Flowchart for Supporting Students At-Risk for Dyslexia

Questions? Contact the Director of Special Programs at jessica.meisenheimer@lps53.org

Multi-Tiered System of Support
Start with a review of a student's **Universal Screener** & corresponding student data.
Consider additional documentation such as teacher observation, formative assessment, standardized assessment, and parent input in determining the path below.

- **At or above benchmark AND Average progress observed in class**
  - Continue **evidence-based core instruction**

- **Below benchmark OR Below average progress observed in class**
  - Provide intervention in addition to **evidence-based core instruction AND Progress monitor to determine rate of improvement**

- **Below benchmark AND Below average progress observed in class**
  - Little or no improvement observed:
    - **Initiate Parent Communication**
    - Refer to Child Study Team (CST) for review of student concerns
    - **Screening required to determine if deficits may be related to Dyslexia According to DESE**
    - **Continue Parent Communication**

**CST determines negative indicators of Dyslexia**
**Continue Parent Communication**

**CST determines positive indicators of Dyslexia**
**Continue Parent Communication**

**Continue intervention and progress monitoring**