

Wyoming Department of Education

Chapter 1

Reading Intervention and Response

Section 1. **Authority.**

(a) The Superintendent of the Wyoming Department of Education, in consultation with Wyoming school districts, professionals in the area of dyslexia and other reading difficulties, and appropriate stakeholders are authorized to promulgate rules necessary to administer the reading assessment and intervention program pursuant to W.S. § 21-3-401.

(b) These rules define the process by which students shall be screened and assessed for possible learning disabilities in reading, including dyslexia

Section 2. **Definitions.**

(a) “Evidence-based intervention” means treatments that have been proven effective through outcome evaluations as administered under the direction of a building intervention team or like committee within a building.

(b) “Reading difficulties” (which is also used interchangeably with dyslexia) means the problems students encounter that are related to the five components of reading: phonological and phonemic awareness, word decoding and phonics, fluency, vocabulary, and comprehension.

(c) “Standardized measures” means an accepted or approved example, which is a valid and reliable measure of a quantity or quality against which others are judged, measured, or compared.

(d) “Universal screening instrument” means an instrument the purpose of which is identifying potential reading problems.

(e) “Multi-Tiered Program” means a prevention framework that organizes building-level resources to address each individual student’s academic or behavioral needs within intervention tiers that vary in intensity. Multi-tiered programs or systems of support allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. It also may be called a multi-level prevention system. The increasingly intense tiers (Tier 1, Tier 2, Tier 3), sometimes referred to as levels of prevention (i.e. primary, secondary, intensive prevention levels), represent a continuum of supports. Response to intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) are examples of multi-tiered support system programs.

Section 3. Screening and Evaluation Requirements

(a) The universal screening instrument assessment approved by the Wyoming Department of Education pursuant to W.S. § 21-3-110 and W.S. § 21-3-401 shall be used as the pre-screening instrument for reading difficulties.

(i) Each district shall administer a universal screening instrument to all kindergarten to grade three (3) students to pre-screen for reading difficulties.

(ii) The district shall use the above screening devices pursuant to the direction of W.S. 21-3-110(a)(xxiii) (Duties of boards of trustees) to make a judgment in order to consider if implementation of an evidence-based intervention is necessary.

(iii) If the screening devices exhibit scores which indicate a student is at-risk, the multi-tiered program already used within the districts pursuant to W.S. § 21-3-401(a) (individual reading plans, or IRPs) shall be used.

(iv) Parents may refer their child to a specialist for further evaluation if they have a suspicion of a disability.

(v) If the school, through the review of the IRP, use of multiple interventions, professional observation, and reflection of practices, finds that the student's reading has not adequately progressed through using the multi-tiered system of support, further evaluation may be necessary.

(b) If the district finds that further evaluation is necessary based on the professional scope of best practices, districts shall refer to the Department's Chapter 7 rules governing its obligations under the Individuals with Disabilities Education Act (Child Find).

(c) The Department incorporates by reference the following list of evaluation instruments approved by the Department of Education and to be used within the recommendations established by each respective assessment company, or updated version of the assessment:

Feifer, S.G. & Della Toffalo, D.A. (2007). "Integrating Response to Intervention with Cognitive Neuropsychology," Middletown, M.D., School Neuropsych Press.

(i) The Department finds that stating the full text of the list into these rules would be cumbersome and inefficient given the length and nature of the incorporated matter.

(ii) This incorporation by reference does not include any later amendments to or editions of the incorporated matter.

The Department provides copies of the incorporated matter for public inspection at its main office, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne,

Wyoming 82002-2060. Copies of the incorporated matter may also be accessed by accessing the following web address: <http://goo.gl/I9qF6t>

Other accepted instruments may be available upon the review of persons qualified to conduct individual diagnostic examination of children pursuant to Department Rules, Chapter 7.

Section 4. **Audit Authority**

(a) The Department of Education may conduct an audit of any eligible institution to ensure compliance with the rules and may take action to enforce these rules pursuant to Wyoming law.