

Pull Out Programs At Paradise Elementary

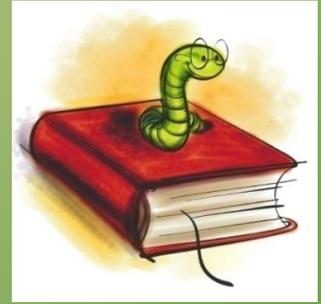


**RTI- Response to
Intervention**



Dyslexia

Pull Out Programs



- Students work on targeted skills based on criteria set by grade level and Rtl teachers, according to results of various assessments including STAAR Benchmark tests, Renaissance Reading (AR)
- Pull out times and services will be determined based on student need, intervention recommendation, and Rtl Tier level.
- Students are evaluated and progress monitored regularly and data is assessed to determine growth. Students will continue to be served according to need. Rtl Students are assessed and moved through the three tier process.

The Pyramid of RtI

Tier III

Specific Intensive Individualized Interventions prescribed by the Intervention Team.

Tier II

Targeted Interventions
Scientifically Based Supplemental Instruction in small, flexible groups.

Tier I

Quality Core Classroom Instruction using research-based strategies.



Readiness vs. Supporting Standards For Math and Reading

Readiness Standards

- Are essential for success in the current grade or course
- Are important for preparedness for the next grade or course
- Support college and career readiness
- Address significant content and concepts
- Necessitate in-depth instruction

Supporting Standards

- Introduced in current grade level and reinforced in a subsequent year; or reinforced in current grade level but emphasized in a previous year
- Play a role in preparing students for next grade but not a "central" role as the readiness standards do.



What is Dyslexia?

As defined in Texas Education Code §38.003

“Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

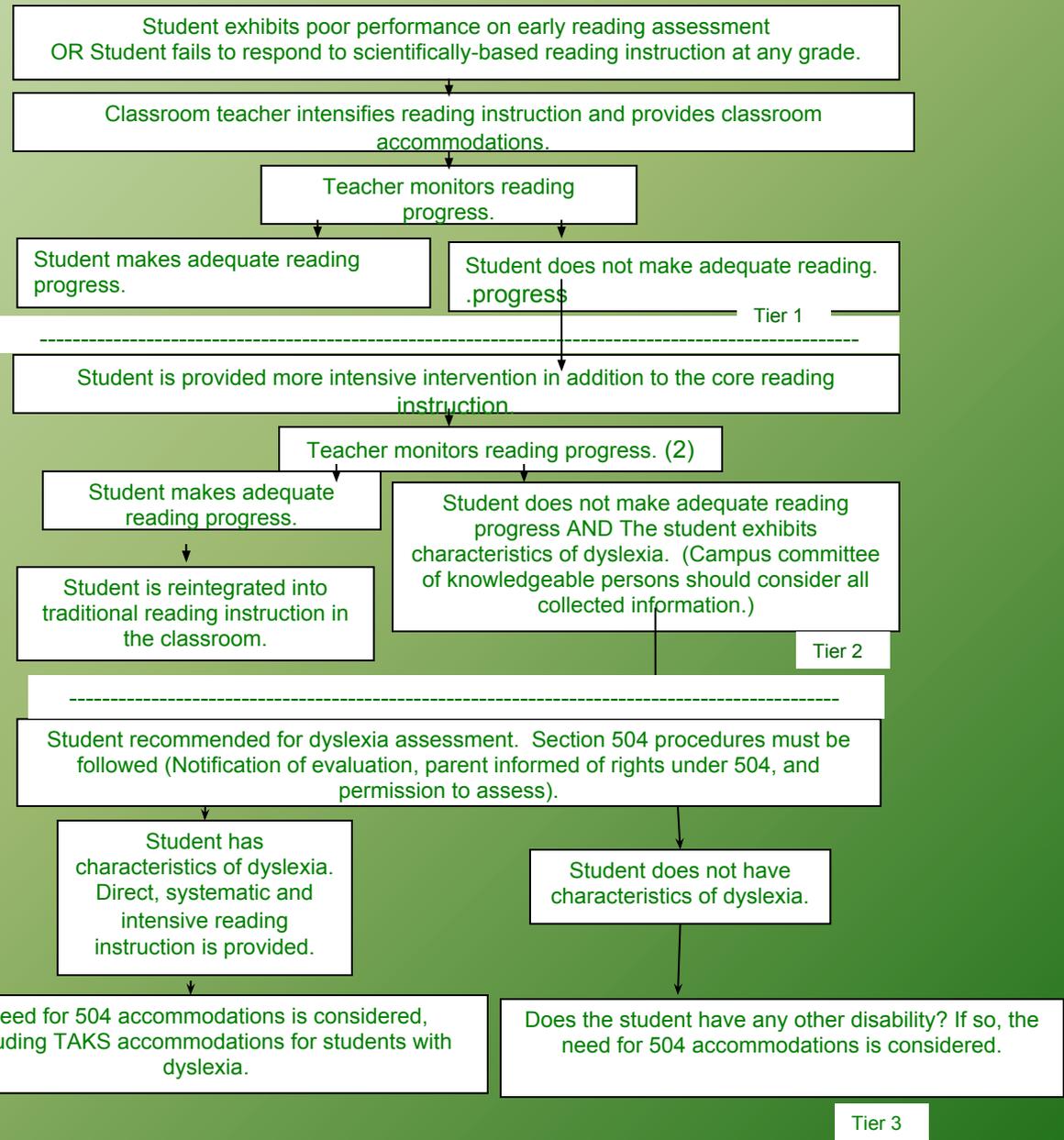
The definition of the International Dyslexia Association states:

Dyslexia is a specific learning disability that is neurological 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.

The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are unexpected for the student’s age, educational level, or cognitive abilities. Additionally, there is often a family history of similar difficulties.



Flow Chart for Dyslexia



More Questions?

Contact:

- Your child's teacher
- Principal
- PISD Central Office
- Region XI Office
- Texas Education Agency

