



**Resource Guide for  
Specific Learning  
Disabilities  
(SLD)/Dyslexia**

**Arkansas Department of  
Education  
Special Education**

**2007**

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## INTRODUCTION

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Public Law 108-446 provides for the identification, assessment and appropriate instruction of children with disabilities, including those with specific learning disabilities. According to the law the term “specific learning disability” means “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.” The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

IDEA further states that students with disabilities, including those listed above, are to be educated with children who are not disabled to the maximum extent appropriate. The Learning Disabilities/Dyslexia Resource Guide has been compiled to assist teachers in recognizing and teaching students with reading disabilities such as dyslexia.

In 1991, Act 338 was enacted by the General Assembly of the State of Arkansas requiring public schools in Arkansas to identify all children with specific learning disabilities and to provide training for teachers encountering children with these problems in the regular classroom. As a provision of this Act, the Arkansas Department of Education (ADE) developed Specific Learning Disability (SLD): An In-service Training Manual for Regular Classroom Teachers. Due to more current evidence based research and changes in laws, rules and regulations, the ADE has developed an updated guide to address SLD, specifically dyslexia. It is called a Resource Guide for addressing Specific Learning Disabilities/Dyslexia.

The International Dyslexia Association defines dyslexia as “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 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.” This definition, as adopted by the IDA Board of Directors in 2002, is also used by the National Institute of Child Health and Human Development (NICHD).

Current research on dyslexia indicates that it affects as many females as males, and is not dependent on race, intelligence, social status or even parent’s level of education. It is likely to be influenced by heredity. It may or may not coexist in students with other disorders that can interfere with learning, such as ADHD, Tourette’s Syndrome, and bipolar disorder. Research also reflects that early intervention with techniques proven to improve reading skills will make a positive difference in the achievement of children “at risk” for reading deficits.

According to the National Institute of Child Health and Human Development, 15 to 20 percent of people in the United States have a language-based disability, and of those, most have dyslexia. This has a tremendous impact on the learning and achievement of students in our schools. The application of scientifically-based interventions to this problem is essential in ameliorating the lifelong effects of this disability. It is vitally important that students with reading deficits are identified early and receive these types of interventions.

Although there is no cure for dyslexia, many promising programs have been developed to assist those with reading disabilities. The most important factor in increasing a student's reading ability is good quality reading instruction. This resource guide discusses the means to determine if a program meets those standards.

This resource guide has been developed to assist providers in understanding a child with dyslexia. The guide has been divided into the following three sections:

- I. Dyslexia Definition
- II. Characteristics of Individuals with Dyslexia
- III. Assessment

## **COMMITTEE ON SPECIFIC LEARNING DISABILITIES (SLD)/DYSLEXIA**

Production of this document was made possible by the work of members of the Committee on SLD/Dyslexia, established by the Arkansas Department of Education (ADE), Special Education which included personnel from numerous school districts in various regions of the state, the Learning Disabilities Association of Arkansas, the University of Arkansas at Little Rock, the Arkansas Department of Education, Special Education and State Improvement Grant (SIG).

Committee members generously contributed their experience and expertise, as well as their time, to compiling this resource guide to the identification, assessment and instruction of students with SLD/dyslexia.

The following individuals served on the Task Force:

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**SECTION I**  
**DYSLEXIA DEFINITION**

## **DYSLEXIA DEFINITION**

The educational, scientific and personal discussions about dyslexia are still ongoing. According to the “expert” one quotes, dyslexia may be a “gift” or a neurological disability. Until a major study results in a new conceptual framework, like the groundbreaking work by Howard Gardner and his “7 Types of Intelligence”, changes the way the concept of dyslexia is defined, dyslexia will remain debatable. Even with all of its ill-defined definitions, dyslexia impacts students served by public schools and must be addressed in the educational setting. The following insights are offered for your consideration, as they are framed in the most current research.

“Reading is not a natural or instinctive process. It is acquired and must be taught. How reading is taught can drastically affect the ease with which a child learns to transform what are essentially abstract squiggles on a page into meaningful letters and then sounds and then words, and then entire sentences and paragraphs.” (Shaywitz, 2003)

“No matter who the child or adult is, what his background is, what kind of home he comes from, what his intelligence level is, or what other influences there are, a person’s ability to read is routed through the same pathway deep within the brain. This pathway has been identified. In practical terms this means we know what functional system in the brain is involved.” (Shaywitz, 2003)

“What is so exciting about our new level of understanding dyslexia is that it explains reading and reading difficulties for all ages and at all levels of education. By identifying the primary or core cognitive weakness responsible for dyslexia, scientists now understand how children acquire the ability to read and why some do not. The model of dyslexia that has merged can be applied understanding and treating reading difficulties in children just entering school and in children enrolled in primary and middle grades, as well as in young adults attending high school, college or even in graduate or professional school.” (Shaywitz, 2003)

### **Definition**

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 ability. 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 the growth of vocabulary and background knowledge. (The International Dyslexia Association)

## **SECTION II**

# **CHARACTERISTICS OF INDIVIDUALS WITH DYSLEXIA**

## **CHARACTERISTICS OF INDIVIDUALS WITH DYSLEXIA**

No two students with dyslexia are exactly alike, and the characteristics and indicators listed below are just the most common. The list is not exhaustive and few students would show all of these signs.

Characteristics of students with dyslexia change over time depending on the grade level and/or state of reading (as described by Jeanne Chall in her book, The Stages of Reading Development) that the individual has reached.

The following are some common characteristics of dyslexia at different grade levels.

### **Preschool/Kindergarten**

At this stage, students are developing the underlying oral language base necessary for learning to read. Signs that indicate possible difficulties with reading acquisition include:

- ❖ mispronounced words; persistent baby talk
- ❖ difficulty with recognizing and producing rhymes, i.e., common nursery rhymes such as “Jack and Jill” and “Humpty Dumpty”
- ❖ difficulty learning and remembering rote information such as letter names (also phone number and address)
- ❖ difficulty remembering and following directions

### **Grades 1-3**

At this stage, children are developing basic word recognition skills both through the use of word attack strategies and contextual cues. Students with dyslexia will show some of the following characteristics:

- ❖ inability to learn to associate letters with sounds; such as being unable to connect the letter “b” with the “b” sound
- ❖ confusion of visually similar letters (b/d/p, w/m, h/n, f/t)
- ❖ confusion of auditorily similar letters (d/t, b/p, f/v)
- ❖ difficulties remembering basic sight vocabulary
- ❖ problems with segmenting words into individual sound and blending sounds to form words
- ❖ reading and spelling errors that involve difficulties with sequencing and monitoring sounds/symbol correspondence such as reversals of letters (past/pats), omissions (tip/trip), additions (slip/sip), substitutions (rip/rib) and transpositions (stop/pots)
- ❖ omission of grammatical endings in reading and/or writing (-s, -ed, -ing, etc.)
- ❖ difficulty remembering spelling words over time and applying spelling rules
- ❖ inability to read common one-syllable words or to sound out even the simplest of words; such as mat, cat, hop, nap

## **Grades 4-8**

At this stage, children progressing normally have mastered basic reading skills and are now expected to learn new information from reading. Many students with dyslexia continue to have significant difficulties with developing word recognition skills and therefore have trouble coping with more advanced reading activities necessary to succeed in the upper elementary grades and beyond.

- ❖ significant difficulty reading and spelling multisyllabic words, often omitting entire syllables as well as making single sound errors
- ❖ lack of awareness of word structure (prefixes, roots, suffixes)
- ❖ frequent misreading of common sight words (where, there, what, then, when, etc.)
- ❖ difficulties with reading comprehension and learning new information from text because of underlying word recognition difficulties
- ❖ if underlying oral language problems exist affecting vocabulary knowledge and grammar, difficulties in comprehension of text will occur
- ❖ significant difficulties in writing related to problems in spelling as well as organizing ideas

## **High School, College and Adult**

Students at this stage are expected to analyze and synthesize information in written form as well as acquire factual information. Although many individuals with dyslexia may have compensated for some of their difficulties with reading, others many continue to have problems with automatic word identification.

- ❖ continued difficulties with word recognition which significantly affect acquisition of knowledge and ability to analyze written material
- ❖ slow rate of reading
- ❖ continued difficulties with spelling and written composition
- ❖ difficulty with note taking in class
- ❖ trouble learning a foreign language

## INDICATORS OF DYSLEXIA

### **What is the primary deficit associated with dyslexia?**

- ❖ Phonological awareness – awareness that words, both written and spoken, can be broken down into smaller units of sound and that the letters constituting the printed word represent the sounds heard in the spoken word.

### **What symptoms are the direct results of this deficit in phonological awareness?**

- ❖ Inaccurate and inefficient single word recognition
- ❖ Difficulty sounding out (decoding) unfamiliar words
- ❖ Inaccurate spelling

### **What are the consequences of this deficit?**

- ❖ Slow and inaccurate text reading (fluency)
- ❖ Poor reading comprehension
- ❖ Variable difficulty with the symbol code for reading and writing, including:
  - Alphabet letter names
  - Letter-sound associations
  - Letter forms and direction in writing
- ❖ Difficulty with written expression
- ❖ Limited time spent in reading activities

### **What other language-related characteristics may be seen?**

- ❖ Difficulty finding the correct spoken word or rapidly retrieving names
- ❖ Difficulty repeating and pronouncing words precisely
- ❖ Difficulty with verbal short-term memory

### **What accompanying areas may be either a strength or a weakness?**

- ❖ Oral language
- ❖ Attention
- ❖ Motor coordination
- ❖ Visual-spatial reasoning
- ❖ Mathematics

**Section III**  
**ASSESSMENT**

## ASSESSMENT

The evaluation procedures are categorized by levels of identification as described below. The tests and evaluator requirements are also described. This list of tests is not exhaustive. A listing of specific evaluations is in the appendices. **Note:** Schools must adhere to parental consent policies for administration of some evaluations.

### Level I Evaluation

Early identification and intervention

Test Administration: Classroom teacher

Instruction: Regular classroom by classroom teacher  
Standard scores and percentiles are obtained.

All kindergarten students should receive classroom instruction in print awareness, phonological & phonemic awareness, letter naming, and basic symbol-sound associations.

All students enrolled in kindergarten should be administered selected subtests from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS are a set of standardized, individually administered measures of early literacy development. The measures assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code.

1 <sup>st</sup> half of kindergarten
DIBELS
Letter Naming
Phoneme Segmentation Fluency
Nonsense Word Fluency

Students should be re-administered selected subtests of the DIBELS during the second half of kindergarten. Students who have not made adequate progress are then administered the kindergarten version of the Test of Phonological Awareness, 2<sup>nd</sup> Edition Plus (TOPA: 2+). This assessment tool evaluates phonemic awareness and symbol-sound knowledge.

2 <sup>nd</sup> half of kindergarten
DIBELS
Letter Naming
Phoneme Segmentation Fluency
Nonsense Word Fluency

Students scoring below the 25<sup>th</sup> percentile on any of the subtests of the TOPA-2+ should receive additional phonemic awareness and symbol-sound association instruction in the classroom individually or in small groups (4-5 students). These students are considered “AT RISK” for reading problems.

Students scoring below the 25 <sup>th</sup> percentile
TOPA: 2+ Kindergarten version
Initial Sound-Same
Initial Sound-Different
Letter-Sounds

## Level II Evaluation

1<sup>st</sup> graders and beyond with continued deficits

Test Administration: Classroom teacher or Speech-Language Pathologist

Instruction: Trained individual

Standard scores and percentiles are obtained from the CTOPP and PAT.

Students at this level should be administered the Comprehensive Test of Phonological Processing (CTOPP) and portions of the Phonological Awareness Test (PAT). The CTOPP assesses phonological awareness, phonological memory, and rapid naming. The PAT is an individually administered test designed to identify deficits in phonological processing and phoneme-grapheme correspondence. Students should be administered the Graphemes and Decoding subtests from the PAT.

Students identified as “AT RISK”
Comprehensive Test of Phonological Processing
Elision
Blending Words
Sound Matching
Rapid Digit Naming
Rapid Object Naming
Phonological Awareness Test 2nd edition
Graphemes
Decoding

Students scoring below the 25<sup>th</sup> percentile on any subtest should receive additional instruction by an individual who has been trained to provide phonological awareness instruction and multisensory symbol-sound association.

Students scoring below the 25 <sup>th</sup> percentile
Comprehensive Test of Phonological Processing - Core subtests
Phonological Awareness Test 2 <sup>nd</sup> edition
or
DIBELS - literacy subtests appropriate for grade level
or
Test of Phonological Awareness 2+ (1 <sup>st</sup> and 2 <sup>nd</sup> graders)

The review team may determine that students who score below the 25th percentile on any subtest should be considered “AT RISK” for reading problems and should receive additional instruction by a person who has been trained to provide phonological awareness instruction and multisensory symbol-sound association instruction.

### Level III Evaluation

The following protocol is recommended for students who have not made adequate progress as outlined in Level II evaluation.

Test Administration: Speech-Language Pathologist and Psychological Examiner  
Instruction: Trained individual  
Standard scores and percentiles should be obtained.

Students at this level should be administered an evaluation that consists of the following: oral language screening, vision and hearing screening, phonological processing ability (if not previously administered), word recognition, decoding (nonsense words), spelling, informal assessment of written expression.

A variety of assessment instruments are available and may include:

- A) The Clinical Evaluation of Language Fundamentals, 4<sup>th</sup> Edition Screening for screening oral language development
- B) Word reading, decoding, and spelling subtests from achievement tests:
  - 1. Kaufman Test of Educational Achievement
  - 2. Wechsler Individual Achievement Test - II
  - 3. Woodcock-Johnson III Tests of Achievement

Students in 1 <sup>st</sup> grade and beyond not showing adequate progress in Level II evaluation should be administered a battery to include the following:
Oral language screening
Vision and Hearing screening
Word recognition
Nonsense word decoding
Spelling
Informal assessment of writing

The review team may determine that students scoring at or below the 25<sup>th</sup> percentile on measures of word reading, decoding, or spelling should be considered for intense services by a person trained in programs designed to improve phonological processing, decoding, word, recognition, spelling, and handwriting. Students failing oral language screening should be considered for a comprehensive evaluation by a speech-language pathologist.

### Level IV Evaluation

A complete psycho-educational evaluation is recommended for students not making adequate progress as outlined in Level III evaluation.

Test Administration: Speech-Language Pathologist and/or Psychological Examiner.

Instruction: Individual should be trained in programs/methods designed for students with dyslexia/reading disability.

Standard scores and percentiles should be obtained.

**Note:** Schools must follow ADE, Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities.

Students in 1 <sup>st</sup> grade and beyond not making adequate progress in Level III evaluation should be administered a complete psycho-educational battery to include the following:
Intelligence - comprehensive assessment
Oral reading fluency
Written expression
Word recognition
Nonsense word decoding
Spelling
Reading comprehension

Students with a profile of lower than expected phonological processing skills, decoding, reading fluency, and spelling are recommended to be placed in an intensive program. All placement options should be considered to address this level of intervention.

The following document is an example of a check-list of indicators to be completed **after** a Comprehensive Psycho-educational Evaluation has been conducted. This check-list is intended to *summarize* evaluation results and to *assist* with planning for intervention. This **is not** a required Arkansas Department of Education document.

**Summary of Results from Comprehensive Psycho-educational Evaluation**  
**Evaluation Date:** \_\_\_\_\_

Based on the preponderance of evidence obtained by results of the Comprehensive Psycho-educational Evaluation, this student may be considered as being “at risk” for dyslexia. The following checked indicators are present:

\_\_\_ Difficulty with phonological awareness

\_\_\_ Difficulty accurately decoding nonsense or unfamiliar words

\_\_\_ Difficulty with rapid naming skills

\_\_\_ Difficulty reading words in isolation

\_\_\_ Inaccurate oral reading

\_\_\_ Inappropriate reading rate:            **circle one**

          slow and inaccurate    fast and inaccurate    slow and accurate

\_\_\_ Difficulty learning letter names and sounds

\_\_\_ Difficulty with spelling

\_\_\_ Difficulty expressing thoughts in writing

\_\_\_ Family history of similar problems

\_\_\_ Math skills in the average range

*This is not an ADE required document. The intent is to summarize evaluation results and to assist with the planning of intervention.*

*(Adapted from Texas Education Agency August 2000)*

## REFERENCES

A Child Becomes a Reader – Kindergarten Through Grade 3, RMC Research Corporation, Portsmouth, New Hampshire, 2003

Arkansas Department of Education, Special Education, Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21, 2000.

Chall, Jeanne S., Stages of Reading Development, U.S.A., McGraw-Hill, 1983.

Shaywitz, M.D. Sally, Overcoming Dyslexia: A New and Complete Science Based Program for Reading Problems at Any Level, New York, Random House, Inc., 2003.

Response to Intervention – Policy Considerations and Implementation, National Association of State Directors of Special Education, Inc., 2005

## **APPENDIX A**

### **SPECIFIC EVALUATIONS**

## SPECIFIC EVALUATIONS

The following is a list of tests and instruments available for use with students being evaluated for special education purposes. The reader may note that listings for some instruments contain information regarding reliability and validity. This information was obtained from the following six sources:

Kampaas, R.W. (1993). Clinical Assessment of Children's Intelligence. Boston Allyn and Bacon.

Mental Measurements Yearbook (MMY) 1989 to Present. Lincoln, Nebraska: The Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Reschly, D.J. (1989) Measurement And The Use of Adaptive Behavior.

Salvia, J. & Ysseldyke, J. E. (1991) Assessment. Boston: Houghton Mifflin Company.

Sattler, J.M. (1988) Assessment of Children (Third Edition). San Diego, CA: Jerome M. Sattler. Publisher

Sattler, J. M. (1992) Assessment of Children (WISC-III and WPPSI-R supplement). San Diego, CA: Jerome Sattler, Publisher

Even though reliability and validity data were included for some devices for which critiques could be found, the user is still strongly urged to peruse instrument manuals and related literature to determine the adequacy of an evaluation tool. Inclusion of a test or instrument in the following list does not indicate endorsement of that instrument by the Arkansas Department of Education. Conversely, if an instrument is not included on the list it should not necessarily be assumed that the instrument is not acceptable.

The following key should be used for test/instrument information:

Test Name

Age Range

Type of Reference: Norm-Referenced (NR) or Criterion-Referenced (CR)

Scores Produced: SS = Standard Score, TA = Test Age, AE = Age Equivalent, PR = Percentile Rank, NCE = Normal Curve Equivalent, GE = Grade Equivalent, MA = Mental Age, T = T-Score, R = Reliability, V = Validity

Administrator Level: A = Classroom teacher or any trained individual,

B = Master's or above in psychology, speech/language pathology, etc.

Name of Publisher or Vendor and email address

Cost

1. Academic Achievement including: Word Recognition, Decoding, Reading Comprehension, Written Expression, Math, etc.
  - A. Kaufman Test of Education Achievement-II (KTEA-II)  
4-25  
NR  
SS, PR, AE, GE  
R & V: Satisfactory  
Administrator: B  
Pearson Assessments [WWW.ags.PeasonAssessments.com](http://WWW.ags.PeasonAssessments.com)  
\$331.50
  - B. Wechsler Individual Achievement Test II (WIAT II)  
4-85  
NR  
SS, PR, AE, GE, NCE  
Administrator: B  
Harcourt Assessments [WWW.Harcourtassessment.com](http://WWW.Harcourtassessment.com)  
\$417.00
  - C. Woodcock-Johnson III Test of Achievement (W-J III)  
2-90+  
NR  
SS, PR, AE, GE  
R & V: Adequate  
Administrator: B  
Riverside Publishing [WWW.riverpub.com](http://WWW.riverpub.com)  
\$530.00 (achievement battery only)
2. Clinical Evaluation of Language Fundamental – 4 Screening (CELF-4 Screen)  
5-21  
CR  
SS, PR, AE  
Administrator: B  
Harcourt Assessment [WWW.harcourtassessment.com](http://WWW.harcourtassessment.com)  
\$235.00
3. Comprehensive Test of Phonological Processing (CTOPP)  
5-6 years and 7-24 years  
NR  
SS, PR  
Administrator: A  
Pro-Ed Publishers [WWW.proedinc.com](http://WWW.proedinc.com)  
\$245.00

4. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)  
K-6<sup>th</sup> grade  
CR  
Administrator: A  
University of Oregon Center on Teaching and Learning  
<http://dibels.uoregon.edu>.  
Free online
5. Gray Oral Reading Test -4 (GORT -4)  
6.0 – 18:11  
NR  
SS, PR, Quotient  
Administrator: B  
Pro-Ed Publishers [WWW.proedinc.com](http://WWW.proedinc.com)  
\$225.00
6. Gray Silent Reading Test (GSRT)  
7.0 – 25:11  
NR  
RS, AE, GE, PR and Silent Reading Quotient  
Administrator: B  
Pro-Ed Publishers [WWW.proedinc.com](http://WWW.proedinc.com)  
\$160.00
7. Phonological Awareness Test (PAT) 3r<sup>d</sup> edition available in 2007  
5-9  
NR  
SS, PR, AE  
Administrator: A  
Lingui-Systems [WWW.linguisystems.com](http://WWW.linguisystems.com)  
\$140.00
8. Test of Phonological Awareness -2+ (TOPA-2+)  
5-8 (Recommended spring of K)  
NR  
SS, PR, NCE  
Administrator: A  
Pro-Ed Publishers [WWW.proedinc.com](http://WWW.proedinc.com)  
\$150.00
9. Test of Word Reading Efficiency (TOWRE)  
6:0-24:11  
NR  
SS, PR, AE, GE  
Administrator: B  
Pro-Ed Publishers [WWW.proedinc.com](http://WWW.proedinc.com)  
\$178.00

10. Test of Written Language -3<sup>rd</sup> edition (TOWL-3)

7:6- 17:11

NR

SS, PR, GE

Administrator: B

Pearson Assessments <http://ags.pearsonassessments.com>

\$210.00

11. Informal Writing Sample

First and Last Name

Letters of the alphabet in order

Writing prompts – appropriate to age level

12. Case History which may include:

Academic progress report

Teacher information

Types of research based interventions

Results of basal series reading assessments

Absentee report

Cumulative record of grade retention/previous grades

Information from parents and other sources

## **APPENDIX B**

### **SPECIFIC LEARNING DISABILITIES (SLD)/DYSLEXIA PROGRAMS**

## **SPECIFIC LEARNING DISABILITIES (SLD)/DYSLEXIA PROGRAMS**

The list of programs and links have been compiled to provide educators with an array of choices when looking for materials to successfully educate students with SLD/Dyslexia. By no means does this list represent the full composite of programs that exist and claim to provide adequate progress for students with SLD/Dyslexia.

This list reflects programs backed by research and is placed in alphabetical order for convenience of locating certain programs.

The following information was utilized to review a variety of programs and materials:

**Name of Program**

**Publisher**

**Date of publication**

**Website/telephone number**

**Cost of materials (ranges)**

**Availability**

**Training available/required**

**Evidence of research information (“signify if the research is on the program as a whole or on individual components”)**

**Age or grade range appropriateness**

**Availability of parent resource**

**Program summary**

It is indicated whether the programs/materials had information addressing any or all of the Five Essential Elements of Reading First:

Phonemic Awareness, Phonics, Fluency Building, Vocabulary, and Text Comprehension. An additional category “Other” was added to include writing, spelling, etc.

The Program Summaries are listed with attached computer links that lead to the completed document representing each program/material. The following page in the manual provides a very brief summary of those programs that are “linked” to this document.

## PROGRAMS FOR STUDENTS WITH SLD/DYSLEXIA

- ❖ Corrective Reading – Decoding and Comprehension (DI)  
[www.sraonline.com/di](http://www.sraonline.com/di) 1-888-SRA-4543
- ❖ Earobics – [www.earobics.com](http://www.earobics.com) 1-888-328-8199
- ❖ Expressive Writing (DI) [www.sraonline.com/di](http://www.sraonline.com/di)  
1-888-SRA-4543
- ❖ Handwriting Without Tears [www.hwtears.com](http://www.hwtears.com)  
1-301-263-2700
- ❖ Language! The Comprehensive Literacy Curriculum  
[www.language-usa.net](http://www.language-usa.net)
- ❖ Language for Learning, Language for Thinking, and Language for Writing  
[www.sraonline.com/di](http://www.sraonline.com/di) 1-888-SRA-4543
- ❖ LiPS – [www.lblp.com](http://www.lblp.com) – Lindamood Phoneme Sequencing Program - Individual  
Or Group, Pre-K through Adult 1998
- ❖ REACH Higher System (DI) for Intense Intervention  
[www.sraonline.com/di](http://www.sraonline.com/di) 1-888-SRA-4543
- ❖ READ 180 [www.scholastic.com/read180](http://www.scholastic.com/read180) 1-877-234-7323
- ❖ Reading Mastery I-VI/Reading Mastery Plus Programs  
[www.sraonline.com/di](http://www.sraonline.com/di) 1-888-SRA-4543
- ❖ Reasoning and Writing (DI)  
[www.sraonline.com/di](http://www.sraonline.com/di) 1-888-SRA-4543
- ❖ REWARDS (Secondary Level) Reading Excellence: Word Attack and Rate  
Development Strategies  
[www.sopriswest.com](http://www.sopriswest.com) 1-800-547-6747
- ❖ Spelling Mastery (DI) [www.sraonline.com/di](http://www.sraonline.com/di)  
1-888-SRA-4543
- ❖ Spelling Through Morphographics (DI)  
[www.sraonline.com/di](http://www.sraonline.com/di) 1-888-SRA-4543
- ❖ Step Up to Writing [www.sopriswest.com](http://www.sopriswest.com) 1-800-547-6747

- ❖ Wilson Reading System                      [www.wilsonlanguage.com](http://www.wilsonlanguage.com)
- ❖ The Writing & Spelling Road to Reading and Thinking (Spalding)  
[www.riggsinst.org](http://www.riggsinst.org)                      1-800-200-4840