility. If a student is found eligible under IDEA, the team will develop an Individualized Education Program (IEP). It is important to note that a diagnosis of a disability is not necessary to receive services under IDEA. Equally, a diagnosis does not ensure eligibility under IDEA. Thus, not every child with a diagnosis of dyslexia or characteristics of dyslexia will qualify for services under IDEA.

Many parents of students with dyslexia have additional questions related to the IEP process. One common area that both educators and parents do not adequately address is transition planning for college or other post high school education. Planning for postsecondary life should begin as soon as a child enters school. As with any journey in life, knowing where you are headed will help

you choose the appropriate road to get there. Because there is usually more than one way to get to a destination, knowing a student's strengths, talents, and needs will help everyone set goals and make decisions regarding classes and programs that will best help the student. Transition planning for a student with an IEP begins, by law, when the child is 14 (see Appendix E for more information).

For more information regarding special education and related services, refer to the Utah Special Education Rules (https://schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=0).

Frequently Asked Questions by Families

- **How do I request testing for special education services?**
  It is best to request testing for eligibility under IDEA in writing. Request can be given to a principal or teacher. A response should be received in a reasonable amount of time. Once the LEA has received consent for testing from the parent(s)/guardian(s), the evaluation should be completed within 45 school days.
- **Can schools diagnose dyslexia?**
  Schools do not provide a medical diagnosis for any disability under IDEA. School evaluations determine if a student is eligible for special educational services under one of the 13 disability categories in the IDEA. Dyslexia is included in the category of Specific Learning Disability (SLD) and will be listed on a student's IEP as SLD.
- **What if I disagree with the evaluation results or team decisions?**
  IDEA has many procedural safeguards in place to protect the rights of students and parents. If parents disagree with the results of the evaluation, they may submit a written request for an independent educational evaluation (IEE) at the LEA's expense. An LEA agreeing to an IEE will provide information about where an IEE can be obtained and provide the criteria applicable for IEEs. For more information regarding student and parental rights including due process, refer to the USBE's Procedural Safeguards Notice (https://schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=3).
- **Can assistive technology be part of an IEP for SLD?**
  Yes, an assistive technology assessment can be part of an IEP. Necessary assistive technology for both classroom and testing should be listed in the IEP. Possible assistive technology accommodations may include the use of speech-to-text, text-to-speech, and audio books. For more information on accommodations, see the Assistive Technology section of this handbook (Appendix G).

- **Can the school team use the word dyslexia in my student's IEP?**
  Parents and educators often wonder whether the term "dyslexia" can be included on an IEP. When a student has been formally identified with dyslexia, or an evaluation has determined that the student has "characteristics common to dyslexia," the information can be included on an IEP to help ensure that the student receives services specific to his or her needs. The following guidance was published by the Office of Civil Rights (OCR) in October 2015:

  > There is nothing in the IDEA or our implementing regulations that prohibits the inclusion of the condition that is the basis for the child's disability determination in the child's IEP. In addition, the IEP must address the child's needs resulting from the child's disability to enable the child to advance appropriately towards attaining his or her annual IEP goals and to enable the child to be involved in, and make progress in, the general education curriculum. (34 CFR §§300.320(a)(1), (2), and (4)). Therefore, if a child's dyslexia, dyscalculia, or dysgraphia is the condition that forms the basis for the determination that a child has a specific learning disability, OSERS [Office of Special Education and Rehabilitative Services] believes that there could be situations where an IEP team could determine that personnel responsible for IEP implementation would need to know about the condition underlying the child's disability… (Policy Guidance, Department of Education, 2015)

- **What if my student is not making progress on his or her IEP goals?**
  Student's progress should be monitored closely, and the special education teacher should be sharing progress reports with parents each report card period. Parents can request that progress be shared more frequently. If a student is not making progress, an IEP team meeting may be called to discuss changes in the intervention strategies. Recently the Supreme Court ruled that students with an IEP need to be making "meaningful progress" on their goals to receive a fair and appropriate education (for more information, see Endrew v. Douglas County School District and IEPs (https://www.stetson.edu/law/conferences/materials/media/2017MC_23_MAT.pdf).

- **What type of goals are typically included in an IEP for students with dyslexia?**
  When writing an IEP for a student with dyslexia, teams should consider the seven components of literacy (phonological awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing). Explicit, structured, systematic, reading intervention should always be the priority in helping a student with dyslexia, even when the student is in a secondary school.

- **What should I do if my student's teacher doesn't use an accommodation listed in the IEP in the classroom?**
  If students are not receiving the accommodations outlined in their IEP, a parent can request a meeting with the classroom teacher and special education teacher to discuss specific IEP goals and accommodations. If this doesn't solve the problem, the parent can speak to the principal and then the district Special Education Director if needed. As students get older, it is also important for them to learn how to advocate for the accommodations they need in an appropriate manner.
- **Is a significant discrepancy between IQ and educational assessment results required for a student to qualify under SLD?**
  In Utah, there are currently four options for LEAs to use in the determination of an SLD: (a) Response to Intervention (RtI), (b) Discrepancy (sunsetting 2019), (c) a Combination of RtI and Discrepancy, or (d) an Alternate Research-Based Method (many LEAs are using Patterns of Strengths and Weaknesses [PSW] as the alternate research-based method). It is important to note that use of the discrepancy only method will no longer be an option in Utah after June 30, 2019. Eligibility for special education services has always been a team decision, using multiple measures and data points. No one data source should be used as a reason for automatic inclusion or exclusion for special education services. The evaluation summary should include all data considered in the evaluation.

Frequently Asked Questions by Educators

- **Can a teacher recommend that parents research dyslexia?**
  A teacher can recommend any evidence-based resources to a parent that they think will help to improve understanding of their student's needs, such as this handbook.
- **Can a teacher indicate to a parent that a student has characteristics of dyslexia?**
  Teachers cannot diagnose whether a student has dyslexia. However, a teacher may inform a parent that a student has characteristics of dyslexia (see Appendix B). It is important to remember that a diagnosis of dyslexia is not required to receive services in Utah public schools. This is true for services in general education, tiered supports, and services under IDEA or a 504 Plan.
- **If a teacher is concerned about a student's reading scores in phonological awareness and rapid naming, what can he or she tell the parent?**
  A teacher should inform the parents of the areas in which a student is not at benchmark and/or is not making progress. If these areas are in phonological awareness and rapid naming, a teacher may, if they have the knowledge about different types of reading disorders, inform a parent that these deficits are characteristic of a student with dyslexia.

The teacher should always inform the parent of the types of interventions that are available to address the identified deficits.

Overview of Section 504 and Section 504 Accommodation Plans

Section 504 of the Rehabilitation Act of 1973, as amended, is commonly referred to as "Section 504." It is a federal civil rights law providing protection to individuals with disabilities. Section 504 regulations require districts and charter schools to provide a free appropriate public education (FAPE) to qualified students with disabilities. Under FAPE, LEA 504 teams have the responsibility to provide services designed to meet the needs of students with disabilities, so they can access their education.

A Section 504 Accommodation Plan (504 Plan) is a document written and agreed to by the school's 504 team which provides specific accommodations, supports, or services to meet the needs of students with disabilities. The accommodations listed in the 504 Plan are designed to remove the barriers that limit students' access to and participation in the general education core standards, and typically enable students to spend the entire school day in the general education classroom. To qualify for a 504 Plan, students with dyslexia or other learning disabilities must meet certain criteria.

Under Section 504, a student is considered an individual with a disability if the student "(a) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment" (ADA Amendments Act of 2008, [http://www.eeoc.gov/laws/statutes/adaaa.cfm]). Section 504 does not include a list of disabilities by name. Rather, the definition of "disability" is intended to be interpreted broadly. "Major life activities" include, but are not limited to, the following:

- Seeing
- Speaking
- Learning
- Breathing
- Sleeping
- Standing
- Lifting
- Reading
- Concentrating
- Thinking
- Communicating
- Helping
- Eating
- Bending
- Operation of a bodily function

It is important to understand that **a medical diagnosis is NOT required for Section 504 eligibility**. The US Department of Education's Office for Civil Rights ([OCR] 2012) has clarified, "A school district should not need or require extensive documentation or analysis to determine that a child with diabetes, epilepsy, bipolar disorder, or autism has a disability under Section 504 and Title II."

It is equally important to understand that a medical diagnosis of dyslexia does not guarantee that a student will be provided with a 504 Plan. An individual could have a disability that does not "substantially limit" a major life activity. A school district or charter school's 504 team will

complete an evaluation to determine whether a child's disability "substantially limits one or more major life activity" that affects his/her ability to access learning and participate in the general education classroom.

Section 504 Evaluation Process

The question being asked during the Section 504 evaluation process is "Does the student need a 504 Plan to access their educational needs as adequately as the needs of a non-disabled students?" (USBE Guidelines for Implementing Section 504 [https://www.schools.utah.gov/file/d4d715da-efb6-4767-a20b-2ecaece8ed9c]). The following questions require affirmative answers when determining whether a student with dyslexia (or characteristics of dyslexia) qualifies for a 504 Plan.

- Does the student have a physical or mental impairment that substantially limits one or more life activities?
- Does that physical or mental impairment substantially limit his/her learning and/or reading? (Other areas to consider may include: writing, spelling, concentrating, thinking, and communicating).

The term "substantially limits" is not specifically defined by the Office for Civil Rights. However, it is recognized that this term should be interpreted broadly and inclusively.
Evaluating a student for 504 eligibility can be initiated by either the parent or the school. A school should begin an evaluation if staff members have reason to suspect that, because of a disability, a student may need accommodations in the general educational environment to receive access to learning and participation in the school program. When a school initiates an evaluation, it must notify parents and receive parental consent before beginning the evaluation.

Parents may also request that a school begin an evaluation. It is recommended that such a request be in writing and include supporting background information. Such a request will prompt an initial meeting. If the school agrees to evaluate the student, parents must provide consent.

The evaluation assesses the student's disability and analyzes its impact on the student's ability to access their education so that appropriate accommodations can be determined. This decision-making process is conducted by a group of persons with knowledge about the student and is based on a variety of sources. Although it is not stated in the 504 Regulations (§104.35(c)(3)), best practice is to include parents as part of the 504 team because they are knowledgeable about the student. When evaluating the need for a 504 Plan, the school should consider information from several sources, which may include:

- Evaluation results (if the school recently evaluated the child for an IEP or a 504 Plan)
- Documentation of the child's disability such as a doctor's diagnosis (not required but may be used in determining eligibility for a Section 504 Plan)
- Observations by the student's parent(s) and teachers
- Academic records
- Parental input
- Independent evaluations (if available)

With respect to a student's academic record, the Office for Civil Rights has noted that "Grades are just one consideration and do not provide information on how much effort or how many outside resources are required for the student to achieve those grades" (Dear Colleague Letter, 58 IDELR 79, (OCR 2012). Additionally, "school districts should not assume that a student's academic success necessarily means that the student is not substantially limited in a major life activity" (Dear Colleague Letter, 58 IDELR 79 (OCR 2012).

A person should be assigned to manage each student's 504 Plan. Best practice is to review the 504 Plans yearly, as well as whenever any member of the 504 team believes it is necessary. The team will conduct a re-evaluation every three years to determine continued 504 eligibility. Under Section 504, parents or guardians will be provided notice of any action that changes the identification, evaluation program, or placement of their child.

Districts and charter schools are required to have written policies and procedures regarding the Section 504 Rehabilitation Act which include grievance and due process procedures. Decisions about Section 504 eligibility should be documented. If parents or guardians disagree with the school's actions, they have the right to file a grievance, request mediation, ask for a due process hearing, or file a complaint with the Office for Civil Rights.

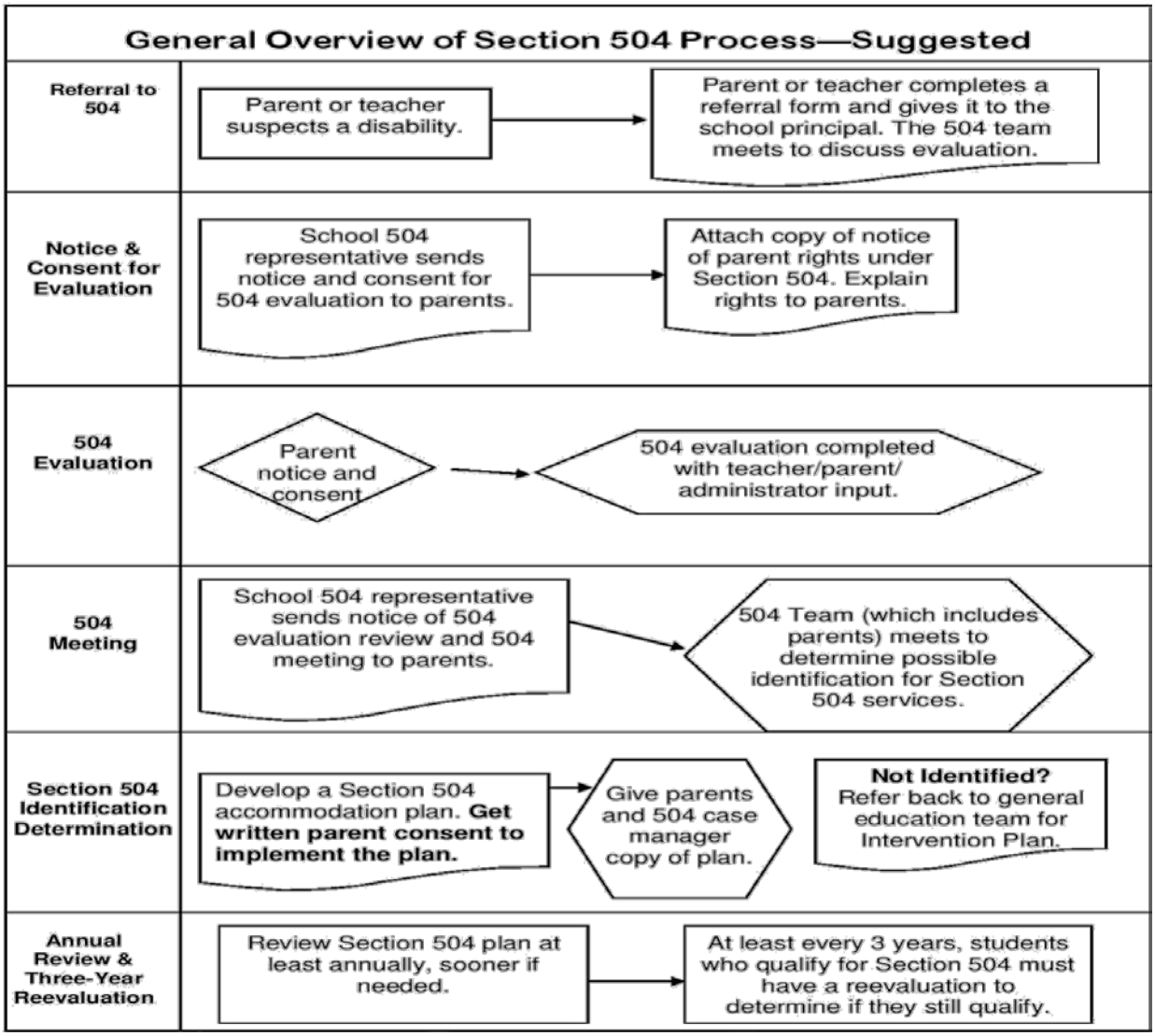


Figure 5. Based on the USBE Guidelines for Administrators and Educators for Implementing Section 504 of the Rehabilitation Act of 1973*, by the Utah State Board of Education, 2018. Used with permission.*

Accommodations, Including Assistive Technology, for Students With Dyslexia

The objective of classroom accommodations is to help level the playing field for students with dyslexia. Students with dyslexia will most likely still have areas they struggle with even after completing a reading intervention program that is appropriate for students with dyslexia. If a student is determined eligible for an IEP or 504 Plan, the team (including parents) will develop a plan consisting of accommodations, supports, and/or services enabling the student to access

the general education core standards. Once finalized, written parental consent is required for the plan to be executed.

According to the Yale Center for Dyslexia and Creativity, assistive technology provides a way for students with dyslexia "to save time and overcome some of the issues they may encounter because of their dyslexia, such as slow note taking or unreadable handwriting, and allows them to use their time for all the things in which they are gifted. For students with dyslexia, technology opens doors and allows them to demonstrate their knowledge in ways that were unimaginable in the past." Accommodations for students with dyslexia may include:

- Providing extra time on tests and assignments
- Asking a student to read aloud only if he volunteers
- Adapting test formats, such as allowing oral responses, providing large spaces for writing, or circling an answer instead of filling in the blank
- Allowing lectures to be recorded or providing copies of class notes
- Using text-to-speech software
- Using speech-to-text software
- Using Audiobooks (Enabling students to access grade appropriate text helps increase vocabulary and may also increase reading fluency)
- Taking photos of class notes rather than copying notes by hand and/or use of a LiveScribe Pen
- Using spell check and word prediction software
- Using apps which can take pictures of worksheets, convert the text in the worksheet to PDF format, and read the text to the student (e.g., Claro Scan Pen or Prizmo)
- Reducing homework (with the focus placed on quality of work rather than quantity)

As technology constantly changes, there will always be new and more effective ways to implement assistive technology (for a more complete list of accommodations, see Appendix F, or for more information on Assistive Technology and forms to request Assistive Technology see Appendices G & H).

Accommodations can also be accessed during state level testing. State testing modifications and accommodations can be found on page 28 of the Utah Participation and Accommodation Policy (https://www.schools.utah.gov/File/59595716-56ed-4dc0-a400-698c2e936f71).

Effective Literacy Instruction

Not every student comes to school prepared to read. Many students may not have received prior exposure to reading concepts and others may have a language-based learning challenge

that will complicate the process of reading. Reading research indicates that every student should be taught using evidence-based instructional practices. The earlier a student begins the reading process, the better the reading outcomes (Kilpatrick, 2015).

Best practice in reading is achieved by teaching the seven essential areas through Structured Literacy that ensures concepts are being taught systematically (in a well-designed order) and cumulatively (building on each other) with plenty of opportunity for practice using a variety of text. A successful reading program acknowledges that teaching students to read is a process.

The Essential Seven

The National Reading Panel (2000) identified five major areas in reading that need to be taught. The Utah State Legislature included an additional two. Combined, these areas are referred to as the "Essential Seven" in literacy:

- **Phonemic Awareness** – the ability to manipulate phonemes within words by isolating sounds and blending them
- **Phonics** – the relationship between phonemes and printed letters and the use of this knowledge to read and spell
- **Fluency** – the effortless reading of text with adequate rate, accuracy, and expression to support comprehension
- **Vocabulary** – the knowledge of words and their meanings
- **Comprehension** – the ability to extract and construct meaning from text
- **Oral Language** – the spoken language used to express knowledge, ideas, and feelings
- **Writing** – the ability to communicate knowledge, ideas, and feelings in written form

Reading Skills for Students at Risk for Dyslexia

According to Reid Lyon (1998) of the National Institute of Child Health and Human Development (NICHHD), "Reading skills serve as the major foundational academic ability for all school-based learning… When children do not learn to read, their general knowledge, their spelling and writing abilities… suffer in kind.". Reading allows children to extract meaning from print but is dependent on the ability to perceive and discriminate symbols and associate them with speech sounds and the structure of language. Students with dyslexia struggling in these areas of literacy and need an explicit, direct, systematic, cumulative approach to reading instruction to overcome these deficits.

Structured Literacy

The term Structured Literacy was chosen and adopted by the International Dyslexia Association (IDA) Board of Directors as a means of unifying the methods of reading instruction that conform to IDA's Knowledge and Practice Standards. It is an umbrella term used to describe programs

and methods, including Orton-Gillingham, that teach reading in essentially the same way. Structured Literacy is an explicit, direct, systematic, cumulative and diagnostic approach to teaching reading that includes principles of phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics.

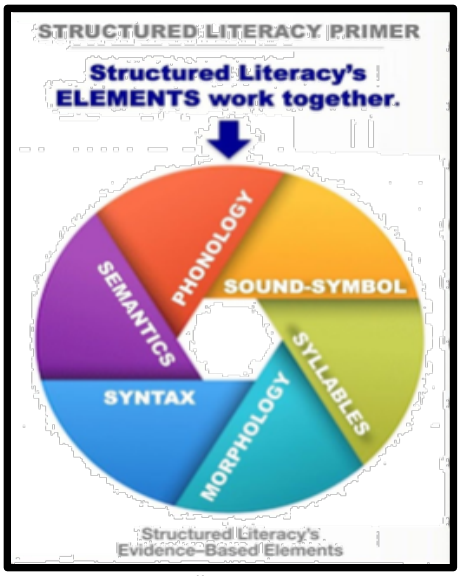


Figure 6. From "What is Structured Literacy? A Primer on Effective Reading Instruction" by C. Cowen, 2016, Baltimore, MD: International Dyslexia Association. Copyright 2016 by Cowen for IDA. Used with permission.

Elements of Structured Literacy

Cowen (2016) defines the elements of Structured Literacy:

Phonology: Phonology is the study of sound structure of spoken words and is a critical element of *Structured Language* instruction. Phonological awareness includes rhyming, counting words in spoken sentences, and clapping syllables in spoken words. An important aspect of phonological awareness is phonemic awareness or the ability to segment words into their component sounds, which are called phonemes. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds in the language. For example, the word *cap* has three phonemes (/k/, /ă/, /p/), and the word *clasp* has five phonemes (/k/, /l/, /ă/, /s/, /p/).

Sound-Symbol Association (phonics): Once students have developed the awareness of phonemes of spoken language, they must learn how to map the phonemes to symbols or printed letters. Sound-symbol association must be taught and mastered in two directions: visual to auditory (reading) and auditory to visual (spelling). Additionally, students must master the blending of sounds and letters into words as well as the segmenting of whole words into the individual sounds. The instruction of sound-symbol associations is often referred to as phonics. Although phonics is a component of *Structured Literacy*, it is embedded within a rich and deep language context.

Syllable Instruction: A syllable is a unit of oral or written language with one vowel sound. Instruction includes teaching of the six basic syllable types in the English language: closed, vowel-consonant-*e*, open, vowel digraph (vowel pair) or diphthong, consonant-*le*, and *r*-controlled. Knowledge of syllable types is an important organizing idea. By knowing the syllable type, the reader can better determine the sound of the vowel in the syllable. Syllable division rules heighten the reader's awareness of where a long, unfamiliar word may be divided for great accuracy in reading the word.

Morphology: A morpheme is the smallest unit of meaning in the language. The Structured Literacy curriculum includes the study of base words, roots, prefixes, and suffixes. The word *instructor*, for example, contains the root *struct*, which means *to build*, the prefix *in*, which means *in* or *into*, and the suffix *or*, which means *one who*. An instructor is one who builds knowledge in his or her students.

Syntax: Syntax is the set of principles that dictate the sequence and function of words in a sentence to convey meaning. This includes grammar, sentence variation, and the mechanics of language.

Semantics: Semantics is that aspect of language concerned with meaning. The curriculum (from the beginning) must include instruction in the comprehension of written language.

Assessing Reading Programs for Essential Components of Structured Literacy

It is important to evaluate reading intervention programs and materials for components of Structured Literacy (see Appendix I for an evaluation checklist). Some published reading programs that include these components are Wilson, SPIRE, Slingerland, Neuhaus, Language!, and Sonday. It is equally important that programs are implemented with fidelity and for intervention providers to receive the recommended training for specific programs.

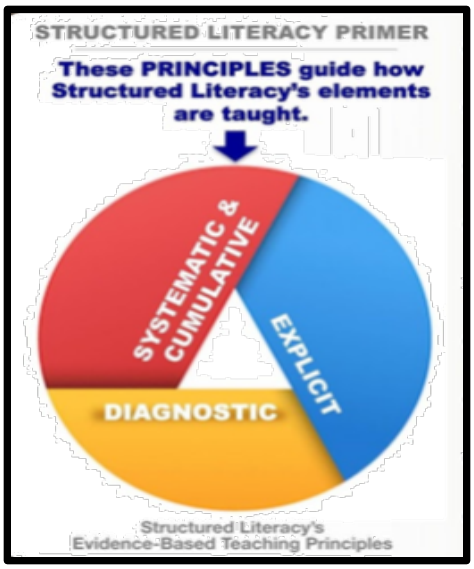


Figure 6. From "What is Structured Literacy? A Primer on Effective Reading Instruction" by C. Cowen, 2016, Baltimore, MD: International Dyslexia Association. Copyright 2016 by Cowen for IDA. Used with permission.

Principles in Teaching Structured Literacy

Cowen (2016) also defines the principles that guide how Structured Literacy's elements are taught.

Systematic and Cumulative: Structured Literacy instruction is systematic and cumulative. Systematic means that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and elements and progress methodically to more difficult concepts and elements. Cumulative means each step must be based on concepts previously learned.

Explicit Instruction: Structured Literacy instruction requires the deliberate teaching of all concepts with continuous student-teacher interaction. It is not assumed that students will naturally deduce these concepts on their own.

Diagnostic Teaching: The teacher must be adept at individualized instruction. That is, instruction that meets a student's needs. The instruction is based on careful and continuous assessment, both informally (i.e., observation) and formally (i.e., with standardized measures). The content presented must be mastered to the degree of automaticity. Automaticity is critical to freeing all the student's attention and cognitive resources for comprehension and expression.

To learn more about any of the components of Structured Literacy and for tools educators can use in their classrooms, see Appendix J. As stated above, it is critical that any program used be implemented with fidelity. For additional ways that parents can support a child at home, including activities to help develop skills in these areas, see Appendix K.

Spelling and Written Language

Spelling is a complex process for students with dyslexia and other reading difficulties. Struggling readers do not benefit from memorizing lists of words for weekly spelling tests, as this process largely relies on rote memorization and visual recall. Instead, students with reading difficulties should be taught using factors governing spelling.

The action of writing words is related to sound sequences, letter patterns, and morphemes (base words and affixes). Spelling involves knowledge about the sounds of the language, the most frequent and reliable letter patterns, and rules of English orthography, morphology, and word origins.

The various Structured Literacy teaching methods use slightly different approaches to spelling instruction. A Structured Literacy approach to spelling should teach students the common orthographic patterns of English (phonograms) as well as the use of affixes and spelling rules including, etymology, morphology and, orthography. Structured literacy approaches can be appropriately taught to very young students.

There are several important accommodations that can be made when teaching spelling to students with dyslexia:

- Focus on one or two spelling combinations of a typical sound, for example "oy" and "oi" for the /oy/ sound with a focus on any guiding principles associated with letter usage (e.g., "oy" is typically spelling for the /oi/ sound at the end of the word).
- Limit the number of words to five to ten depending on the student.
- Use an instructional routine that includes: asking students to say the word multiple times with attention to listening to the sounds in sequence, thinking about each vowel sound in the word and the letter(s) that represent that sound, and then write the letters to represent the word given (WABIDA, 2011, p. 39).

The International Dyslexia Association gives the following recommendations when modifying spelling tasks for students with dyslexia:

- Grade written work primarily on content
- Write correct spellings over incorrect ones and limiting rewrites to a reasonable amount
- Provide proofreading assistance
- Encourage students to dictate their thoughts before writing and giving them the spellings of key content words to use in writing
- Allow students in intermediate grades and higher to type exams and papers or to use a voice-translation device on a computer
- Encourage students to hand in early drafts of research papers and essays to allow for revision before grading (IDA, 2011)

Knowledge and Practice Standards

There is a consensus among researchers that the best way to address negative effects of reading difficulties is through providing effective instruction with sufficient intensity. The International Dyslexia Association has developed Knowledge and Practice Standards (http://dyslexia.org/knowledge-and-practices/) for Teachers of Reading which detail what teachers should know and do to adequately teach students reading skills. Teachers who are responsible for teaching reading to students with dyslexia and other reading difficulties, need supervised practicum experiences to become proficient with the content and methods in these standards. To encourage educators to receive this type of professional development, the state of Utah offers a Level 1 Reading Endorsement as well as an Interventionist Endorsement (Reading Endorsements [https://schools.utah.gov/curr/licensing/educatorendorsements]).

When teachers receive training and hands-on practice intervening with struggling readers, it enables them to understand reading development and why evidence-based instructional practices are beneficial to students (Porche, Pallante, & Snow, 2012). Researchers have also found that paraprofessionals, when adequately trained and supported, can be instrumental in improving young students' reading abilities (Samson, Hines, & Li, 2015).

Social and Emotional Impact of Dyslexia

Self-Esteem, Stress, and Attitude

Students with dyslexia often struggle in more areas than reading and writing. Difficulties with self-esteem, stress, and attitude often accompany dyslexia. Educators and parents can help boost confidence and self-esteem, reduce stress, and help foster positive attitudes in students by working together to keep the whole child in mind. Below are some ways to help students keep a healthy perspective and gain resiliency in their struggle with dyslexia.

- **Encourage students to explore their interests and talents.** Build confidence in and out of the classroom by exploring and encouraging areas in which students excel. Encourage students to participate in lessons, projects, and activities that give them opportunities to be successful.
- **Explore examples of successful people who think differently.** Help students to research leaders who overcame challenges and difficulties. Learn about their stories and about how they turned their weakness into a strength. Find role models for students to look up to when things become challenging.
    - Dyslexia Help: Success Start Here (http://dyslexiahelp.umich.edu/success-stories/ceos-with-dyslexia)
    - Success Stories (http://dyslexia.yale.edu/success-stories/)
    - Famous People with Dyslexia (http://thepowerofdyslexia.com/famous-dyslexics/)
- **Teach students how to be resilient.** Children with dyslexia face unique challenges. Parents and teachers can help them overcome these and other challenges in their lives by teaching them to be resilient (for further information on developing resilience, see the American Psychological Association's Resilience Guide for Parents and Teachers [http://www.apa.org/helpcenter/resilience.aspx]).
- **Give students plenty of opportunities to shine.** ALL students shine in different areas. Find areas in which students with dyslexia excel and find ways to encourage them; let them stand out. They can teach a skill to the class, display their work on the board, receive a special award, or allow them to be a helper. Acknowledging students' talents and contributions is an excellent way to foster self-esteem.
- **Focus on progress.** Instead of focusing on scores or grades, parents and teachers can focus on the progress students have made. Parents should avoid comparing students challenged with dyslexia to others in the classroom or in the family. Each student is different and progresses at a different rate. Adults can celebrate the successes that each student earns – including the dedicated work a student with dyslexia puts forth.
- **Let students be involved in making goals for themselves.** Students need help in making realistic goals and creating a plan to achieve them. One of the best ways to build confidence in children is to help them see that when they set a goal, formulate a plan, and put forth the effort, they can achieve difficult things. When students achieve their goals, make sure to celebrate their successes.
- **Allow students to give input on what works best for them and take the lead in self-advocacy.** Make sure that students are a central part of their educational team. Allow them to give input on what accommodations and strategies work well for them. Teach

students to advocate for themselves. Self-advocacy occurs when students are aware of their strengths and weaknesses and are assertive in getting the help and accommodations they need to be successful.

Talking to Students

Talking to students about their dyslexia can be a challenge, but it can also be empowering for students and the adults who work with and care about them. Children do best when they have the basic knowledge they need to succeed. While students should not be overloaded with complex information, they should be given the basics of what dyslexia is, what it means for them, and what can be done to help. It is important for students to know that dyslexia is nothing to be ashamed of. Help for students with dyslexia is available. Below are some key points that may help adults when talking with students about dyslexia.

- Dyslexia can explain why some people find it hard to read, write, and spell. Everyone is different, and everyone's brain works differently.
- Dyslexia is something that some children are born with, the same way that some children are born with blue eyes. Dyslexia may run in families in the same way that curly hair may run in families.
- Dyslexia doesn't mean students are not smart. Their brains just work differently. Learning to read and spell may be difficult for students with dyslexia, but with persistence, help from parents and teachers, and lots of practice, students will get better and better.
- Dyslexia will never go away, but students with dyslexia can learn to read and write very well. Some things may be difficult for students with dyslexia, but they can learn how to work with those challenges.
- According to the International Dyslexia Association (2017), 85% of students who qualify for special education services have a primary learning disability in reading and language processing. Some students are identified early but, sadly, others with dyslexia never discover the reason why reading and writing are hard for them. Students who are aware of their dyslexia can learn methods that will effectively help them with their challenges. Identifying dyslexia can prevent students from giving themselves unhealthy labels such as lazy or stupid.
- Students with dyslexia often grow up and accomplish exceptional things. There are many famous people with dyslexia. Perseverance is the key to success.
- Everyone has strengths and weaknesses. When something is hard, focused work makes it possible to get better at it. Students with dyslexia will have to work harder at learning to read and write but it can be done.

Parents should be prepared to discuss dyslexia often with their children as they may need a reminder of what dyslexia is and why reading is difficult for them. As students get older, they can be offered additional information about dyslexia, become part of their own educational team and learn to advocate for themselves. Parents need to remember to approach these discussions with their children from a strengths perspective. Having dyslexia can make life difficult at times, but every child has many strengths and talents and can be successful in reading and writing with the right help and support.

Working with Educators

Having an open, honest, positive relationship with a teacher is essential for the student's success. Because everyone has different experiences and expectations, it is important to create an educational team that is on the same page. Below are some important things for parents to keep in mind when talking with a teacher about dyslexia.

- Make an appointment with the teacher(s) to discuss the student's learning challenges at the beginning of the school year and throughout the year as needed. These conversations work best in a sit-down meeting, rather than through an email or a quick visit in the hallway.
- Set up a communication system with the student's teacher and be prepared to share information that includes what things are helping a student to be successful, and what struggles a student is having. Students are more successful in the classroom and at home when their educational team is communicating and working together.
- Inform teachers of a student's specific accommodations. Parents should discuss with teachers the key points on an IEP or 504 Plan. This should include how specific accommodations have worked or not worked in the past. It is wise to check in regularly with teachers to see if the accommodations provided are helping the student to be successful.
- Be specific, direct, and positive when talking with a student's teacher. Asking questions and receiving clarification can help parents understand what is happening in the classroom and what can be done at home to help.
- Support educators in accessing more information about dyslexia and reading interventions. When parents gain new knowledge and information about dyslexia, they can share research with teachers. This could include helpful books they have read, websites they have visited, and professional development opportunities they have attended.

Parent Involvement

- **Learn about dyslexia.** Parents need to find out all they can about dyslexia and the best ways to help their students. Books, websites, and discussions with other parents of children with dyslexia can add to their knowledge and understanding. Conferences or trainings can also be of help to parents learning to advocate for their students.
- **Be an advocate.** Parents can work with the school to help their student receive the best instruction and resources to succeed. Parents should be positive liaisons between their student and the school to help everyone stay on the same page and know what interventions are working. If a student is struggling at school, parents can make an appointment with their student's teacher and other school specialists to problem solve and develop a plan. Parents know their student best and should not hesitate to speak up confidently. If parents are frustrated, or feel that adequate progress is not being made, they should remain calm and work with educators to plan for future improvements. This may include holding several meetings with school and/or district personnel until parents are confident that an appropriate plan is developed. Remarkable things happen for students when a team approach is used (Morin, 2018).
- **Seek help when needed.** If a student shows signs of emotional stress or extreme changes in behavior, parents should seek professional help for their student and/or family.
- **Encourage children to love reading.** Parents should read with their student often. They can help their student find books and stories that are interesting and enjoyable. Taking turns reading can help the student feel less overwhelmed with reading and begin to enjoy the story. While reading, parents can help the story come to life by using different voices, acting out the story, or asking questions about what's happening. Another great way to help books come alive is by listening to audiobooks. Parents may choose to have their student follow along with the printed book or simply listen to the story. Either way, students with dyslexia will benefit from hearing a story fluently read to them.
- **Stick with it.** While students may struggle with dyslexia for the rest of their lives, that does not mean their future is bleak. Research suggests that most students with dyslexia have a bright future in store, including having a successful career (Rawson, 1995). The same strategies outlined in this handbook for helping students cope with their dyslexia will continue to help them throughout their lives.
- **Strategies to implement throughout a lifespan:**
    - Continuing with Structured Literacy reading instruction, even into adulthood
    - Making plans to be successful
    - Seeking accommodations that are helpful in school, and in the workplace

- Using assistive technology in everyday life to help bridge some of the gaps in reading, spelling, and writing abilities
- Spending time everyday cultivating strengths and talents
- Practicing self-advocacy in areas of life that are difficult because of dyslexia

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APPENDIX A — GLOSSARY OF TERMS

504 Plan: A plan designed to accommodate an individual who has been determined, as a result of an evaluation, to have a physical or mental impairment that substantially limits one or more major life activities.

A

Accommodations:
An alteration of environment, curriculum, format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks in the Least Restrictive Environment.

Affixes: A letter or group of letters added to the beginning or end of a word (prefixes/suffixes).

Alphabetic Principle:
Symbol to sound relationships. A writing system whose symbols (graphemes) represent the speech sounds (phonemes) of the language.

Assessment: The measurement tools and processes used for analyzing, evaluating, and making instructional decisions to determine which students need help, which kind of intervention they need, and whether that intervention is effective.

Auditory: Pertains to hearing.

Auditory Discrimination:
The ability to hear likenesses and differences in phonemes or words.

Automaticity: Fast, automatic responses to the sounds of letters in blending sounds into words for spelling or reading, without a conscious effort.

B

Benchmarks: Major milestones that specify the skill or performance level a student needs to accomplish a goal.

Blending: Moving from one sound to another to make a word: /p/ /i/ /g/ = pig. The student must be able to hold onto the sounds to read the word.

C

Closed Syllable: A syllable ending in one or more consonants (with one vowel) which is usually "short."

Cognitive: Mental processing or thinking.

Consonants: All the letters of the alphabet except for vowels.

D

Decode: Being able to read by breaking apart the component sounds of a word; blending of sounds to make a word.

Diagnosis: A statement or conclusion provided by a medical provider that describes the reason for a disease, illness, or problem.

Digraphs: Two consonants making one sound – /sh/.

Diphthong: Two vowels making two separate sounds but said as one sound, as in /ou/ in mouse, and /oi/ in boil.

E

Eligibility: Meeting the stipulated requirements for one, or more, of the thirteen categories under the Individuals with Disabilities Education Act (IDEA). These include: autism, deafblindness, developmental delay, emotional disturbance, hearing impairment/deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech language impairment, traumatic brain injury, and visual impairment (including blindness).

Evaluation: Used to determine whether a student has a disability and, if so, whether special education services are necessary. Individual multidisciplinary evaluations have major educational as well as legal significance.

F

Fluency: The effortless reading of text with adequate rate, accuracy, and expression to support comprehension.

Free and Appropriate Public Education (FAPE):

An educational program that is individualized to a specific child, designed to meet that student's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the student receives educational benefit.

G

Grapheme: The written representation of a phoneme or letter sound. The letter p represents the sound, /p/.

I

Individualized Educational Program (IEP):

A program developed to ensure that a student who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

Individuals with Disabilities Education Act of 2004 (IDEA):
Ensures students with a disability are provided with a Free Appropriate Public Education (FAPE) that is tailored to their individual needs.

Intervention: A specific, evidence-based program or set of steps to help a student improve in an area of need.

L

Least Restrictive Environment (LRE):
A setting where a student who has a disability should have the opportunity to be educated with non-disabled peers to the greatest extent appropriate. Students should have access to general education curriculum and only pulled out of the general education class when services cannot be provided in that classroom.

M

Morpheme: The smallest unit of meaning. In the word cats, /cat/ is one morpheme, the /s/ is another unit of meaning.

Multi-Tiered System of Supports (MTSS):
A framework for implementing systematic, evidence-based practices to maximize student achievement in academics in preparation for and leading to college and career readiness.

O

Open Syllable: A syllable which ends with a single vowel and typically makes the long vowel sound.

Orthography: The writing system of the spoken language; the spelling.

Orton-Gillingham Approach:
A remediation approach used to instruct those who have trouble learning to read and spell accurately.

Other Health Impairment (OHI):
Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment.

P

Phoneme: The smallest unit of sound such as /b/ or /t/ or /tch/ = /ch/.

Phonemic Awareness:
Being able to manipulate phonemes within words by isolating sounds and blending them.

Phoneme Segmentation:
The skill of being able to divide words into phonemes. Pig = /p/ /i/ /g/.

Phonics: Understanding the correlation between sounds and letters or groups of letters.

Phonological Awareness:
An umbrella term that encompasses identifying and manipulating word parts.

Prefix: A syllable that usually carries meaning and is placed before a root word.

Prosody: The rhythmic and intonational aspect of language. If one reads with prosody, he reads with expression and intonation.

R

Remediation: Instruction that meets the identified student need to address a gap in background knowledge or basic skills.

Response to Intervention (RtI):
A multi-tiered approach to the early identification and support of students with learning and behavior needs with the use of high-quality core instruction and universal screening.

Root: The basic element of a word to which a prefix or suffix may be added.

S

Specific Learning Disability (SLD):
A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

Special Education Services:
Provides specially designed instruction and related services and supports through an individualized education program (IEP) for students with disabilities who are determined eligible under the Individuals with Disabilities Education Act (IDEA).

Structured Literacy:
An explicit, systematic, cumulative, and diagnostic approach to teaching reading that includes principles of phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics.

Suffix: A syllable placed after a root word.

Syllable: A word or part of a word containing a vowel sound; /fan/ /tas/ /tic/ has three syllables, /ath/ /lete/ has two syllables, /spin/ has one syllable.

T

Text Comprehension:

The ability to make meaning from text requiring specific skills, strategies, vocabulary, background knowledge, and reasoning skills.

Tactile: Pertains to touch.

U

Unvoiced Sounds:

Sounds that are made when the vocal chords do not vibrate – such as /f/ /p/ /t/ /k/, etc.

V

Voiced Sounds: Sounds made by vibrating the vocal chords – such as /g/ and /z/. All vowels are voiced. You can put your hand on your throat and feel the vibrations.

Vowel digraph: Two vowels representing a single sound: ai = /ā/ or oe = /ō/.

Vowels: a,e,i,o,u, and y. Long vowels say their names except for y which can make the long e and long i sounds.

Vocabulary: The knowledge of words and word meanings, including definitions, morphemic analysis, and contextual analysis.

W

Word Study: Instructional approach that addresses word recognition, vocabulary, and phonics, as well as spelling.

Written Expression:

Ability to generate ideas, construct meaningful sentences, sequence, organize ideas into paragraphs, and use grammar appropriately in fluent and efficient written forms.

APPENDIX B — CHARACTERISTICS OF DYSLEXIA BY AGE GROUP

The Alabama State Department of Education (2016) challenges students with dyslexia may face.

In **preschool and kindergarten**, a student with dyslexia may demonstrate:

- Problems with pronouncing words correctly
- Delayed language and vocabulary development
- Difficulty reciting the alphabet and days of the week sequentially
- Difficulty with quickly naming things (colors, shapes, familiar objects when shown pictures of objects)
- Difficulty Rhyming

In **grades 1–4**, a student with dyslexia may demonstrate:

- Difficulty learning (and remembering) the letters of the alphabet
- Slowness in learning the connection between letters and sounds
- Letter reversals (b/d) and inversions (u/n)
- Lack of a systematic approach to sounding out words
- Difficulty in reading words (by sight and by decoding)
- Frustration with reading tasks
- Good comprehension of material that is read to the child and poor comprehension of text that he/she tries to read
- Problem with recalling facts
- Difficulty in learning mathematics facts, especially multiplication tables
- Problem with telling time and with understanding time concepts such as before and after
- Problems in understanding directions
- May show anxiety related to school work and poor self-image

In **grades 5–8**, a student with dyslexia may demonstrate:

- Weak decoding skills; slowness in figuring out multisyllabic words
- Poor sight word vocabulary
- Difficulty in learning spelling strategies such as root words, affixes, spelling patterns
- Poor oral reading; lack of fluency
- Difficulty with word problems in mathematics
- Problems recalling facts
- Good oral self-expression, but not in writing
- May show anxiety related to school work and poor self-image

In **high school**, a student with dyslexia may demonstrate:

- Poor spelling
- Poor written composition
- Avoidance of reading or writing assignments
- Incorrect reading of information
- Trouble with summarizing
- Poor memory skills
- Slow work speed
- Problems with organizing work and managing assignments
- Difficulty with performing in classes that have reading and writing demands
- Difficulty in learning a foreign language
- May show anxiety related to school work and poor self-image

APPENDIX C — DYSLEXIA SCREENING AND THE USE OF DIBELS NEXT®

Dynamic Measurement Group / April 2018

A hallmark of dyslexia is poor reading performance in the face of generally effective reading instruction (VanDerHeyden & Burns, 2017). Thus, one of the most definitive indications of dyslexia and risk for dyslexia is a combination of (1) severe low skills on measures of phonological processing including phonemic awareness and phonics and (2) a sustained lack of adequate progress in learning the basic early literacy skills when provided with generally effective instruction.

Using a single test to make important high-stakes decisions like the diagnosis of dyslexia is inconsistent with professional standards (AERA, APA, & NCME, 2014). However, DIBELS Next provides one of the best methods of identifying students who are at risk for early reading difficulties, including dyslexia, monitoring those students to determine whether they remain at risk, and identifying students who are not making adequate progress and should be referred for further assessment. DIBELS Next is specifically designed to be used within a comprehensive, school-wide model of literacy support designed to prevent reading failure. As early as kindergarten, DIBELS Next results predict the likelihood of students experiencing reading difficulty in the future, provide teachers with evidence-based instructional targets for instruction and intervention, and provide a means to evaluate progress toward those targets in time to modify instruction and intervention.

DIBELS Next supports students with dyslexia or who are at risk for dyslexia in the following four distinct ways:

1. *DIBELS Next provides early screening for students with dyslexia or who are at risk for dyslexia:* DIBELS Next provides an early warning system to teachers from the beginning of kindergarten and tracks progress through first grade and beyond. A child scoring Below or Well Below Benchmark on phonological and phonemic awareness, alphabet knowledge, or basic phonics skills provides the first piece of evidence that he or she may be at risk for dyslexia.

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DIBELSnet® reporting tools, such as the Classroom Report (Figure 1), provide a powerful and efficient way to identify students at risk for dyslexia and to target instruction to reduce risk and prevent reading failure.

Figure 1. Classroom Report

School: Delight Valley
Grade: First Grade, Beginning of Year
Year: 2017-2018
Class: Edwards Grade1

Classroom Report

DIBELSnet
DIBELS Next

At or Above Benchmark / Likely to Need Core Support
Below Benchmark / Likely to Need Strategic Support
Well Below Benchmark / Likely to Need Intensive Support

	LNF	PSF	NWF		DIBELS COMPOSITE SCORE	
NAME	Score	Score	CLS	WWR	Score ▲	Score Level
Hernandez, Otis	12	19	9	0	40	Well Below Benchmark
Sullivan, Evelyn	39	16	15	0	70	Well Below Benchmark
Cruz, Nathan	30	14	27	6	71	Well Below Benchmark
Price, Melvin	18	43	30	3	91	Well Below Benchmark
Hawkins, Ollie	34	37	21	0	92	Well Below Benchmark
Collier, Tracy	31	44	22	1	97	Below Benchmark
Lewis, Wilfred	24	45	28	0	97	Below Benchmark
Boyd, Willie	43	19	44	11	106	Below Benchmark
Warner, Abel	41	43	23	2	107	Below Benchmark
Brady, Mamie	28	49	33	0	110	Below Benchmark
Guerrero, Andre	46	44	21	0	111	Below Benchmark
Phelps, Vicki	64	22	25	2	111	Below Benchmark
Walton, Alfred	34	65	28	0	127	At Benchmark
Becker, Darla	63	41	35	6	139	Above Benchmark
Johnson, Gerard	65	51	52	16	168	Above Benchmark
Singleton, Tyler	67	45	57	4	169	Above Benchmark
Lopez, Angel	51	43	79	23	173	Above Benchmark
Simmons, Herbert	78	35	60	5	173	Above Benchmark
Gomez, Bradford	52	76	57	0	185	Above Benchmark
Stevens, Frank	64	62	59	19	185	Above Benchmark
GOAL		40	27	1	113	
AVERAGE	44.2	40.7	36.3	4.9	121.1	

2. *DIBELS Next provides direct measures of student progress with instruction:* If a student's low skills are followed by persistent lack of adequate progress, in spite of instruction that has been generally effective with other students who have similarly low initial scores, the student is experiencing significant difficulty learning to read as associated with dyslexia or other reading disabilities. DIBELS Next incorporates a system of benchmark goals through kindergarten, first grade, and beyond that provide feedback to teachers on student progress in time to modify instruction to ensure success. Monitoring and evaluating student progress towards individual learning goals and using that information to guide instruction are among the most powerful influences on student achievement (Hattie, 2009).

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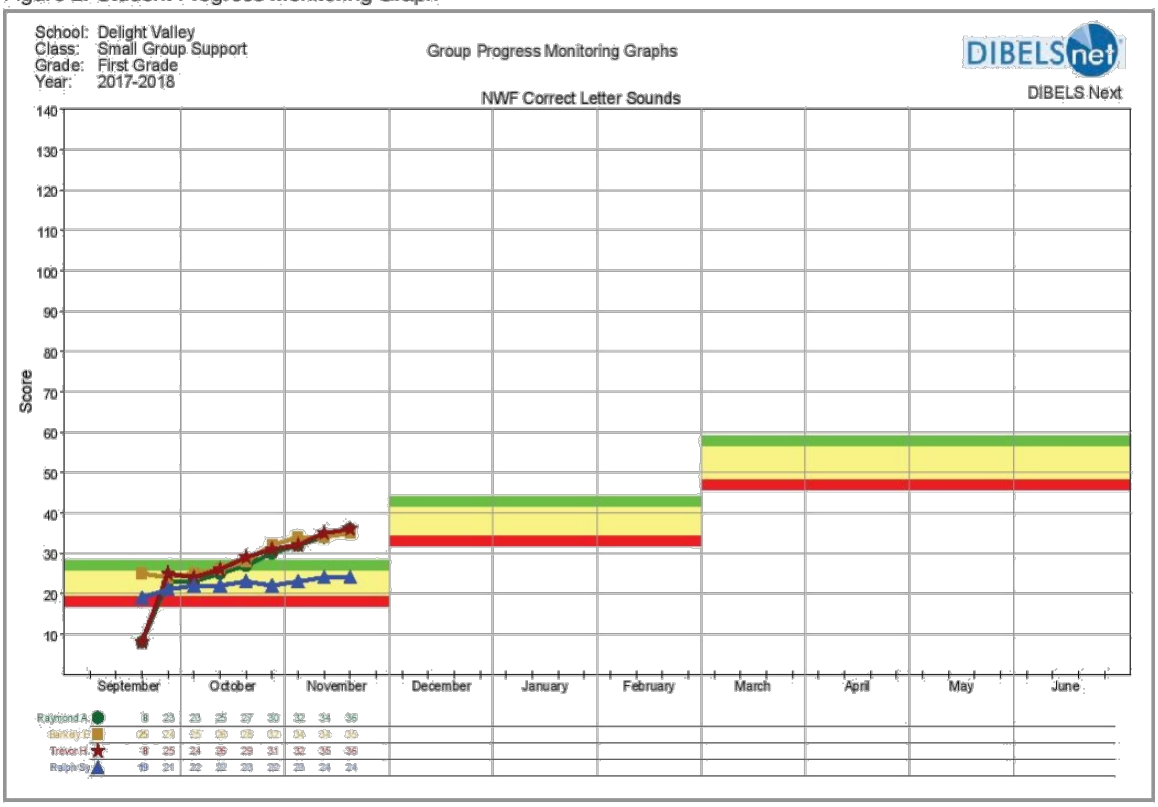
Graphing DIBELS Next data shows where students are, where they need to get to, what path they need to follow to get there, and provides checkups on their progress toward the goal in time to make a change in instruction (see Figure 2).

Figure 2. Student Progress Monitoring Graph



Graphing DIBELS Next *DIBELS Next enables individualized support to ensure adequate progress for students with dyslexia or who are at risk for dyslexia:* It is critical for students with dyslexia or who are at risk for dyslexia to master the same early literacy skills as students without reading difficulty, especially the phonological processes that provide the keys to the code. However, students with dyslexia or who are at risk for dyslexia are likely to need individual adaptations and supports in order to master those skills. Before instruction begins, we don't know what each individual student will need. A powerful approach is to select methods that are generally effective and adapt them to meet the individual needs of the student. Additional information for differentiating instruction may be obtained when necessary through further assessment (e.g., DIBELS® Deep).

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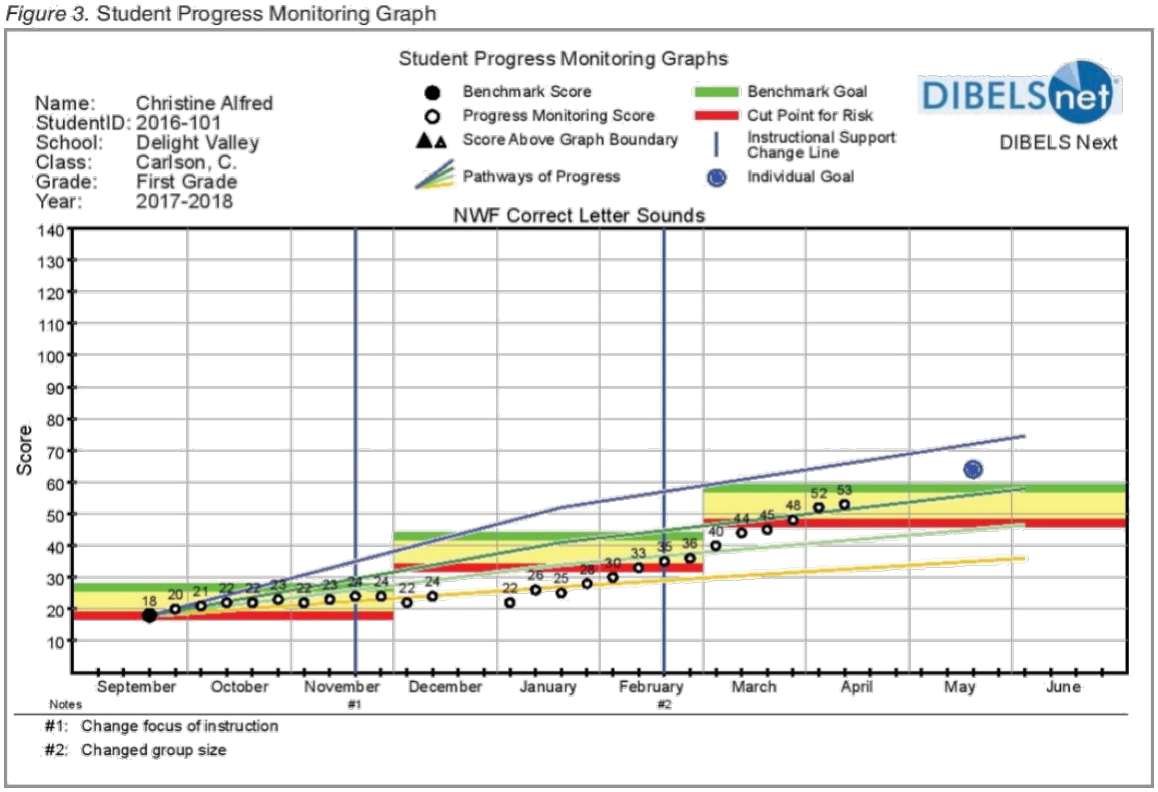
DIBELS Next provides the ongoing progress monitoring information needed to adjust instruction and support to meet the individual learning needs of students with dyslexia or who are at risk for dyslexia (see Figure 3).

Figure 3. Student Progress Monitoring Graph



3. *DIBELS Next provides direct evaluation of the effectiveness of the school-wide system of instruction and support:* One of the most important supports that we can provide to students with dyslexia or who are at risk for dyslexia is an effective school-wide system of support. The school-wide system includes both the core instruction provided to all students, as well as the different levels of intervention provided to students who are at risk for or are experiencing reading difficulties based on their specific needs. Evaluating the system of instruction begins with examining the effectiveness of core instruction. Intervention programs are most effective in the context of effective core instruction. Furthermore, if the majority of students within a grade level score Below or Well Below Benchmark, they are at risk but may be having difficulty due to a lack of effective instruction rather than dyslexia. A lack of adequate progress is an indication of risk for dyslexia when the student has been provided with generally effective instruction. We must evaluate and support the effectiveness of the school-wide system to fully meet the needs of students with dyslexia or who are at risk for dyslexia.

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DIBELS Next provides information about the effectiveness of the school-wide system, including core instruction, supplemental support, and intensive intervention. Ensuring an effective multi-tiered system of supports for students with dyslexia or who are at risk for dyslexia is important for meeting their individual student learning needs (see Figures 4 & 5).

Figure 4. School Overview Report

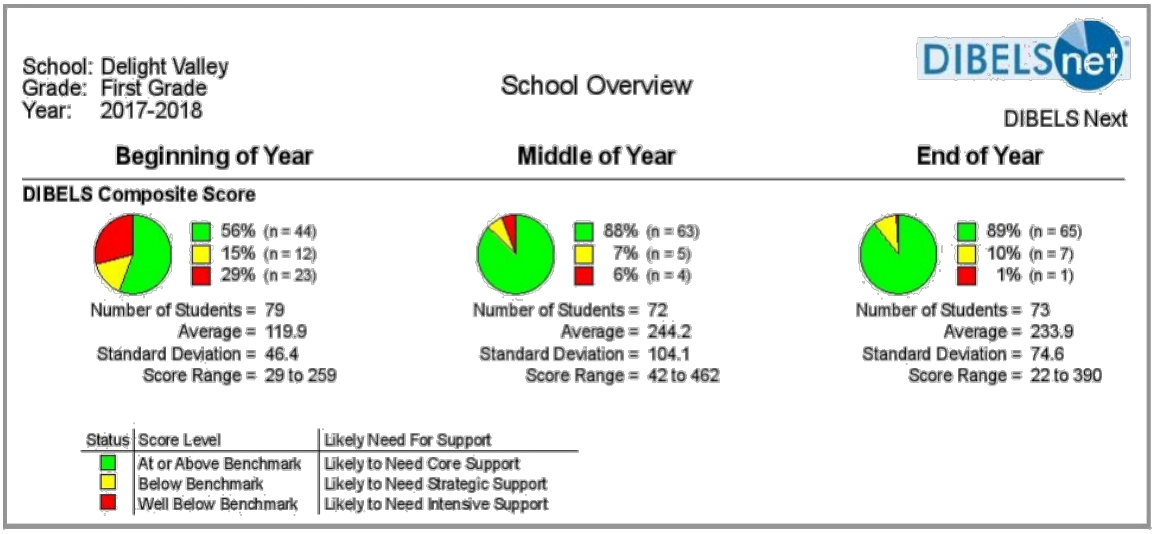
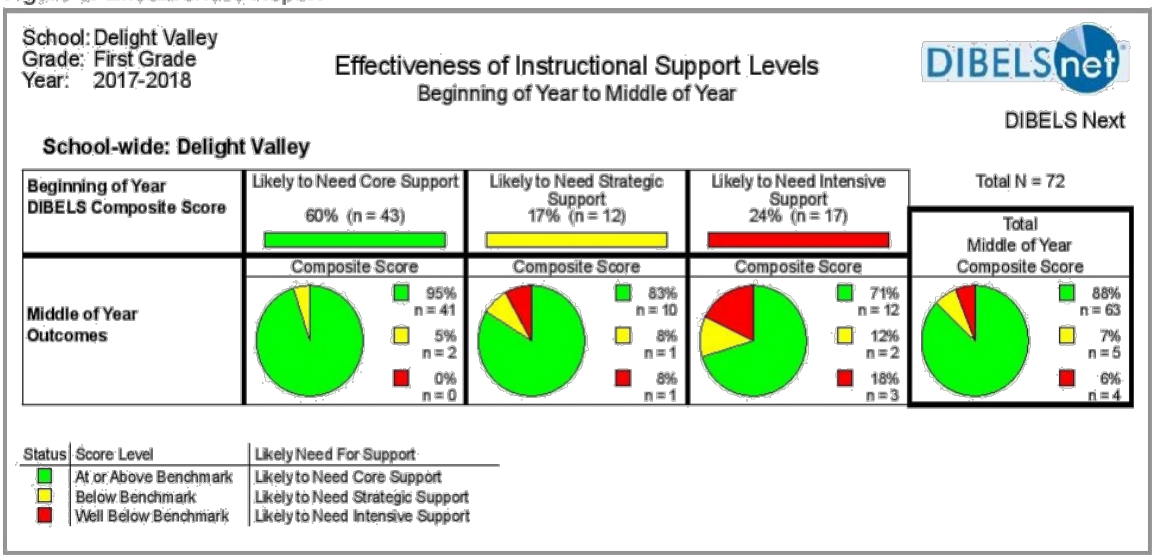


Figure 5. Effectiveness Report



All students should be provided with good, systematic, explicit core instruction. Any student identified as at risk for dyslexia or other reading difficulties should also be placed immediately into an appropriate evidence-based intervention that is matched to his/her specific areas of need. From there, it is imperative to monitor progress, modify instruction at a formative level as needed, and provide ongoing feedback to teachers and parents. When students continue to

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struggle with literacy skills despite receiving additional high-quality, systematic, explicit instruction, further assessment may be warranted.

It is important to note that tests do not diagnose dyslexia but are tools used in a process that informs a diagnosis. Most often, the process involves individual assessment provided by a multi-disciplinary team of qualified professionals (see The International Dyslexia Association, 2017). This multi-disciplinary team may elect to obtain additional assessment information for selected students who continue to struggle with literacy skills to help determine whether they have dyslexia.

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APPENDIX D — DIAGNOSTIC ASSESSMENTS

The following list of diagnostic tests are used to identify the underlying cognitive areas of weakness associated with Dyslexia. These tools are not meant to provide a medical diagnosis of dyslexia in Utah's schools, but rather to help educators target areas of academic weakness and provide appropriate interventions to improve these areas. This list is not comprehensive and does not reflect an endorsement by the Utah State Board of Education. These are among the best examples of tests measuring specific characteristics of dyslexia. When advanced qualifications or certifications are required to administer and interpret a specific assessment, it is outlined in the publisher's assessment and administration manual. Competent administration and interpretation of any assessment requires training, practice, and careful study of the examiner's manual and materials.

Underlying Cause	Assessment
Decoding	Decoding Skills Test (DST) Western Psychological Service: 1-800-648-8857 Target Group: 1st–5th grade reading ability Interpretation: Criterion-referenced and grade scores Adequate/Inadequate transfer of phonic skills to unfamiliar word
Decoding	Kaufman Test of Educational Achievement, Third Edition (KTEA-3) Nonsense Word Decoding (NWD), Letter & Word Recognition (LWR) Pearsonclinical.com, 1-800-627-7271
Decoding	Woodcock-Johnson IV (WJ-IV) Tests of Achievement Word Attack Houghton Mifflin Harcourt (hmhco.com), 1-800-323-9540
Decoding	Woodcock Reading Mastery Test—Third Edition (WRMT—III) Word Attack Pearsonclinical.com, 1-800-627-7271
Oral Reading Fluency	Gray Oral Reading Tests Fifth Edition (GORT-5) Pro-Ed, 512-451-3246 or 1-800-897-3202 Interpretation: Grade-level competency with ratings of rate, error rate and oral reading comprehension.
Oral Reading Fluency	KTEA-3 Decoding Fluency (DF), Silent Reading Fluency (SRF), Word Recognition Fluency (WRF) Pearsonclinical.com, 1-800-627-7271

Underlying Cause	Assessment
Oral Reading Fluency	Test of Word Reading Efficiency—Second Edition (TOWRE—2) Pro-Ed, (512) 451-3246 or 1-800-897-3202 Interpretation: Standard scores compare sight word reading efficiency to phonemic decoding efficiency
Oral Reading Fluency	WJ-IV Tests of Achievement Reading Fluency Houghton Mifflin Harcourt (hmhco.com), 1-800-323-9540
Phonological Processing	Comprehensive Test of Phonological Processing—Second Edition (CTOPP-2) Richard Wagner, Joseph Torgesen, and Carol Rashotte Pro-Ed, 512-451-3246 Cost: $330.00 Target Age: 5–25 years Interpretation: Standard scores for age in phonological awareness, phonological memory, and rapid naming
Phonological Processing	KTEA-3 Phonological Processing (PP) Pearsonclinical.com 1-800-627-7271
Phonological Processing	Lindamood Auditory Conceptualization Test—Third Edition Pat & Charles Lindamood Pro-Ed, (512) 451-3246 or 1-800-897-3202 Cost: $227.00 Target Group: Kindergarten–Adult Interpretation: Minimum criteria for grade, K–Adult
Phonological Processing	Phonological Awareness Test 2 (PAT 2) Carolyn Robertson & Wanda Salter LinguiSystems, 1-800-776-4332 Cost: $179.00 Target Age: 5–9 years Interpretation: Standard scores for age
Phonological Processing	Test of Auditory Analysis Skills (also referred to as Auditory Analysis Test) Jerome Rosner Academic Therapy Publication 1-800-422-7249 Cost: $14.00 Target Age: K–3rd grade

Underlying Cause	Assessment
Phonological Processing	Texas Primary Reading Inventory (TPRI-revised) K and 1st grade level Texas Education Agency Publications, 512-463-9744 P.O. Box 13817 Austin, Texas 78711 Cost: Call 512-463-9024 Target Age: K–2nd grade
Phonological Processing	WJ-IV Tests of Oral Language Sound Awareness Houghton Mifflin Harcourt (hmhco.com), 1-800-323-9540
Reading Comprehension	Gates-MacGinitie Reading Tests—Fourth Edition Riverside Publishing 1-800-323-9540
Reading Comprehension	GORT-5 Pro Ed, 512-451-3246 or 1-800-897-3202 KTEA3 Reading Comprehension (RC)
Reading Comprehension	WJ-IV Tests of Achievement Passage Comprehension Houghton Mifflin Harcourt (hmhco.com), 1-800-323-9540
Spelling	WRAT 5 (See Above) KTEA-3 Spelling (SP) WJ-IV Tests of Achievement Spelling, Spelling of Sounds
Word Recognition	Wide Range Intelligence Test (WRIT) Western Psychological Services: 1-800-648-8857 Target Age: 5 years–Adult Interpretation: Grade equivalent, standard score, percentile WJ-IV Tests of Achievement Word Reading Fluency WRMT—III (See Above)

APPENDIX E — TRANSITION PLANNING (FOR STUDENTS WITH AND WITHOUT IEPS)

Planning for postsecondary life should begin as soon as a student enters school. As with any journey in life, knowing where you are headed will help you choose the appropriate road to get there! Since there is usually more than one way to get to a destination, knowing a student's strengths, talents, and needs will help everyone set goals and make decisions regarding classes and programs that will best help the student. Transition planning for a student with an IEP by law begins when the student is 14. The IEP team should design this plan based upon a student's needs, strengths, preferences, and interests. The plan should include instruction, related services, community experiences, development of employment skills, other post school adult living objectives, and, if appropriate, daily living skills. According to the Utah State Board of Education Special Rules (2016), the purpose of transition planning services is to "ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living" (p.135).

While the formal transition plan begins at 14, transition planning should begin earlier. To prepare for postsecondary college, even before high school, a student should register for challenging classes in English, mathematics, history, science, and foreign language. For many students with dyslexia, a foreign language can be difficult to learn and read. If a student has a difficult time with this, most colleges accept American Sign Language as a foreign language requirement for admission and this may be a more successful alternative for a student with dyslexia. Students should also learn about their dyslexia and discover and practice using the assistive technology (AT) they will need in high school and post-secondary school. There are many great checklists that outline steps and tasks to be completed from grades 9–12 in the transition process.

If the student is at least 14 and has an IEP or receives services under Section 504, the student can also receive transition services through the Utah State Office of Vocational Rehabilitation. These services are customized to the needs of the student but could include pre-employment services, job exploration counseling, work-based experiences, instruction in self-advocacy, and counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education. When transition planning, the school guidance counselors should always be involved in helping identify classes needed to reach graduation; set career goals; and help in gathering information about colleges, scholarships, and vocational programs.

An important part of preparing for college and careers is the development of self-advocacy skills. This would include helping the student understand his/her dyslexia, strengths and weaknesses, how he/she best learns and communicates, and what types of assistive technology he/she will need. Developing self-advocacy skills can begin in elementary school with the support of educators and parents. One way of doing this is by helping them discover their strengths and talents, the tasks they struggle with, and what types of activities/AT help them in the classroom. Talking about this is the first step in helping them learn to explain these things to their teachers and friends. By the time a student is in high school, he/she should take a more active role in communicating with teachers about his/her needs and accommodations. It is a good idea to practice this skill with family, friends, and in school where there is support, because in a future college or work setting, students will have to explain their needs to instructors, managers, etc. on their own. An understanding of strengths and how they best learn will aid them in selecting classes that will compliment these strengths while still challenging them.

Colleges require documentation of a disability in order to provide support services. This documentation must usually be done within two years of enrolling in college. Having an IEP or Section 504 plan in high school is not enough documentation to obtain services from most colleges. In the article, Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators (2011) it states, "It is not uncommon for documentation standards to vary from institution to institution; thus, students with disabilities should research documentation standards at those institutions that interest them. A student must provide documentation upon request that he or she has a disability that is an impairment that substantially limits a major life activity and that supports the need for an academic adjustment. The documentation should identify how a student's ability to function is limited as a result of his or her disability." The testing and diagnosis must be done by a licensed psychologist. The report should also include the recommended accommodations the student will need in the college setting. It is important to start this process before high school graduation, so the student will be able to utilize the services he/she needs from the start.

Parents and students should also understand that some of the accommodations received in a K–12 setting are not always allowed in a postsecondary setting. The student should contact the Office of Disability and Support Services at the colleges and universities he/she is considering and find out the specific documentation that is required and the services that are being offered.

Transition Resources

- Checklist for Preparing a Student with a Disability for Postsecondary Education or Vocational Training (https://schools.utah.gov/file/f8a161cd-4dfa-4382-b46a-40aaf53ffbd2)
- The Importance of Self-Advocacy for Kids with Learning and Attention Issues, Andrew M.I. Lee (https://www.understood.org/en/friends-feelings/empowering-your-child/self-advocacy/the-importance-of-self-advocacy)
- Parent and Teacher Resources, Utah State Office of Rehabilitation (https://jobs.utah.gov/usor/overview/parents.html)
- A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities, United States Department of Education, 2017 (https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-may-2017.pdf)
- Transition Timeline, Utah State Board of Education (https://www.uen.org/equitytoolkit/downloads/TransitionTimeline-English.pdf)
- Utah's Transition Action Guide for Students with Disabilities and Team Members (https://health.utah.gov/cshcn/pdf/IntSrv/Transition%20Action%20Guide.pdf)

APPENDIX F — ACCOMMODATIONS

State testing modifications and accommodations can be found on page 28 of the Utah Participation and Accommodation Policy (https://www.schools.utah.gov/File/59595716-56ed-4dc0-a400-698c2e936f71).

Classroom accommodations help level the playing field for students with dyslexia. Below are some common accommodations that can be implemented to make learning more accessible. It is important to note that accommodations should be designed to meet the individual student need.

- Get audiobooks through services like Bookshare, a free online library for students with disabilities
- Provide pictures of directions and schedules for younger students
- Use large print fonts for worksheets
- Simplify directions with keywords for most important ideas
- Provide bookmarks to follow along when reading

For teaching techniques

- Give step-by-step instruction (oral and written)
- Repeat directions then check to see if students understand
- Stick to consistent daily routines
- Use small group teaching
- Provide notes from the lessons, organizers to fill in and follow along during the lesson
- Review skills daily
- Pre-teach new and important concepts

For classwork and test taking, teachers can...

- Provide extra time for reading and writing
- Only ask the student to read aloud if he volunteers
- Reduce spelling lists
- Allow access to spellcheck or speech-to-text
- Provide diverse ways to respond, such as saying the answer, providing large spaces for writing, or circling an answer instead of filling in the blank
- Hand out letter and number strips for students to look at so they can see how to write correctly
- Provide sentence starters that show how to begin a written response
- Show examples of work that is correct to serve as a model
- Arrange worksheet problems from easiest to hardest

- Allow understanding to be demonstrated in a variety of ways (e.g., oral reports, video presentations, posters, etc.)
- Allow lectures to be recorded or allow the use of a Livescribe Pen
- Grade in-class work based on what the student knows, not on handwriting or spelling
- Allow a scribe so the students can dictate on tests and writing assignments
- Let the students have a "proofreader" look for errors
- Reduce homework

Students can…

- Use a text reader (like a reading pen or text-to-speech software or apps)
- Partner up to study – one person writes while the others speak, or they share the writing
- Use laptops or other devices with spellcheck and speech-to-text capabilities
- Use Ginger or other advanced spell and grammar check programs

Accommodations for Dyscalculia

For materials

- Have the students use graph paper or lined paper sideways to line up mathematics problems
- Provide papers with raised or different-colored lines to help with forming letters in the right spaces
- Use a chart of mathematics facts or multiplication tables
- Allow the use of calculators when student's not being tested on computation
- Use objects such as blocks or base ten ticks to teach mathematics ideas
- Use manipulatives such as coins, blocks, and puzzles

For in-class learning

- Review what the students have already learned before teaching new skills
- Let the students talk about how to solve problems
- Let the students write out charts or draw sketches to solve problems
- Give the students a list of the mathematics formulas taught in the class
- Check often to see if students understand the work

Students can….

- Create separate worksheets for word problems and number problems
- Highlight or circle key words and numbers on word problems

Accommodations for Dysgraphia

For in-class learning

- Provide notes prior to discussions so the student can focus on instruction
- Limit need for writing during instruction
- Teach keyboarding skills
- Grade based on what the student knows rather than spelling or handwriting
- Provide graphic organizers
- Help student break writing assignment into smaller steps
- Allow the student to use print or cursive
- Let the student use a scribe and/or proofreader
- Give examples of finished writing assignments and discuss how each part is graded
- Allow alternate methods of demonstrating knowledge other than writing, like giving verbal responses, or demonstrations

Students can…

- Use a variety of pencils and pens or adaptive pencil grips
- Use graph paper or paper with raised lines
- Dictate ideas and outlines to a scribe prior to writing
- Use a portable word processor
- Use spell checkers and programs like Grammarly and Ginger to help edit work
- Use computer programs or apps that correct spelling, grammar, and punctuation
- Use voice recognition software
- Use a Smart Pen
- Record classroom lectures and take photos of notes and diagrams on the whiteboard

APPENDIX G — ASSISTIVE TECHNOLOGY

Assistive Technology (AT) does not have to be high tech to be effective. The Individuals with Disabilities Education Act (IDEA) requires that the IEP team consider Assistive Technology needs in the development of an IEP (IDEA, Section 1414(d)(3)(B)(v)). Assistive Technology should also be considered for students with a 504 Plan. The use of appropriate AT devices and services can allow students with disabilities to participate in, benefit from, and maximize accessibility to the general education curriculum and a free appropriate public education (FAPE) (IDEA, Section 1411(e)(2)(C)(v)).

The Utah Center for Assistive Technology (UCAT) oversees 30 Utah Assistive Technology Teams (UATT) throughout the state. These teams support all the public schools in the state by providing high-quality assistive technology assessments for students ages 3–21, who have an IEP or 504 Plan. Parents and teachers can request an Assistive Technology evaluation from UATT in each district. During an IEP or 504 meeting, the team should use the Assistive Technology Consideration Support Document created by the USBE. This form will help guide the team in its AT evaluation.

If an Assistive Technology evaluation is requested, a referral form is completed by the school staff or parent containing the following information:

- Permission to evaluate for assistive technology, signed by the parent or guardian
- Complete UATT referral form
- Current IEP/504 plan
- Other information (medical information, etc.)

The UCAT will also assist parents and individuals to find AT that will be appropriate and useful for them, as well as loan devices for a 30-day trial.

There are many different AT options for helping in each area of need, so it is important to choose what works best for the student. Remember, the greatest technology in the world is useless if the student doesn't like it and won't use it. It is also important that parents and teachers become familiar with the AT the student is using. AT is not exclusive to secondary students; it can be useful to students in elementary school as well. Demonstrations of AT and apps can be found on the developer's websites.

While Assistive Technology is always changing, the following are some helpful resources:

General Assistive Technology Information

- Utah Center for Assistive Technology (UCAT)
  (https//jobs.utah.gov/usor/vr/services/uatt.html)

- Utah Assistive Technology Teams (https://jobs.utah.gov/usor/vr/services/uatt.html)
- Understood: a website designed to help parents of children with learning and attention issues (https//www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-what-it-is-and-how-it-works)
- Utah State Board of Education Special Education Rules (p. 3, 70) (https://www.schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507)
- Individuals with Disabilities Education Act Section 300.105 Assistive Technology (https://sites.ed.gov/idea/regs/b/b/300.105)

Audiobooks

- Learning Ally (http://www.learningally.org/) is a national non-profit organization dedicated to helping students with disabilities including blindness, visual impairment, and dyslexia. A paid subscription is required.
- Bookshare (https://www.bookshare.org/cms/) offers the world's largest collection of accessible titles. As a result, people of all ages, as well as schools and many organizations around the globe, can access the books they need for school, work, career advancement, skill development, and the simple love of reading in formats that work for them. Membership is free for qualified students.
- Overdrive (https://www.overdrive.com/) allows users to checkout e-books and audiobooks from their public library. A library card is required.
- Audible (https://www.audible.com/). Audiobooks require a paid subscription.
- The Utah State Library for the Blind and Disabled (https://blindlibrary.utah.gov) provides special public library services for people who are blind, visually disabled, physically disabled, and reading disabled. The Utah Library is part of the National Library Service for the Blind and Physically Handicapped (https://www.loc.gov/nls/) network through the Library of Congress.

Built-in Features

- **Apple devices**
  - iPad accessibility features (https://www.apple.com/accessibility/ipad/learning-and-literacy/)
  - Built-In Accessibility Features in iOS (https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-thats-built-into-mobile-devices)

- **Android devices**
  - Assistive Technology Apps for Android (http://www.eastersealstech.com/2012/07/03/assistive-technology-apps-for-android/)
  - Built-In Accessibility Features in Android (https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-thats-built-into-mobile-devices)
- **Google Chrome Apps and Extensions**
  - Read and Write
  - Ginger
  - Co:Writer
  - Scrible
  - SpeakIt
  - Google Chrome Built-in Tools
  - Google Docs
  - Text to Speech
  - Google Translate
  - Voice Note II

Apps and Computer Programs

- **Claro ScanPen Reader** is an app that takes a photo of a printed text document (letter, test paper) then reads text back instantly. An internet connection isn't necessary.
- **Co:Writer** is a writing tool that aids with phonetic/inventive spelling, grammar, and topic-related vocabulary.
- **Dragon Naturally Speaking** is computer software with a free app for speech recognition.
- **Dyslexia Toolbox** is an app for older kids with dyslexia. One feature is a type pad with word prediction software that can help kids create messages for text, email, and social media. There's also a digital document reader that takes photos of text and reads them aloud.
- **Ginger Page** is a computer program for proofreading that automatically corrects grammar and spelling mistakes.
- **Grammarly Keyboard** is a computer keyboard that will check your writing and spelling as you type.
- **iWordQ** is an easy to use writing and reading app. In writing mode, a simple text editor is used for writing with the support of word prediction, abbreviation-expansion, and

speech feedback features. Spellcheck and dictionary access is included. You can also use speech recognition.

- **Livescribe Smart Pen** can record all that is written, heard, or said using the smart pen and special paper. Notes can be transferred to a phone and shared. Audio recordings can be transferred to a computer via USB cable.
- **Nessy** is a program that uses strategies and games that were first proved to be highly effective in the classroom, especially for students who don't seem to learn through conventional methods. It has been designed to be language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible.
- **Prizmo Go** is a universal photo-based scanner app that scans and recognizes text documents and images and then exports them as a pdf or other file. Text-to-speech is available with this app. Language translation is also available in this app.
- **SnapType** is an app that helps students keep up with peers in class even when penmanship holds them back. Students can take a picture of their worksheet or import worksheets from their device. They can then use an iOS device keyboard to add text to these documents and print or email them to their parents and teachers.
- **Speechify** is an app that can turn any electronic text into an audiobook. The app can pause, skip, or change the speed anytime to have full control over readings and offers listening with natural voices. Anything on a computer or device can be read in a human voice. Just press play and listen.
- **SOLO** is a literacy suite of the most popular assistive technology accommodations including a text reader, graphic organizer, talking word processor, and word prediction.
- **Voice Dream Reader** is a widely acclaimed desktop class app that reads articles, documents, and books out loud. With advanced text-to-speech and a highly configurable visual layout, it can be tailored to suit every reading style.

APPENDIX H — ASSISTIVE TECHNOLOGY CONSIDERATION SUPPORT DOCUMENT FOR LEAS

Assistive Technology Consideration Support Document

Adapted from Payson Unified School District #10 by Utah Center for Assistive Technology (UCAT), 2018, with permission

Student Name:		Birth Date:	
Student Number:		Date of IEP:	

Assistive Technology (AT) means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device (USBE SER I.4). Determination of assistive technology devices/services must be driven by identified concern and areas of need, and should be considered at each initial placement, annual review, three-year reevaluation, etc. Completion of this form serves as documentation as to whether AT has been considered in order to provide a free appropriate public education (FAPE).

The following is not a comprehensive list of AT recommendations. The IEP Team identifies specific supports based on the student's needs. For further assistance, contact your local Utah Assistive Technology Team (https://jobs.utah.gov/usor/vr/services/uattteams.pdf).

AREA: ACADEMICS

Need AT? ☐ Yes ☐ No

- **Reading**
  - Use of pictures/symbols with text; talking electronic devices to speak challenging words; audio books; electronic books; use of electronic text-to-speech software
- **Written Expression**
  - Graphic organizer; word processor with spell checker; word predictions; electronic spell checker/dictionary; adapted paper; alternative writing utensils (including grips); talking word processor; slant board; prewritten words/phrases on cards or pocket charts; voice recognition software
- **Mathematics**
  - Abacus, number line; software for object manipulation; calculator with/without large keys/display/voice output; special paper for number alignment; enlarged mathematics sheets; grid paper; manipulatives

- **Executive Function, Learning/Study**
  - Print/picture schedule; aids to find materials (color coding…); electronic organizer; educational software; highlighting text; pagers/electronic reminders; duplicate books; smart pen

AREA: SENSORY
Need AT? ◯Yes ◯No

- **Hearing**
  - Signaling device; closed captioning; loop system; FM system (personal or classroom)
- **Vision**
  - Magnifier, screen magnifier; screen color contrast; braille materials; braille translation; enlarged or braille labels for keyboard; enlarged materials; alternate color text/background; talking word processor; large cursor; enlarged books
- **Tactile/Movement**
  - Weighted vest/blanket/etc.*; movement cushion; specialized seating; fidget toys; chew toys (* = consult occupational therapist to ensure safe implementation)

AREA: COMMUNICATION
Need AT? ◯Yes ◯No

- **Expressive/Receptive/Functional**
  - Communication board with pictures/words/letters/objects; eye gaze frame; voice output device; scanning board; repetitive/predictable books

AREA: PHYSICAL ACCESS
Need AT? ◯Yes ◯No

- **Environmental Control**
  - Appliance controls; battery operated toys/learning aids; key-guard; alternative keyboard; word prediction; track ball/joystick/head mouse; switch scanning; on-screen keyboard; adaptive switches; adapted eating/drinking/dressing/hygiene tools; alternative access software
- **Positioning/Mobility/Seating**
  - Non-slip surface on chair; cushion; footrest; adapted or alternate chair; custom seating system; stander; positioning aids; hand/arm support; lap tray; walker; grab bars/rails; wheelchair; crutches; parallel bars

AREA: COMPUTER ACCESS

Need AT? ◯ Yes ◯ No

- Computer Access
  - Touch screen; adapted mouse, joystick, trackball; key guard; head mouse; switch/switch adapter; switch with scanning; on-screen keyboard; text to speech; word prediction; on-screen keyboard; alternative keyboard; speech recognition; touch pad; eye gaze

APPENDIX I — ESSENTIAL COMPONENTS OF STRUCTURED LITERACY INTERVENTIONS

This list is designed to help evaluate intervention programs. It identifies the necessary components of structured literacy interventions and will help to identify areas that may need to be supplemented with additional evidence-based instructional practices.

Component	Description
Phonological Awareness	• Segmenting sentences into words • Syllable segmentation and blending • Phonemic awareness—segmentation, blending, and manipulation
Sound-Symbol Association	• Sound & letters connected for both reading (visual) and spelling (auditory) to mastery • Blending of sounds & letters into words to mastery • Segmenting whole words into individual sounds to mastery
Orthography	• Focus on spelling patterns and rules as well as word meanings, parts of speech, and word origins • Explicit instruction in letter formation
Fluency	• Attention to accuracy, rate, and prosody • Use of normative data to ensure adequate progress
Morphology	• Study of base words, roots, prefixes, and suffixes
Grammar/Syntax	• Focus on grammar and sentence variations • Study of mechanics of language and function of word order to convey meaning
Vocabulary	• Words taught explicitly in multiple settings • Synonyms, antonyms, and multiple meanings integrated into discussions • Essential features with visual representation for concepts identified during discussion • Idioms integrated when appropriate to situations
Reading Comprehension	• Process of deriving meaning and establishing a coherent mental model of the text's content • Attention to integration of ideas within text and between texts • Purposeful teaching of strategies related to the text structure with opportunities to apply in new situations

Component	Description
	• Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, pronoun referents, new vocabulary) • Use of graphic organizers • Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details)
Syllable Instruction	• Six basic syllable types: identify the sound of the vowel within the syllable • Syllable division rules: enhances accuracy for reading unknown words to mastery
Delivery of Instruction	• Training standards and fidelity of implementation measures defined • Explicit instruction is provided one language concept at a time • Sequence of instruction is systematic and cumulative • Provides multisensory instruction • Includes assessments for diagnostic teaching (pre/posttest, mastery checks) • Establishes guidelines for student grouping (size, homogenous needs)

Table 5. Adapted from The New Jersey Dyslexia Handbook: A Guide to Early Literacy Development & Reading Struggles (p. 28), from the State of New Jersey Department of Education, 2017. Adapted with permission.

APPENDIX J — EDUCATOR RESOURCES

Phonemic awareness

- Articles on the key elements of phonemic awareness and how to teach the related skills:
  - Launching Young Readers Article 1 (https://www.pbs.org/launchingreaders/soundsandsymbols/helpfularticles_1.html)
  - Launching Young Readers Article 2 (https://www.pbs.org/launchingreaders/soundsandsymbols/helpfularticles_2.html)

Florida Center for Reading Research Phonological Awareness Program

- The Florida Center for Reading Research (FCRR) (http://www.fcrr.org/) has a reasonably complete phonological awareness program available for free download. The various faculty and researchers behind the FCRR have made extensive contributions to the understanding of phonological awareness and reading development for more than 20 years. For K–1, it would seem this program could be considered an excellent "go to" program given that it is free and based on decades of research. The FCRR materials are typeset in such a manner that an LEA could easily print them either in full color or black and white.

Phonics

- Enhancing Alphabetic Instruction (PreK–1) (http://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1403&context=teal_facpub)
- General Instruction Ideas (https://lincs.ed.gov/publications/html/prfteachers/reading_first1phonics.html)
- Multisyllabic Word Reading Instruction (http://www.broward.k12.fl.us/it/accelerate/pdf/ESE/Multisyllabic%20Word%20Reading%206-08.pdf)
- Phonics Teaching Guide (https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/1-Literacy-teaching-guide-phonics.pdf)

Fluency

- Fluency Instructional Strategies (http://msuresourcesforteaching.pbworks.com/f/Hudson_etal_ReadingFluency.pdf)
- Why Fluency Matters (https://www.youtube.com/watch?v=z3U8pjX4p2c)

Vocabulary

- Vocabulary Instruction in Action Video (https://explicitinstruction.org/video-elementary/elementary-video-4/)

- Vocabulary Instruction Strategies (http://tpri.org/news/documents/Sample%20Six-Step%20Routine%20by%20JS.pdf)

Comprehension

- Components of Effective Comprehension Instruction in Secondary (https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q3/p08/)
- Comprehension Practice Guide for K–3 (https://ies.ed.gov/ncee/wwc/PracticeGuide/14)
- Improving Adolescent Literacy Grades 4 and Up (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf)

Reading programs

- Evidence-Based Tiered Programs (https://schools.utah.gov/File/b4bdad9e-6252-4e5c-bfc0-38f234150b46)

Books

- *Blueprint for a literate nation how you can help* by Cinthia Coletti
  Coletti approaches reading instruction and dyslexia from the perspective of a parent and CEO. Drawing heavily from researchers in the field, Ms. Coletti outlines how schools, districts, communities, and the government can change America's reading profile. As a call to arms, this book is effective. The last ⅓ of the book has endless resources and the "blueprint" for a literate nation.
- *Dyslexia advocate! How to advocate for a child with dyslexia within the public education system* by Kelli Sandman-Hurley
  This book should be on the shelf of every school administrator, educator, and parent. It contains sensible and well-researched approaches for helping students with dyslexia within the public education system. Every SPED employee should be required to read this book before assessing and completing an IEP for students with reading difficulties. Read this book and banish useless reading goals forever.
- *The Dyslexia empowerment plan: A blueprint for renewing your child's confidence and love of learning* by Ben Foss
  Foss is an articulate and relatable advocate for children and families dealing with dyslexia and the school system. Through personal stories, Foss manages to commiserate while providing actionable ways to improve outcomes in school, work, and life. This is an excellent book for parents or students who are feeling overwhelmed by the implications of dyslexia and need encouragement.
- *Dyslexia Screening: essential concepts for schools and parents* by Richard Selznick
  If a school wants to get started with some practical interventions for students with dyslexia, then this book is a must. It's a thin volume that outlines exactly how any school can get started with screening and intervening on dyslexia.

- *Effective Decoding and Spelling Instruction* by Marcia K. Henry
  After tutoring countless students with dyslexia, there is one thing that becomes apparent: poor spelling can linger long after decoding improves. Many English words do not respond to conventional sound to symbol spelling methods or syllable types. Students with dyslexia will need a solid foundation of morphology, etymology, and orthography that are the keys to truly unlocking encoding. Henry's book provides a logical and effective way of approaching English spelling that offers every student the opportunity to spell (and understand) more words with confidence.
- *Essentials of Assessing, Preventing and Overcoming Reading Difficulties* by David Kilpatrick
  Perhaps one of the best books available to walk educators and parents through the often-complicated landscape of screening, assessing, and treating dyslexia. Kilpatrick provides foundational understanding of why students may struggle with reading and how to interpret various screeners to improve instructional outcomes. Kilpatrick also provides well-researched evaluations of many of the latest and most popular reading programs.
- *Language at the speed of sight: how we read, why so many can't, and what can be done about it* by Mark Seidenberg
  This is one of the more narrative books on reading issues. *Language* often reads more like a good novel, but don't make the mistake of thinking it's not equally well-researched and informative. Seidenberg explores the educational world to discuss why so many teachers aren't given the basic educational understanding to teach reading well in the United States.
- *Overcoming Dyslexia: a new and complete science-based program for reading problems at any level* by Sally Shaywitz
  Considered one of the first and perhaps best introductions to the latest fMRI research regarding dyslexia and the brain, Shaywitz's *Overcoming Dyslexia* has become synonymous with understanding how reading occurs in the brain. Shaywitz distills much of the "new" science into actionable items for parents, teachers, and administrators. For her latest research and writing, go to the Yale Center for Dyslexia & Creativity website.
- *Proust and the Squid: the story and science of the reading brain* by Maryanne Wolf
  Although fairly dated, Wolf's book is a must-read for anyone interested in the science behind reading and dyslexia. Many reviewers consider this the book you "actually want to read about brain science."

- *Reading in the brain: The new science of how we read* by Stanislas Dehaene
  Fascinating book from the perspective of a neuroscientist regarding the brain and reading. Although often heavy in technical terminology, Dehaene is able to incorporate enough human experiences to bring the science to life. He also explores the oft overlooked implications of vision on the reading experience.
- *The Reading Mind: a cognitive approach to understanding how the mind reads* by Daniel Willingham
  One of the latest reading books to enter the market, *The Reading Mind* benefits from its predecessors and seems to sum up the latest research with perspective of hindsight being 20/20. Willingham fills in the gaps from other books and clarifies some of the misunderstandings all with well-researched examples that make fine points about the need for solid reading instruction across the grades.
- *The Shut-down Learner: helping your academically discouraged child* by Richard Selznick
  Selznick hits the mark with *Shut-down Learner* by carefully and competently outlining where a student should be developmentally with reading. This helpful guide is easy to read and understand which makes it useful to educators and parents.

APPENDIX K – FAMILY RESOURCES

Useful websites and online support

- Assistive Technology Solutions for Dyslexia (https://www.atdyslexia.com/)
- Bright Solutions (curriculum, videos, info, and more) (http://www.dys-add.com/)
- Decoding Dyslexia Utah (http://www.decodingdyslexiautah.org/)
- Dyslexia Training Institute (training, info, and more) (http://www.dyslexiatraininginstitute.org)
- Head Strong Nation (http://headstrongnation.org/)
- International Dyslexia Association (https://dyslexiaida.org)
- Lindamood-Bell Learning Centers (http://www.lindamoodbell.com)
- National Center for Learning Disabilities (http://www.ncld.org/archives/reports-and-studies/idea-parent-guide-2)
- Neuhaus Education Center (http://neuhaus.org/resources/)
- RtI (https://www.rti4success.org)
- Slingerland Institute for Literacy (http://slingerland.org/Home)
- Understood (https://www.understood.org/en)
- University of Michigan (http://dyslexiahelp.umich.edu/)
- Utah Parent Center (http://www.utahparentcenter.org)
- Washington State Dyslexia Resource Guide (http://www.k12.wa.us/Reading/pubdocs/DyslexiaResourceGuide.pdf)
- Yale Center for Dyslexia and Creativity (http://dyslexia.yale.edu/)

Online structured literacy programs

- MindPlay (on-line intervention) (http://mindplay.com/parents/)
- Reading Horizons Discovery (www.readinghorizons.com)
    - Free seating for software. Contact Marlin Struhs (marlin.struhs@utah.edu)

Foundational skills for beginners

- *Road to the code: A phonological awareness program for young children* by Benita A. Blachman, Eileen Ball, Rochella Black, and Darlene Tangel
- Fundations (www.fundations.com)
- *Straight Talk about Reading: How Parents Can Make a Difference During the Early Years* by Susan J. Hall and Louisa Moats.
- Read, Write, Spell & Type (www.readwritetype.com)

Word recognition, phonics, and spelling

- Directions for high frequency word study & list of words (http://www.uurc.org)
- Reading Horizons Discovery (https://www.readinghorizons.com)

- UURC Home Word Charts (Grades 1–8) (http://www.uurc.utah.edu/General/HomeWord.php)

Fluency and text

- Great Leaps (http://www.greatleaps.com)
- Moby Max (leveled text) (http://www.mobymax.com/curriculum/reading-stories)
- Reading For all Learners (decodable text) (http://iseesam.com/)
- Reading A to Z (leveled text) (https://www.readinga-z.com)
- Repeated Reading Graph (http://www.uurc.utah.edu/General/Forms-Charts.php)
- Scientific Learning eading Assistant (https://www.scilearn.com/products/fast-forword)
- *The Six Minute Solution*. Sopris West. ISBN# 1-57035-919-9
- Suggestions for "listening to a child read aloud" (http://www.uurc.utah.edu/Parents/AtHome-Primary.php)

Comprehension and vocabulary

- *Bringing words to life: Robust vocabulary instruction* by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan
- Comprehension bookmark/questions (https://uurc.utah.edu/General/UURCStepsCompBookmark.php)
- Comprehension Instruction for Parents (http://www.readingrockets.org/helping/target/comprehension)
- *Questioning the author: An approach for enhancing student engagement with text* by I. L. Beck and M. G. McKeown
- Vocabulary Instruction for Parents (http://www.readingrockets.org/atoz/vocabulary)
- *Vocabulary through morphemes (for intermediate grades)* by Susan M. Ebbers.