

# Individualized Program of Reading Instruction Addendum for Dyslexia Screening 2022-2023



Student:	
Grade Level:	K   1   2   3
Date:	
Parent/Guardian:	

District:	
School:	
Teacher:	
Principal:	

**The student has demonstrated a difficulty with reading, and a plan for reading instruction has been created. Further screening has been completed to gauge risk for characteristics of dyslexia, the results of which are reported here. This is NOT intended to diagnose dyslexia. These characteristics may be present for a variety of reasons. The plan for addressing these needs are below.**

### Screening Assessment for Characteristics of Dyslexia Approved by the Oklahoma State Board of Education

The student took the following screening assessment for characteristics of dyslexia:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Acadience & PAST  | <input type="checkbox"/> Istation & PAST     | <input type="checkbox"/> mClass DIBELS 8 <sup>th</sup> Edition & PAST |
| <input type="checkbox"/> Amira             | <input type="checkbox"/> MAP Reading Fluency | <input type="checkbox"/> STAR CBM                                     |
| <input type="checkbox"/> FastBridge & PAST |  |   |

### Results of Screening for Characteristics of Dyslexia

- Data indicates student is **at-risk** for characteristics of dyslexia at this time.
- Data indicates student is **not at-risk** for characteristics of dyslexia at this time.

This is a reminder that this screening is **not** a diagnosis of dyslexia. This data indicates the student needs instruction in word recognition skills (e.g., phonemic awareness and/or phonics/spelling) through the intervention process. This does not mean the student is automatically eligible for or needs an Individualized Education Program (IEP) or Section 504 plan under the Individuals with Disabilities Education Act (IDEA).

### Adjustments to the Individualized Program of Reading Instruction

Students who demonstrate risk for characteristics of dyslexia have difficulty with word recognition skills—specifically in the areas of phonemic awareness and phonics. Interventions that target these areas are needed to address these skills. The Individualized Program of Reading Instruction (IPRI) created earlier may need to be adjusted to change the intervention or increase the intensity of the intervention. Changes to the IPRI are outlined below:

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- No changes are needed. The original IPRI addresses the needs of the student.

### Documentation

- The parent/guardian has been informed of the results of the screening assessment for characteristics of dyslexia.
- Resources and information regarding dyslexia have been provided to the parent/guardian.
- A copy of this addendum has been attached to the Individualized Program of Reading Instruction.

Teacher Name/Signature

Date