

Spurger ISD
Spurger Elementary
Response to Intervention



Special Education
504/Dyslexia
Reading Intervention

RtI – Response to Intervention

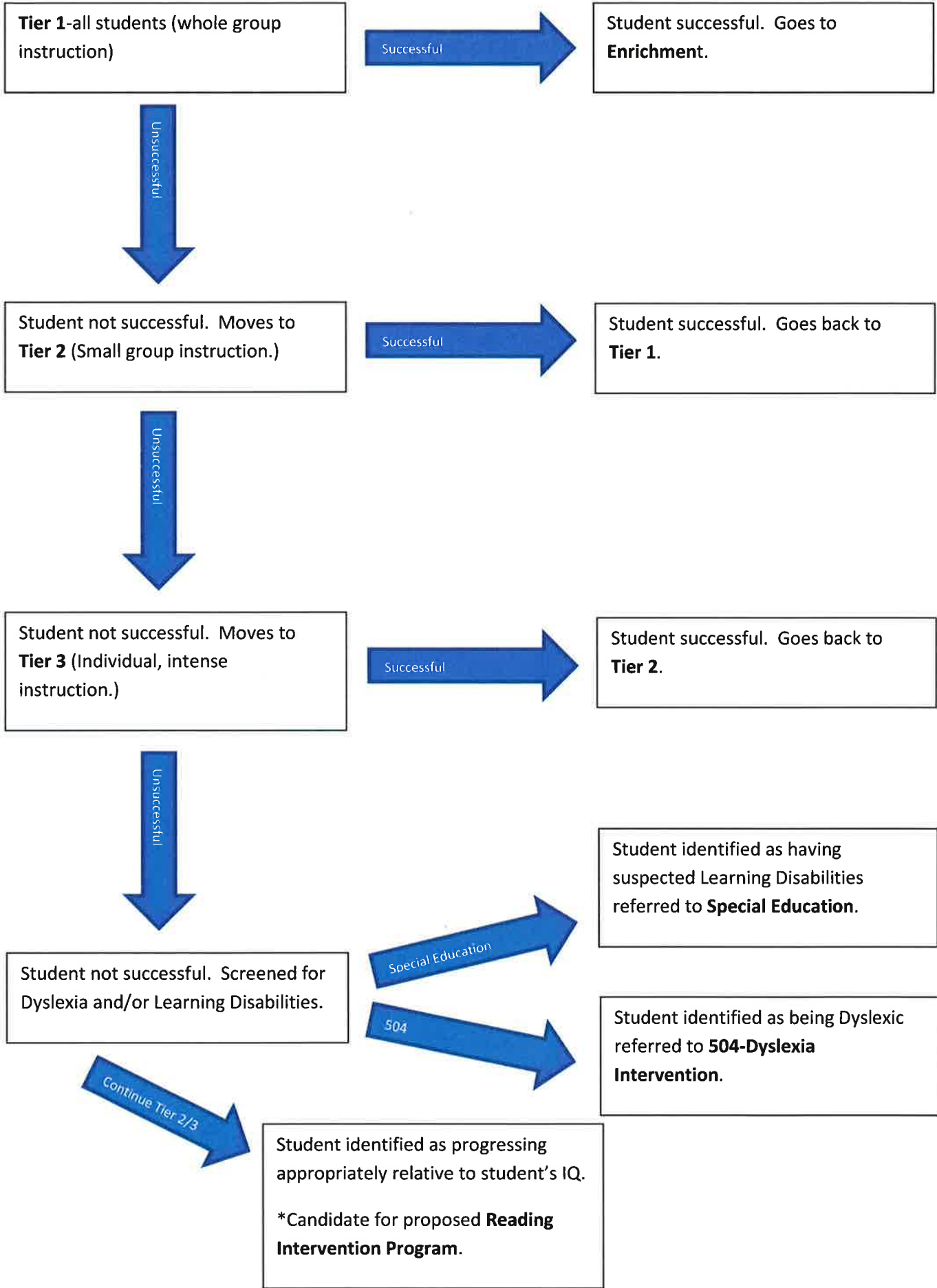
What is RtI?

RtI is a multi-step process of providing educational support and instruction to children who are struggling learners. Individual children's progress is monitored and results are used to make decisions about further instruction and intervention. RtI is most commonly used in addressing problems with reading and math, but it can also be used in other areas. The RtI process is flexible and designed by school districts to meet the needs of their students.

What does the RtI process look like?

The RtI process typically has three tiers. Each tier provides differing levels of support.

- ❖ In Tier I, all students receive high quality curriculum and instruction in the regular education classroom.
The teacher assists all learners.
- ❖ In Tier II, the school provides interventions to students who need more support than they are receiving from the general curriculum.
- ❖ In Tier III, students are given individualized instruction.



Summary of Essential Features of RtI

Essential Features	Tier 1	Tier 2	Tier 3
Focus	All students receiving general education core practices	Students failing to meet important benchmarks who have not responded to Tier 1 core practices	Students failing to meet important benchmarks who have not responded to Tier 1 or Tier 2 efforts
Setting	General education classrooms	General education classrooms or other general education location within the school	General education classrooms or other general education location within the school
Interventions	Research-based comprehensive core delivered with differentiation	Supplemental short-term interventions, delivered to homogenous groups (i.e., students with similar needs); teacher:student ratio up to 1:4 or 1:6	Supplemental intensive short-term interventions; teacher:student
Assessments	Screening of all students at least three times per year	Frequent progress monitoring (e.g., every one to two weeks)	Very frequent progress monitoring (e.g., at least once per week)
Data Analysis and Decision Making	School and grade/content area data-review teams (CST) analyze universal assessment data to establish the overall efficacy of Tier 1 identify way to improve and differentiate instruction within a grade or course, and identify individual students in need of Tier 2 support	Data review teams (CST) match students with and monitor the effectiveness of appropriate Tier 2 interventions	Data review teams (CST) decide how to choose, individualize, and intensify interventions for students receiving Tier 3 intervention

Spurger

ISD

Dyslexia

Handbook

Recognizing Dyslexia

- Dyslexia is one of several distinct learning disabilities.
- Dyslexia is of constitutional origin and is not the result of a generalized development delay or sensory impairment.
- Dyslexia is language based. There is a weak sensitivity to the sounds of language (insufficient phonological processing ability).
- Dyslexia is characterized by difficulty reading or decoding single words.
- Other language skills are often variably and conspicuously impaired, particularly writing and spelling.

Characteristics of Dyslexia

Observation of performance

1. Characteristics of dyslexia

- Difficulty saying the alphabet correctly in sequence
- Difficulty forming the shapes of the letters
- Difficulty writing the alphabet correctly in sequence
- Errors in naming letters
- Reversals of orientation of letters or sequence of letters in words when read or written
e-g, b-d, was saw, quiet-quite
- Difficulty in learning and remembering printed words
- Repeated spelling errors
- Difficulty in handwriting
- Slow rate of writing
- Difficulty with reading comprehension

2. Characteristics which may be associated with dyslexia

- Delay in spoken language
- Difficulty pronouncing words with sounds in the right order
- Difficulty finding the "right" word
- Late establishing preferred hand for writing
- Late learning right, left, and other directionality components
- Problems learning concept of time and temporal sequencing
- Family history of similar problems

Other Factors to Consider

3. Trends and Tendencies

- Grades slip downward year to year
- Inconsistent grades from day to day
- Inconsistent performance on standardized tests
- Confusion with math symbols, but not computation
- Math computation better than word problems
- Memorized spelling better than spontaneous spelling
- Homework better quality than class work
- Inordinate time spent on homework
- Deteriorated organization and study habits
- Deteriorating motivation and self-esteem
- Good grades, but requiring too much struggle
- Chooses oral performance over written when given chance
- Compensation by use of pictures, prompt from teacher, etc.
- Stress reflected by irregular writing and uneven pencil pressure

4. Frequent, Common or typical behaviors

- Short attention span
- Posture indicative of poor self-esteem
- Anxiety results in inappropriate behaviors
- Withdrawal
- Inordinate stress during performance times

How can parents build self-esteem?

- Praise your child often and sincerely.
- Don't constantly nag or criticize.
- Catch your child doing well.
- Give your child opportunities to succeed.
- Tell your child you believe in him or her.
- Give your child lots of hugs and kisses.
- Praise efforts that are working towards a goal.
- Don't compare your child with anyone else.
- Look for ways to make your child feel capable.
- Encourage your child to make age appropriate decisions.
- Give your child a chance to solve problems before jumping in.
- Listen to your child's thoughts, feelings, and ideas without judging or criticizing.

What suggestions can be made for the classroom teacher?

- Help build the student's self-image.
- Stress verbal participation.
- Reduce reading aloud and grade oral work in addition to written.
- Decrease the amount of written work in favor of oral.
- Call on student to read aloud only when he/she volunteers.
- Ask student to listen to information and report orally on a specific topic.
- Communicate with the child.
- Make directions simple and brief.
- Refrain from long verbal explanations.
- Question student briefly to make sure he understands. Ask student to give you an example to confirm his understanding.
- Give examples, demonstrate.
- Encourage student to ask questions and treat each question patiently.
- Break assignments into steps. Model assignments and talk about what you are doing while you model.
- Have someone write student's assignments.
- Help student organize and get started.
- Help student schedule long assignments.
- Make special accommodations when needed.
- Provide memory aids.
- Provide visual reminders or examples.
- Allow student to tape record lectures and test reviews.
- Provide audio books of content area textbooks.
- Allow sub-vocalizing. Repeat sounds while spelling.

What strengths are we likely to see in individuals with dyslexia?

- Highly creative
- Links previously unrelated ideas, processes
- Finds new ways to do old things
- Problem solver
- Inventor
- Builder
- Diplomat
- Good sense of humor
- Likes and enjoys helping people
- May anticipate people's emotions
- Excels at individual sports
- Works better alone than with team
- Understands animals, plants, living things
- Mechanically inclined
- Wants to know how things work
- Likes to repair or make things better
- Enjoys working with hands
- Likes building things
- Scientific thinker
- Very curious and observant
- A good motivator
- Has high energy
- Enthusiastic
- Is open minded

The Referral Process

1. Teachers will meet periodically to discuss students that they notice are struggling within the classroom and exhibiting tendencies that are characteristic of dyslexia.
2. Classroom teachers will complete a Dyslexia Checklist and turn that list into the 504 Coordinator once completed.
3. The 504 Coordinator will then evaluate the checklist to see if the student is exhibiting characteristics of students with dyslexia.
4. If the checklist does not demonstrate that further testing is needed, then the student will continued to be monitored through reading interventions.
5. If the checklist does demonstrate that further testing is needed, then the parent will be contacted by the 504 Coordinator to schedule a meeting with the Campus Support Team to initiate the referral for dyslexia screening through Section 504 unless the dyslexia is associated with factors that complicate dyslexia and then a referral will be done for further testing through Special Education.
6. The student will be given a variety of test such as the CTOPP-2, GORT-5, Woodcock-Johnson III, and the KBIT-2.
7. The data gathered from parents, teachers, testing, and other classroom data will be used to determine whether or not the student qualifies for dyslexia services.

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Individuals with Disabilities Act (IDEA 2004)

The identification and intervention process for dyslexia can be multifaceted. These processes involve both state and federal requirements that must be followed. Generally in Texas, however, dyslexia identification and intervention most often happen through general education rather than special education. Special education and the assessment through IDEA 2004 may occur when dyslexia is associated with factors complicating dyslexia, thus requiring more support than what is available through the general education dyslexia program.

Texas State Laws

In addition to these federal laws, the State of Texas legislature has enacted several laws under the Texas Education Code requiring a school district to implement programs for the screening and treatment of dyslexia and related disorders. Compliance, enforcement, and funding for those laws are an ongoing issue. The TEA has determined that an instructional program for dyslexic students must be individualized, multisensory, with intensive phonics and synthetic phonics. The Texas Education Agency and Texas Education Code (Chapter 38) can be found at <http://www.tea.state.tx.us>