

Dyslexia Resources and FAQ

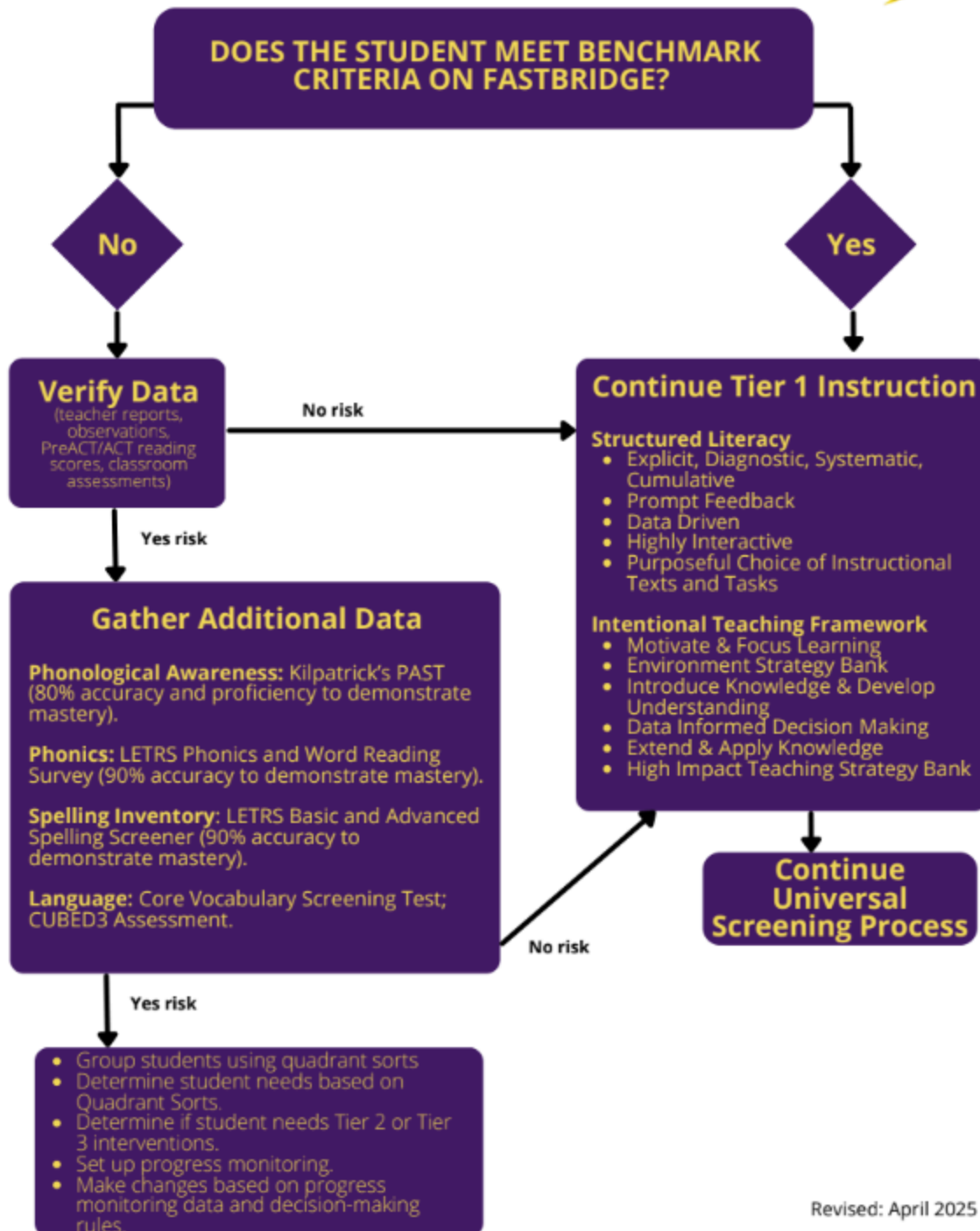
KSDE Resources:

- [Structured Literacy](#)
- [Dyslexia Handbook](#)
- [KSDE Dyslexia Screening Protocol](#)
- [Dyslexia Frequently Asked Questions](#)

1. What if a parent wants their child screened for Dyslexia or asks if we test for Dyslexia?

- Valley Center used the guidelines outlined in the KSDE Dyslexia Screening Protocol to develop district-specific procedures. In accordance with these procedures, all students are screened three times each year using FastBridge. Screening results are analyzed to identify students who may be at risk for reading difficulties.
- If a student is identified as being at risk and the benchmark screening data has been verified, then district-approved diagnostic assessments are given to determine what specific skills the student is having difficulty with to help determine what interventions they need. These diagnostic assessments could be given by learning support and/or special education staff.
- Then, based on the needs of the student, interventions are provided in the area of need. Interventions may be provided through Tier 2 or Tier 3, and by learning support and/or special education staff.
- If a parent is concerned that their child has dyslexia, they should talk with their ELA teacher about any concerns that might have been seen on the Fastbridge screeners, what concerns their teacher has observed, if their child has been identified for additional intervention strategies (and if so, what those are), and how their child's progress is being monitored.
- If at any time a parent or school team suspects that a child has a disability, then they would follow the referral process of that school for a comprehensive evaluation for special education services.
- The USD 262 K-12 Screening Flow Chart for Reading can be found [here](#).

USD 262 K-12 SCREENING FLOWCHART FOR READING



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2. How are we supporting students who are identified as having a specific learning disability in the area of reading (specifically dyslexia) on their IEP?

- IEP teams should be sure that the present levels include all of the needed information related to the student's strengths and needs.
- Keeping in mind the following definition of dyslexia: *“Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual’s peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective.”*
- With the definition in mind, present levels should clearly outline where the student's needs and current performance are in regard to their phonics skills (encoding--spelling and decoding and where are they at on a phonics continuum), oral reading fluency skills (both accuracy and words correct per minute), oral language skills, any information from diagnostic assessments that were given as follow up to the benchmark screeners, and potentially additional information regarding phonological, orthographic, and morphological skills (if known). Goals should then be specifically developed from the needs and current performance outlined in the present levels. Once specific goals are identified, the person who is providing specially designed instruction for those goals will use a district-approved resource that provides direct, systematic, and sequential instruction, focused on the structure of language and structured literacy.
- In addition, we have staff throughout the district who have been LETRs trained and who are currently going through the training. The state also requires that staff new to the district complete 6 hours of Dyslexia Training (unless this criterion was met within their previous district).
- It is also important to keep in mind that dyslexia occurs on a continuum, and we also have students who have dyslexia but do not qualify for special education services. Their needs are met similarly but without an IEP, utilizing intervention resources that provide direct, systematic, and sequential instruction, focused on the structure of language and structured literacy.

3. Will we have a dyslexia specialist hired to work with students?

- No, there will not be a specific person hired to work with students who have dyslexia. Dyslexia has always been considered to be a specific learning disability. All staff who work with younger students, special education students, and students who are struggling at the word-reading level need to be trained in the science of reading and utilize evidence-based practices and resources for teaching and intervention that provide direct, systematic, and sequential instruction, focused on the structure of language and structured literacy.