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EDUCATION
Part XXXV. Bulletin 1903—Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students

Chapter 1. Forward

§101. Forward

A. It is vital that our state provide an opportunity for all students to reach their maximum potential. This publication represents a major step forward in the implementation of R.S. 17:7(11), Louisiana's law for identification and services within the regular education program for students demonstrating characteristics of dyslexia.

B. Act 854 of the 1990 Regular Legislative Session R.S. 17:7(11) requires that the Board of Elementary and Secondary Education:

1. provide for the screening and assessment of certain students for characteristics of dyslexia and related disorders;
2. provide duties for local school boards;
3. provide for the remediation of any student determined to have characteristics of dyslexia or a related disorder;
4. provide definitions;
5. provide guidelines and standards for the implementation of the law.

C. Many of the characteristics associated with dyslexia are found in children with other specific learning disabilities or with speech and spoken language disorders. Some of the characteristics may be present in certain young children in the course of normal development. When these characteristics are not age-appropriate and interfere with learning, they may be symptoms of a language or learning disorder, including dyslexia, and the child may need specialized instruction in academic or related areas.

D. To fulfill the mandates of this law, in 1990, the Department of Education convened planning groups comprised of parents, educators, and related professional and parent association representatives. Numerous areas of education were represented, including Elementary and Secondary Education, Student Services, Chapter 1, Pupil Accountability, Teacher Certification, and Special Education. This planning group reviewed current research findings and evaluation procedures as well as programs used in other states and districts. As a result, this planning group developed Bulletin 1903 that included a five-step process for the evaluation and determination of programs for students suspected of having this disability.

E. This bulletin was reviewed and revised in 1993 to reflect changes made in the law. A third review was completed in 1999 by a group which included parents, educational diagnosticians, school psychologists, speech/language pathologists, reading specialists, and other educators in regular and special education.

F. Louisiana is committed to providing a free and appropriate education for all students, regardless of the severity or type of disability. The Board of Elementary and Secondary Education and the Department of Education are grateful to those persons who have worked so diligently to formulate these regulations and guidelines.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:249 (February 2000).

§103. State Board of Elementary and Secondary Education

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J. Ms. Leslie Jacobs

K. Mr. Paul Pastorek

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:249 (February 2000).


§301. The Louisiana Law for the Education of Dyslexic Students

A. Added by Acts 1990, No. 854.1, amended by Acts 1992, No. 1120.1, effective July 14, 1992. To enact R.S. 17:7(11), relative to the duties, functions, and responsibilities of the Board of Elementary and Secondary Education; to require the Board of Elementary and Secondary Education to provide for testing of certain
students for dyslexia and related disorders; to provide duties for local school boards: to provide remediation of any student determined to have dyslexia or a related disorder; to provide definitions; to provide guidelines and standards; and to provide for related matters. Be it enacted by the legislature of Louisiana.

1. Section 1. R.S. 17:7(11) is hereby enacted to read as follows: §7. Duties, Functions, and Responsibilities of the Board.

2. In addition to the authorities granted by R.S. 17:6 and any powers, duties, and responsibilities vested by any other applicable laws, the board shall:
   a. adopt and provide for the implementation of a program under which students enrolled or enrolling in public schools in this state are tested for dyslexia and related disorders as may be necessary. Such program shall conform to the criteria and minimum standards established by the Council for Learning Disabilities. The program shall provide that upon the request of a parent, student, school nurse, classroom teacher, or other school personnel who has reason to believe that a student has a need to be tested for dyslexia, such student shall be referred to the school building level committee for review and referral to pupil appraisal for appropriate services;
   b. in accordance with the program adopted by the board, the city and parish school boards shall provide remediation for children with dyslexia or related disorders in an appropriate multi-sensory, intensive phonetic, synthetic to analytic phonics, linguistic, meaning based, systematic, language-based regular education program. For those students who are not dyslexic and who do not qualify for special education services, other appropriate programs shall be offered to remediate their particular physical or educational disorders;
   c. the Department of Education, by not later than January 31, 1991, shall make recommendations to the board for the delivery and funding of services to students who are identified as dyslexic, but do not qualify for services under the criteria of eligibility of Bulletin 1508, the Pupil Appraisal Handbook;
   d. for the purposes of this Paragraph:
      i. DyslexiaXa language processing disorder which may be manifested by difficulty processing expressive or receptive, oral or written language despite adequate intelligence, educational exposure, and cultural opportunity. Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling.
      ii. Related DisordersXdisorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.
definitions, and that the board provide guidelines and standards for the implementation of the law, and to provide for related matters.

4. Local education agencies must adhere to the process contained within this Bulletin for assessment and placement for students suspected of having characteristics of dyslexia. Adherence to these guidelines will provide for consistency in the implementation of these laws.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:250 (February 2000).

Chapter 5. Implementation of R.S. 17:7(11)


A. Introduction to Guidelines

1. This copy of the Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students R.S. 17:7(11) is provided so that LEAs will have a reference for understanding the ramifications, regulations, and school system guidelines for identifying and providing appropriate educational opportunities for the students of Louisiana with characteristics of dyslexia.

2. The Guide is being distributed to all local school systems and is available from the Department of Education. It was prepared with the following principle in mind. Though students with characteristics of dyslexia have unique and often challenging educational needs, they also have potential to make important contributions to our society. Their special learning needs should and must be addressed by the public school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:251 (February 2000).

§503. School System and School Building Responsibilities

A. According to R.S. 17:7(11), each school system and each school building within a system has specific responsibilities for the implementation of the law.

1. School System Responsibilities:

   a. to create and adopt school system policies and procedures for implementation of the law in accordance with Bulletin 741;

   b. to assure ongoing public notice regarding the system's obligations toward students with characteristics of dyslexia;

   c. to provide informational training about dyslexia for system representatives, teachers, and administrators on an annual basis;

   d. to assure that each school within the system selects personnel to oversee the assessment process for determination of program eligibility;

   e. to assure that programs for students with characteristics of dyslexia meet the state criteria and follow the guidelines;

   f. to assure that each school within the system follows the regulations for implementation of the law by providing for the academic needs of students identified as having characteristics of dyslexia or related disorders.

2. School Building Responsibilities:

   a. to select a school building level committee knowledgeable about the student and the persons who will oversee the assessment and programming process;

   b. to select a chairperson of the committee who will be responsible for gathering information, maintaining records, calling meetings, monitoring progress, disseminating information to the committee, teachers and parents, and overseeing all other aspects of implementation of R.S. 17:7(11);

   c. to assure that teachers are aware of the state regulations regarding dyslexia, the characteristics of dyslexia, and the school system's policies for implementation of the assessment and programming process;

   d. to provide training so that teachers are knowledgeable about and can implement specialized instructional interventions and strategies for students with characteristics of dyslexia within the regular classroom;

   e. to plan for and implement a program for students identified as demonstrating characteristics of dyslexia according to the assessment and programming process.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:251 (February 2000).

§505. Requirements for Implementation of R.S. 17:7(11)

A. Since the fall of 1992 and thereafter, school systems are required to have implemented all aspects of R.S. 17:7(11). According to the revised Bulletin 1903, each LEA will:

1. continue public notice regarding the system's obligations toward students with characteristics of dyslexia and give notice of the school system's specific implementation plan;

2. ensure that teachers and administrators are aware of the state regulations regarding dyslexia, the characteristics of dyslexia, and the school system's policies for implementation of the law;

3. provide training so that teachers are knowledgeable about and can implement Multisensory Structured Language Programs and instruction for students with characteristics of dyslexia within the classroom;
4. implement a program for students identified as having characteristics of dyslexia.

B. Factors which may contribute to the characteristics of dyslexia are as follows:
   1. family history of similar problems;
   2. late in learning to talk;
   3. receptive language skills are typically better than expressive;
   4. difficulty in processing both oral and written language. May also affect foreign language acquisition;
   5. difficulty in learning to write the alphabet correctly in sequence;
   6. cramped or illegible handwriting;
   7. late in establishing preferred hand for writing;
   8. late in learning right and left and other directionality components: e.g., up-down, front-behind, over-under, east-west and others;
   9. problems in learning the concept of time and temporal sequencing: e.g., yesterday, tomorrow, days of the week, and months of the year;
   10. reversal of letters or sequences of letters that are not developmentally appropriate;
   11. difficulty in learning to decode and comprehend age-appropriate written information;
   12. slow reading speed;
   13. difficulty learning sound-letter correspondence;
   14. difficulty in learning and remembering printed words;
   15. repeated erratic spelling errors;
   16. error proneness in reading;
   17. word substitutions in oral reading;
   18. difficulty identifying, blending, segmenting and manipulating phonemes; and
   19. losing ground on achievement or intelligence tests.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:252 (February 2000).
ix. screening specialists (according to Regulations for the Implementation of Act 1120 R.S. 17:392.1 & 392.3); and

x. school social worker.

C. Data Gathering and Review

1. Upon request, the first action by the committee shall be to gather data about the student and to establish a profile of the total child from the standpoint of school and home.

2. Data gathered will include, but not be limited to, the following:
   a. health information;
      i. vision and hearing screening (current within 24 months); and
      ii. medical/health history;
   b. academic, cognitive, and behavioral information:
      i. cumulative record review;
      ii. academic progress reports;
      iii. teacher reports of aptitude, behavior, and concerns;
      iv. CRT/NRT and/or any other standardized test scores;
      v. informal testing, such as curriculum-based assessment;
      vi. types of interventions used in the regular program;
      vii. samples of the student's work; and
      viii. achievement motivation information;
   c. speech and language information (including assessment of phonological awareness);
   d. additional information from the parents and other sources, (e.g., the student's need for extensive outside help and the extent of student effort, etc.);
   e. documentation of the use of pre-referral specialized instructional interventions and strategies used with the student.

D. Instructional Interventions and Strategies

NOTE: If extensive specialized instructional interventions and strategies have been implemented and documented, the committee may proceed to the choice of options below.

1. Additional specialized instructional interventions and strategies to be implemented in the education setting should be recommended by the committee for the student.

2. Intervention results shall be recorded and reported to the committee. The committee will choose one of the four options below:
   a. assess student for characteristics of dyslexia; or
   b. continuation of specialized instructional interventions and strategies that were successful.

Documentation shall remain in the student's cumulative records. The assessment process for dyslexia may be terminated at this point if the committee, including the parent, is in agreement; or

c. if a student is suspected of having a disabling condition under the IDEA, the student shall be referred for an individual evaluation to determine eligibility for special educational services; or

d. determine that the child's needs can be met in the regular classroom without further strategies or interventions, for the present time.

NOTE: Because the characteristics of dyslexia may not be currently evident and may emerge at a later date, this decision-making process may be repeated based on a student's need.

E. Procedural Safeguards for Assessment

1. An assessment plan shall be developed by the committee. Documentation shall be kept on the assessment plan and subsequent activities.

2. The parent shall be contacted and informed about the assessment. Informed consent (permission) for assessment is required, and all rights of the parents must be explained.

3. The assessment procedures shall be conducted by appropriately trained local education agency (LEA) personnel as described in the assessment plan.

4. The assessment shall include multi-source data and shall be conducted with valid and reliable instruments. Tests and other assessment materials must have been validated for the specific purpose for which they are used and must be administered in conformance with the instructions provided by their producer [34 CFR 104.35 (b) 1-3].

5. Tests and other assessment materials must include those tailored to assess specific areas of educational need, not those designed merely to provide a single intelligence quotient.

6. Tests shall be selected and administered to ensure that the results accurately reflect the student's aptitude or achievement level rather than reflect only the student's impaired skills (except where those skills are the factors the test purports to measure). Careful attention must be given to test selection and administration for students with impaired sensory, manual, or speaking skills.

7. Tests and other assessment procedures and materials shall be used in such a manner as to be free of racial, cultural, language, or sex bias.

8. A written notice of findings, signed by the committee, shall be given to the parents and a copy shall be maintained in the student's cumulative folder.

9. A referral to Pupil Appraisal Services is required if, during the assessment process, disabling conditions (including a specific learning disability such as dyslexia) under IDEA is suspected.

F. Required Components of the Assessment
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1. A Review of Data Gathered and Relevant Information Provided from Other Sources

   NOTE: Any private evaluation presented by the parent must be considered by the school system's pupil appraisal staff for review and interpretation within 10 operational days.

2. A Review/Assessment of Cognitive Ability

3. An Assessment of Language Skills
   a. Phonological Awareness
   b. Receptive and Expressive Language
      i. Listening
      ii. Oral Expression (word finding, sequencing, etc.)
   iii. Written Expression (spelling, mechanics, coherence, etc.)
   iv. Dysgraphia
   v. Reading [real word and non word (nonsense word) word attack skills, reading comprehension, and reading rate]
   c. An Assessment of Mathematics Skills
      i. Computation
      ii. Word Problems
   d. A Review/Assessment of General Behavioral Characteristics
      i. Attention Span
      ii. Self-Esteem
      iii. Social Skills
      iv. Other
   e. A Family Interview
      i. Family History (Including that of the Student) of Reading or Other Language-Based Learning Difficulties Such as Dyslexia
      ii. Extent of Assistance Provided to the Student Outside of School
      iii. Extraordinary Effort of the Student

G. Determination of Program Eligibility

1. A student shall be determined to have characteristics of dyslexia if the following criteria are met.
   a. The student has adequate intelligence demonstrated through performance in the classroom appropriate for the student's age, or on standardized measures of cognitive ability.
   b. The student demonstrates difficulties in areas which are often unexpected in relation to age, previous instruction, and other cognitive and academic abilities. The student has had extensive remediation/assistance in order to maintain grades. However, deficits were evident prior to remediation. The student must demonstrate at least five out of six of the following characteristics:
      i. lack of or limited phonological awareness;
      ii. common error patterns in reading and learning behaviors, such as:
         a. reading, decoding inaccuracies in single words and nonsense words (e.g., detached syllables);
         b. slow reading rate;
         c. omissions of, or substitutions of, small words (e.g., a/the, of/for/from, three/there);
         d. reduced awareness of patterns in words;
         e. difficulties generalizing word and language patterns;
      iii. language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities;
         iv. errors in spontaneous spelling;
         v. spontaneous written language is very simple or poor in comparison to spoken language; and
         vi. spontaneous written language shows poor organization and mechanics.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:252 (February 2000).

Chapter 9. Multisensory Structured Language Regular Education Program

§901. Program

A. Program Criteria

   NOTE: The LEA shall be responsible for ensuring that the program provided for students who have been determined to have characteristics of dyslexia meets the criteria of R.S. 17:7(11), the Louisiana Dyslexia Law.

B. The Multisensory Structured Language Program(s) shall consist of specific program content and a delivery system as described below.

   1. Content Components
      a. Language-BasedXa program that provides instruction that integrates all aspects of language:
         i. receptive (listening and reading);
         ii. expressive [(oral expression (word finding, sequencing), written expression (spelling, mechanics, coherence)];
         iii. handwriting.
      b. Phonological AwarenessXan understanding that words are made up of individual speech sounds and that those sounds can be manipulated.
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i. Rhyming
ii. Recognition of Initial, Final and Medial Sounds
iii. Recognition of Vowel Sounds
iv. Recognition and Identification of the Number of Syllables in a Word
v. Sound Blending of Phonemes (sounds) in Words and Detached Syllables
vi. Phoneme Segmentation of Real Words and Detached Syllables
vii. Phoneme Manipulation
c. Phonetic

C. Instructional Methodology for Students with Characteristics of Dyslexia (Delivery of Instructional Content)

1. Direct instruction with student-teacher interaction and diagnostic teaching.
2. Simultaneous Multisensory

D. Synthetic phonics teaches students the sounds of the letter first and then combines or blends these sounds to create words.

1. Systematic
2. Sequential
3. Cumulative
4. Individualized
5. Automaticity of Performance

E. Multisensory Structured Language Program Implementation

1. Multisensory Structured Language Programs are to be routinely provided within the regular school day, a minimum of 150 minutes per week:
   a. regular class placement with Multisensory Structured Language Programming;
   b. out-of-class placement in a Multisensory Structured Language Program;
   c. individual or small group instruction in a Multisensory Structured Language Program;
   d. a combination of these options or any additional arrangements that may be developed by the committee.
Chapter 11. Glossary

§1101. Terminology of the Bulletin

Accommodation
Any technique that alters the academic setting or environment. An accommodation generally does not change the information or amount of information setting or environment. An accommodation generally does not change the work format or amount of work required of other students in the same class. A modification required in some way that makes it different from the work required of students. It encourages and facilitates academic success.

Analytic Phonics
Uses prior knowledge of letters and their corresponding sounds to form new words.

Assessment
The act or process of gathering data in order to better understand the strengths and weaknesses of student learning as by observation, testing, interviews, etc.

Automaticity
Fluent processing of information that requires little effort or attention, as sight word recognition.

Balanced Reading Approach
The availability of a variety of programs which include phonology, phonemic awareness, phonics, syntax, morphology, fluency, and reading comprehension.

Constitutional Origin
Relating to the origin of the dyslexic student's disability. The nature of the disability does not result from injury, but rather is of an inborn nature.

Developmental Auditory Imperception
Difficulties in perceiving and using what is heard. The student may have difficulty with auditory processing, auditory discrimination, and learning sound-symbol associations.

Dysgraphia
Difficulty with producing written symbols, usually resulting in slow and poor quality handwriting.

Dyslexia
One of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing abilities. These difficulties in single word decoding are often unexpected in relation to age and other cognitive and academic abilities; they are not the result of generalized developmental disability or sensory impairment. Dyslexia is manifested by variable difficulty with different forms of language, often including, in addition to problems in reading, a conspicuous problem with acquiring proficiency in writing and spelling. (NICHD)

Dysphasia
Severe difficulty with expressive and receptive oral language.

Evaluation
The in-depth process of review, examination, and interpretation of intervention efforts, test results, interviews, observations, and other assessment information relative to predetermined criteria.

Expressive Language
The act of conveying information through writing, speaking, or gesturing.

Fluency
Clear, easy, written or spoken expression of ideas.

Grapheme (Sound)
A written or printed representation of a phoneme (e.g., t, i, z).

IDEA
Individuals with Disabilities Education Act (Public Law 105-17); the special education law.

Intensive Phonics
A combination of analytic phonics and synthetic phonics.

Modification
Any technique that alters the work required in some way that makes it different from the work required of other students in the same class. A modification generally does change the work format or amount of work required of students. It encourages and facilitates academic success.

Morpheme
The smallest unit of meaning in language (e.g., s, ed, play).

Multisensory Structured Language Program
The type of program that is mandated by R.S. 17:7(11), the Louisiana Law for the Education of Dyslexic Students, or students found to have characteristics of dyslexia (refer to page 7 for specific program components).

Phoneme
The smallest unit of sound capable of signaling semantic distinction or meaning (e.g., /sh/-/l/-/p/).

Phoneme Manipulation
Dropping, adding, or moving phonemes to create new words or detached syllables.

Phoneme Segmentation
The ability to separately articulate the sounds of a spoken word in order.

Phonemic Awareness
The awareness that spoken words or syllables can be divided into a sequence of phonemes. Phonemic awareness pertains to the rule system and is a subcategory of phonological awareness.

Phonics
An approach to the teaching of reading and spelling that stresses symbol-sound relationships, especially in beginning reading instruction.

Phonological Awareness
Understanding that words are made up of individual speech sounds as distinct from their meaning and that those sounds can be manipulated.

Applicability; City and Parish School System; Duties

It is the intention of the Legislature that the costs relative to the implementation of the provisions of this Section shall be covered by funds appropriated by the state. Such funds shall include those appropriated pursuant to the Minimum Foundation Program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.

Chapter 13. Regulations for the Implementation of R.S. 17:392.1 and 392.3

§1301. Part VI-A. Screening and Intervention for School Success

A. R.S. 392.1. Screening and Intervention; Purpose; Applicability; City and Parish School System; Duties

1. R.S. 392.1. The legislature acknowledges that identification of and adjustment to the individual characteristics that affect a child's learning style will improve a child's opportunity to succeed in school. Some of the characteristics that children bring to school with them are products of learning disorders and/or social or emotional risk factors that, if identified, acknowledged, and addressed can be mitigated or alleviated.

2. It is the purpose of this Part to intervene with regard to any impediments to a successful school experience that exist for children as early as possible in their schooling and to bring to bear all resources that can be made available in a school setting to address any difficulty a child may have and make it possible for him to begin school ready and able to learn.

3. Every child in public school in grades kindergarten through third shall be screened, at least once, for the existence of impediments to a successful school experience. No child shall be screened if his parent or tutor objects to such screening.

4. Such impediments shall include:
   a. dyslexia and related disorders, as defined in R.S. 17:7(11);
   b. attention deficit disorder;
   c. social and environmental factors that put a child "at risk" as that term has been defined by the state Department of Education, pursuant to R.S. 17:7.5.A.

5. In doing such screenings, a priority shall be placed on screening any student referred for screening, pursuant to R.S. 17:7(11); however, if a child is so referred, a screening for all other impediments shall be done at the same time.

6. Screenings as required by R.S. 392.1 shall have one or more of the following results:
   a. no indication of need for services;
   b. indication of need for services to ameliorate the effect of a possible learning disorder;
   c. indication of need for assistance to ameliorate the effect of a possible at-risk factor;
   d. referral for further evaluation for the existence of eligibility for the receipt of special education services.

7. Children in need of services and/or assistance shall have it provided to them. Services for disorders shall be provided in accordance with R.S. 17:7(11). Children who are referred for further evaluation shall be provided further evaluation in accordance with Chapter 8 of this Title. Children who are in need of assistance shall have it provided to them in accordance with this Part.

8. The screenings required by R.S. 392.1 shall be done directly by elementary guidance counselors, pupil appraisal personnel, teachers, or any other professional employees of the school system who have been appropriately trained, all of whom shall operate as advocates for the children identified as needing services or assistance pursuant to this Part. No screenings shall be done by persons who have not been trained to do such screenings, consistent with the requirements established for such training by the state Board of Elementary and Secondary Education.

B. R.S. 392.3. Implementation

1. It is the intention of the Legislature to include all students in this Part. No screenings shall be done by persons who have not been trained to do such screenings, consistent with the requirements established for such training by the state Board of Elementary and Secondary Education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), R.S. 17:392.1 and 392.3.
§1303. Introduction

A. Guidance Counselors/Screening Specialists Qualifications and Training Requirements:

1. Act 1120 of the 1992 Regular Legislative Session [R.S. 17:392.1 & 392.3] requires Local Educational Agencies to intervene as early as possible in every child's school career to reduce any impediments to a successful school experience;

2. the Board of Elementary and Secondary Education at its January 1995 meeting adopted regulations for the implementation of R.S. 17:392.1 & 392.3. Qualifications and training requirements of guidance counselors/screening specialists were adopted pursuant to this law;

3. the main points of this law are as follows:
   a. every child in grades K-3 will be screened, at least once, for dyslexia and related disorders, ADD/ADHD, and social and emotional "at risk" factors;
   b. no child shall be screened if his parent(s) or tutor objects to such screening;
   c. screening shall be conducted by elementary school guidance counselors, pupil appraisal personnel, teachers, or any other trained employee of the school;
   d. screening shall not be conducted by personnel who have not been trained consistent with requirements established by the Board of Elementary and Secondary Education;
   e. each city/parish school system shall employ at least one guidance counselor and/or screening specialist for every 800 students in the elementary school;
   f. the costs of implementation shall be provided through the N4FP.

NOTE: LEAs that can document completed training as specified in the law prior to acceptance of this document will be considered to have met these requirements.

B. Qualifications for Screening Specialist/Guidance Counselors Pursuant to Act 1120 of the 1992 Legislative Session

1. Guidance Counselors:
   a. certification in elementary guidance;
   b. ability to work with teachers and other professionals who serve as advocates for children.

2. Classroom Teachers:
   a. certification in elementary grades or special education;
   b. ability to work with teachers and other professionals to serve as advocates for children;
   c. a minimum of three years classroom experience.

3. Pupil Appraisal Personnel and/or Other Professionals:
   a. certification or licensure as appropriate and approved by the state Department of Education;
   b. ability to work with teachers and other professionals who serve as advocates for children.

4. Numbers 2 and 3 will be called:
   a. Screening Specialists; teachers, pupil appraisal personnel under their supervision or by such other professional employees of the school system as have been appropriately trained, all of whom shall be included within the term "guidance counselor" as used in this Part.

C. Training Requirements

1. A minimum of 18 clock hours of training in the following is required.
   a. Identification and Knowledge of the Following (4 hours):
      i. Characteristics of ADHD;
      ii. Characteristics of Dyslexia and related disorders pursuant to R.S. 17:7 (11);
      iii. Characteristics of Social and Emotional "At Risk" Factors;
   b. Use of Appropriate Screening Instruments (6 hours):
      i. Kindergarten Screening Instrument(s)XState Approved/to Determine Developmental Strengths and Needs;
      ii. ADHD Checklist;
      iii. Social/Emotional Factors "At Risk" Checklist;
      iv. Informal Reading/Language Inventories;
      v. Rapid Automatic Naming Tests;
      vi. Written Language Samples;
      vii. Informal Mathematical Assessment;
      viii. Norm-Reference Tests;
   c. Administration and Interpretation of LEA Selected Screening Instruments
      i. Training of Personnel to Administer Instruments;
      ii. Interpret Screening Results;
   d. Operation and Procedures of School Building Level Committee (3 hours):
      i. Membership;
      ii. Referral Process;
      iii. Interventions in the Classroom;
      iv. Documentation;
      v. Decision-Making Process 1903, 504, 1508 (if warranted);
   e. Selection of Appropriate Classroom Strategies, Accommodations and Modifications (4 hours):
      f. Child Advocacy (1 hour);

NOTE: The number of hours in each area has been documented. Re-training is not necessary if any previous training can be documented within the last three years.
D. Characteristics associated with dyslexia and related disorders:
   1. lack of or limited phonological awareness;
   2. common error patterns in reading and learning behaviors, such as:
      a. reading decoding inaccuracies in single words and nonsense words (e.g., detached syllables);
      b. slow reading rate;
      c. omissions of, or substitutions of, small words (e.g., a/the, of/for/from, three/there);
      d. reduced awareness of patterns in words;
      e. difficulties generalizing word and language patterns.
   3. language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities;
   4. errors in spontaneous spelling;
   5. spontaneous written language is very simple or poor in comparison to spoken language;
   6. spontaneous written language shows poor organization and mechanics.


7. Additional factors which may contribute to the above characteristics:
   a. family history of similar problems;
   b. late in learning to talk;
   c. receptive language skills are typically better than expressive;
   d. difficulty in finding the "right" word when speaking;
   e. difficulty in processing both oral and written language. May also affect foreign language acquisition;
   f. difficulty in learning to write the alphabet correctly in sequence;
   g. cramped or illegible handwriting;
   h. late in establishing preferred hand for writing;
   i. late in learning right and left and other directionality components such as up-down, front-behind, over-under, east-west and others;
   j. problems in learning the concept of time and temporal sequencing: e.g., yesterday, tomorrow, days of the week, and months of the year;
   k. reversal of letters or sequences of letters that are not developmentally appropriate;
   l. difficulty in learning to decode and comprehend age appropriate written information;
   m. slow reading speed;
   n. difficulty learning sound-letter correspondence;
   o. difficulty in learning and remembering printed words;
   p. repeated erratic spelling errors;
   q. error proneness in reading;
   r. word substitutions in oral reading;
   s. difficulty identifying, blending, segmenting and manipulating phonemes;
   t. losing ground on achievement or intelligence tests.

E. Characteristics of attention deficit disorders:
   1. often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities;
   2. often has difficulty sustaining attention in tasks or play activities;
   3. often does not seem to listen when spoken to directly;
   4. often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions);
   5. often has difficulty organizing tasks and activities;
   6. often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework);
   7. often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools);
   8. is often easily distracted by extraneous stimuli;
   9. is often forgetful in daily activities;
   10. often fidgets with hands or feet or squirms in seat;
   11. often leaves seat in classroom or in other situations in which remaining seated is expected;
   12. often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to feelings of restlessness);
   13. often has difficulty playing or engaging in leisure activities quietly;
   14. is often "on the go" or often acts as if "driven by a motor";
   15. often talks excessively;
   16. often blurts out answers before questions have been completed;
   17. often has difficulty awaiting turn;
   18. often interrupts or intrudes on others (e.g., butts into conversations or games).
F. Definition of Otherwise At-Risk Students

1. Students at-risk are those who are experiencing difficulty with learning, school achievement, progress towards graduation from high school, and/or preparation for employment because of social, emotional, physical and mental factors. Students are defined as being at-risk when they are:
   a. performing at an inappropriate developmental level;
   b. one or more years behind in the basic skill levels in language arts and/or math;
   c. have been retained academically one or more years;
   d. have exhibited excessive absenteeism from school;
   e. come from low socioeconomic level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:256 (February 2000).

§1305. Instruments for Identification and Screening

<table>
<thead>
<tr>
<th>Test Cognitive Ability</th>
<th>Publisher</th>
<th>Cost</th>
<th>Admin. Time</th>
<th>Ease</th>
<th>Age Level</th>
<th>Score Time</th>
<th>Types of Scores</th>
<th>Admin. Qualif.*</th>
<th>Lang.</th>
<th>Global or Dyslexia Spec.</th>
<th>Indiv. Group</th>
<th>Assess or Screen</th>
<th>Min. 1903 Criteria</th>
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<tr>
<td>Wechsler Adult Intelligence Test-III (WAIS-III)</td>
<td>Psychological Corporation</td>
<td>$548</td>
<td>$65/25</td>
<td>75 min.</td>
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<td>16 - 89</td>
<td>30 min.</td>
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<td>C-Level</td>
<td>English/Spanish</td>
<td>Global</td>
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<td>4 - 90</td>
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<td>Global</td>
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<td>$23/25</td>
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<td>English</td>
<td>Global</td>
<td>Indiv. Screen</td>
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</tbody>
</table>

*Level AXUser has completed at least one course in measurement, guidance, or related discipline or has equivalent supervised experience in test administration and interpretation.

*Level BXUser has completed training in measurement, guidance, individual psychological assessment or special appraisal methods appropriate for a particular test.
<table>
<thead>
<tr>
<th>Test Achievement Reading-Decoding</th>
<th>Publisher</th>
<th>Cost</th>
<th>Admin Time</th>
<th>Ease</th>
<th>Age Level</th>
<th>Score Time</th>
<th>Types of Scores</th>
<th>Admin. Qualif</th>
<th>Lang.</th>
<th>Global or Dyslexia Spec.</th>
<th>Indiv. or Group</th>
<th>Assess or Screen</th>
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<td>English</td>
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<td>English/ Spanish</td>
<td>Global</td>
<td>Indiv.</td>
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<td>American Guidance Service</td>
<td>$280</td>
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<td>5 - 18</td>
<td>20 min.</td>
<td>Standard</td>
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<td>Standard</td>
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<td>Woodcock Reading Mastery Test - Revised</td>
<td>American Guidance Service</td>
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<td>Indiv.</td>
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<td>Psychological Corporation</td>
<td>$239</td>
<td>45 - 60 min.</td>
<td>Mod</td>
<td>5 - 19</td>
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<td>English</td>
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<td>7 - Adult</td>
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<td>Publisher</td>
<td>Cost</td>
<td>Admin Time</td>
<td>Ease</td>
<td>Age Level</td>
<td>Score Time</td>
<td>Types of Scores</td>
<td>Admin. Qualif</td>
<td>Lang.</td>
<td>Global or Dyslexia Spec.</td>
<td>Indiv. or Group</td>
<td>Assess or Screen</td>
<td>Min. 1903 Criteria</td>
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<td>Riverside</td>
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<td>English/ Spanish</td>
<td>Global</td>
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<td>Assess</td>
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<td>Mod</td>
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<td>20 min.</td>
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<td>Global</td>
<td>Indiv.</td>
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<td>American Guidance Service</td>
<td>$170</td>
<td>45 min.</td>
<td>Mod</td>
<td>5 - 18</td>
<td>15 min.</td>
<td>Standard</td>
<td>B-Level</td>
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<td>Assess</td>
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<td>Mod</td>
<td>5 - 19</td>
<td>20 min.</td>
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<td>B-Level</td>
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<td>B-Level</td>
<td>English</td>
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<td>Test Math Computation</td>
<td>Publisher</td>
<td>Cost</td>
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<td>Age Level</td>
<td>Score Time</td>
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<td>Lang.</td>
<td>Global or Dyslexia Spec.</td>
<td>Indiv. or Group</td>
<td>Assess or Screen</td>
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<td>Screen</td>
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<td>Riverside</td>
<td>$254</td>
<td>1 hour</td>
<td>Mod</td>
<td>2 - 90</td>
<td>20 min.</td>
<td>Standard</td>
<td>B-Level</td>
<td>English/ Spanish</td>
<td>Global</td>
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<td>Screen</td>
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<tr>
<td>Kaufman Test of Educational Achievement (K-TEA)</td>
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<td>Mod</td>
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<td>Screen</td>
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<td>Wechsler Individual Achievement Test (WIAT)</td>
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<td>Mod</td>
<td>5 - 19</td>
<td>20 min.</td>
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<td>Ease</td>
<td>Age Level</td>
<td>Score Time</td>
<td>Types of Scores</td>
<td>Admin. Qualif *</td>
<td>Lang.</td>
<td>Global or Dyslexia Spec.</td>
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<td>20 min. Easy 5 - 21</td>
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<th>Math Applications</th>
<th>Publisher</th>
<th>Cost</th>
<th>Admin Time</th>
<th>Ease</th>
<th>Age Level</th>
<th>Score Time</th>
<th>Types of Scores</th>
<th>Admin. Qualif *</th>
<th>Lang.</th>
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<td>1 hour Mod 5 - 18</td>
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<td>American Guidance Service</td>
<td>$170</td>
<td>45 min. Mod 5 - 18</td>
<td>15 min. Standard B-Level</td>
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<td>Indiv.</td>
<td>Assess</td>
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<th>Admin Time</th>
<th>Ease</th>
<th>Age Level</th>
<th>Score Time</th>
<th>Types of Scores</th>
<th>Admin. Qualif *</th>
<th>Lang.</th>
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<th>Indiv. or Group</th>
<th>Assess or Screen</th>
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<td>Peabody Picture Vocabulary Test - 3rd Edition (PPVT-3)</td>
<td>American Guidance Service</td>
<td>$120</td>
<td>11-12 Easy 2.5 - 90</td>
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<td>30 - 60 min. Mod 4 - 9</td>
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<th>Assess or Screen</th>
<th>Min. 1903 Criteria</th>
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<td>Expressive Vocabulary Test (EVT)</td>
<td>American Guidance Service</td>
<td>$120</td>
<td>15 min. Easy 2.5 - 90</td>
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<td>$80</td>
<td>20 min. Mod 5 - 21</td>
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<td>NOTE: Test of Language Competence (TLCCE)</td>
<td>Psychological Corporation</td>
<td>$266</td>
<td>60 min. Mod 9 - 19</td>
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<td>Clinical Evaluation of Language Functions-III (CELF-3)</td>
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<td>Children's Attention and Adjustment Survey (CAAS)</td>
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<td>$116/25/15</td>
<td>5 - 10 min.</td>
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<td>$40/25/15</td>
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<td>Connors' Rating Scales (Revised)</td>
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<td>Multidimensional Self-Concept Scale</td>
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<td>Degrees of Reading Power</td>
<td>Touchstone</td>
<td>$75/30</td>
<td>45 - 50 min.</td>
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<td>Gallesef Ellis Test of Coding Skills</td>
<td>Montage Press</td>
<td>$27</td>
<td>15 - 30 min.</td>
<td>Easy</td>
<td>7- Adult</td>
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<td>Test of Phonological Awareness</td>
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<td>$129/35/25</td>
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<td>Slingerland Screening Tests</td>
<td>Riverside</td>
<td>$71/16/12</td>
<td>30 min.</td>
<td>Easy</td>
<td>Grades 1 - 6</td>
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<td>The Phonological Awareness Test</td>
<td>Linguist System</td>
<td>$58/11.25</td>
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<td>Test of Awareness of Language Segments</td>
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<td>$98/24/50</td>
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<td>4 - 7</td>
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<td>Psychological Corporation</td>
<td>$85/11.25</td>
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<td>Woodcock Diagnostic Reading Battery</td>
<td>Riverside</td>
<td>$247/34/25</td>
<td>50 - 60 min.</td>
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<td>4 - 90</td>
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<td>15 - 30 min.</td>
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<td>Decoding Skills Test</td>
<td>Heirman</td>
<td>$25</td>
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<td>Developmental Reading Assessment (DRA)</td>
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<td>Yopp Singer Test of Phoneme Segmentation</td>
<td>Reading Research Quarterly</td>
<td>$79/15.25</td>
<td>60 min.</td>
<td>Easy</td>
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§1307. Multisensory Structured Language Programs for Students with Dyslexia or "At Risk" Readers

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<th>Name or Program</th>
<th>Target Population</th>
<th>Student Materials</th>
<th>Teacher Materials</th>
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<td>Alphabetic Phonics</td>
<td>Grades 2 - adult</td>
<td>Student Book Alphabet Exercices &amp; Rev Progress Measurements</td>
<td>Teacher's Guide</td>
<td>$115/Class $36/child</td>
<td>150 instructional hours</td>
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<td>Supplementary Supplies</td>
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<td>Let's Read Books</td>
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<td>Fees based on desired curriculum</td>
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<td>Intermediate Essential Language Structures Program (785) 271-6668</td>
<td>Grades 5 - 12</td>
<td>Intermediate Practice Cards Intermediate Wordbook Intermediate Student Assignment Sheets Writing Skills I &amp; II Syllable Power Book I Syllable Power Book II</td>
<td>Teachers Manual GE Test of Coding Skills</td>
<td>$121</td>
<td>10 days @ $800/day</td>
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<td>Language! (850) 934-0554</td>
<td>Grades 1 - 12</td>
<td>J &amp; J Language Readers 9 student books Vocabulary cards Sounds &amp; Letters</td>
<td>Instructor's Manual $360</td>
<td>4 days @ $1500/day</td>
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<td>Language Circle 1-800-450-0343 Linguistics Project Read Strand 2 Comprehension Project Read-Strand 3 Written Expression</td>
<td>Grades 1 - 4</td>
<td>Decidable Text Controlled Readers Affix Card Pack Controlled Readers/Stories Narrative &amp; Expository text Sentence Frames</td>
<td>Phonology Guide Lesson Plan Books Phonology Kit Affix Guide Linguistics Guide Story Form Guide Report Form Guide Framing Your Thoughts Guide</td>
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<td>3 days @ $1300/day</td>
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<td>Slingerland (206) 453-1190</td>
<td>Grades 1 - 12</td>
<td>Student Spelling Book</td>
<td>Manual for Manuscript $200</td>
<td>2 to 4 week sessions @ $688/teacher</td>
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<td>Manual for Cursive Teacher's Word Lists Phonogram Chart Alphabet Wall Cards</td>
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<td>Wilson Language Training 1 - (800) 899-8454</td>
<td>Grades 2 - 12</td>
<td>Student Readers Grades 1 - 12 Student Workbooks Stories for Students</td>
<td>Instructor's Manual Dictation Books $229</td>
<td>2-4 days @ $1000/day</td>
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<td>Rules Notebook Sound (Phoneme) Cards $439</td>
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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:262 (February 2000).

§1309. Characteristics Associated with Dyslexia and Related Disorders

A. Lack of or limited phonological awareness.

B. Common error patterns in reading and learning behaviors, such as:
   1. reading decoding inaccuracies in single words and nonsense words (e.g., detached syllables);
   2. slow reading rate;
   3. omissions of, or substitutions of, small words (e.g., a/the, of/for/from, three/there);
   4. reduced awareness of patterns in words;
   5. difficulties generalizing word and language patterns.

C. Language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities.

D. Errors in spontaneous spelling.

E. Spontaneous written language is very simple or poor in comparison to spoken language.

F. Spontaneous written language shows poor organization and mechanics.

G. Additional factors which may contribute to the above characteristics:
   1. family history of similar problems;
   2. late in learning to talk;
   3. receptive language skills are typically better than expressive;
4. difficulty in finding the "right" word when speaking;
5. difficulty in processing both oral and written language. May also affect foreign language acquisition;
6. difficulty in learning to write the alphabet correctly in sequence;
7. cramped or illegible handwriting;
8. late in establishing preferred hand for writing;
9. late in learning right and left and other directionality components such as up-down, front-behind, over-under, east-west and others;
10. problems in learning the concept of time and temporal sequencing: e.g., yesterday, tomorrow, days of the week, and months of the year;
11. reversal of letters or sequences of letters that are not developmentally appropriate;
12. difficulty in learning to decode and comprehend age appropriate written information;
13. slow reading speed;
14. difficulty in learning sound-letter correspondence;
15. difficulty in learning and remembering printed words;
16. repeated erratic spelling errors;
17. error proneness in reading;
18. word substitutions in oral reading;
19. difficulty identifying, blending, segmenting and manipulating phonemes;
20. losing ground on achievement or intelligence tests.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(11), 17:392.1 and 392.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 26:263 (February 2000).
Title 28
EDUCATION
Part XXXV. Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students

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