



# Dyslexia Fact Sheet

## Diagnosis & Screening

### Who can DIAGNOSE Dyslexia?<sup>1</sup>

Professionals with expertise in several fields are best qualified to make a diagnosis of dyslexia. The testing may be done by a single individual or by a team of specialists. A knowledge and background in psychology, reading, language and education are necessary. The tester must have a thorough working knowledge of how individuals learn to read and why some people have trouble learning to read. They must also understand how to administer and interpret evaluation data and how to plan appropriate reading interventions.

### Universal Screening and Early Dyslexia Identification

As a result of HB 2379, Missouri implemented state mandated dyslexia screening for Grades K-3 starting in the 2018-19 school year. "Dyslexia screening" is a short test conducted by a teacher or school counselor to determine whether a student likely has dyslexia or a related disorder. A positive screening result does not represent a medical diagnosis but indicates that the student could benefit from support.

**Screening** – Initial brief assessment that focuses on critical reading skills strongly predictive of future reading growth and development. Due to variability of resources, screenings can be conducted by; classroom teachers, reading interventionists, Title 1 teachers, reading specialists or coaches or any combination therein. Screenings should be:

- conducted at the beginning of the school year to identify children who need additional support and/or alternative forms of instruction
- used to identify children who are at risk or not at risk for reading failure
- followed by benchmark assessments completed mid-year and end of the year using same, comparable, and/or multiple test forms to determine reading development

### Screening Requirements

- Students kindergarten through grade 3 each year.
- Grades K-3 should be screened within the first 30 days of the school year, with follow up at the middle and end of the year for systematic documentation of progress or lack of progress.
- Kindergarten initial screening should occur no later than January 31st and also at the end of the year for systematic documentation and progress monitoring.
- any student K-3 who transfers from a school within the state that has not previously been screened.
- any student K-3 who transfers from another state and cannot present documentation that the student has a previous screening.
- a student in grades 4 or higher who is experiencing consistent difficulty in the areas of weakness as determined by the classroom teacher or as requested by the student's parent/guardian.

## Exemptions

- Existing diagnosis of dyslexia
- Students with a sensory impairment (visual/auditory)
- Severe intellectual disabilities
- English learners where native language assessments and properly trained bilingual staff related to administration and interpretation of results is unavailable

## Screening of the following skills is essential to identifying deficits related to dyslexia, and to guide intervention

- Phonological awareness (words, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)
- Sound/symbol recognition
- Alphabet knowledge (letter naming fluency)
- Rapid automatic naming
- Word recognition fluency
- Orthography
- Reading comprehension

**Progress Monitoring** - Ongoing assessment performed/administered to determine student progress toward targeted goals, identify students who are not making adequate progress, and evaluate the effectiveness of interventions in order to close the achievement gap.

## Supports and Accommodations that can be included in IEP's or 504 Plans:

Since the 2018-19 school year and subsequent years, the school board of each district and the governing board of each charter school shall provide reasonable classroom support consistent with the findings and recommendations of the task force created under section 633.420. "Support" is low-cost and effective best practices, such as oral examinations and extended test-taking periods. For a comprehensive list of supports and accommodations go to: <https://dyslexiaida.org/accommodations-for-students-with-dyslexia/><sup>2</sup>

## References

<sup>1</sup>*Dyslexia Assessment: What Is It and How Can It Help?* International Dyslexia Association. (2020, March 10). <https://dyslexiaida.org/dyslexia-assessment-what-is-it-and-how-can-it-help/>.

<sup>2</sup>*Accommodations for Students with Dyslexia.* International Dyslexia Association. (2020, April 1). <https://dyslexiaida.org/accommodations-for-students-with-dyslexia/>.