

# INFOGRAPHIC DYSLEXIA SCREENING IN GEORGIA

Prepared for City Schools of Decatur



In 2019, the Governor of Georgia signed Senate Bill 48 into law, which focuses on the identification and support of students with dyslexia. **City Schools of Decatur (CSD)** has partnered with Hanover Research (Hanover) to develop an infographic that describes Senate Bill 48 and how CSD is meeting the new requirements.

## Defining Dyslexia

The definition of dyslexia adopted by the International Dyslexia Association (IDA) states: “Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.”



Dyslexia is one of the **most common learning disabilities**.



Children with characteristics of dyslexia have many strengths. Learn about those strengths [here](#).

The following table provides examples of signs that may indicate a child is at risk for dyslexia.

### Characteristics of Dyslexia



Challenges in phonological awareness tasks (for example, segmenting, blending).



Difficulty learning letter names and letter sounds.



Challenges with word recognition fluency.



Challenges with spelling.



Difficulty learning sound-symbol association.

## Senate Bill 48 Components



### THE BILL

In 2019, the Georgia Assembly passed Senate Bill 48 into law. The bill required the State Board of Education, State Superintendent, GaDOE, and Georgia Professional Standards Commission to:

- ✓ Develop policies for referring certain elementary students for dyslexia screening.
- ✓ Create a dyslexia informational handbook to assist school districts.
- ✓ Provide professional development opportunities on dyslexia for teachers.
- ✓ Create a dyslexia endorsement for teachers.
- ✓ Add instruction on dyslexia and response to intervention to existing standards for teacher Preparation programs.



### THE PILOT PROGRAM

Senate Bill 48 requires all local school systems to begin screening kindergarten students for characteristics of dyslexia in 2024. To prepare for this implementation, the state initially ran a three-year pilot program with eight Georgia school districts. CSD participated in this pilot.

Lessons from the pilot programs helped implement:



Additional grant funding for screening



List of Qualified Dyslexia Screening Tools



Approved Dyslexia Endorsement Programs for teacher training

READ THE FULL BILL [HERE](#)

READ ABOUT THE PILOT PROGRAM [HERE](#)

## CSD PARTICIPATION & SCREENING PROCESS

Beginning in the 2024-25 school year, Georgia schools will screen all students in grades K-3 for characteristics of dyslexia. Dyslexia screening occurs with a Multi-tiered System of Support framework. Click [here](#) for MTSS info.

### SCREENING PROCESS

#### Tier 1: High Quality Instruction & Universal Screening

Result	Action
Not at Risk	Continue to monitor using universal screening.
At Risk	Create Reading Intervention Plan.

#### Tier 2: Intervention and Progress Monitoring

Collection of additional data to inform intervention

Result	Action
Adequate Response	For students making adequate progress, continue intervention and progress monitoring as data indicate.
Inadequate Response	Move to more intensive intervention.

#### Tier 3: Intensive Intervention and Progress Monitoring

Collection of additional data to inform intervention

Result	Action
Adequate Response	Continue intervention and progress monitoring as data indicate.
Multiple data sources indicate continued inadequate response	Consider a referral for special education evaluation.

### KEY POINTS FOR PARENTS



#### Screening = Additional Support

If your child is screened and identified as at-risk based on the results of the Universal Dyslexia Screener, your child will begin receiving additional support in the classroom.



#### Additional Diagnosis Needed

Schools do not *diagnose* dyslexia. Dyslexia is a term used by healthcare providers when identifying a specific learning disorder with impairments in reading.



#### Special Education Evaluation

Some students with dyslexia may need more individualized instruction to address reading deficits. For these students, special education may be appropriate. In these cases, dyslexia is categorized as a Specific Learning Disability (SLD), and the evaluation process for determining eligibility for special education services will be implemented.

## ADDITIONAL RESOURCES FOR FAMILIES

### Questions?

Questions about screening or about your student?

#### CSD SCREENING MEASURES

Read more about the screening measures at CSD via our website [here](#) or use the QR code.



### Learn More!

#### DYSLEXIA RESOURCE GUIDE FOR GEORGIA FAMILIES

This guide, provided by the Georgia Department of Education, outlines the screening and intervention process for children in Georgia. The document also provides additional resources for parents. Access the guide [here](#).

#### GADOE RESOURCE ON DYSLEXIA

The Georgia Department of Education Website provides more information on dyslexia resources as well as state planning documents [here](#).

