

Special Considerations for Dyslexia

Dyslexia

Pursuant to Section 10-14t of the Connecticut General Statutes, the Connecticut State Department of Education (CSDE) has approved reading assessments for use by local and regional boards of education, to identify students in kindergarten to grade three, inclusive, who are below proficiency in reading. Additionally, for the school year commencing July 1, 2016, and each year thereafter, such assessments shall also “assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities.” Students with scores below the cut points, as established by publishers for each assessment, should be considered below proficiency in reading.

The General Outcome Measures (GOMs) listed in Section 1 of the [Approved Menu of Research-based Grades K–3 Universal Screening Reading Assessments](#) are most appropriate for use as screening tools in Grades K–3 for students at risk of SLD/Dyslexia or other reading-related learning disabilities because they are highly sensitive to early reading skills growth, track individual children’s growth and development in critical reading skills over time, and allow educators to reliably determine if a student is making progress toward long-term goals. As such, only the assessments listed in Section 1 may be used as screening tools in Grades K–3 for students at risk of SLD/Dyslexia or other reading-related learning disabilities.

Districts using an assessment listed in Section 2 of the [Approved Menu of Research-based Grades K–3 Universal Screening Reading Assessments](#) must also select an assessment listed in Section 1 for use as a screening tool in Grades K–3 for students at risk of SLD/Dyslexia or other reading-related learning disabilities. As such, consider using a free or low-cost option such as [DIBELS](#).

Special Education Students and Scientific Research-Based Interventions Programming

All students, including those students receiving special education services, should participate in the universal screening process. If they are not making sufficient progress toward learning to read as evidenced by regular progress monitoring, they should have access to the supplemental and/or intensive instruction that is afforded to all general education students. Students with a significant cognitive impairment who participate in the standards-based general education curriculum and require extensive direct individualized instruction and substantial supports may not be required to participate in the universal screening process. The [individualized education programs](#) (IEPs) of students in this group should reflect how they would be assessed on appropriate foundational reading skills as determined by the Planning and Placement Team.

The Individuals with Disabilities Education Act (IDEA) requires that public agencies “...ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the agency...” As such, special education students, whose reading levels have been identified as below proficiency in reading on an assessment from the *Approved Menu of Research-based Universal Screening Reading Assessments for Grades K–3*, must have the same access to interventions designed to improve literacy skills as regular education students whose reading performance was also scored as below proficiency.

If you have any questions regarding reading assessments or literacy/reading instruction, contact Joanne R. White, Education Consultant at joanne.white@ct.gov or 860-713-6751. If you have any questions regarding special education and SLD/Dyslexia, please contact Alycia M. Trakas, Education Consultant at alycia.trakas@ct.gov or (860) 713-6932.