Purpose of the Dyslexia Toolkit

Indiana Code 20-35.5 *et. seq.,* as created by SEA 217 (2018) requires schools to screen all students in kindergarten through second grade. If students are identified as "at risk" or "at some risk" for dyslexia, then the Indiana Code requires that schools provide tiered interventions to address the needs of these students. The Indiana Department of Education, in conjunction with Indiana University's School of Education, created this dyslexia toolkit to provide additional information, resources, and materials to support educators as they implement reading interventions with students with the characteristics of dyslexia.

The toolkit provides detailed information about reading development and acquisition, scientifically-based reading instruction and intervention, recommended approaches for dyslexia intervention, and the areas of reading (i.e., phonological awareness, alphabet knowledge, sound-symbol relationships, decoding, encoding) screened in the universal, level I, and level II screeners. The toolkit provides guidance and recommendations for teaching reading skills with a structured literacy approach. Each section of the toolkit corresponds with a "resources" section with links to additional resources such as videos, sample lesson plans, materials (e.g., flash cards, manipulatives, word lists), books, articles, professional development, professional organizations and centers, etc.

It is recommended that this toolkit be used to further educators' professional knowledge about reading interventions and guide their decision making, intervention planning, and lesson delivery. This toolkit was not created to recommend or endorse a particular curriculum, product, or program. Ultimately, we hope this toolkit provides educators with resources and materials in response to, "how do we teach" and "what do we teach" students who are exhibiting the characteristics of dyslexia.

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Disclaimer

The information, resources, and materials in this dyslexia toolkit were created and compiled by the authors of the toolkit and do not necessarily represent the opinions and positions of the Indiana Department of Education or Indiana University. This guide is based, to the greatest extent possible, on high-quality empirical research available at the time of publication. The authors strived to provide unbiased research and information with the goal to provide information to teachers to do what is best for students. The inclusion or exclusion of any resources, guides, programs, curricula, and/or materials in this toolkit should not be considered an endorsement by the Indiana Department of Education or Indiana University.

Formats

This document is available in a .pdf format. It is also available online as a living document.

Recommended Reference

This toolkit is available to the public. Permission to reprint is not necessary, but the toolkit should be referenced as follows:

Williams, K. J. &, Risch, J. M. (2021, February). *Dyslexia toolkit: An anthology of resources and materials to support the implementation of dyslexia interventions.* Indiana Department of Education, Indiana University Bloomington.
https://www.doe.in.gov/literacy/dyslexia