Ohio | **Department** of Education

Plan to Implement and Evaluate the Dyslexia Pilot Project

Please respond to the following components and questions:

Screening Instrument

Screening instruments shall reliably measure phonological processing and rapid naming skills in kindergarten children. Such instruments should include phoneme blending, deletion, substitution and segmentation as well as fluency measures of letter and/or color naming. Screening instruments may be used to identify children at risk, with subsequent follow-up assessments by more sensitive instruments including those subtests named above used to further screen children at risk for dyslexia. Possible initial screening measures may include but are not limited to AIMSweb, DIBELS or DIBELS Next.

a. Describe the district's current process for identifying students who are at risk for early reading problems, including dyslexia.

b. Identify the screening instrument the district proposes to use for the pilot project.

Plan for Intervention and Evaluation

Tier 1: Evidence-based Reading Instruction provided to all students in Kindergarten – 2nd grade
Please describe the proposed Tier 1 reading instruction. In your response please include information about any core reading program and supplemental programs that will be implemented. Also, please begin by describing work that you will do to familiarize and train your staff with the goals and aims of this project.

a. Provide an overview of the core reading program provided to all students and how it addresses the National Reading Panel's five essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension).

b. Describe how screening data will be used to differentiate instruction within the core curriculum.

c. Describe any supplemental programs that will be used to differentiate instruction.

d. How will multisensory-structured language instruction be incorporated into differentiated instruction? How will teachers be trained to implement evidence based reading instruction?

e. How will parent(s) be informed of their child's participation in the pilot project?

Tier 2: Intensive, systematic small group reading intervention
Please describe your proposed Tier 2 intervention plans. In your response please include information about any intervention programs that will be implemented.

a. Provide an overview of the small group reading interventions offered as part of the Tier 2 system of intervention including all components of instruction (ex. implementation of specific program(s), individuals responsible for instruction, etc.).

b. How will screening data be used to determine students who may need Tier 2 interventions? Also, how will these data be used to determine the student's specific reading deficits in order to match the intervention with the student's specific needs?

c. When will students receive Tier 2 interventions and how will the district ensure that students continue to receive instruction in the core reading curriculum?

d. How will multisensory structured language instruction be incorporated into Tier 2 interventions?

e. How will progress monitoring data be collected and used to modify intervention plans for individual students? Include a discussion of the decision rules used to move a student back to Tier 1 or up to Tier 3 supports.

f. How will teachers be trained to implement evidence-based reading instruction, multisensory structured language instruction and training for any specific reading intervention programs being implemented?

g. How will parent(s) be informed regarding the child's Tier 2 intervention status?

Tier 3: Individualized, intensive, systematic reading intervention for students who demonstrate minimal progress in Tier 2

Please describe your proposed Tier 3 intervention plans. In your response please include information about any intervention programs that will be implemented.

a. Provide an overview of the individualized and intensive reading interventions offered as part of the Tier 3 system of intervention including all components of instruction (ex. implementation of specific program(s), individuals responsible for instruction, etc.).

b. How will progress monitoring data be used to determine who may need Tier 3 supports?

c. What assessments will be used to support the planning of intensive Tier 3 supports?

d. When will students receive Tier 3 interventions and how will the district ensure that the students continue to receive instruction in the core reading curriculum?

e. How will multisensory structured language instruction be implemented in Tier 3 interventions?

f. How will progress monitoring data be collected and used to modify intervention plans for individual students. Include a discussion of the decision rules used to move a student back to Tier 2 or forward to evaluation for suspected disability.

g. How will teachers be trained to implement evidence-based reading instruction, multisensory structured language instruction, and training for any specific reading intervention programs being implemented?

h. How will parent(s) be informed regarding the development of the child's Tier 3 intervention plan?

Referral for suspected disability: Using intervention data to inform special education referral and evaluation of suspected disability.

a. How will progress monitoring data be used to determine who may need referral for suspected disability?

b. How will progress monitoring data be used as part of the evaluation for a suspected disability?

c. How will intervention specialists be trained to implement evidence based reading instruction, including multisensory structured language instruction that addresses the specific needs of students identified with reading disabilities?