



# Dyslexia Therapy Services Tupelo Schools

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September 10, 2019



# What is Dyslexia?

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

-Adopted by the Board of Directors, International Dyslexia Association, November 2003

Lyon, G.R. & Shaywitz, S.E. (2003). *A definition of dyslexia*. *Annals of Dyslexia*, 53, 1-14.



# The Screening Process

- There were a total of 35 students who were screened for the Dyslexia Therapy program. These students were identified as having formal testing of dyslexia and Section 504 plans.
- All students were screened using benchmark measures of the Dyslexia Therapy program benchmark, fluency measures and sight word screeners to gain knowledge of instructional levels for each student.
- Grades as well as State test scores were also taken into consideration when evaluating each student for Dyslexia Therapy services.
- Families of each student were invited to a conference to discuss each student's therapy needs.



# Two-fold Approach

Once the screenings were complete, all data was collected and analyzed for each student. There were a total of eight measures used to determine what best suited each student's educational needs.

After analyzing the data, we were able to determine which students would be best suited for the Susan Barton program and which students would need more strategic support through the MC Dyslexia Therapy program.

Students who are receiving Barton and making progress will continue Barton services. Progress will be monitored weekly to make sure the students needs are being met.

If a student is unsuccessful in the Barton program, then it will be recommended that the student receive dyslexia therapy using the Orton-Gillingham/Alphabetic Phonics approach through the MC Dyslexia Therapy program.



# Components of Therapy

- **Phonological Awareness**
- **Alphabetic Principle**
- **Cursive Handwriting**
- **Phonetic Reading**
- **Fluency**
- **Reading Comprehension**
- **Vocabulary**
- **Spelling**
- **Oral Language**
- **Written Language**
- **Listening Comprehension**



Dyslexia Therapy services begin 9/11!