

# Table of Contents

## Title 28 EDUCATION

### Part XXXV. Bulletin 1903—Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students

Chapter 1. Forward.....	1
§101. Forward.....	1
§103. State Board of Elementary and Secondary Education.....	1
Chapter 3. General Provisions.....	1
§301. The Louisiana Law for the Education of Dyslexic Students.....	1
§303. Preface .....	2
Chapter 5. Implementation of R.S. 17:7(11).....	3
§501. Guidelines for the Implementation of RS 17:7 (11).....	3
§503. School System and School Building Responsibilities.....	3
§505. Requirements for Implementation of R.S. 17:7(11).....	3
§507. Decision Process for Dyslexia Intervention, Identification, and Placement .....	4
Chapter 7. Assessment.....	4
§701. Assessment Procedures .....	4
Chapter 9. Multisensory Structured Language Regular Education Program .....	6
§901. Program .....	6
Chapter 11. Glossary.....	8
§1101. Terminology of the Bulletin .....	8
Chapter 13. Regulations for the Implementation of R.S. 17:392.1 and 392.3 .....	9
§1301. Part VI-A. Screening and Intervention for School Success .....	9
§1303. Introduction .....	10
§1305. Instruments for Identification and Screening—Appendix A.....	12
§1307. Multisensory Structured Language Programs for Students with Dyslexia or "At Risk" Readers—Appendix B.....	16
§1309. Characteristics Associated with Dyslexia and Related Disorders—Appendix C .....	16



## Title 28 EDUCATION

### Part XXXV. Bulletin 1903—Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students

#### Chapter 1. Forward

##### §101. Forward

A. It is vital that our state provide an opportunity for all students to reach their maximum potential. This publication represents a major step forward in the implementation of R.S. 17:7(11), Louisiana's law for identification and services within the regular education program for students demonstrating characteristics of dyslexia.

B. Act 854 of the 1990 Regular Legislative Session R.S. 17:7(11) requires that the Board of Elementary and Secondary Education:

1. provide for the screening and assessment of certain students for characteristics of dyslexia and related disorders;
2. provide duties for local school boards;
3. provide for the remediation of any student determined to have characteristics of dyslexia or a related disorder;
4. provide definitions;
5. provide guidelines and standards for the implementation of the law.

C. Many of the characteristics associated with dyslexia are found in children with other specific learning disabilities or with speech and spoken language disorders. Some of the characteristics may be present in certain young children in the course of normal development. When these characteristics are not age-appropriate and interfere with learning, they may be symptoms of a language or learning disorder, including dyslexia, and the child may need specialized instruction in academic or related areas.

D. To fulfill the mandates of this law, in 1990, the Department of Education convened planning groups comprised of parents, educators, and related professional and parent association representatives. Numerous areas of education were represented, including Elementary and Secondary Education, Student Services, Chapter 1, Pupil Accountability, Teacher Certification, and Special Education. This planning group reviewed current research findings and evaluation procedures as well as programs used in other states and districts. As a result, this planning group developed *Bulletin 1903* that included a five-step process for the evaluation and determination of programs for students suspected of having this disability.

E. This bulletin was reviewed and revised in 1993 to reflect changes made in the law. A third review was completed in 1999 by a group which included parents,

educational diagnosticians, school psychologists, speech/language pathologists, reading specialists, and other educators in regular and special education.

F. Louisiana is committed to providing a free and appropriate education for all students, regardless of the severity or type of disability. The Board of Elementary and Secondary Education and the Department of Education are grateful to those persons who have worked so diligently to formulate these regulations and guidelines.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:249 (February 2000).

##### §103. State Board of Elementary and Secondary Education

A. Ms. Glenny Lee Buquet, President—Third BESE District

B. Mr. Clifford Baker, Vice President—Eighth BESE District

C. Mr. Keith Johnson, Secretary-Treasurer—Second BESE District

D. Ms. Donna Contois—First BESE District

E. Mr. Walter Lee—Fourth BESE District

F. Dr. James Stafford—Fifth BESE District

G. Dr. Richard Musemeche—Sixth BESE District

H. Mr. John Bertrand—Seventh BESE District

I. Mr. Gerald Dill—Member-at-Large

J. Ms. Leslie Jacobs—Member-at-Large

K. Mr. Paul Pastorek—Member-at-Large

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:249 (February 2000).

#### Chapter 3. General Provisions

##### §301. The Louisiana Law for the Education of Dyslexic Students

A. Added by Acts 1990, No. 854.1, amended by Acts 1992, No. 1120.1, effective July 14, 1992. To enact R.S. 17:7(11), relative to the duties, functions, and responsibilities of the Board of Elementary and Secondary Education; to require the Board of Elementary and Secondary Education to provide for testing of certain

students for dyslexia and related disorders; to provide duties for local school boards: to provide remediation of any student determined to have dyslexia or a related disorder; to provide definitions; to provide guide lines and standards; and to provide for related matters. Be it enacted by the legislature of Louisiana.

1. Section 1. R.S. 17:7(11) is hereby enacted to read as follows: §7. Duties, Functions, and Responsibilities of the Board.

2. In addition to the authorities granted by R.S. 17:6 and any powers, duties, and responsibilities vested by any other applicable laws, the board shall:

a. adopt and provide for the implementation of a program under which students enrolled or enrolling in public schools in this state are tested for dyslexia and related disorders as may be necessary. Such program shall conform to the criteria and minimum standards established by the Council for Learning Disabilities. The program shall provide that upon the request of a parent, student, school nurse, classroom teacher, or other school personnel who has reason to believe that a student has a need to be tested for dyslexia, such student shall be referred to the school building level committee for review and referral to pupil appraisal for appropriate services;

b. in accordance with the program adopted by the board, the city and parish school boards shall provide remediation for children with dyslexia or related disorders in an appropriate multi-sensory, intensive phonetic, synthetic to analytic phonics, linguistic, meaning based, systematic, language-based regular education program. For those students who are not dyslexic and who do not qualify for special education services, other appropriate programs shall be offered to remediate their particular physical or educational disorders;

c. the Department of Education, by not later than January 31, 1991, shall make recommendations to the board for the delivery and funding of services to students who are identified as dyslexic, but do not qualify for services under the criteria of eligibility of *Bulletin 1508*, the Pupil Appraisal Handbook;

d. for the purposes of this Paragraph:

i. *Dyslexia*—a language processing disorder which may be manifested by difficulty processing expressive or receptive, oral or written, language despite adequate intelligence, educational exposure, and cultural opportunity. Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling.

ii. *Related Disorders*—disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:250 (February 2000).

### §303. Preface

#### A. Federal Requirements and Eligibility for Services

1. The Department of Education and Local Education Agencies (LEAs) have an obligation to provide for the evaluation of a child suspected of having a disability. The evaluation shall determine the child's need for specialized instruction and related services. Children with disabilities including dyslexia may qualify for educational and related services under Individuals with Disabilities Education Act (IDEA Public Law 105-17) and/or under the Section 504 of the Rehabilitation Act of 1973.

2. Federal laws require that recipients that operate a public elementary or secondary education program address the needs of children considered "disabled persons" as adequately as they address the needs of non-disabled persons. No disabled person shall, on the basis of the disability, be excluded from participation in, or denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.

3. Both federal laws require that an LEA provide a free, appropriate public education to each qualified child with a disability regardless of the nature or severity of the person's disability. A free, appropriate public education, under Section 504, consists of regular or special education and related aids and services designed to meet the individual educational needs as adequately as the needs of non-disabled persons are met and are based on adherence to the regulatory requirements for educational setting, evaluation and placement, and procedural safeguards. A student may be disabled within the meaning of Section 504 and therefore entitled to regular or specialized education and related aids and services, even though the student may not be eligible for special education and services under IDEA.

#### B. State Requirements and Eligibility for Services

1. Act 854 of the 1990 Regular Legislative Session R.S. 17:7(11) defines *dyslexia* as a "language processing disorder which may be manifested by difficulty processing expressive or receptive, oral or written language despite adequate intelligence, educational exposure, and cultural opportunity." Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling.

2. The law also identifies *related disorders* as "disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability."

3. The law requires that the Board of Elementary and Secondary Education provide for testing of certain students for characteristics of dyslexia and related disorders, that the board provide duties for local school boards, that the board provide for remediation of any student determined to have dyslexia or a related disorder, that the board provide

definitions, and that the board provide guidelines and standards for the implementation of the law, and to provide for related matters.

4. Local education agencies must adhere to the process contained within this Bulletin for assessment and placement for students suspected of having characteristics of dyslexia. Adherence to these guidelines will provide for consistency in the implementation of these laws.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:250 (February 2000).

## Chapter 5. Implementation of R.S. 17:7(11)

### §501. Guidelines for the Implementation of RS 17:7 (11)

#### A. Introduction to Guidelines

1. This copy of the *Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students* R.S. 17:7(11) is provided so that LEAs will have a reference for understanding the ramifications, regulations, and school system guidelines for identifying and providing appropriate educational opportunities for the students of Louisiana with characteristics of dyslexia.

2. The *Guide* is being distributed to all local school systems and is available from the Department of Education. It was prepared with the following principle in mind. Though students with characteristics of dyslexia have unique and often challenging educational needs, they also have potential to make important contributions to our society. Their special learning needs should and must be addressed by the public school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:251 (February 2000).

### §503. School System and School Building Responsibilities

A. According to R.S. 17:7(11), each school system and each school building within a system has specific responsibilities for the implementation of the law.

#### 1. School System Responsibilities:

a. to create and adopt school system policies and procedures for implementation of the law in accordance with *Bulletin 741*;

b. to assure ongoing public notice regarding the system's obligations toward students with characteristics of dyslexia;

c. to provide informational training about dyslexia for system representatives, teachers, and administrators on an annual basis;

d. to assure that each school within the system selects personnel to oversee the assessment process for determination of program eligibility;

e. to assure that programs for students with characteristics of dyslexia meet the state criteria and follow the guidelines;

f. to assure that each school within the system follows the regulations for implementation of the law by providing for the academic needs of students identified as having characteristics of dyslexia or related disorders.

#### 2. School Building Responsibilities:

a. to select a school building level committee knowledgeable about the student and the persons who will oversee the assessment and programming process;

b. to select a chairperson of the committee who will be responsible for gathering information, maintaining records, calling meetings, monitoring progress, disseminating information to the committee, teachers and parents, and overseeing all other aspects of implementation of R.S. 17:7(11);

c. to assure that teachers are aware of the state regulations regarding dyslexia, the characteristics of dyslexia, and the school system's policies for implementation of the assessment and programming process;

d. to provide training so that teachers are knowledgeable about and can implement specialized instructional interventions and strategies for students with characteristics of dyslexia within the regular classroom;

e. to plan for and implement a program for students identified as demonstrating characteristics of dyslexia according to the assessment and programming process.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:251 (February 2000).

### §505. Requirements for Implementation of R.S. 17:7(11)

A. Since the fall of 1992 and thereafter, school systems are required to have implemented all aspects of R.S. 17:7(11). According to the revised *Bulletin 1903*, each LEA will:

1. continue public notice regarding the system's obligations toward students with characteristics of dyslexia and give notice of the school system's specific implementation plan;

2. ensure that teachers and administrators are aware of the state regulations regarding dyslexia, the characteristics of dyslexia, and the school system's policies for implementation of the law;

3. provide training so that teachers are knowledgeable about and can implement Multisensory Structured Language Programs and instruction for students with characteristics of dyslexia within the classroom;

4. implement a program for students identified as having characteristics of dyslexia.

B. Factors which may contribute to the characteristics of dyslexia are as follows:

1. family history of similar problems;
2. late in learning to talk;
3. receptive language skills are typically better than expressive;
4. difficulty in processing both oral and written language. May also affect foreign language acquisition;
5. difficulty in learning to write the alphabet correctly in sequence;
6. cramped or illegible handwriting;
7. late in establishing preferred hand for writing;
8. late in learning right and left and other directionality components: e.g., up-down, front-behind, over-under, east-west and others;
9. problems in learning the concept of time and temporal sequencing: e.g., yesterday, tomorrow, days of the week, and months of the year;
10. reversal of letters or sequences of letters that are not developmentally appropriate;
11. difficulty in learning to decode and comprehend age-appropriate written information;
12. slow reading speed;
13. difficulty learning sound-letter correspondence;
14. difficulty in learning and remembering printed words;
15. repeated erratic spelling errors;
16. error proneness in reading;
17. word substitutions in oral reading;
18. difficulty identifying, blending, segmenting and manipulating phonemes; and
19. losing ground on achievement or intelligence tests.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:251 (February 2000).

**§507. Decision Process for Dyslexia Intervention, Identification, and Placement**

A. SBLC Data Gathering

B. SBLC Intervention Options/Remedial Strategies:

1. assess student for characteristics of dyslexia;
2. continuation of specialized instructional interventions and strategies that were successful. Documentation shall remain in the student's cumulative records. The assessment process for dyslexia may be

terminated at this point if the committee, including the parent, is in agreement;

3. if a student is suspected of having a disabling condition under the IDEA, the student shall be referred for an individual evaluation to determine eligibility for special educational services;

4. determine that the child's needs can be met in the regular classroom without further strategies interventions, for the present time.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:252 (February 2000).

**Chapter 7. Assessment**

**§701. Assessment Procedures**

A. Request for Assistance from the School Building Level Committee

1. A written request may be made to the school building level committee for assistance in addressing a student's educational progress if school personnel (principal, guidance counselor, teacher, school nurse, etc.), the parent/guardian, community agency personnel or the student has reason to believe that the student is consistently struggling or having difficulty making expected progress. This request for assistance documents the beginning of the 60 operational day time line allowed to complete an assessment for characteristics of dyslexia and program implementation, if deemed necessary.

B. Formation of a Committee of Knowledgeable Persons about the Student and Dyslexia

1. Each campus must establish a committee of knowledgeable persons to conduct referral and assessment activities. The group shall be referred to as the committee.

2. The committee must be comprised of at least these members:

- a. the student's teacher; and
- b. two other professional persons knowledgeable about the student and/or the suspected condition in the individual school setting, including the following:
  - i. reading specialist;
  - ii. guidance counselor;
  - iii. speech/language pathologist;
  - iv. curriculum specialist in language arts;
  - v. teachers certified in reading, language arts, special education, elementary education, or secondary education;
  - vi. certified school psychologist;
  - vii. educational diagnostician;
  - viii. occupational therapist;

ix. screening specialists (according to *Regulations for the Implementation of Act 1120* R.S. 17:392.1 & 392.3); and

x. school social worker.

#### C. Data Gathering and Review

1. Upon request, the first action by the committee shall be to gather data about the student and to establish a profile of the total child from the standpoint of school and home.

2. Data gathered will include, but not be limited to, the following:

- a. health information;
  - i. vision and hearing screening (current within 24 months); and
  - ii. medical/health history;
- b. academic, cognitive, and behavioral information:
  - i. cumulative record review;
  - ii. academic progress reports;
  - iii. teacher reports of aptitude, behavior, and concerns;
  - iv. CRT/NRT and/or any other standardized test scores;
  - v. informal testing, such as curriculum-based assessment;
  - vi. types of interventions used in the regular program;
  - vii. samples of the student's work; and
  - viii. achievement motivation information;
- c. speech and language information (including assessment of phonological awareness);
- d. additional information from the parents and other sources, (e.g., the student's need for extensive outside help and the extent of student effort, etc.);
- e. documentation of the use of pre-referral specialized instructional interventions and strategies used with the student.

#### D. Instructional Interventions and Strategies

NOTE: If extensive specialized instructional interventions and strategies have been implemented and documented, the committee may proceed to the choice of options below.

1. Additional specialized instructional interventions and strategies to be implemented in the education setting should be recommended by the committee for the student.

2. Intervention results shall be recorded and reported to the committee. The committee will choose one of the four options below:

- a. assess student for characteristics of dyslexia; or
- b. continuation of specialized instructional interventions and strategies that were successful.

Documentation shall remain in the student's cumulative records. The assessment process for dyslexia may be terminated at this point if the committee, including the parent, is in agreement; or

c. if a student is suspected of having a disabling condition under the IDEA, the student shall be referred for an individual evaluation to determine eligibility for special educational services; or

d. determine that the child's needs can be met in the regular classroom without further strategies or interventions, for the present time.

NOTE: Because the characteristics of dyslexia may not be currently evident and may emerge at a later date, this decision-making process may be repeated based on a student's need.

#### E. Procedural Safeguards for Assessment

1. An assessment plan shall be developed by the committee. Documentation shall be kept on the assessment plan and subsequent activities.

2. The parent shall be contacted and informed about the assessment. Informed consent (permission) for assessment is required, and all rights of the parents must be explained.

3. The assessment procedures shall be conducted by appropriately trained local education agency (LEA) personnel as described in the assessment plan.

4. The assessment shall include multi-source data and shall be conducted with valid and reliable instruments. Tests and other assessment materials must have been validated for the specific purpose for which they are used and must be administered in conformance with the instructions provided by their producer [34 CFR 104.35 (b) 1-3].

5. Tests and other assessment materials must include those tailored to assess specific areas of educational need, not those designed merely to provide a single intelligence quotient.

6. Tests shall be selected and administered to ensure that the results accurately reflect the student's aptitude or achievement level rather than reflect only the student's impaired skills (except where those skills are the factors the test purports to measure). Careful attention must be given to test selection and administration for students with impaired sensory, manual, or speaking skills.

7. Tests and other assessment procedures and materials shall be used in such a manner as to be free of racial, cultural, language, or sex bias.

8. A written notice of findings, signed by the committee, shall be given to the parents and a copy shall be maintained in the student's cumulative folder.

9. A referral to Pupil Appraisal Services is required if, during the assessment process, disabling conditions (including a specific learning disability such as dyslexia) under IDEA is suspected.

#### F. Required Components of the Assessment

## EDUCATION

### 1. A Review of Data Gathered and Relevant Information Provided from Other Sources

NOTE: Any private evaluation presented by the parent must be considered by the school system's pupil appraisal staff for review and interpretation within 10 operational days.

2. A Review/Assessment of Cognitive Ability
3. An Assessment of Language Skills
  - a. Phonological Awareness
  - b. Receptive and Expressive Language
    - i. Listening
    - ii. Oral Expression (word finding, sequencing, etc.)
    - iii. Written Expression (spelling, mechanics, coherence, etc.)
    - iv. Dysgraphia
    - v. Reading [real word and non word (nonsense word) word attack skills, reading comprehension, and reading rate]
  - c. An Assessment of Mathematics Skills
    - i. Computation
    - ii. Word Problems
  - d. A Review/Assessment of General Behavioral Characteristics
    - i. Attention Span
    - ii. Self-Esteem
    - iii. Social Skills
    - iv. Other
    - e. A Family Interview
      - i. Family History (Including that of the Student) of Reading or Other Language-Based Learning Difficulties Such as Dyslexia

ii. Extent of Assistance Provided to the Student Outside of School

iii. Extraordinary Effort of the Student

### G. Determination of Program Eligibility

1. A student shall be determined to have characteristics of dyslexia if the following criteria are met.

a. The student has adequate intelligence demonstrated through performance in the classroom appropriate for the student's age, or on standardized measures of cognitive ability.

b. The student demonstrates difficulties in areas which are often unexpected in relation to age, previous instruction, and other cognitive and academic abilities. The student has had extensive remediation/assistance in order to maintain grades. However, deficits were evident prior to

remediation. The student must demonstrate at least five out of six of the following characteristics:

- i. lack of or limited phonological awareness;
- ii. common error patterns in reading and learning behaviors, such as:
  - (a). reading, decoding inaccuracies in single words and nonsense words (e.g., detached syllables);
  - (b). slow reading rate;
  - (c). omissions of, or substitutions of, small words (e.g., a/the, of/for/from, three/there);
  - (d). reduced awareness of patterns in words;
  - (e). difficulties generalizing word and language patterns;
- iii. language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities;
- iv. errors in spontaneous spelling;
- v. spontaneous written language is very simple or poor in comparison to spoken language; and
- vi. spontaneous written language shows poor organization and mechanics.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:252 (February 2000).

## Chapter 9. Multisensory Structured Language Regular Education Program

### §901. Program

#### A. Program Criteria

NOTE: The LEA shall be responsible for ensuring that the program provided for students who have been determined to have characteristics of dyslexia meets the criteria of R.S. 17:7(11), the Louisiana Dyslexia Law.

B. The Multisensory Structured Language Program(s) shall consist of specific program content and a delivery system as described below.

#### 1. Content Components

a. *Language-Based*—a program that provides instruction that integrates all aspects of language:

- i. receptive (listening and reading);
- ii. expressive [(oral expression (word finding, sequencing), written expression (spelling, mechanics, coherence)];
- iii. handwriting.

b. *Phonological Awareness*—an understanding that words are made up of individual speech sounds and that those sounds can be manipulated.

- i. Rhyming



ii. Recognition of Initial, Final and Medial Sounds

iii. Recognition of Vowel Sounds

iv. Recognition and Identification of the Number of Syllables in a Word

v. Sound Blending of Phonemes (sounds) in Words and Detached Syllables

vi. Phoneme Segmentation of Real Words and Detached Syllables

vii. Phoneme Manipulation

c. *Phonetic*—the system by which symbols represent sounds in an alphabetic writing system:

i. accurately pronouncing each phoneme represented by a given grapheme (symbol to sound);

ii. writing the graphemes that represent each given phoneme (sound to symbol).

d. *Syllable Instruction*—instruction in kinds of syllables and their application to reading. (*Syllable*—a word or part of a word which contains one sounded vowel.)

e. *Linguistics*—the science of language, including phonology, morphology, syntax and semantics. The study of the structure of a language and its relationship to other languages.

f. *Meaning-Based*—instruction provided in words and sentences to extract meaning in addition to teaching isolated letter-sound correspondence:

i. instruction in morphology which includes identification of morphemes and their functional use in written and spoken words;

ii. instruction of syntax to include sentence construction, combining, and expansion in both narrative and expository text;

iii. instruction of semantics to include vocabulary acquisition, idioms, figurative language;

iv. instruction in comprehension of narrative and expository text.

g. *Instruction in Reading Fluency*—the accuracy; appropriate use of pitch, juncture and stress; text phrasing; and rate at which one reads:

i. provides for substantial practice and continual application of decoding and word recognition to work toward automaticity;

ii. provides opportunities for reading large amounts of text:

(a). at the student's independent reading level (with 95 percent accuracy);

(b). which provides specific practice in skills being learned.

h. *Phonics*—instructional practices that emphasize how spellings are related to speech sounds in systematic ways.

C. Instructional Methodology for Students with Characteristics of Dyslexia (Delivery of Instructional Content)

1. Direct instruction with student-teacher interaction and diagnostic teaching.

2. *Simultaneous Multisensory*—an instructional approach that uses a simultaneous combination of internal learning pathways, visual, auditory, kinesthetic, and tactile, to achieve proficiency in language processing.

3. *Synthetic to Analytic Phonics*—teaches students the sounds of the letters first and then combines or blends these sounds to create words. Analytic phonics uses prior knowledge of letters and their corresponding sounds to decode and form new words.

D. Synthetic phonics teaches students the sounds of the letter first and then combines or blends these sounds to create words.

1. Systematic. Material is organized and taught in a way that is logical and fits the nature of our language. It refers to the way sounds combine to form words and words combine to form sentences to represent knowledge. The ways are determined by a system of rules.

2. Sequential. The learner moves step by step, in order, from simple, well-learned material to that which is more complex, as he or she masters the necessary body of language skills.

3. Cumulative. Each step is incremental and based on those skills already learned.

4. Individualized. Teaching is planned to meet the differing needs of learners who are similar to each other, but no two exactly alike.

5. Automaticity of Performance. Fluent processing of information that requires little effort or attention as sight word recognition. Adequate practice with decodable text is to be provided for mastery of skills and applications of concepts.

E. Multisensory Structured Language Program Implementation

1. Multisensory Structured Language Programs are to be routinely provided within the regular school day, a minimum of 150 minutes per week:

a. regular class placement with Multisensory Structured Language Programming;

b. out-of-class placement in a Multisensory Structured Language Program;

c. individual or small group instruction in a Multisensory Structured Language Program;

d. a combination of these options or any additional arrangements that may be developed by the committee.

2. If a student is in a Multisensory Structured Language Program, according to R.S. 17:7(11) the Louisiana Dyslexia Law, grades should be derived from that program in lieu of the local program. Criteria for promotion must be described in the LEAs Pupil Progression Plan.

NOTE: If a parent or guardian or school system does not agree with the provision of services, contact the LEA 504/1903 Dyslexia Coordinator.

#### F. Evaluation Data and Review of Student Progress

1. Evaluation data shall be maintained on students enrolled in Multisensory Structured Language Programs.

2. A periodic review shall be made to determine the appropriateness of the program for the student. At a minimum, an annual review is required.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:254 (February 2000).

## Chapter 11. Glossary

### §1101. Terminology of the Bulletin

*Accommodation*—any technique that alters the academic setting or environment. An accommodation generally does not change the information or amount of information learned. It enables students to show more accurately what they actually know.

*Analytic Phonics*—uses prior knowledge of letters and their corresponding sounds to form new words.

*Assessment*—the act or process of gathering data in order to better understand the strengths and weaknesses of student learning as by observation, testing, interviews, etc.

*Automaticity*—fluent processing of information that requires little effort or attention, as sight word recognition.

*Balanced Reading Approach*—the availability of a variety of programs which include phonology, phonemic awareness, phonics, syntax, morphology, fluency, and reading comprehension.

*Constitutional Origin*—relating to the origin of the dyslexic student's disability. The nature of the disability does not result from injury, but rather is of an inborn nature.

*Developmental Auditory Imperception*—difficulties in perceiving and using what is heard. The student may have difficulty with auditory processing, auditory discrimination, and learning sound-symbol associations.

*Dysgraphia*—difficulty with producing written symbols, usually resulting in slow and poor quality handwriting.

*Dyslexia*—one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing abilities. These difficulties in single word decoding are often unexpected in relation to age and other cognitive and academic abilities; they are not the result of generalized

developmental disability or sensory impairment. Dyslexia is manifested by variable difficulty with different forms of language, often including, in addition to problems in reading, a conspicuous problem with acquiring proficiency in writing and spelling. (NICHD)

*Dysphasia*—severe difficulty with expressive and receptive oral language.

*Evaluation*—the in-depth process of review, examination, and interpretation of intervention efforts, test results, interviews, observations, and other assessment information relative to predetermined criteria.

*Expressive Language*—the act of conveying information through writing, speaking, or gesturing.

*Fluency*—the clear, easy, written or spoken expression of ideas.

*Grapheme (Sound)*—a written or printed representation of a phoneme (e.g., t, l, z).

*IDEA*—Individuals with Disabilities Education Act (Public Law 105-17); the special education law.

*Intensive Phonics*—a combination of analytic phonics and synthetic phonics.

*Modification*—is any technique that alters the work required in some way that makes it different from the work required of other students in the same class. A modification generally does change the work format or amount of work required of students. It encourages and facilitates academic success.

*Morpheme*—the smallest unit of meaning in language (e.g., s, ed. play).

*Multisensory Structured Language Program*—the type of program that is mandated by R.S. 17:7(11), the Louisiana Law for the Education of Dyslexic Students, or students found to have characteristics of dyslexia (refer to page 7 for specific program components).

*Phoneme*—the smallest unit of sound capable of signaling semantic distinction or meaning (e.g., /sh/-/l/-/p/).

*Phoneme Manipulation*—dropping, adding, or moving phonemes to create new words or detached syllables.

*Phoneme Segmentation*—the ability to separately articulate the sounds of a spoken word in order.

*Phonemic Awareness*—the awareness that spoken words or syllables can be divided into a sequence of phonemes. Phonemic awareness pertains to the rule system and is a subcategory of phonological awareness.

*Phonics*—an approach to the teaching of reading and spelling that stresses symbol-sound relationships, especially in beginning reading instruction.

*Phonological Awareness*—an understanding that words are made up of individual speech sounds as distinct from their meaning and that those sounds can be manipulated.

*Phonology*—the study of the speech sounds of a language and their underlying rules of usage.

*Procedural Safeguards*—a system of providing parents or guardians with procedural safeguards:

1. notice of their rights;
2. an opportunity to review relevant records;
3. an impartial hearing—parents or guardians must be notified of their right to request a hearing regarding the identification, evaluation, or educational placement of persons with disabling conditions; and
4. a review procedure, if parents disagree with the hearing decision.

*R.S. 17:7(11)*—the Louisiana Law for the Education of Dyslexic Students.

*Receptive Language*—the act of understanding information by listening, reading, or gesturing.

*Screening*—a brief examination which determines the presence or absence of an important impediment to learning.

*Section 504 of the Rehabilitation Act of 1973*—federal law found at 29 U.S.C. Secs. 706(7), 794, 794a, 794b. "No otherwise qualified disabled individual...shall, solely by the reason of his/her handicap, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance."

*Semantics*—the study of meaning in language.

*Syntax*—the study of how sentences are formed and of the grammatical rules that govern their formation.

*Synthetic Phonics*—teaches students the sounds of the letters first and then combines or blends these sounds to create words.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:255 (February 2000).

## **Chapter 13. Regulations for the Implementation of R.S. 17:392.1 and 392.3**

### **§1301. Part VI-A. Screening and Intervention for School Success**

A. R.S. 392.1. Screening and Intervention; Purpose; Applicability; City and Parish School System; Duties

1. R.S. 392.1. The legislature acknowledges that identification of and adjustment to the individual characteristics that affect a child's learning style will improve a child's opportunity to succeed in school. Some of the characteristics that children bring to school with them are products of learning disorders and/or social or emotional risk factors that, if identified, acknowledged, and addressed can be mitigated or alleviated.

2. It is the purpose of this Part to intervene with regard to any impediments to a successful school experience that exist for children as early as possible in their schooling and to bring to bear all resources that can be made available

in a school setting to address any difficulty a child may have and make it possible for him to begin school ready and able to learn.

3. Every child in public school in grades kindergarten through third shall be screened, at least once, for the existence of impediments to a successful school experience. No child shall be screened if his parent or tutor objects to such screening.

4. Such impediments shall include:

- a. dyslexia and related disorders, as defined in R.S. 17:7(11);
- b. attention deficit disorder;
- c. social and environmental factors that put a child "at risk" as that term has been defined by the state Department of Education, pursuant to R.S. 17:7.5.A.

5. In doing such screenings, a priority shall be placed on screening any student referred for screening, pursuant to R.S. 17:7(11); however, if a child is so referred, a screening for all other impediments shall be done at the same time.

6. Screenings as required by R.S. 392.1 shall have one or more of the following results:

- a. no indication of need for services;
- b. indication of need for services to ameliorate the effect of a possible learning disorder;
- c. indication of need for assistance to ameliorate the effect of a possible at-risk factor;
- d. referral for further evaluation for the existence of eligibility for the receipt of special education services.

7. Children in need of services and/or assistance shall have it provided to them. Services for disorders shall be provided in accordance with R.S. 17:7(11). Children who are referred for further evaluation shall be provided further evaluation in accordance with Chapter 8 of this Title. Children who are in need of assistance shall have it provided to them in accordance with this Part.

8. The screenings required by R.S. 392.1 shall be done directly by elementary guidance counselors, pupil appraisal personnel, teachers, or any other professional employees of the school system who have been appropriately trained, all of whom shall operate as advocates for the children identified as needing services or assistance pursuant to this Part. No screenings shall be done by persons who have not been trained to do such screenings, consistent with the requirements established for such training by the state Board of Elementary and Secondary Education.

B. R.S. 392.3. Implementation

1. It is the intention of the Legislature that the costs relative to the implementation of the provisions of this Section shall be covered by funds appropriated by the state. Such funds shall include those appropriated pursuant to the Minimum Foundation Program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:256 (February 2000).

**§1303. Introduction**

**A. Guidance Counselors/Screening Specialists—Qualifications and Training Requirements:**

1. Act 1120 of the 1992 Regular Legislative Session [R.S. 17:392.1 & 392.3] requires Local Educational Agencies to intervene as early as possible in every child's school career to reduce any impediments to a successful school experience;

2. the Board of Elementary and Secondary Education at its January 1995 meeting adopted regulations for the implementation of R.S. 17:392.1 & 392.3. Qualifications and training requirements of guidance counselors/screening specialists were adopted pursuant to this law;

3. the main points of this law are as follows:

a. every child in grades K-3 will be screened, at least once, for dyslexia and related disorders, ADD/ADHD, and social and emotional "at risk" factors;

b. no child shall be screened if his parent(s) or tutor objects to such screening;

c. screening shall be conducted by elementary school guidance counselors, pupil appraisal personnel, teachers, or any other trained employee of the school;

d. screening shall not be conducted by personnel who have not been trained consistent with requirements established by the Board of Elementary and Secondary Education;

e. each city/parish school system shall employ at least one guidance counselor and/or screening specialist for every 800 students in the elementary school;

f. the costs of implementation shall be provided through the N4FP.

NOTE: LEAs that can document completed training as specified in the law prior to acceptance of this document will be considered to have met these requirements.

**B. Qualifications for Screening Specialist/Guidance Counselors Pursuant to Act 1120 of the 1992 Legislative Session**

1. Guidance Counselors:

a. certification in elementary guidance;

b. ability to work with teachers and other professionals who serve as advocates for children.

2. Classroom Teachers:

a. certification in elementary grades or special education;

b. ability to work with teachers and other professionals to serve as advocates for children;

c. a minimum of three years classroom experience.

3. Pupil Appraisal Personnel and/or Other Professionals:

a. certification or licensure as appropriate and approved by the state Department of Education;

b. ability to work with teachers and other professionals who serve as advocates for children.

4. Numbers 2 and 3 will be called:

a. *Screening Specialists*—teachers, pupil appraisal personnel under their supervision or by such other professional employees of the school system as have been appropriately trained, all of whom shall be included within the term "guidance counselor" as used in this Part.

**C. Training Requirements**

1. A minimum of 18 clock hours of training in the following is required.

a. Identification and Knowledge of the Following (4 hours):

i. Characteristics of ADHD;

ii. Characteristics of Dyslexia and related disorders pursuant to R.S. 17:7 (11);

iii. Characteristics of Social and Emotional "At Risk" Factors;

b. Use of Appropriate Screening Instruments (6 hours):

i. Kindergarten Screening Instrument(s)—State Approved/to Determine Developmental Strengths and Needs;

ii. ADHD Checklist;

iii. Social/Emotional Factors "At Risk" Checklist;

iv. Informal Reading/Language Inventories;

v. Rapid Automatic Naming Tests;

vi. Written Language Samples;

vii. Informal Mathematical Assessment;

viii. Norm-Reference Tests;

c. Administration and Interpretation of LEA Selected Screening Instruments

i. Training of Personnel to Administer Instruments;

ii. Interpret Screening Results;

d. Operation and Procedures of School Building Level Committee (3 hours):

i. Membership;

ii. Referral Process;

iii. Interventions in the Classroom;

iv. Documentation;

v. Decision-Making Process 1903, 504, 1508 (if warranted);

e. Selection of Appropriate Classroom Strategies, Accommodations and Modifications (4 hours):

f. Child Advocacy (1 hour);

NOTE: The number of hours in each area has been documented. Re-training is not necessary if any previous training can be documented within the last three years.

**D. Characteristics associated with dyslexia and related disorders:**

1. lack of or limited phonological awareness;

2. common error patterns in reading and learning behaviors, such as:

- a. reading decoding inaccuracies in single words and nonsense words (e.g., detached syllables);
- b. slow reading rate;
- c. omissions of, or substitutions of, small words (e.g., a/the, of/for/from, three/there);
- d. reduced awareness of patterns in words;
- e. difficulties generalizing word and language patterns.

3. language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities;

4. errors in spontaneous spelling;

5. spontaneous written language is very simple or poor in comparison to spoken language;

6. spontaneous written language shows poor organization and mechanics.

SOURCE: Regulations for the Implementation of the Louisiana Law for the Education of Dyslexic Students R.S. 17:7(11).

7. Additional factors which may contribute to the above characteristics:

- a. family history of similar problems;
- b. late in learning to talk;
- c. receptive language skills are typically better than expressive;
- d. difficulty in finding the "right" word when speaking;
- e. difficulty in processing both oral and written language. May also affect foreign language acquisition;
- f. difficulty in learning to write the alphabet correctly in sequence;
- g. cramped or illegible handwriting;
- h. late in establishing preferred hand for writing;
- i. late in learning right and left and other directionality components such as up-down, front-behind, over-under, east-west and others;
- j. problems in learning the concept of time and temporal sequencing: e.g., yesterday, tomorrow, days of the week, and months of the year;
- k. reversal of letters or sequences of letters that are not developmentally appropriate;
- l. difficulty in learning to decode and comprehend age appropriate written information;
- m. slow reading speed;
- n. difficulty learning sound-letter correspondence;

o. difficulty in learning and remembering printed words;

p. repeated erratic spelling errors;

q. error proneness in reading;

r. word substitutions in oral reading;

s. difficulty identifying, blending, segmenting and manipulating phonemes;

t. losing ground on achievement or intelligence tests.

E. Characteristics of attention deficit disorders:

1. often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities;

2. often has difficulty sustaining attention in tasks or play activities;

3. often does not seem to listen when spoken to directly;

4. often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions);

5. often has difficulty organizing tasks and activities;

6. often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework);

7. often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools);

8. is often easily distracted by extraneous stimuli;

9. is often forgetful in daily activities;

10. often fidgets with hands or feet or squirms in seat;

11. often leaves seat in classroom or in other situations in which remaining seated is expected;

12. often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to feelings of restlessness);

13. often has difficulty playing or engaging in leisure activities quietly;

14. is often "on the go" or often acts as if "driven by a motor";

15. often talks excessively;

16. often blurts out answers before questions have been completed;

17. often has difficulty awaiting turn;

18. often interrupts or intrudes on others (e.g., butts into conversations or games).

SOURCE: American Psychiatric Association. (1994). *Diagnostic and Statistical Manual of Mental Disorders* (4th ed.). Washington, DC: Author.

F. Definition of Otherwise At-Risk Students

EDUCATION

1. Students at-risk are those who are experiencing difficulty with learning, school achievement, progress towards graduation from high school, and/or preparation for employment because of social, emotional, physical and mental factors. Students are defined as being at-risk when they are:

- a. performing at an inappropriate developmental level;
- b. one or more years behind in the basic skill levels in language arts and/or math;

- c. have been retained academically one or more years;
- d. have exhibited excessive absenteeism from school;
- e. come from low socioeconomic level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:256 (February 2000).

**§1305. Instruments for Identification and Screening—Appendix A**

Test Cognitive Ability	Publisher	Cost	Admin. Time	Ease	Age Level	Score Time	Types of Scores	Admin. Qualif.*	Lang.	Global or Dyslexia Spec.	Indiv. or Group	Assess or Screen	Min. 1903 Criteria
Wechsler Adult Intelligence Test-III (WAIS-III)	Psychological Corporation	\$548 \$65/25	75 min.	Difficult	16 - 89	30 min.	Standard	C-Level	English/ Spanish	Global	Indiv.	Assess	
Wechsler Intelligence Scale for Children-3rd Edition (WISC-III)	Psychological Corporation	\$578 \$65/25	75 min.	Difficult	6 - 16	30 min.	Standard	C-Level	English/ Spanish	Global	Indiv.	Assess	
Kaufman Assessment Battery for Children (K-ABC)	American Guidance Service	\$340 \$36/25	35 - 85 min.	Difficult	2.5 - 12.5	20 min.	Standard	C-Level	English	Global	Indiv.	Assess	
Kaufman Brief Intelligence Test (KBIT)	American Guidance Service	\$115 \$27/25	15 - 30 min.	Mod.	4 - 90	10 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes
Kaufman Adolescent and Adult Intelligence Test (KAIT)	American Guidance Service	\$520 \$48/25	75 min.	Difficult	12.5 - Adult	20 min.	Standard	C-Level	English	Global	Indiv.	Assess	
Stanford-Binet Intelligence Scales-4th Edition (SB-IV)	Riverside	\$624 \$66/35	75 min.	Difficult	2 - Adult	30 min.	Standard	C-Level	English	Global	Indiv.	Assess	
Slosson Full Range Intelligence Test	PAR	\$119 \$23/25	20 - 35 min.	Easy	5 - 21	10 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes

\*Level A—User has completed at least one course in measurement, guidance, or related discipline or has equivalent supervised experience in test administration and interpretation.

\*Level B—User has completed training in measurement, guidance, individual psychological assessment or special appraisal methods appropriate for a particular test.

\*Level C—User has completed a recognized graduate training program in psychology with appropriate course work and supervised practical experience in the administration and interpretation of clinical assessment instruments.

Test Cognitive Ability	Publisher	Cost	Admin Time	Ease	Age Level	Score Time	Types of Scores	Admin. Qualif. *	Lang.	Global or Dyslexia Spec.	Indiv. or Group	Assess or Screen	Min. 1903 Criteria
Woodcock Johnson Tests of Cognitive Ability-Revised	Riverside	\$460 \$44/25	90 min.	Mod	2 - 90	20 min.	Standard	B-Level	English/ Spanish	Global	Indiv.	Assess	
Detroit Test of Language Skills (DTLA-3)	Pro-Ed	\$249 \$39/25	90 min.	Mod	6 - 17	20 min.	Standard	B-Level	English	Global	Indiv.	Assess	
Test of Non-Verbal Intelligence (TONI-3)	Pro-Ed	\$219 \$34/50	15 - 20 min.	Easy	5 - 85	10 min.	Standard	B-Level	None	Global	Indiv.	Screen	Yes
Comprehensive Test of Nonverbal Intelligence (CTONI)	Pro-Ed	\$269 \$28/25	1 hour	Mod	6 - 90	10 min.	Standard	B-Level	None	Global	Indiv.	Assess	
Children's Memory Scale	Psychological Corporation	\$329 \$32/25	30 min.	Difficult	5 - 16	15 min.	Standard	C-Level	English	Global	Indiv.	Assess	
Wechsler Memory Scale III	Psychological Corporation	\$331	45 min.	Difficult	16 - 89	15 min.	Standard	C-Level	English	Global	Indiv.	Assess	
Quick Neurological Screening Test-Revised (QNST)	Psychological Corporation	\$50 \$16.50/25	20 - 30 min.	Easy	K - 17	10 min.	Standard	C-Level	English	Global	Indiv.	Screen	
Bender Visual Motor Gestalt Test	Psychological Corporation	\$37	10 min.	Easy	5 - 11	10 min.	Standard	C-Level	None	Global	Indiv.	Screen	
Developmental Test of Visual Motor Integration (VMI-4)	Pro-Ed	\$169 \$62/25	10 - 15 min.	Easy	3 - 18	15 min.	Standard	B-Level	None	Global	Indiv./ Group	Screen	

Title 28, Part XXXV

<b>Test Achievement Reading-Decoding</b>	<b>Publisher</b>	<b>Cost</b>	<b>Admin Time</b>	<b>Ease</b>	<b>Age Level</b>	<b>Score Time</b>	<b>Types of Scores</b>	<b>Admin. Qualif *</b>	<b>Lang.</b>	<b>Global or Dyslexia Spec.</b>	<b>Indiv. or Group</b>	<b>Assess or Screen</b>	<b>Min. 1903 Criteria</b>
Wide Range Achievement Test-III (WRAT-III)	Pro-Ed	\$119 \$29/25	30 min.	Easy	5 - 75	5 min.	Standard	B-Level	English	Global	Indiv./Group	Screen	Yes
Woodcock-Johnson Test of Achievement (WJR)	Riverside	\$254 \$44/25	1 hour	Mod	2 - 90	20 min.	Standard	B-Level	English/Spanish	Global	Indiv.	Assess	Yes
Peabody Individual Achievement Test-Revised (PIAT-R)	American Guidance Service	\$280 \$70/50	1 hour	Mod	5 - 18	20 min.	Standard	B-Level	English	Global	Indiv.	Asses	Yes
Kaufman Test of Educational Achievement (K-TEA) Comprehensive	American Guidance Service	\$170 \$35/25	45 min.	Mod	5 - 18	15 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Kaufman Test of Educational Achievement (K-TEA) Brief	American Guidance Service	\$105 \$27/25	20 - 30 min.	Mod	5 - 18	10 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes
Woodcock Reading Mastery Test - Revised	American Guidance Service	\$215 \$40/25	45 min.	Mod	5 - 75	20 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Wechsler Individual Achievement Test (WIAT)	Psychological Corporation	\$239 \$35/25	45 - 60 min.	Mod	5 - 19	20 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Gray Oral Reading Test (GORT) 3rd Edition	Pro-Ed	\$147 \$34/25	15 - 30 min.	Mod	7 - 18	10 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Slosson Oral Reading Test-Revised (SORT-R)	Slosson Educational Publications	\$32 \$16/50	3 - 5 min.	Easy	4 - Adult	5 min.	Grade/ Age Equivalent	A-Level	English	Dyslexia	Indiv.	Screen	Yes
Gallestel-Ellis Test of Coding Skills: GE	Montage Press	\$27	15 - 30 min.	Easy	7 - Adult	15	Criterion	A-Level	English	Dyslexia	Indiv./Group	Screen	Yes
<b>Test Comprehension</b>	<b>Publisher</b>	<b>Cost</b>	<b>Admin Time</b>	<b>Ease</b>	<b>Age Level</b>	<b>Score Time</b>	<b>Types of Scores</b>	<b>Admin. Qualif *</b>	<b>Lang.</b>	<b>Global or Dyslexia Spec.</b>	<b>Indiv. or Group</b>	<b>Assess or Screen</b>	<b>Min. 1903 Criteria</b>
Nelson Denny Reading Test	Riverside	\$33 \$61/50	30 min	Easy	9th grade/ Adult	5 min	Standard	B-Level	English	Global	Indiv./Group	Assess	
Woodcock-Johnson-Revised-Tests of Achievement (WJR)	Riverside	\$254 \$44/25	1 hour	Mod	2 - 90	20 min	Standard	B-Level	English/Spanish	Global	Indiv.	Asses	Yes
Peabody Individual Achievement Test-Revised (PIAT-R)	American Guidance Service	\$280 \$70/50	1 hour	Mod	5 - 18	20 min	Standard	B-Level	English	Global	Indiv.	Asses	Yes
Kaufman Test of Educational Achievement (K-TEA)	American Guidance Service	\$170 \$35/25	45 min.	Mod	5 - 18	15 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Wechsler Individual Achievement Test (WIAT)	Psychological Corporation	\$239 \$35/25	45 - 60 min.	Mod	5 - 19	20 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Gates-MacGinitie Silent Reading Tests-Survey F	Riverside	\$81 \$56/35	90 min.	Easy	K - 12	10 min.	Standard	B-Level	English	Global	Indiv./Group	Assess	Yes
Gray Oral Reading Test (GORT) 3rd Edition	Pro-Ed	\$147 \$34/25	15 - 30 min.	Mod	7 - 18	10 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Test of Reading Comprehension-3	Pro-Ed	\$139 \$34/50	30 min.	Mod	7 - 18	10 min.	Standard	B-Level	English	Global	Indiv./Group	Screen	Yes
<b>Test Math Computation</b>	<b>Publisher</b>	<b>Cost</b>	<b>Admin Time</b>	<b>Ease</b>	<b>Age Level</b>	<b>Score Time</b>	<b>Types of Scores</b>	<b>Admin. Qualif *</b>	<b>Lang.</b>	<b>Global or Dyslexia Spec.</b>	<b>Indiv. or Group</b>	<b>Assess or Screen</b>	<b>Min. 1903 Criteria</b>
Wide Range Achievement Test - III (WRAT - III)	Pro-Ed	\$119 \$29/25	30 min.	Easy	5 - 75	5 min.	Standard	B-Level	English	Global	Indiv./Group	Screen	Yes
Woodcock-Johnson Revised Tests of Achievement (WJR)	Riverside	\$254 \$44/25	1 hour	Mod	2 - 90	20 min.	Standard	B-Level	English/Spanish	Global	Indiv.	Screen	Yes
Kaufman Test of Educational Achievement (K-TEA)	American Guidance Service	\$170 \$35/25	45 min.	Mod	5 - 18	15 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes
Wechsler Individual Achievement Test (WIAT)	Psychological Corporation	\$239 \$35/25	45 - 60 min.	Mod	5 - 19	20 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes
Key Math Revised	American Guidance Service	\$210 \$40/25	35 - 50 min.	Mod	K - 9	15 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes

EDUCATION

<b>Math Applications</b>													
Woodstock-Johnson Test of Achievement (WJR)	Riverside	\$254 \$44/25	1 hour	Mod	2 - 90	20 min.	Standard	B-Level	English/ Spanish	Global	Indiv.	Assess	Yes
Peabody Individual Achievement Test-Revised (PIAT-R)	American Guidance Service	\$280 \$70/50	1 hour	Mod	5 - 18	20 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Kaufman Test of Educational Achievement (KTEA)	American Guidance Service	\$170 \$35/25	45 min.	Mod	5 - 18	15 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Wechsler Individual Achievement Test (WIAT)	American Guidance Service	\$239 \$35/25	45 - 60 min.	Mod	5 - 19	20 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Key Math Revised	Psychological Corporation	\$210 \$40/25	35 - 50 min.	Mod	K - 9	15 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
<b>Test Written Expression</b>	<b>Publisher</b>	<b>Cost</b>	<b>Admin Time</b>	<b>Ease</b>	<b>Age Level</b>	<b>Score Time</b>	<b>Types of Scores</b>	<b>Admin. Qualif *</b>	<b>Lang.</b>	<b>Global or Dyslexia Spec.</b>	<b>Indiv. or Group</b>	<b>Assess or Screen</b>	<b>Min. 1903 Criteria</b>
Oral and Written Language Scale (OWLS)	American Guidance Service	\$80 \$44/25	20 min.	Easy	5 - 21	20 min.	Standard	B-Level	English	Global	Indiv./ Group	Assess	
Woodstock-Johnson Test of Achievement (WJR)	Riverside	\$254 \$44/25	1 hour	Mod	2 - 90	20 min.	Standard	B-Level	English/ Spanish	Global	Indiv.	Assess	Yes
Test of Written Language (TOWL-3)	American Guidance Service	\$164 \$39/25	90 min.	Mod	7.5 - 18	20 min.	Standard	A-Level	English	Global	Indiv./ Group	Assess	
Test of Early Written Language (TEWL- 2)	Riverside	\$154 \$51/10	30 - 45 min.	Mod	3 - 10	15 min.	Standard	B-Level	English	Global	Indiv.	Assess	
Wechsler Individual Achievement Test (WIAT)	Psychological Corporation	\$239 \$35/25	45 - 60 min.	Mod	5 - 19	20 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
<b>Spelling</b>													
Wide Range Achievement Test - III	Pro-Ed	\$119 \$29/25	30 min.	Easy	5 - 75	5 min.	Standard	B-Level	English	Global	Indiv./ Group	Screen	Yes
Peabody Individual Achievement Test-Revised (PIAT-R)	American Guidance Service	\$280 \$70/50	1 hour	Mod	5 - 18	20 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Woodcock-Johnson Test of Achievement (WJR)	Riverside	\$254 \$44/25	1 hour	Mod	2 - 90	20 min.	Standard	B-Level	English/ Spanish	Global	Indiv.	Assess	Yes
Kaufman Test of Educational Achievement (K-TEA) Comprehensive	American Guidance Service	\$170 \$35/25	45 min.	Mod	5 - 18	15 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Wechsler Individual Achievement Test (WIAT)	Psychological Corporation	\$239 \$35/25	45 - 60 min.	Mod	2 - 90	20 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Test of Written Spelling (TOWL - 3)	Pro-Ed	\$74 \$34/50	20 min.	Easy	5 - 18	10 min.	Standard	B-Level	English	Global	Indiv./ Group	Screen	Yes
<b>Test Oral Language Receptive</b>	<b>Publisher</b>	<b>Cost</b>	<b>Admin Time</b>	<b>Ease</b>	<b>Age Level</b>	<b>Score Time</b>	<b>Types of Scores</b>	<b>Admin. Qualif *</b>	<b>Lang.</b>	<b>Global or Dyslexia Spec.</b>	<b>Indiv. or Group</b>	<b>Assess or Screen</b>	<b>Min. 1903 Criteria</b>
Peabody Picture Vocabulary Test - 3rd Edition (PPVT-3)	American Guidance Service	\$120 \$23/25	11-12	Easy	2.5 - 90	5 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes
Test of Language Development (TOLD-2)	Pro-Ed	\$212 \$66/50	30 - 60 min.	Mod	4 - 9	10 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
<b>Expressive</b>													
Expressive Vocabulary Test (EVT)	American Guidance Service	\$120 \$23/25	15 min.	Easy	2.5 - 90	5 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes
Oral and Written Language Scale (OWLS)	American Guidance Service	\$80 \$44/25	20 min.	Mod	5 - 21	20 min.	Standard	B-Level	English	Global	Indiv./ Group	Assess	Yes
NOTE: Test of Language Competence (TLCE)	Psychological Corporation	\$266 \$28/25	60 min.	Mod	9 - 19	10 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Clinical Evaluation of Language Functions-III (CELF-3)	Psychological Corporation	\$265 \$23/12	45 - 60 min.	Mod	5 - 16	15 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Wechsler Individual Achievement Test (WIAT)	Psychological Corporation	\$239 \$35/25	90 min.	Mod	5 - 19	20 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes



Title 28, Part XXXV

Detroit Test of Language Skills (DHLS - 3)	Pro-Ed	\$249 \$39/25	90 min.	Mod	6 - 17	20 min.	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Preschool Language Scale	Psychological Corporation	\$98 \$22/12	20 - 50 min.	Mod	0 - 6	15 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes
Test of Problem Solving	Lingui Systems	\$58 \$15/20	20 - 25 min.	Mod	6 - 12	10 min.	Standard	A-Level	English	Global	Indiv.	Screen	Yes
<b>Test Informal Assessment</b>	<b>Publisher</b>	<b>Cost</b>	<b>Admin Time</b>	<b>Ease</b>	<b>Age Level</b>	<b>Score Time</b>	<b>Types of Scores</b>	<b>Admin. Qualif *</b>	<b>Lang.</b>	<b>Global or Dyslexia Spec.</b>	<b>Indiv. or Group</b>	<b>Assess or Screen</b>	<b>Min. 1903 Criteria</b>
Portfolio	N/A						Criterion				Indiv.	Screen	
Handwriting	N/A						Criterion				Indiv.	Screen	
Sequencing: alphabet, days, weeks, months of year, numbers 1 through 20	N/A						Criterion				Indiv.	Screen	
Spontaneous Language Sample	N/A						Criterion				Indiv.	Screen	
Spontaneous Writing Sample	N/A						Criterion				Indiv.	Screen	
Spontaneous Writing Sample—Expository and Narrative	N/A						Criterion				Indiv.	Screen	
<b>Behavior Rating Scales</b>													
Behavior Assessment System for Children (BASC)	American Guidance Service	\$75 \$26/25	10 - 20 min.	Mod	4 - 18	10 min.	Standard	C-Level	English/ Spanish	Global	Indiv.	Assess	
Children's Attention and Adjustment Survey (CAAS)	American Guidance Service	\$116 \$25/15	5 - 10 min.	Easy	5 - 13	5 min	Standard	B-Level	English	Global	Indiv.	Screen	Yes
Student and Self-Concept Scale	American Guidance Service	\$40 \$25/15	20 - 30 min.	Easy	Grades 3 - 12	5 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes
Connors' Rating Scales (Revised)	Psychological Corporation	\$135 \$99/ 100	10 min.	Easy	3- 17	5 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes
Piers Harris Self-Concept Scale	WPS	\$115 \$17/25	10 min.	Easy	Grades 4- 12	5 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes
Multidimensional Self-Concept Scale	Pro-Ed	\$64 \$29/50	20 min.	Easy	Grades 5 - 12	5 min.	Standard	B-Level	English	Global	Group	Screen	Yes
ADD-H-0 Comp Teacher's Rating Scales	Hawthorne	\$64 \$50/ 100	10 - 15 min.	Easy	Grades K-8th	5 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes
<b>Test Screening</b>	<b>Publisher</b>	<b>Cost</b>	<b>Admin Time</b>	<b>Ease</b>	<b>Age Level</b>	<b>Score Time</b>	<b>Types of Scores</b>	<b>Admin Qualif *</b>	<b>Lang.</b>	<b>Global or Dyslexia Spec.</b>	<b>Indiv. or Group</b>	<b>Assess or Screen</b>	<b>Min. 1903 Criteria</b>
Degrees of Reading Power	Touchstone	\$75/30	45 - 50 min.	Mod	Grades 1 - 3	N/A	Criterion	A-Level	English	Global	Group	Screen	Yes
Gallestel Ellis Test of Coding Skills	Montage Press	\$27	15 - 30 min.	Easy	7- Adult	15	Criterion	A-Level	English	Dyslexia	Indiv./ Group	Screen	Yes
Test of Phonological Awareness	Pro-Ed	\$129 \$35/25	20 min.	Easy	K-2	5 min.	Standard	B-Level	English	Global	Indiv.	Screen	Yes
Slingerland Screening Tests	Riverside	\$71 \$16/12	30 min.	Easy	Grades 1 - 6	10 min.	Criterion	A-Level	English	Dyslexia	Indiv./ Group	Screen	Yes
The Phonological Awareness Test	Lingui System		40 min.	Easy	5 - 9	10 min.	Standard/ Criterion	A-Level	English	Dyslexia	Indiv.	Screen	Yes
Test of Awareness of Language Segments	Pro-Ed	\$98 \$24/50	15 min.	Easy	4 - 7	5 min.	Criterion	B-Level	English	Dyslexia	Indiv.	Screen	Yes
Lindamood Auditory Conceptualization Test	Pro-Ed	\$98 \$27/50	15 - 30 min.	Easy	N/A	5	Criterion	A-Level	English	Dyslexia	Indiv.	Screen	Yes
Dyslexia Screening Instrument (Checklist)	Psychological Corporation	\$58 \$11/25	20 min.	Easy	6 - 21	5	Criterion	A-Level	English	Dyslexia	Indiv.	Screen	Yes
Woodcock Diagnostic Reading Battery	Riverside	\$247 \$34/25	50 - 60 min.	Mod	4 - 90	20	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Test of Early Reading Ability	Riverside	\$183 \$39/25	15 - 30 min	Mod	3-10	5	Standard	B-Level	English	Global	Indiv.	Assess	Yes
Decoding Skills Test			30 min.	Easy	N/A	15 min.	Standard/ Criterion	A-Level	English	Global	Indiv.	Screen	Yes
Observation Survey of Early Literacy Achievement	Heireman	\$25	15 min.	Easy	K-3	5 min.	Criterion	A-Level	English	Global	Indiv.	Screen	Yes
Developmental Reading Assessment (DRA)	Celebration Press	\$85	25 min.	Easy	K-3	5 min.	Criterion	A-Level	English	Global	Indiv.	Assess/ Screen	Yes
Yopp Singer Test of Phoneme Segmentation	Reading Research Quarterly	Free	7 min.	Easy	Pre K-2	5	Criterion	A-Level	English	Global	Indiv.	Screen	Yes

EDUCATION

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:258 (February 2000).

**§1307. Multisensory Structured Language Programs for Students with Dyslexia or "At Risk" Readers—Appendix B**

Name or Program	Target Population	Student Materials	Teacher Materials	Cost	Training Needed
Alphabetic Phonics	Grades 2 - adult	Student Book Alphabet Exercises & Rev Progress Measurements Supplementary Supplies Let's Read Books	Teacher's Guide Alphabet Acariases & Rev Progress Measurements	\$115/Class \$36/child	150 instructional hours 700 clinical teach hours \$1200/teacher course fee Fees based on desired curriculum Call for pricing
Intermediate Essential Language Structures Program (785) 271-6668	Grades 5 - 12	Intermediate Practice Cards Intermediate Wordbook Intermediate Student Assignment Sheets Writing Skills I & II Syllable Power Book I Syllable Power Book II	Teachers Manual GE Test of Coding Skills	\$121	10 days @ \$800/day
Language! (850) 934-0554	Grades 1- 12	J & J Language Readers 9 student books Vocabulary cards Sounds & Letters	Instructor's Manual	\$360	4 days @ \$1500/day
Language Circle 1-800-450-0343 Project Read Strand 2 Linguistics Project Read-Strand 3 Comprehension Project Read Strand 4 Written Expression	Grades 1- 4 Grades 4 - 8 Grades 4 - 8 Grades 1- adult	Decidable Text Controlled Readers Affix Card Pack Controlled Readers/Stories Narrative & Expository text Sentence Frames	Phonology Guide Lesson Plan Books Phonology Kit Affix Guide Linguistics Guide Story Form Guide Report Form Guide Framing Your Thoughts Guide	\$350 \$115 \$115 \$125	4 days w/certified consultant @ \$1300/day 2 days @ \$1300 a day 4 days w/certified consultant @ \$1300/day 3 days @ \$1300/day
Slingerland (206) 453-1190	Grades 1 - 12	Student Spelling Book	Manual for Manuscript Manual for Cursive Teacher's Word Lists Phonogram Chart Alphabet Wall Cards	\$200	2 to 4 week sessions @ \$688/teacher
Wilson Language Training 1 - (800) 899-8454	Grades 2 - 12	Student Readers Grades 1 - 12 Student Workbooks Stories for Students	Instructor's Manual Dictation Books Rules Notebook Sound (Phoneme) Cards Word Cards Syllable Cards Group Sound Cards Videos	Standard \$229 Deluxe \$439	2-4 days @ \$1000/day

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:262 (February 2000).

**§1309. Characteristics Associated with Dyslexia and Related Disorders—Appendix C**

- A. Lack of or limited phonological awareness.
- B. Common error patterns in reading and learning behaviors, such as:
  - 1. reading decoding inaccuracies in single words and nonsense words (e.g., detached syllables);
  - 2. slow reading rate;
  - 3. omissions of, or substitutions of, small words (e.g., a/the, of/for/from, three/there);
  - 4. reduced awareness of patterns in words;

- 5. difficulties generalizing word and language patterns.

C. Language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities.

D. Errors in spontaneous spelling.

E. Spontaneous written language is very simple or poor in comparison to spoken language.

F. Spontaneous written language shows poor organization and mechanics.

G. Additional factors which may contribute to the above characteristics:

- 1. family history of similar problems;
- 2. late in learning to talk;
- 3. receptive language skills are typically better than expressive;

4. difficulty in finding the "right" word when speaking;

5. difficulty in processing both oral and written language. May also affect foreign language acquisition;

6. difficulty in learning to write the alphabet correctly in sequence;

7. cramped or illegible handwriting;

8. late in establishing preferred hand for writing;

9. late in learning right and left and other directionality components such as up-down, front-behind, over-under, east-west and others;

10. problems in learning the concept of time and temporal sequencing: e.g., yesterday, tomorrow, days of the week, and months of the year;

11. reversal of letters or sequences of letters that are not developmentally appropriate;

12. difficulty in learning to decode and comprehend age appropriate written information;

13. slow reading speed;

14. difficulty in learning sound-letter correspondence;

15. difficulty in learning and remembering printed words;

16. repeated erratic spelling errors;

17. error proneness in reading;

18. word substitutions in oral reading;

19. difficulty identifying, blending, segmenting and manipulating phonemes;

20. losing ground on achievement or intelligence tests.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:263 (February 2000).