

# Meeting the Needs of Children with Dyslexia in Public Schools

Act 1294 of 2013 and Act 1268 of 2015  
A.C.A. § 6-41-601, Title 6, Subtitle 3, et al.

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# Components of the Law

A.C.A. § 6-41-601	Findings
A.C.A. § 6-41-602	Definitions
A.C.A. § 6-41-603	Required screening and intervention
A.C.A. § 6-41-604	Additional dyslexia evaluation and services
A.C.A. § 6-41-605	Instructional approaches
A.C.A. § 6-41-606	Reporting by school districts
A.C.A. § 6-41-607	Dyslexia Specialist
A.C.A. § 6-41-608	Dyslexia Professional Awareness
A.C.A. § 6-41-609	Dyslexia and related disorder education in teacher education programs
A.C.A. § 6-41-610	Dyslexia Resource Guide



# 2015-2016 School Requirements

## 1. Choose a dyslexia program

“**Dyslexia program**” means explicit, direct instruction that is:

- (A) Systematic, sequential, cumulative
- (B) Multisensory and research based
- (C) Offered in a small group setting to teach the components of reading
- (D) Delivered with fidelity as the author intended

**A.C.A. § 6-41-602**



# 2015-2016 School Requirements

## 2. Train dyslexia interventionist(s)

(d) No later than 2015-2016 academic year, a school district shall have individuals to serve as **dyslexia interventionists**.

**A.C.A. § 6-41-607**



**A.C.A. § 6-41-602 (2) “Dyslexia Interventionist”** means a school district or public school employee trained in a dyslexia program.

- (i) Dyslexia therapist
- (ii) Dyslexia specialist
- (iii) Reading interventionist
- (iv) Certified teacher
- (v) Tutor or paraprofessional working under the supervision of a certified teacher.



# 2015-2016 School Requirements

## 3. Screen and provide services

### Initial Screener

All K-2 - (includes students with disabilities (SWD))

Any student in grades 3-12 - (includes SWD)

(experiencing difficulty as noted by a classroom teacher)

### Level I Dyslexia Screener

Students performing at risk/some risk on Initial Screener

### Level II Dyslexia Screener

Can be used to determine a student's eligibility for accommodations and equipment under Section 504.

**A.C.A. § 6-41-603**



# A.C.A. § 6-41-603

## Required Screening and Intervention

The **Initial Screening** and **Level I Dyslexia Screening** of a student shall be performed with fidelity and include the components:

- Phonological and phonemic awareness;
- Sound symbol recognition;
- Alphabet knowledge;
- Decoding skills;
- **Rapid naming skills;** and
- **Encoding.**



# A.C.A. § 6-41-603

## Required Screening and Intervention

**Level I Dyslexia Screening** is the process in which the teacher gathers more data and information on the student

- Progress Monitoring
- Work Samples
- Checklists
- Diagnostic Screeners...



# A.C.A. § 6-41-602

## Definitions

**Dyslexia** is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities .



A diagnosis of dyslexia is **not** required for a student to receive dyslexia intervention services.

Schools must screen and document the characteristics of dyslexia.

A student exhibiting the characteristics of dyslexia shall be provided dyslexia intervention services.



# What are the characteristics of dyslexia we are looking for?

Characteristics:

Poor Decoding (Nonsense Words)  
Poor Word Recognition (Real Words)  
Poor Fluency (Rate and Accuracy)  
Poor Spelling

Underlying Cause:

Poor Phonological Awareness  
Poor Rapid Naming  
Poor Alphabet Knowledge

Outcomes:

Poor Reading Comprehension  
(Especially under timed conditions)



# A.C.A. § 6-41-603

## Required Screening and Intervention

If the **Initial, Level I, or Level II Dyslexia Screening** indicates that a student has characteristics of dyslexia, the Response to Intervention process shall be used to address the needs of the student



## A.C.A. § 6-41-603

### Required Screening and Intervention

If the **Level II Dyslexia Screening** conducted by the school district indicates that a student exhibits the characteristics of dyslexia, the student shall be provided intervention services.

The information is also used to determine a student's eligibility for accommodations and equipment under Section 504.



# A.C.A. § 6-41-604

## Level II Dyslexia Screening, Services and Parent Notification

If a student's performance on an **Initial, Level I, or Level II Dyslexia Screening** indicates a need for dyslexia intervention services, the student's parent or legal guardian shall be:

- 1) Notified of the results of the dyslexia evaluation; and
- 2) Provided with information and resource materials, including:
  - a) The characteristics of dyslexia
  - b) Appropriate classroom accommodations
  - c) The right of the parent or legal guardian to have the student receive an independent, comprehensive dyslexia evaluation



## A.C.A. § 6-41-604

### Level II Dyslexia Screening, Services, and Parent Notification

- At any time, a parent may seek an independent, dyslexia evaluation.
  - Licensed psychological examiner
  - School psychology specialist
  - Licensed speech-language pathologist
  - Certified dyslexia testing specialist
  - Dyslexia therapist
- A school district shall consider the diagnosis and provide the student with interventions from a dyslexia interventionist at the school district.



# Dyslexia and Students with Disabilities

Students with disabilities  
**are not excluded**  
from screening  
and/or  
dyslexia intervention services.



# Special Education Dyslexia Contact

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# Scenario 1

Student (not identified as a SWD) is identified as having characteristics of dyslexia through Initial Screening, Level I Dyslexia Screening, or Level II Dyslexia Screening

Student receives dyslexia intervention in the general education setting

Progress monitoring indicates student is closing the gap and there are no other concerns.



## Scenario 2

Student (not identified as SWD) is identified as having characteristics of dyslexia through Initial Screening, Level I Dyslexia Screening, or Level II Dyslexia Screening

Student receives dyslexia intervention in the general education setting, but is not progressing. The interventions are adjusted, but the student still shows little progress.

Special education referral could be made.



## Scenario 3

Teacher refers a student because of a suspected disability and reports possible characteristics of dyslexia and other problems that may or may not be related to dyslexia: behavior issues, math calculation difficulties, comprehension issues, slow processing speed...

A dyslexia screener would need to be administered.

The referral team may decide to try dyslexia intervention in the general education setting, before proceeding with a special education evaluation.



## Scenario 4

A 6<sup>th</sup> grade student identified as a student with SLD in the areas of reading fluency.

Through a review of informal and formal evaluation data, it is determined the student does exhibit the characteristics of dyslexia.

The district's chosen dyslexia program states the intervention is to be delivered for a minimum of 30 minutes each day.

The student's IEP states that he will receive 45 minutes/day of resource for literacy.



## Scenario 4 (Option 1)

The IEP team should decide whether:

- The IEP team may decide to change the special education services to indirect.
  - The student could receive dyslexia intervention with the dyslexia interventionist
  - Progress monitor
  - If the student does not make progress, the IEP team may decide to change the placement back to resource (or inclusion).



## Scenario 4 (Option 2)

The IEP team should decide whether:

- This student should receive 30 minutes of dyslexia intervention each day from the dyslexia interventionist PLUS 45 minutes of resource literacy.



## Scenario 4 (Option 3)

The IEP team should decide whether:

- This student should receive only 45 minutes of resource literacy, 30 minutes of dyslexia intervention plus 15 minutes of additional literacy instruction.

**If the resource teacher is to provide the dyslexia intervention:**

- The resource teacher should be trained in the dyslexia program,
- The dyslexia program must be implemented with fidelity



# **A.C.A. § 6-41-606**

## **Reporting by School Districts**

**A.C.A. § 6-41-606** The superintendent shall annually report the results of the school district screening required under § 6-41-603.



# **A.C.A. § 6-41-606**

## **Reporting by School Districts**

Assurance statement to be signed by the superintendent:

**The school district is in compliance with A.C.A. § 6-41-601 concerning dyslexia screening.**



## Dyslexia

ID: [10118](#)

Building: Your Town Elementary

Grade: 04



Save

Search

List

Receives Dyslexia Intervention:

Do Not Use (Evaluation Date):



Do Not Use (Exit Date):



Save

Search

List



## **A.C.A. § 6-41-608 Dyslexia Professional Awareness**

No later than the **2014-2015 school year**, the Department of Education shall ensure that each teacher receives professional awareness on

- 1) The indicators of dyslexia; and
- 2) Evidence based interventions for a student who is dyslexic.

## **A.C.A. § 6-41-610 Dyslexia Resource Guide**

Created a Dyslexia Resource Guide Committee



# Arkansas Department of Education (ADE) Dyslexia Page

1. Go to: <http://www.arkansased.org>
2. Click on the “D”
3. Select “Dyslexia”
4. Review Related Files



# Acts 1294 & 1268 - Dyslexia

The reality for schools:

- Strong core reading programs (**Prevention**)
- Response to Intervention
- Early intervention for students
- Intervention/**Remediation** for K-12 students with characteristics of dyslexia (**General Ed. and Special Ed.**)

