

A Guide to Dyslexia in Louisiana

August 2024

What is the purpose of this guide?

The purpose of this resource is to provide basic guidelines on the identification and instruction of students with dyslexia in Louisiana. This information may serve as a guide for families, teachers, and school systems. This resource summarizes large sections from policy and state law.

How are the needs of students with dyslexia addressed in Louisiana?

The following protections and laws are in place in Louisiana to meet the needs of students with dyslexia:

1. The [Individuals with Disabilities Act \(IDEA\)](#) and [Section 504 of the Rehabilitation Act of 1973](#) are two fundamental federal guides for the identification and intervention of K-12 public school students with disabilities. These laws require school districts to provide a free, appropriate public education to each qualified child with a disability regardless of the nature or severity of the child's disability.
2. [Bulletin 1903: Louisiana Handbook for Students with Dyslexia](#) is the state's dyslexia policy that was developed by a group of parents, advocates, and educators and has been approved by the Board of Elementary and Secondary Education (BESE) to provide specific guidance on how students with dyslexia should be identified, evaluated, and educationally supported.
3. Other IDEA-related policies include [Bulletin 1706 – Regulations for Implementation of the Children with Exceptionalities Act](#) and [Bulletin 1508 – Pupil Appraisal Handbook](#).

What is dyslexia?

Dyslexia is defined in Louisiana law as "an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in phonological processing, which affects the ability of an individual to speak, read, and spell."

"Phonological processing" means the appreciation of the individual sounds of spoken and written language. ([Act 206, 2020](#))

Under the Federal Individuals with Disabilities Education Act (IDEA), there are 13 categories of qualifying disabilities, one of which is “specific learning disability” (SLD). Dyslexia is included within this category ([Title 20, United States Code, Section 1401\[3\]\[A\]](#)).

Students who are evaluated and meet the criteria for having an exceptionality, outlined in [Bulletin 1508 – Pupil Appraisal Handbook](#), are eligible to receive special education services. Special education means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including an SLD which is defined as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. An SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.” ([Title 20, United States Code, Section 1401\[30\]\[A\]\[B\]](#)).

What are some common signs or indicators of dyslexia?

While there are some common signs shared by students with dyslexia, it is important to note that dyslexia manifests differently based on the individual, their age, and other factors impacting foundational reading skill development.

Additionally, there are co-occurring disabilities/disorders, including twice-exceptionality (i.e., gifted and dyslexia). Comorbid symptoms may make the signs of dyslexia more difficult to detect. For instance, inattention and behavioral concerns may be more apparent than dyslexia or students who are gifted could compensate well which might camouflage dyslexia.

Dyslexia may also be overshadowed by acceptable grades that have been earned through the student's tremendous determination and application of strengths to overcome struggles. Recognizing the strengths of dyslexia allows educators to plan lessons that utilize strengths to enhance instruction, promote the acquisition of skills, and increase self-confidence which drives motivation.

The following provides a breakdown of common signs of dyslexia that may occur on a continuum from mild to severe and may occur in some combination, not in isolation. The purpose of this list is not to serve as a checklist or evaluation tool that requires a certain number of characteristics to be present to be considered to have dyslexia, rather it is to bring awareness to common signs of dyslexia.

PreK to Grade 1

General Strengths	General Weaknesses	Difficulties in Speaking
<ul style="list-style-type: none"> ● curiosity ● a great imagination ● the ability to figure things out ● eager to embrace new ideas ● gets the gist of things ● a good understanding of new concepts ● large vocabulary ● enjoyment in solving puzzles 	<ul style="list-style-type: none"> ● family history of reading/spelling difficulties ● confuses left and right; delay in hand dominance ● trouble reciting the alphabet, numbers, days of the week, or other sequences ● trouble learning common nursery rhymes such as “Jack and Jill” ● difficulty recognizing rhyming patterns (cat, bat, rat) ● have a lack of appreciation for rhymes ● difficulty following multistep directions ● struggles to learn the letters in their own name 	<ul style="list-style-type: none"> ● delays in learning to talk ● may have difficulty forming words, such as saying “aminal” for “animal” or “mawn lower” for “lawn mower” ● difficulty retelling a familiar story in order ● trouble naming letters, matching letters to sounds, or blending sounds ● confuses names or pronunciations of letters with similar sounds (e.g. p/b; z/s; v/f; d/t)

Grades 1 to 3

General Strengths	General Weaknesses	Difficulties in Speaking	Difficulties in Reading/Spelling
<ul style="list-style-type: none"> ● ability to solve practical problems 	<ul style="list-style-type: none"> ● lacks fast, effortless recognition of numbers and simple math facts 	<ul style="list-style-type: none"> ● mispronunciation of long, unfamiliar, or complicated words and or mixing up sounds 	<ul style="list-style-type: none"> ● difficulty sounding out simple words (cat, map, nap) ● complains about how hard

<ul style="list-style-type: none"> ● strong listening comprehension ● easily understands new concepts ● large oral vocabulary for age ● enjoys solving puzzles ● talented at building models ● excellent thinking skills: conceptualization, reasoning, imagination, abstraction ● learning is accomplished best through meaning vs. rote memorization ● ability to get the “big picture” ● a high-level understanding of what is read to them 	<ul style="list-style-type: none"> ● Family history of reading/spelling difficulties ● Inaccuracies in reading and speaking ● Slow processing 	<p>(“cinnamon” for “synonym”)</p> <ul style="list-style-type: none"> ● difficulty breaking spoken words apart into sounds or syllables ● speech that is not fluent ● the use of imprecise language ● difficulties with word retrieval ● the need for time to summon a verbal response ● confusing words that sound alike 	<p>reading or spelling is, or avoids reading</p> <ul style="list-style-type: none"> ● trouble reading/spelling sounds in sequence (“left” for “felt”) ● reading is not fluent (e.g., reading slow, inaccurate, and/or without expression) ● spells words incorrectly, even common words (was, were, then) ● relies on picture clues, story themes, memorization, or guessing at words while reading ● confuses similar looking letters and words (b/d, p/q, was/saw) ● organization of written language is difficult ● difficulty connecting speech sounds and appropriate letter or letter combinations and omitting letters in words for spelling (e.g. “later” spelled “letrr”) ● copying from provided text is slow ● avoids reading aloud
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Grades 3 to 6

General Strengths	General Weaknesses	Difficulties in Speaking	Difficulties in Reading/Spelling
<ul style="list-style-type: none"> • large spoken vocabulary • strong comprehension of stories presented orally • strong conceptualization, reasoning, imagination, abstraction • ability to understand the “big picture” 	<ul style="list-style-type: none"> • trouble recalling dates, names, phone numbers, random lists, math facts • low self-esteem and/or anxiety • trouble finishing tests on time 	<ul style="list-style-type: none"> • confuses words that sound alike (e.g., “tornado” for “volcano”; “lotion” for “ocean”) • uses imprecise language (e.g., stuff, things) • oral language abilities are much higher than writing skills 	<ul style="list-style-type: none"> • slow, inaccurate, and/or choppy reading • trouble reading unfamiliar words • difficulty sounding out multisyllabic words • lacks strategies for sounding out new words • avoids reading aloud • poor spelling and/or handwriting • spells words the way they sound • avoids reading and writing tasks; prefers word processing

Grades 6 to 9

General Strengths	General Weaknesses	Difficulties in Speaking	Difficulties in Reading/Spelling
<ul style="list-style-type: none"> • strong understanding of information read aloud 	<ul style="list-style-type: none"> • trouble finishing tests on time • difficulty learning a foreign 	<ul style="list-style-type: none"> • pauses or hesitates when speaking, using “um” and “like” 	<ul style="list-style-type: none"> • slower reading and writing compared to peers

<ul style="list-style-type: none"> ● sophisticated spoken vocabulary ● strengths in areas not dependent on reading (i.e., math, computers, visual arts) ● exceptional empathy, warmth, and emotional intelligence 	<p>language or reading music</p> <ul style="list-style-type: none"> ● low self-esteem and/or anxiety ● must study more than peers 	<p>repeatedly</p> <ul style="list-style-type: none"> ● mispronounces words that are multisyllabic, unfamiliar, or complicated ● uses imprecise language (e.g., stuff, things) ● requires extra time to respond to questions ● oral language abilities more advanced than writing skills 	<ul style="list-style-type: none"> ● must reread for meaning ● may answer higher-level questions about text but miss easier, literal questions ● avoids writing, compositions are brief and simplistic, but can orally present a detailed composition ● poor spelling and/or handwriting ● suffers fatigue when reading; avoids reading
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Grades 9 to 12			
General Strengths	General Weaknesses	Difficulties in Speaking	Difficulties in Reading/Spelling
<ul style="list-style-type: none"> ● excellence in writing content is the focus and spelling is not important ● exceptional empathy, warmth, and emotional intelligence ● success in areas not dependent on rote memory ● talent for high-level conceptualization and original insights 	<ul style="list-style-type: none"> ● low self-esteem and/or anxiety ● knowledge not reflected in standardized test scores ● must study more than peers 	<ul style="list-style-type: none"> ● not fluent, often anxious while speaking ● pauses or hesitates when speaking, using “um” and “like” repeatedly ● uses imprecise language, (e.g., stuff, things) ● struggles to retrieve words (i.e., “tip of my tongue” moments) ● often pronounces names 	<ul style="list-style-type: none"> ● reading requires great effort and is at a slow pace ● rarely reads for pleasure ● avoids reading aloud ● avoids writing; handwritten compositions are brief and simplistic especially compared to oral compositions ● word-processed compositions can be disorganized and lack

<ul style="list-style-type: none"> ● big-picture thinking ● inclination to think outside of the box ● noticeable reliance and ability to adapt 		<p>incorrectly; trips over parts of words; avoids saying words that might be mispronounced</p> <ul style="list-style-type: none"> ● difficulty remembering names of people and places; confused names that sound alike ● struggles when put on the spot in conversations or writing ● has spoken vocabulary that is smaller than listening vocabulary 	<p>cohesion</p> <ul style="list-style-type: none"> ● poor spelling and/or handwriting ● difficulty determining the correct spelling of words, even when using a spell check while word processing
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What is the referral process for a student suspected of having dyslexia?

The referral process begins with a multi-tiered system of support (MTSS) that utilizes a school-wide approach to address the needs of all students, including struggling learners and students with disabilities. MTSS integrates assessment and intervention within a multilevel instructional and behavioral system to maximize student achievement. In a [“Dear Colleague” letter](#), the federal Office of Special Education and Rehabilitative Services (OSERS) states that MTSS “may be used to identify children suspected of having a specific learning disability” by providing an instructional framework through which schools can “identify students at risk for poor learning outcomes, including those who may have dyslexia; monitor their progress; provide evidence-based interventions; and adjust the intensity and nature of those interventions depending on a student’s responsiveness.” It outlines State’s responsibility to identify students with dyslexia and indicates there is nothing prohibiting using the terms “dyslexia, dyscalculia, and dysgraphia” in IDEA evaluation, eligibility determinations or IEP documents. The letter also states that “Children who do not, or minimally, respond to interventions must be referred for an evaluation to determine if they are eligible for special education and related services”. (OSERS 2015)

“The challenges of dyslexia can best be managed when students are recognized and reached through an MTSS framework providing both early identification and a continuum of needed supports.” (LRP 2017) MTSS consists of several tiers in which students receive core instruction, classroom interventions, intensive interventions, and special education interventions. A school can implement the following steps through intentional scheduling and planning that provides for the incorporation of dyslexia-specific supports into each tier.

Step 1: Universal Screening

Universal screening for dyslexia is designed to reliably indicate each student’s unique risk for experiencing later difficulties with accuracy and/or fluency in word reading. Screening for dyslexia risk is not the same as evaluating a student for special education eligibility, as screening tools are designed to predict the likelihood of reading challenges without the presence of targeted interventions and support.

Core Instruction

All kindergarten through third grade teachers are required to complete professional development based on the science of reading. This learning is intended to support teachers with providing students systematic foundational literacy skills with instruction based on the scientifically researched methods proven to provide a strong literacy foundation. Effective literacy instruction should utilize high-quality instructional materials with a focus on the foundational literacy skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension. ([ACT 438, 2021](#))

Universal Kindergarten - 3rd Early Literacy Assessment (DIBELS 8th)

Louisiana [Act 438 \(2021\)](#) prioritized high quality literacy instruction for all students in kindergarten through third grade and required a literacy assessment to be administered to assess the literacy level of each student. The results of the assessment serve as a tool for identifying students for further evaluation for specific programming.

The universal literacy screener is to be administered at the beginning of the school year (within 30 days of school starting), middle of the school year, and end of the school year.

DIBELS 8th K-3rd grade Universal Literacy Assessment Required Skills Beginning, Middle, and End of Year				
Measure	K	1	2	3
<u>Letter Naming Fluency (LNF)</u>	✓	✓		
<u>Phonemic Segmentation Fluency (PSF)</u>	✓	✓		
<u>Nonsense Word Fluency (NWF)</u>	✓	✓	✓	✓
<u>Word Reading Fluency (WRF)</u>	✓	✓	✓	✓
<u>Oral Reading Fluency (ORF)</u>		✓	✓	✓
<u>Maze</u>			✓	✓

Universal Kindergarten Dyslexia Screening (Shaywitz DyslexiaScreen™) or Upon Request:

In addition to the DIBELS 8th screenings, [Act 266, 2023](#) requires a universal dyslexia screener to be administered to all kindergarten students in the second half of the school year. Additionally, if a dyslexia screening is requested for students at any grade level one should be administered.

Step 2: Data Review and Parent Notification

Data from the universal literacy screener and dyslexia screener should be analyzed to

- identify students with scores falling below grade-level benchmarks
- provide parent notification for students with scores falling below grade-level benchmarks within 15 days of receiving DIBELS screening results
- provide parent notification for at-risk dyslexia screening within 30 days of receiving screening results
- determine skill strengths and deficits
- make informed decisions about evidence-based interventions
- develop a reading improvement plan

IDEA requires school systems to implement a proactive approach to identifying and evaluating students who are suspected of having a disability. If after reviewing screening data or any point throughout the process, it is suspected that a student has a disability, the school system has an obligation to identify and evaluate the needs of such students according to [Bulletin 1508: Pupil Appraisal Handbook](#), and as applicable propose a special education program to meet those needs.

The Office of Special Education Programs has stated that the use of screening measures and/or tiered interventions may not be used to delay or deny the evaluation of a student suspected of having a disability. Core instruction and universal supports (Tier 1) and other tiered interventions should continue throughout the special education eligibility process.

Step 3: Skill-Specific Measures

For K-3 grade students with below grade level scores on the universal DIBELS 8th assessment or for any grade level upon request, [Bulletin 1903: Louisiana Handbook for Students with Dyslexia](#) requires the following additional screenings to be administered.

Additional Screenings for Students with Scores Below Grade Level Benchmarks	
Kindergarten and fall semester of 1st grade	Spring semester of 1st - 3rd grade
a. phonological awareness including onset and rime, rhyming, and syllable manipulation; and b. rapid automatic naming skills of: colors, objects, and/or numbers	a. phonological/phonemic awareness including blending, onset, and rime, rhyming, syllable manipulation, and phoneme segmentation and phoneme manipulation;

	<ul style="list-style-type: none"> b. rapid automatic naming of colors, objects, and/or numbers; c. encoding skills using spontaneous spelling; d. oral and written language skills; and e. letter sound association
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Step 4: Interventions and Progress Monitoring

Planning for Interventions

Data from universal literacy screenings, as well as skill-specific measures available in core curriculum materials, should be used to plan evidence-based, targeted interventions. Results from skill-specific inventories provide a detailed profile of the student’s needs to guide intervention and can be repeated as often as needed.

Progress Monitoring

Progress monitoring assessments are brief (no more than 5 minutes) and directly measure the student’s retention of skills and concepts recently taught. Regular progress monitoring data should be collected to determine a student’s response to interventions. Monitoring progress regularly, about every two weeks of instruction, allows for determining whether achievement gaps are being narrowed in response to the extra intervention and support.

Curriculum-based measures serve as valuable progress monitoring tools. They are short, usually timed, tests of oral passage reading fluency and accuracy, word reading, sound-symbol association, or other skills. It is important to use standardized, norm-referenced tools in the event that the School Building Level Committee refers the student to pupil appraisal for an evaluation to determine the need for special education services. As part of the evaluation process, the multi-disciplinary pupil appraisal team will review, analyze, and report on the student’s response to interventions.

Step 5: School Building Level Committee (SBLC)

Initiation of SBLC Process

A request for an SBLC review from a parent or educator or at-risk screening data initiates the preliminary gathering of data. The SBLC assists in addressing the educational progress of a student who is consistently struggling or having difficulty attaining expected academic progress, despite receiving instruction in a high-quality curriculum with the implementation of additional instructional intervention strategies within the framework of a multi-tiered system of support.

SBLC Members

School leaders will ensure that SBLC members on committees reviewing data for a student who is identified as at-risk for reading difficulty, which includes indicators of dyslexia, will include members knowledgeable of student data, assessment process, and dyslexia. The SBLC should include, but is not limited to:

- a teacher of the student identified for review,
- at least two additional education professionals knowledgeable about the student data and history, as well as indicators of condition in the individual school setting,
- a speech-language pathologist, educational diagnostician, dyslexia practitioner, dyslexia therapist, and/or a person trained in the identification of dyslexia;
- a principal or their designee; and
- the referring teacher,
- a parent or guardian shall be an invited participant in discussions regarding their child's difficulties

Referral to the SBLC

- the SBLC chair/facilitator will coordinate the process and meetings
- data from screenings will be used to make informed decisions about evidence-based interventions
- progress will be monitored frequently to determine the student's response to the targeted interventions and to determine if the intervention will be continued or adjusted
- in addition to intervention data, the SBLC will collect and analyze screening data, formatives, summative assessments, parent questionnaires, intervention progress monitoring data, standardized test results, writing samples
- a review of historical grades may be conducted; however, grades are not the most accurate indicator of dyslexia. Students with dyslexia may utilize strengths and develop coping strategies to mask dyslexia. For instance, homework assignments may be completed over several hours and with the assistance of a parent/guardian; whereas a peer may complete the assignment quickly.

Determining Next Steps

When the SBLC has reviewed and cross-validated multiple sources of student data, one of the following decisions will be made:

- administer additional assessment(s)
- continue specialized instructional interventions and progress monitoring
- develop a 504 Plan to provide classroom accommodations
- refer the student to pupil appraisal for a full individual evaluation to determine eligibility for special education services
- return the student to the regular classroom without further strategies or interventions

How are students suspected of having dyslexia evaluated and determined eligible for special

educational services?

Louisiana requires screening of certain students for characteristics of dyslexia and related disorders and evaluation of any student suspected of having a disability as described in the previous section. Such evaluations help to determine the child's need for specialized instruction and related services.

Step 1: Screening

All K-3 graders participate in universal literacy assessment (DIBELS 8th) three times a year and additional screenings are conducted for students with scores that fall below grade-level benchmarks. A reading plan and interventions are provided to address skill deficits and progress is monitored.

Students may also be screened at any time upon request.

Step 2: Evaluation

The SBLC, in conjunction with parents/guardians, determines whether to develop a Section 504 Plan (Rehabilitation Act of 1973) or to refer the student to the multi-disciplinary pupil appraisal team to conduct a full individual evaluation to determine if the student has a disability and is in need of special education services.

Section 504 Committee reviews are not full, individual evaluations as required under IDEA. Section 504 reviews provide the team with information about the physical or mental impairment concern(s), the major life activity or bodily function impacted by the disability, and the degree to which the impairment substantially limits the major life activity (activities). Once eligibility is determined, a Section 504 Plan is prepared and implemented.

Individuals with Disabilities Education Act, special education evaluations are conducted in accordance with [Bulletin 1508 – Pupil Appraisal Handbook](#). If a student is referred for a special education evaluation, parental consent for the evaluation is required. If the parent/guardian grants permission, the multi-disciplinary pupil appraisal team conducts an evaluation to determine whether the student meets eligibility requirements as a student with a disability and in need of special education services.

Students with dyslexia who qualify for special education services are typically identified as a student with a Specific Learning Disability and their educational needs are addressed through an Individualized Education Program (IEP).

Some students identified with other primary impairments such as Speech-Language Impairment or Other Health Impairment may receive specialized instructional services and/or accommodations to address dyslexia if deemed appropriate by their IEP team.

What are Section 504 accommodations?

The Individuals with Disabilities Education Act (IDEA) is a federal law governing special education that addresses the education of students with disabilities who meet the eligibility criteria with one or more of the thirteen categories of disabilities. Both IDEA and Section 504 mandate the provision of a Free Appropriate Public Education (FAPE), for students who do not qualify for an Individualized Education

Program (IEP) under IDEA, a Section 504 Plan (Individualized Accommodation Plan) may be developed. IDEA requires that a child's disability must adversely affect a student's education, requiring special education, whereas, in order to qualify under Section 504, a student must have a physical or mental impairment that substantially limits a major life activity or is regarded as having such impairment.

Children with disabilities such as dyslexia may also qualify for services under Section 504. This law is intended to provide services designed to meet the individual educational needs of students with disabilities as adequately as those without disabilities.

Each school has a Section 504 Chairperson who can assist and oversee this process.

What educational services are available if a student has dyslexia and has been identified as eligible to receive IDEA special education services?

Students identified with a disability under IDEA are entitled to special education and related services through an Individual Education Program (IEP) as described in [Bulletin 1530 – Louisiana's IEP Handbook for Students with Exceptionalities](#). Students who have been evaluated and identified as a student with dyslexia who qualifies for special education services should receive remediation in an educational program that meets the requirements of the Louisiana Dyslexia Law which requires school districts to routinely provide remediation in a Multisensory Structured Language and Literacy Program within the regular school day that is in alignment with the MTSS framework.

Multisensory structured language and literacy programs may be administered in a regular classroom setting, a separate classroom setting, through individual or small group instruction, any additional accommodations that are developed by the SBLC, or a combination of these options as long as all components, content, and delivery methods are followed.

Multisensory structured language and literacy programs should do the following:

- contain instruction in phonological awareness, phoneme-grapheme association, phonics, syllable instruction, linguistics, MTSS framework.

Multisensory structured language and literacy programs may be administered in regular classroom setting, separate classroom setting, individual or small group instruction, any additional accommodations that are developed by the SBLC, or a combination of these options as long as all components, content, and delivery methods are followed.

Multisensory structured language and literacy programs should do the following:

- contain instruction in phonological awareness, phoneme-grapheme association, phonics, syllable instruction, linguistics, and
- integrate all aspects of language and comprehension (receptive language skills of listening and reading, oral expressive in work selection and sequencing, written expression in spelling, mechanics, coherence, and handwriting).

- meaning-based instruction provided in words and sentences to extract meaning in addition to teaching isolated letter sound correspondence.

The instructional methods for a multisensory structured language and literacy program must be explicit, systematic, sequential, cumulative, individualized, diagnostic, demonstrate automaticity of performance, simultaneously multisensory, and follow the synthetic to analytic phonics instructional process.

Progress monitoring data should be maintained on students receiving instruction in a multisensory structured language and literacy program. Students' participation in multisensory structured language and literacy programming should be periodically reviewed to determine the appropriateness and effectiveness of the program for the student.

What educational services are available if a student has dyslexia and is not identified as eligible to receive IDEA special education services?

Students identified as having signs of dyslexia but not meeting the criteria of an IDEA disability are entitled to remediation in an educational program that meets the requirements of the Louisiana Dyslexia Law. Bulletin 1903 requires school districts to:

- Routinely provided remediation in a Multisensory Structured Language and Literacy Program within the regular school day within the MTSS framework.

Multisensory structured language and literacy programs may be administered in regular classroom setting, separate classroom setting, individual or small group instruction, any additional accommodations that are developed by the SBLC, or a combination of these options as long as all components, content, and delivery methods are followed.

Multisensory structured language and literacy programs should do the following:

- contain instruction in phonological awareness, phoneme-grapheme association, phonics, syllable instruction, linguistics, and
- integrate all aspects of language and comprehension (receptive language skills of listening and reading, oral expressive in work selection and sequencing, written expression in spelling, mechanics, coherence, and handwriting.
- meaning-based instruction provided in words and sentences to extract meaning in addition to teaching isolated letter sound correspondence.

The instructional methods for a multisensory structured language and literacy program must be explicit, systematic, sequential, cumulative, individualized, diagnostic, demonstrate automaticity of performance, simultaneously multisensory, and follow the synthetic to analytic phonics instructional process.

Progress monitoring data should be maintained on students receiving instruction in a multisensory structured language and literacy program. Students' participation in multisensory structured language and literacy programming should be periodically reviewed to determine the appropriateness and effectiveness of the program for the student.

Kindergarten Decision-Making Flowchart

