The Road of Education for Students with Dyslexia

The road of education for a student with dyslexia is rarely, if ever, a straight line.

Ideally, there is an effective system in place to help quickly identify those at risk for dyslexia, develop an effective assessment and intervention plan, and monitor performance at regular intervals over time.

Ride along with these students as they journey on the road to success!

Key:

- General Educator
- Special Educator
- Reading Specialist
- Educational Diagnostician
- Speech-Language Pathologist
- School Psychologist

Instruction (Tier 1)

General education teachers deliver evidence-based core instruction to a group of students daily.

Universal Screening

All students are screened with one or more tools—there is "one way" for everyone. Special education staff may participate in team-based decision-making or implementation.

ONE WAY

Classroom Intervention (Tier 2)

Layers of intervention may be part of a Response to Intervention (RTI) or Multi-Tiered System of Supports (MTSS) model.

Targeted screening

Students whose universal screening results identify them as at-risk may be given a secondary screening to confirm.

Curriculum-based Assessment

Classroom teachers primarily complete assessment tasks designed to understand student performance in the classroom.
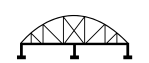
SPEED LIMIT 30

YIELD

504 Plan

This plan allows a student to receive various accommodations for a disability, such as dyslexia, to achieve success in the classroom and overall general education environment.

Special Education Assessment

Multiple assessments of differing types create a profile of student strengths and weaknesses, and the full team determines if an Individualized Education Plan (IEP) is needed.

Monitoring

A deeper understanding of student performance can support mid-course changes for more effective learning over time. Monitoring happens all along the road, but two overpasses are placed here to show all professionals taking "snapshots" together to review performance.

## Special Education Intervention (Tier 3)

Team members follow the IEP in terms of frequency and intensity of services for each goal in the plan. Interventions can vary widely—from periodic consultation to 1:1 intervention.

Pearson's Dyslexia Toolkit

In an effort to help you choose which dyslexia resources best meet your needs, we have developed a toolkit which includes clinical and classroom resources for screening, assessment, intervention, and progress monitoring in support of students with dyslexia and all struggling readers.

The tools represented can be used by different professional groups and user qualification levels as you all support the student traveling on the road to graduation! As an example, portions of Pearson's Dyslexia Toolkit have been arranged by profession—keep in mind that these groupings are simply suggestions.

SCREEN | ASSESS | MONITOR INTERVENTION | INTERVENE
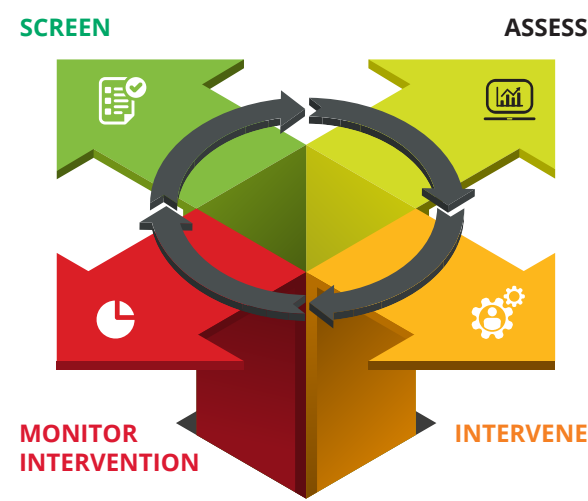
General Educators

General Educators focus on the performance of the student in the classroom academically and behaviorally. They complete classroom-focused measures for assessment and need to implement the most efficient and efficacious instruction in the context of the curriculum. For dyslexia, one place to begin evaluating performance is at the spelling curriculum. For assessment, an integrated set of measures with the ability to measure progress saves time.

- aimswebPlus®
- Shaywitz DyslexiaScreen™

- Developmental Reading Assessment®, Second Edition PLUS (DRA2+)

- SPELL-Links Class Links for Classrooms™ (SPELL-Links™)

- aimswebPlus®

Special Educators

Special Educators play a key role in delivering effective assessment, intervention, and progress monitoring. They often collaborate across professionals in education. These tools provide information that accelerates academic progress and helps to inform intervention plans.

- Wide Range Achievement Test™, Fifth Edition (WRAT5™)
- Kaufman Test of Educational Achievement™, Third Edition (KTEA™-3) Brief Form

- Kaufman Test of Educational Achievement™, Third Edition (KTEA™-3) Comprehensive Form
- Wechsler Individual Achievement Test®, Fourth Edition (WIAT®-4)
- Woodcock Reading Mastery Tests™, Third Edition (WRMT™-III)

- SPELL-Links to Reading & Writing™ (SPELL-Links™)

- aimswebPlus®

School Psychologists

School Psychologists tend to focus on the screening and assessing part of the workflow in their daily activities. This subset of Pearson's Dyslexia Toolkit supports rigorous, empirically-validated measures for screening and assessment, with assessment results paving the way for recommendations for intervention. The delivery of this content in an integrated system leads to success.

- Dyslexia Index scores from the KTEA™-3 and WIAT®-4

- Kaufman Test of Educational Achievement™, Third Edition (KTEA™-3) Comprehensive Form
- Wechsler Individual Achievement Test®, Fourth Edition (WIAT®-4)

- Intervention Guide for LD (Learning Disability) Subtypes*

Educational Diagnosticians

Educational Diagnosticians focus primarily on assessment. For dyslexia, assessment tools must be theoretically rigorous and empirically sound. The educational diagnostician looks for a profile of strengths and weaknesses across symptoms, underlying cognitive processes, and other historical or educational factors for a particular student. Because they see many students individually, their subset of tools provides results that communicate clearly to other team members.

- Shaywitz DyslexiaScreen™
- Kaufman Test of Educational Achievement™, Third Edition (KTEA™-3) Brief Form
- Dyslexia index scores from the KTEA-3 and WIAT®-4

- Kaufman Test of Educational Achievement™, Third Edition (KTEA™-3) Comprehensive Form
- Wechsler Individual Achievement Test®, Fourth Edition (WIAT®-4)

- Intervention Guide for LD (Learning Disability) Subtypes*

Speech-Language Pathologists (SLPs)

Speech-Language Pathologists (SLPs) are involved in the whole continuum of services, from inclusive service delivery modes to assessment to intervention connections. This role gives SLPs insight into the connection between oral language and written language, including language in the classroom. This subset of tools offers options to collaborate with other professionals across the educational effort.

- Kaufman Test of Educational Achievement™, Third Edition (KTEA™-3) Brief Form

- Clinical Evaluation of Language Fundamentals®, Fifth Edition (CELF®-5)
- Woodcock Reading Mastery Tests™, Third Edition (WRMT™-III)

- SPELL-Links to Reading and Writing™ (SPELL-Links™)
- Intervention Guide for LD (Learning Disability) Subtypes*

- Review360® for SLPs

Reading Specialists

Reading Specialists have a unique focus as they have significant depth in the entire domain of reading. As Literacy or Reading Coaches or those with similar titles, reading specialists place a high value on high quality reading instruction, especially as it relates to struggling readers. This subset of an overall dyslexia toolkit resonates with diagnostic assessments that pave the way for explicit and diagnostic prescriptive literacy intervention and/or instruction.

- aimswebPlus®
- Shaywitz DyslexiaScreen™
- Kaufman Test of Educational Achievement™, Third Edition (KTEA™-3) Brief Form

- Developmental Reading Assessment®, Second Edition PLUS (DRA2+)
- Woodcock Reading Mastery Tests™, Third Edition (WRMT™-III)

- SPELL-Links to Reading and Writing™ (SPELL-Links™)

- aimswebPlus®

*Included in Q-global as part of a CELF-5, KTEA-3, or WIAT-4 subscription

To see the full Pearson Dyslexia Toolkit visit PearsonAssessments.com/dyslexia.