

Franklin Township School

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2014-2015

Franklin Township School District Dyslexia Screening Procedure

-Kindergarten through Second Grade teachers administer the DIBELS to all students three times per year, in conjunction with a Dyslexia Screening Questionnaire

-If the DIBELS test indicates the child is in need of intensive support (identified as a red square):

-The Reading Specialist will have a consultation with the classroom teacher regarding the DIBELS results, Dyslexia Screening Questionnaire, and classroom performance.

-Based on this, the following plans may be implemented:

1. Extra support in reading language arts in such programs as Project Read, Orton Gillingham or others with direct teaching of Phonics administered by the Reading Specialist/Basic Skills Teacher; or
2. Teacher Directed Phonics in the classroom (ie. Orton Gillingham and/or Small Group Instruction).
3. Fast For Word Computer-based Intervention and Support, grades 3-8.
4. Differentiation of Instruction, as required.
5. Modifications of classwork, homework, and tests as indicated.
6. In the event that a student is determined through the screening process to possess one or more potential indicators of Dyslexia or other reading disabilities, the Board of Education shall ensure that the student receives a comprehensive assessment for the learning disorder (P.L.2013, Chapter 210).
7. Possible I&RS referral and/or CST referral

*The screening process will be completed by the second semester of the Second Grade year.

October 9, 2014

STUDENT NAME: _____

TEACHER: _____

DATE: _____

FRANKLIN TOWNSHIP SCHOOL
DYSLEXIA SCREENING QUESTIONNAIRE

Circle the number of the statement that applies on the following:

1. Does student have trouble with sequence?
2. Does student have trouble with "critical symbols?" (d-b-p-q/ m-w/ u-n/ 6-9/ h-y)
3. Does the student form letters with a clockwise rather than counterclockwise motion?
4. Does the student skip punctuation cues?
5. Does the student have difficulty copying from the blackboard?
6. Is it impossible for the student to remember multiplication tables?
7. Does the student have trouble with many aspects of time (telling time, remembering birthday, days of the week, months of the year)?
8. Does the student have trouble following directions? Repetitively ask for repeats of directions? Require constant reminders of what to do?
9. In spelling, does the student transpose silent letters within words; have difficulty recalling the correct order of letters; misplace the silent e?
10. In math, does the student sometimes work left to right, when opposite direction is called for? Are processes reversed while computing? Are facts unorganized in story problems?
11. Does student sub-vocalize and use finger as a pointer? Does the student seem to require these cues?
12. Does the student have difficulty sounding out words phonetically, particularly new words. Ex. Giraffe- J/Er/A/F
13. Does the student spell words primarily by the way they sound rather than the way they are spelled?
14. Does the student either reverse letters when writing well after most children of similar age have stopped doing so or leave out letters in a word: ex. Swimng
15. Does the student incorrectly copy notes from the board by missing information, misspelling, or reversing information?
16. Does the student exhibit higher verbal ability that does not seem to match reading and/or writing ability?

17. When reading, does the student have difficulty keeping place, missing individual words, or whole lines?
18. Does the student make reading mistakes in letters, numbers or grammar, such as confusing "a" and "o" (pat, pot), "7" and "1" or not pausing for punctuation such as periods and commas?
19. Does the child exhibit unusual verbal mistakes in accurately recalling names of letters or identifying objects or mispronouncing words or common phrases?
20. Does the student have difficulty decoding single words (reading single words in isolation)?
21. Is the student slow in learning the connection between letters and sounds?
22. Does the student confuse small words- at/to, said/and, does/goes
23. Does the student make consistent reading and spelling errors including:
 - Letter reversals- d for b as in dog for bog
 - Word reversals- tip for pit
 - Inversions- m and w, u and n
 - Transpositions- felt and left
 - Substitutions- house and home
24. Does the child struggle with comprehension of age-appropriate reading material?

IMPLICATIONS OF RESULTS:

If you CIRCLED:

- Fewer than 4 questions, it is unlikely the student is dyslexic
- 4-6 questions, the possibility exists that the student is struggling with dyslexia
- 7 or more questions, it is highly likely that the student is struggling with dyslexia and a more in-depth evaluation is in order

CHAPTER 210

AN ACT concerning reading disabilities among public school students and supplementing chapter 40 of Title 18A of the New Jersey Statutes.

BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey*:

C.18A:40-5.1 Definitions relative to reading disabilities.

1. As used in this act:

“Potential indicators of dyslexia or other reading disabilities” means indicators that include, but shall not be limited to, difficulty in acquiring language skills; inability to comprehend oral or written language; difficulty in rhyming words; difficulty in naming letters, recognizing letters, matching letters to sounds, and blending sounds when speaking and reading words; difficulty recognizing and remembering sight words; consistent transposition of number sequences, letter reversals, inversions, and substitutions; and trouble in replication of content.

C.18A:40-5.2 Distribution of information on screening instruments.

2. a. The Commission of Education shall distribute to each board of education information on screening instruments available to identify students who possess one or more potential indicators of dyslexia or other reading disabilities pursuant to section 3 of this act. The commissioner shall provide information on the screening instruments appropriate for kindergarten through second grade students and on screening instruments that may be suitably used for older students. A board of education shall select and implement age-appropriate screening instruments for the early diagnosis of dyslexia and other reading disabilities.

b. The commissioner shall develop and distribute to each board of education guidance on appropriate intervention strategies for students diagnosed with dyslexia or other reading disabilities.

C.18A:40-5.3 Screening for dyslexia, other reading disabilities.

3. a. A board of education shall ensure that each student enrolled in the school district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using a screening instrument selected pursuant to section 2 of this act no later than the student's completion of the first semester of the second grade.

b. In the event that a student who would have been enrolled in kindergarten or grade one or two during or after the 2014-2015 school year

P.L.2013, Chapter 210

enrolls in the district in kindergarten or grades one through six during or after the 2015-2016 school year and has no record of being previously screened for dyslexia or other reading disabilities pursuant to this act, the board of education shall ensure that the newly-enrolled student is screened for dyslexia and other reading disabilities using a screening instrument selected pursuant to section 2 of this act at the same time other students enrolled in the student's grade are screened for dyslexia and other reading disabilities or, if other students enrolled in the student's grade have previously been screened, within 90 calendar days of the date the student is enrolled in the district.

c. The screening shall be administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities.

C.18A:40-5.4 Comprehensive assessment for the learning disorder.

4. In the event that a student is determined through the screening conducted pursuant to section 3 of this act to possess one or more potential indicators of dyslexia or other reading disabilities, the board of education shall ensure that the student receives a comprehensive assessment for the learning disorder. In the event that a diagnosis of dyslexia or other reading disability is confirmed by the comprehensive assessment, the board of education shall provide appropriate evidence-based intervention strategies to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary, and reading comprehension.

5. This act shall take effect immediately and shall first apply to the 2014-2015 school year; provided, however, that the Commissioner of Education shall take any anticipatory actions that the commissioner determines to be necessary and appropriate to effectuate the purposes of this act prior to the 2014-2015 school year.

Approved January 17, 2014.

Mini Matrix-Maker Results

con de per pro re sub trans		form <i>to pull</i>	a	tion	s
			ty		
ance					
ile					
ing					
ist					
ive					
mis		in	ed	ly	
			ion	ist	
			ma	tion	

Word sums (21)

in + form + ion

con + form + a + tion

per + form + ance

de + form + a + ty

de + form

in + form

in + form + ma + tion

con + form

trans + form

con + form + ist

mis + in + form

re + form + a + tion + s

re + form

re + form + ed

re + form + ist

re + form + ing

in + form + ed

de + form + ed + ly

sub + form + ive

pro + form + ion + ist

pro + form + ile

Steps to Spelling a Word

1. Identify any prefix or suffix.
2. Identify the base element (root).
3. Assemble the word using prefix, root, suffix.
4. Look for known spelling rules (drop the "e", double the final consonant, etc.)
5. Write the word.

A fantastic way to build roots and vocabulary is to use a root/base and build a word matrix with known suffixes and prefixes. You can make one of your own or you can use the Mini Matrix Maker on this site:

www.wordworkskingston.com. Scroll all the way to the bottom of the page to Key Links and find the matrix maker. You type in the affixes and root you want to use and the site does the rest. To get a list of words contain your chosen root go down to the bottom and click on "word searcher."

Common Beginning Greek Roots

- (aero-) - air (aerobics, aerodynamics)
- (arch-) - ruler, leader (archbishop, archenemy)
- (bio-) - life (biology, biopsy)
- (biblio-) - book (bibliography, bible)
- (chron-) - time (chronological, chronicle)
- (graph-; gram-) - write (grapheme, grammar)
- (hydro-) - water (hydrant, hydrogen)
- (meter-) - measure (metering, meterage)
- (micro-) - small (microscope, microorganism)
- (ortho-) - straight, right (orthodontist, orthopedist)
- (path-) - feeling (pathogen, pathetic)
- (ped-) - child (pediatric, pediatrician); (ped-) Latin - foot (pedicure, pedestal)
- (phon-) - sound (phoneme, phonology)
- (photo-) - light (photograph, photosensitive)
- (pod-) - foot (podiatrist, podium)
- (poli-) - city (police, political)
- (psych-) - mind, soul (psychology, psychopath)
- (sci-) - know (science, sciolism)
- (tele-) - distant (telegraph, telephone)

Common Ending Greek Roots

- (-crat; -cracy) - rule (democracy, autocrat)
 - (-cycle) - circle, ring (bicycle, recycle)
 - (-meter) - unit of measure (perimeter, chronometer)
 - (-ology) - study of (biology, physiology)
 - (-sphere) - round solid geometric figure (atmosphere, hemisphere)
 - (-scope) - to watch, to see (microscope, telescope)
- Let's look at all of the components of a weekly lesson plan when teaching one or more roots.

Both affixes and roots provide the key to unlock the meaning of hundreds of thousands of words.

Prefixes

- * (a-) - not
- (a-) - not
- 18 (anti-) - against
- (co-) - together
- (con-) - with
- (contra-) - against, opposite
- 14 **(de-) - not, away, opposite
- 4 **(dis-) - not, opposite
- 5 *(en-; em-) - in, within
- (e-; ex-) - out, away
- 13 *(fore-) - before
- 3 **(in-; im-) - in, within
- 3 *(in-) - not (vr)
- 12 *(inter-) - among, between
- *(mal-) - bad
- 19 (mid-) - middle
- 9 **(mis-) - bad, wrong
- 6 *(non-) - not
- 8 *(over-) - exceed, be above
- (post-) - after
- 11 **(pre-) - before
- (pro-) - forward
- 2 **(re-) - again, back
- 17 (semi-) - half
- 10 *(sub-) - below, under
- 16 (super-) - above
- 15 *(trans-) - across
- ** (un-) - not
- (un-) - reversal
- 1
- 20 (under-) - too little, below

Suffixes

- 7 *(-able;-ible) - is, can be
- 8 *(-al; ial) - having characteristics of
- (-ant) - on who
- (-ate) - state of quality of
- 2 *(-ed) - past
- 15 *(-en) - to make
- 5 *(-er; -or) - one who, more (cer) (case comparative)
- 20 *(-est) - the most
- 18 *(-ful) - full of
- 13 *(-ic) - having characteristics of
- (-ile) - state or quality of
- 3 *(-ing) - action or process
- 6 *(-ion; -sion; -tion) - state or condition
- (-ist) - one who practices
- 11 *(-ity; ty) - state of
- 17 *(-ive) - inclined to (ative) (itive)
- 19 *(-less) - without
- 4 *(-ly) - in a specified manner
- 12 *(-ment) - action or process of
- 10 *(-ness) - state of, condition of
- *(-or) - one who
- 14 *(-ous) - full of (leous) (lous)
- *(-ses) - plural
- 1 *(-s; -es) - plural (s)
- 9 *(-y) - characterized by, being or having

* Most frequently used prefixes, suffixes, and endings, they account for 80% of all prefixed and suffixed words.

** Most common prefixes found with Anglo - Saxon/Germanic words.