



DYSLEXIA

INFORMATION AND RESOURCES

WHAT IS DYSLEXIA?

The Colorado Department of Education has elected to use the following definition of dyslexia, established by the International Dyslexia Association and adopted by the National Institute of Child Health and Human Development:

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.

THE COMMONLY ACCEPTED FEATURES OF DYSLEXIA INCLUDE:

- **Difficulty with phonological processing**, which impacts one's ability to effectively decode letters into blended sounds to form words. A fundamental phonological processing problem may block access to more advanced aspects of reading, such as word identification and comprehension.
- **Slow, inaccurate or labored oral reading**, i.e., lack of reading fluency.
- **Difficulty with spelling**, as demonstrated in an inability to efficiently write the letters comprising words from memory; increased time needed to spell words; and spelling errors that may be apparent.
- **Difficulty with rapid naming** may be evident, making it difficult to quickly retrieve the speech sounds and the correct letter-order patterns required to be an efficient reader or speller.

COMMON ASSOCIATED FEATURES INCLUDE:

- Difficulty acquiring and using oral and written language;
- Difficulty learning and retaining multisyllabic vocabulary required for mastery of academic content; and
- Limited reading comprehension due to weak decoding, word recognition and fluency skills.

PREVALENCE AND SEVERITY OF DYSLEXIA

Dyslexia is the most commonly diagnosed reading disorder. Dyslexia is also found on a continuum of severity, ranging from mild characteristics of dyslexia to profound difficulty with reading and writing. In its most severe forms, it is a learning disability. In its mildest form, it may be a source of puzzlement, frustration or mild inconvenience. As a result of this span of difficulty, the exact prevalence of dyslexia has yet to be definitively determined. It has been suggested that perhaps as many as 15% to 20% of the population as a whole have some of the symptoms of dyslexia (IDA, 2017).

(Information above taken from the *Colorado Dept. of Education Dyslexia Handbook – 2020*)

FOUNTAIN-FORT CARSON SCHOOL DISTRICT 8 AND DYSLEXIA

Fountain-Fort Carson School District 8 embraces its responsibility to teach *all* students to read. The district invests in professional development, curricular resources, assessment tools, and the establishment of district practices to identify and respond to any student who struggles with reading in a manner consistent with best-practice research on reading disorders, including dyslexia.

RESEARCH-BASED INSTRUCTIONAL PROGRAMMING FOR STUDENTS WITH DYSLEXIA:

RECOMMENDED ASSESSMENT, INSTRUCTION/INTERVENTION	DISTRICT 8 LITERACY PROGRAM
Universal Screening for all students – EARLY IDENTIFICATION of students at-risk	Acadience Reading through mCLASS (DIBELS Next) Benchmarking 3x a year for all students
Progress Monitoring in Basic Early Literacy Skills	Acadience Reading Progress Monitoring (specific PM schedule identified by performance level)
Diagnostic Assessment	Acadience Reading Diagnostic Assessment (DIBELS Deep) Phonological Awareness Screening Test (PAST) Wonders Diagnostic Assessments Orton Gillingham (IMSE) Assessments
Explicit and Systematic Core Reading Instruction (aligned to scientifically evidence-based practices)	K-5 Comprehensive Literacy Program – Wonders 2020 <i>(READ Act Approved for K-3)</i> FFC8 Teachers are provided with evidence-based training in LETRS (Language Essentials for Teachers of Reading and Spelling)
Explicit instruction and frequent practice in phonological awareness	Heggerty Phonemic Awareness - K-2 Supplemental Resource; Heggerty Phonemic Awareness – Tier 2/3 Resource
Structured Literacy Approach	Orton Gillingham Instruction/Intervention Institute for Multi-Sensory Education (IMSE) <i>(READ Act Approved for K-3)</i> Heggerty Phonemic Awareness Tier 2 Resources
Multi-Disciplinary Team, including Parents/Guardians and the student (as appropriate), to analyze assessment information, identify interventions aligned to root needs, set measurable goals, review progress monitoring and adjust instruction as necessary	Building MTSS and/or Special Education Team