



Arkansas School for the Deaf and Blind

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Arkansas School for the Deaf and Blind

Dyslexia Reporting Information

Review of 2024-2025

Act 1039 of 2017 Reporting by the School District [Ark. Code Ann. § 6-41-606 (b)]

In compliance with state requirements, our educational institution is dedicated to providing effective literacy interventions for students with dyslexia and related reading difficulties. Currently there is no recognized dyslexia program for Deaf/Hard of Hearing (D/HH) or Blind/Visually Impaired (B/VI) students, as the diagnosis of dyslexia has exclusionary criteria for other sensory impairments.

DEAF or HARD OF HEARING STUDENTS: To address any phonological awareness needs in our literacy intervention for D/HH students, we implement a modified Orton-Gillingham approach which is a structure and evidence-based methodology recognized for its effectiveness in addressing the unique learning needs of students with dyslexia. The Orton-Gillingham approach is characterized by its multisensory, systematic and sequential framework, which breaks down the complexities of reading and spelling into manageable components. This method engages multiple modalities – visual, auditory and kinesthetic – to enhance learning and retention. Our team of trained Speech Language Pathologists (SLP's) and Educational Audiologists who have completed Level 1 and Level 2 training in the Orton-Gillingham methodology are equipped to identify and evaluate students who may exhibit signs of dyslexia. The SLPs will utilize the Orton-Gillingham approach alongside Visual Phonics, which aids in phoneme auditory discrimination.

BLIND OR VISUALLY IMPAIRED STUDENTS: B/VI students receive screening and access to multisensory instruction for students possessing characteristics of dyslexia. Because of the unique sensory impairments of students who are B/VI, it is impossible to determine if a student struggles with reading due to neurological or visual deficits. Therefore, a battery of specialized tests has been selected in order to properly screen students for characteristics of dyslexia despite significant visual impairment. This battery of tests is provided to all

students by the classroom teacher or by a licensed SLP as determined by the student's Individual Education Plan (IEP). The school has a trained and licensed Reading Specialist and licensed Teachers of the Visually Impaired (TVIs) to assist with testing and screening. During the 2024-2025 school year, students received individual and/or small group intervention to address deficit areas in reading for students identified as having characteristics of dyslexia utilizing the Heggerty System which focuses on phonemic and phonological awareness for Kindergarten through 2nd grade and the Wilson Reading System for 2nd – 12th grades which is a Tier 3 structured literacy program based on phonological-coding research and the Orton-Gillingham principles.

Although no students are recognized as having dyslexia at the Arkansas School for the Deaf and Blind, we proactively monitor students' progress and address any emerging concerns through small-group instruction. Should intervention be warranted, our SLPs and TVIs will design personalized intervention plans. By explicitly teaching foundational literacy skills, our educators can ensure that instruction is direct, clear and tailored to meet each student's needs. Our district is committed to fostering an inclusive educational environment that boosts literacy skills, enhances student confidence and promotes a lifelong love of learning. By adhering to evidence-based practices and state guidelines, we aim to ensure that all students, regardless of their challenges, receive the support they need to succeed academically and personally.