

DYSLEXIA GUIDELINES



2008-2009

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Introduction – 1

The dyslexia program for the United Independent School District is designed to consistently follow the general guidelines and procedures outlined in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*, which complies with all laws governing the identification, evaluation and instruction of students with dyslexia. It is therefore designed to be compliant with the State's *Texas Education Code (TEC) 38.003*, the *Texas Education Code (TEC) 28.006*, the *Texas Administrative Code (TAC) 74.28*, and the federal *Section 504 of The Rehabilitation Act of 1973*. Below are brief summaries of all the four of the pertinent laws delineating how each specifically governs the identification, evaluation and instruction of students with dyslexia in Texas. A complete listing of these laws is also provided for further review in *Appendix A – Dyslexia – Laws and Regulations* of this manual.

§38.003. Screening and Treatment for Dyslexia and Related Disorders

The Texas Education Code (TEC) 38.003 requires that all school districts assess students in grades K-2nd in order to identify those students who are at risk for reading difficulties, including dyslexia. Students considered to be at-risk for dyslexia are students who have been identified as such by TPRI (UISD) scores and have been provided with research-based accelerated reading instruction resulting with little to no success. Students identified as at risk for dyslexia, and who have characteristics of dyslexia, must be referred for further testing to rule out dyslexia. All students who are found to be eligible must be provided with appropriate instruction, which is legally defined as multi-sensory, systematic, intensive, individualized, and includes reading, writing, and spelling. TEC §38.003 also authorizes the State Board of Education to adopt the rules and standards for the testing and instruction of students with dyslexia

§28.006. Reading Diagnosis

Chapter 28 of the Texas Education Code (TEC) 28.006 mandates that all Texas school districts must diagnose all students enrolled in grades kinder through second grade for reading development and comprehension difficulties, including dyslexia. Reading instruments are to be chosen from a list provided by TEA. To comply with this legal requirement, UISD utilizes the TPRI (Texas Primary Reading Inventory) assessment instrument. In addition, school districts must use the results gathered from these instruments (TPRI) to guide and provide research-based accelerated reading instruction in the areas identified as deficient.

§74.28. Students with Dyslexia and Related Disorders

Chapter 19 of the Texas Administrative Code (TAC) 74.28 outlines the responsibilities of all school districts in Texas in providing services to students with dyslexia. This includes mandating that only trained professionals/individuals in assessment and evaluation administer appropriate diagnostic measures. It also mandates that teachers who provide appropriate instruction for students with dyslexia be trained and prepared to implement instructional strategies that utilize individualized, intensive, multi-sensory, phonetic

methods and a variety of writing and spelling components. The required components of an appropriate reading intervention program include phonemic awareness, graphophonemic knowledge, language structure, linguistic patterns, and processes.

(Section 504 Regulations) §104.35 Evaluation and placement.

The Texas Education Agency (TEA) uses Section 504 of The Rehabilitation Act of 1973 to establish the standards and procedures for the assessment and evaluation of students suspected of having dyslexia. Section 504 standards and procedures are also followed when it is determined that dyslexia substantially limits the learning process:

Definition of Dyslexia – 2

The United Independent School District's dyslexia identification process adheres to the definition provided by TEA (Texas Education Agency). As provided in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*, dyslexia is defined as follows:

“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.”

As such, UISD's assessment and evaluation process involves the accumulation and gathering of student data, and formal testing, to determine whether the identified characteristics match the definition provided by TEA. In addition, the identification process also involves a determination of whether the student has had access to conventional instruction, and to research-based accelerated instruction once the student is found to be at-risk for reading difficulties as identified by the TPRI. Furthermore, an effort is made to determine whether there is a family history of dyslexia, and whether student's difficulties can be attributed to cultural and environmental factors. Some of the common characteristics of dyslexia that the dyslexia teacher looks for are reading/writing/spelling difficulties such as:

- Difficulty reading single words in isolation
- Difficulty accurately decoding nonsense or unfamiliar words;
- Slow, inaccurate, or labored oral reading (lack of reading fluency); and/or
- Difficulty with learning to spell.

These reading/writing/spelling characteristics are the result of:

- Difficulty with the development of phonological awareness, including segmenting, blending, and manipulating sounds in words;
- Difficulty learning the names of letters and their associated sounds (the learning of the alphabet);
- Difficulty with phonological memory (retaining memory of sounds and words); and/or
- Difficulty with rapid naming of familiar objects, colors, or letters of the alphabet.

These reading/writing/spelling characteristics of dyslexia lead to:

- Variable degrees of difficulty with word recognition in isolation or in context;
- Variable difficulty with aspects of reading comprehension;
- Variable difficulty with aspects of written composition; and/or
- A limited amount of time spent in reading activities.

Referral and Assessment Process – 3

The Three Tier Dyslexia Evaluation Process

As illustrated by *Figure 3-A*, p.10, UISD’s Three Tier Dyslexia Evaluation Model is designed to adhere to the provisions of Texas Education Code (TEC) §28.006 and Texas Education Code (TEC) §38.003, which respectively mandate the following:

TEC §28.006

TIER ONE is designed to comply with TEC §28.006, which mandates that all school districts in Texas must assess and identify **ALL** students enrolled in grades K-2nd for reading difficulties, including dyslexia, with a reading instrument approved by TEA. Since the TPRI (Texas Primary Reading Inventory) is a TEA approved instrument, UISD uses this instrument to comply with this law. TEC §28.006 also requires that data obtained from such an instrument be used to design and provide research-based reading instruction in an accelerated reading program. Research-based reading interventions are those interventions, or instructional methodologies, that are supported by the research literature such as that of the National Reading Panel¹. All deficits identified through the TPRI must therefore be specifically targeted and addressed.

TIER TWO is also designed to comply with TEC §28.006. It requires that all students identified as at risk for reading difficulties be provided with research-based accelerated reading instruction that targets the identified deficits. All students identified as “still developing” as measured by the TPRI meet the description of at risk for reading difficulties, including dyslexia. Once these students are identified as “still developing” in any of the given areas (Book and Print Awareness, Phonemic Awareness, Listening Comprehension, Graphophonemic Knowledge, Reading Accuracy, Reading Fluency, and Reading Comprehension) of the TPRI, appropriate research-based interventions (including the use of the *Intervention Activities Guide* provided with the TPRI kit) should then be tried to help the student “catch up,”. During this phase, the teacher closely monitors the student’s progress and adjusts instruction accordingly. The teacher also diligently gathers, documents, and accumulates student progress data noting either student success, or continued reading difficulties despite the applied interventions. It is also during this phase that visual and hearing difficulties should be ruled out as underlying causes of reading difficulties. A list of possible and available interventions, though not exhaustive, is provided for appropriate consideration and application during this phase in page 7.

¹ National Institute of Child Health and Human Development, NIH, DHHS. (2000). Report of the National Reading Panel: Teaching Children to Read (00-4769). Washington, DC: U.S. Government Printing Office.

Interventions for Targeted Reading Difficulties

- Breakthrough Groups
- Early Literacy Program
- Lexia
- Ellis
- Reading Recovery
- Fast ForWord
- Any other research-based reading intervention available on campus
- Intervention Activities Guide (TPRI Kit) for classroom-based interventions

Data Collection Activities

- Vision/Hearing Screening
- TPRI Scores
- Running Records
- ITBS Scores (Iowa Test of Basic Skills Test)
- TAKS Scores (if applicable)
- Small Group Instruction/Guided Reading Progress Notes
- Progress Documentation from Accelerated Reading Program (i.e. Lexia, Ellis, Fast ForWord, etc...)
- List of Accommodations
- Tutoring Results
- Documentation of Parent Conferences
- Grades/Report Cards/School Work Samples
- CRTI Forms
- Average Intelligence as per Informal Teacher Observations
- Absenteeism

§38.003 and §504

TIER THREE is designed to comply with TEC §38.003, which mandates that students be tested for dyslexia at the appropriate time, and with the assessment guidelines under §504 of the Rehabilitation Act of 1973. Once the student has had reasonable exposure and opportunity to conventional and research-based reading instruction and student continues to demonstrate difficulty, or inadequate progress as determined by CRTI, the student is then referred to the campus §504 Committee. Once a decision has been made by the §504 Committee to meet to consider further interventions for a student suspected of having dyslexia, a consent for evaluation is sought from parent. Once parent grants consent, a meeting is scheduled. At this point, all information collected during Tier One and Tier Two shall be assembled and used in the decision-making process. The §504 Committee then carefully and thoroughly reviews all interventions that have been tried, considers the level of progress, if any, and then makes an informed decision of whether to recommend further interventions, or refer the student for a dyslexia evaluation. Once a decision is made by CRTI to refer student for §504 eligibility determination, the following steps shall occur:

STEP 1: INITIAL REFERRAL (First §504 Committee Meeting)

The purpose of this meeting is to evaluate the preponderance of student data thus far collected, determine §504 eligibility, suggest interventions, and determine whether a referral for a dyslexia assessment is warranted. Prior to scheduling an initial §504 Meeting, a signed consent from the parent(s) must first be obtained by having parent(s) complete, sign, and return UISD Parent Consent/Section 504 Evaluation (Form 872-004), which must be accompanied by a signed UISD Receipt for Parent and Student Rights Under Section 504 Parent (page 3 of Form 872-005). Form 872-005 (Notice of Parent and Student Rights Booklet) must be simultaneously sent to parent along with Form 872-004 (UISD Parent Consent/Section 504 Evaluation) so that parent can make an informed decision prior to granting consent for evaluation. Once a signed consent, along with a receipt of procedural safeguards, has been secured from parent(s), an initial §504 Meeting is then scheduled. Parent(s), along with other §504 Committee members, are then notified of the date, place, and time of the meeting. The UISD Section 504 Notice of Committee Meeting (Form 872-008) is sent to parent(s) along with UISD Parent Checklist (Form 872-007) so that parent can provide family, medical and social history of student. At this time, UISD Section 504 Teacher Checklist (Form 872-006) and UISD Teacher Checklist-Dyslexia (Form 872-007A) are also distributed to student's teacher, who must complete and submit to §504 Committee prior to, or at day of the meeting. If the §504 Committee determines that a referral for a dyslexia assessment is warranted after carefully and thoroughly considering the preponderance of the student data, a referral for a dyslexia assessment is made. Original consent secured from the parent(s) prior to scheduling the first §504 Committee Meeting would cover the referral for a dyslexia assessment should one be made.

STEP 2: INITIAL REFERRAL (Second §504 Committee Meeting - Only required if a referral for dyslexia assessment was made in first meeting and assessment must be completed within 30 days)

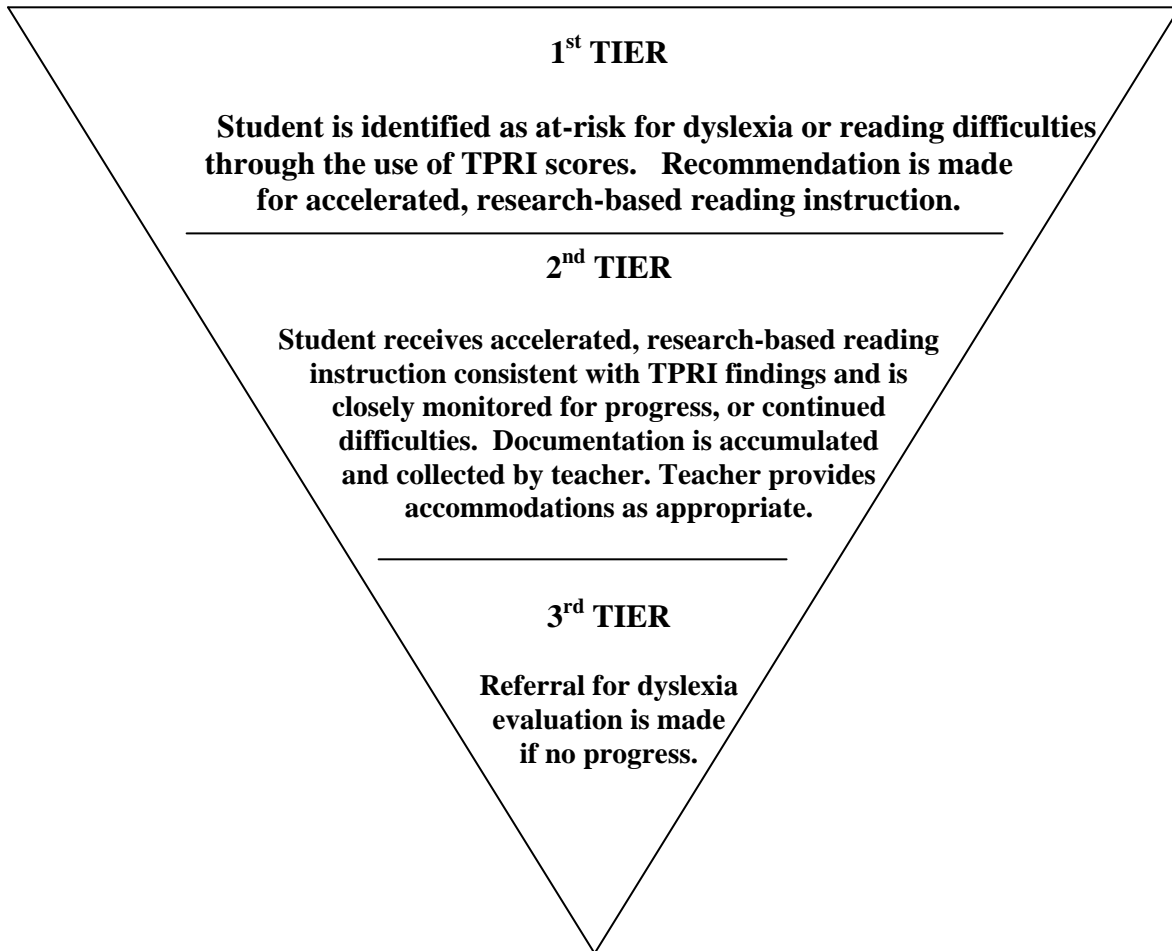
A second §504 Committee Meeting is required if a referral is made for a dyslexia assessment during the first meeting. The purpose for this second meeting is to have the dyslexia teacher present the results of the dyslexia assessment, and to make recommendations regarding eligibility and placement after completing the assessment process. Based on the comprehensive results of the dyslexia evaluation presented at the meeting by the dyslexia teacher, the §504 Committee reviews the criteria for dyslexia identification. The comprehensive evaluation results include a close and thorough analysis of all pertinent student data gathered during Tier One and Tier Two and formal assessment results obtained by the dyslexia teacher during Tier 3. This determination shall be made by closely matching the findings gathered during the process with the definition of dyslexia as stipulated in TEC 38.003, and as provided by TEA in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*. If a student is identified as displaying characteristics of dyslexia by the §504 Committee, a determination is further made as to the level of services required:

1. Student displays characteristics of dyslexia, but is not eligible for 504 services. Student is provided with classroom-based accommodations and served in the general class setting.
2. Student displays characteristics of dyslexia and is eligible for 504 services. Student receives both accommodations and direct services through the District's dyslexia intervention program.

If a student displaying the characteristics of dyslexia is found to be eligible for the District's dyslexia intervention program and meets the eligibility requirements for 504 placement, the Committee shall implement an Individualized Accommodations Plan (IAP Form 872-010) consistent with the student's identified needs.

NOTE: Each §504 Committee Meeting, first and second (if applicable), shall be documented by the completion of a Section 504 Committee Report (Form 872-009). This report shall document any pertinent data, deliberations, and decisions made concerning the identification of dyslexia.

*FIGURE 3-A: The Three Tier Dyslexia Evaluation Model.*² This model illustrates the funnel approach that the evaluation process should follow in determining whether a student has dyslexia. At the very bottom of the model, Tier 3, everything else has been ruled out and all that is left is the actual assessment to make a final determination. The actual assessment will take into account the preponderance of the evidence already collected through this stage and will help to provide a more accurate diagnosis.



² The Dyslexia Evaluation Model was adapted from Dr. Antonio Fierro's Three Tier-Reading Model in *Dyslexia 101: A New Horizon* (A PowerPoint presentation – 2005).

Dyslexia Referrals Initiated by ARD Committee – 4

Since it is the District's goal to meet the needs of all students, including students served under the special education program, the following guidelines have been established for the referral, assessment, and placement of students suspected of having dyslexia by the ARD Committee:

Referrals for Assessment

Whenever an ARD Committee is considering making a referral for an evaluation for dyslexia, the following protocol should be adhered to:

1. Diagnostician reviews current assessment data and concludes whether or not further testing is necessary.
2. If Diagnostician feels additional testing may be necessary, an evaluation review [ER] is scheduled to review current data and consider additional assessment.
3. Multidisciplinary committee (including the Diagnostician, regular education teacher, and dyslexia teacher [DT]) meets to review the results prior to the ARD.
4. Special education teacher develops a *draft* IEP based on student need and assessment information.
5. ARD reviews assessment and recommends services based on the IEP. ARD determines the most appropriate environment for the student to receive the instruction. DT must be invited to attend the ARD if she/he will be recommended to serve the student.

Transfer Students from Other School Districts - 5

Upon receiving notification from 504 Campus Coordinator that a student is transferring from another school district, the dyslexia teacher shall review all student data used by the previous school district in identifying the student as dyslexic. At the 504 Committee Meeting, the dyslexia teacher must ensure that the following conditions have been met prior to recommending to the 504 Committee that an evaluation from another school district be accepted as valid:

As per TEA's *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*, an appropriate evaluation must assess the following components:

- Reading single words in isolation
- Word decoding
- Phonological awareness
- Letter knowledge (name and associated sound)
- Rapid naming
- Fluency/Rate and accuracy
- Reading Comprehension
- Spelling

In addition, the identification was made by a committee of knowledgeable persons³ who carefully considered and weighed in the following components stipulated in TEC §38.003 and 19 TAC §74.28 in light of assessed difficulties in the aforementioned areas:

- Student's unexpected lack of appropriate academic progress
- Student's exhibiting characteristics associated with dyslexia
- Student's intelligence (must be at-least average), and ability to learn
- Evidence that student has received conventional instruction
- Evidence that student's lack of progress is not due to sociocultural factors such as language differences, irregular attendance, and lack of experiential background

Prior to the 504 Committee Meeting (shall take place within 30 school days of student's initial enrollment), the dyslexia teacher shall have documented his/her findings and conclusions by having completed the **Characteristic Profile of Dyslexia** form (documents that all the required components were assessed) and the **Dyslexia Evaluation Report**, which documents the reasoning and analysis by the dyslexia teacher in concluding whether prior evaluation is valid, as specified in *The Dyslexia Handbook*. These documents would serve as the basis for the dyslexia teacher's recommendation to the 504 Committee.

³ *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* defines a "committee of knowledgeable persons" in Section IV, page 5.

If the dyslexia teacher determines that the dyslexia evaluation was not done according to the specified guidelines, then the dyslexia teacher must conduct a formal assessment according to the District's evaluation policy outlined in Tier III, Step 2.

The following summarizes the steps and timeline for Out-of-District Transfers:

- Parent(s) enrolls student identified as dyslexic
- School collects from parent(s) as much student data as is available from previous school district including dyslexia evaluation data
- Upon initial enrollment, School provides parent(s) *Notice of Parent and Student Rights Booklet* (form 872-005) and collects from parent(s) *Receipt for Parent and Student Rights Under Section 504* (Page 3 of form 872-005) and a signed consent to assess, *Parent Consent/Section 504 Evaluation* (form 872-004). These are collected in case dyslexia teacher concludes that a formal assessment is required.
- Dyslexia teacher shall conduct review of student data, make and document determination using appropriate documents, and be ready to make recommendation at 504 Committee Meeting, which shall be scheduled within 30 school days of student's initial enrollment.
- 504 Campus Coordinator shall schedule Committee Meeting within 30 school days, which shall provide reasonable time for school to request student data from other school district, and for dyslexia teacher to conduct a review, and/or a formal assessment if one is deemed necessary.
- If a formal assessment is deemed necessary, the dyslexia teacher will conduct the assessment following the District's established guidelines provided in this manual.
- 504 Committee, at Committee Meeting, considers dyslexia teacher's findings and makes a determination as to student eligibility for dyslexia
- If dyslexia eligibility is confirmed, recommendations are made as to the level of services (i.e. 504 eligible, District's Dyslexia Intervention Program, or classroom-based accommodations)

Independent Dyslexia Assessments Provided by Parents - 6

As noted in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*, a parent may choose to have his/her child assessed by a private practitioner. However, to be valid, this assessment must comply with the requirements set forth under §504, and the guidelines outlined in *The Dyslexia Handbook*. Although the District is required to consider the information provided by the parent(s) when interpreting evaluation data and making placement decisions, it is the District who ultimately determines whether a student is eligible for services for dyslexia and/or other related disorders. In these cases, the School shall request from the parent(s) a copy of the evaluation conducted by the private diagnostician, psychologist, or facility that conducts such evaluations. Upon receiving such a copy from the parent(s), the School shall follow the same review and assessment procedures outlined in Section 5 of this manual, Transfer Students from Other School Districts.

Assessment and Evaluation Procedures – 7

After receiving an appropriate referral that satisfies the requirements outlined in Section 3 of this manual, Referral and Assessment Process, the dyslexia teacher shall conduct a formal assessment that meets the requirements specified in this section. The dyslexia teacher shall use all pertinent student data collected during Tier I and Tier II to interpret the results derived from the formal testing outlined in this section. In addition, the dyslexia teacher shall integrate the sum of the data collected during Tier I and Tier II into the final dyslexia evaluation report. The dyslexia teacher shall ensure that the following procedures are consistently followed in the formal assessment for dyslexia:

Consent and Notification

- Ensure that parents, or guardians, have been notified of their child’s proposed assessment (§504)
- Ensure that parents, or guardians, have received a copy of procedural safeguards, *Notice of Parent and Student Rights Booklet* form 872-005 (§504)
- Ensure that a consent to assess, *Parent Consent/Section 504 Evaluation* form 872-004, is signed and secured before any assessment is conducted (§504)

Tests, Assessments, and Other Evaluation Materials

- Ensure that only instruments validated by the District for the specific purpose of identifying for dyslexia are used (§504)⁴
- Ensure that materials tailored to assess specific areas of educational need are used, and not just materials that are merely designed to provide a single general intelligence quotient (§504)
- Ensure that tests, assessments, and other evaluation materials are selected and administered so as to ensure that, when given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual, or speaking skills (§504)
- Ensure to include multiple measures of a student’s reading abilities such as informal assessment information (e.g., anecdotal records, lists of books the student has read, audio recordings of the student’s oral reading) (§504)
- Ensure to only administer instruments qualified and trained for, and administer such instruments in conformance with the instructions provided by the producer of the evaluation materials (§504)
- Ensure to assess for IQ and consider in light of the bigger picture ascertained through qualitative data gathered during the entire assessment process

⁴ All instruments listed in this manual have been validated by the District as appropriate for the specified purpose of identifying for dyslexia

Domains That Must Be Assessed

- Reading single words in isolation
- Word decoding (real and non-words)
- Phonological awareness
- Letter knowledge (name and associated sound)
- Rapid naming
- Fluency/rate and accuracy
- Reading comprehension
- Spelling
- Math
- Writing
- Vocabulary

(WJ III: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 17, 20, 21)

For non-English speakers who struggle to read in their native language, similar measures in the student's native language should be used as appropriate. This may require that dyslexia personnel work with bilingual staff to administer the measures and determine if student performance is lower than what would be expected for the student's age/grade.

(Bateria III: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 17, 20, 21)

DYSLEXIA ASSESSMENT INSTRUMENTS

The following assessment instruments have been approved by the District for the purpose of identifying for characteristics of dyslexia:

1. **Woodcock-Johnson Tests of Achievement III (WJ-III)** - Assesses all required domains*
2. **Comprehensive Test of Phonological Processing (CTOPP)** – Assesses phonological awareness*
3. **Test of Nonverbal Intelligence 3 (TONI-3)** – Assesses nonverbal cognitive ability*
4. **Jerry L. Johns Basic Reading Inventory** – Assesses reading and early literacy*
5. **Texas Primary Reading Inventory (TPRI)** – Assesses early literacy K-2nd (administered by classroom teachers to all students enrolled in grades K-2nd to detect early reading difficulties)**
6. **Text Level** – Derived from classroom teacher**

***Denotes tests administered by the dyslexia teacher**

****Required from classroom teacher**

DYSLEXIA IDENTIFICATION CRITERIA

1. The student is receiving conventional reading instruction in a classroom setting.
2. The student has received research-based, accelerated reading instruction that specifically targeted deficits identified through the TPRI scores, and supplemented the conventional reading instruction. Evidence of interventions must be documented.
3. Student demonstrates little to no progress despite research-based, accelerated reading interventions; evidence must be documented and specific to time, length, and type of instruction provided.
4. The student is below grade level in reading as measured through the WJ-III, Jerry L. Johns, TPRI, and Running Record (Text Level).
5. The student demonstrates average cognitive ability as measured through the TONI 3 and other qualitative data.
6. The student's lack of academic progress and difficulties are unexpected for cognitive ability.
7. The student exhibits characteristics of dyslexia.
8. The student's difficulties and lack of progress are not attributed to such sociocultural factors as language differences, irregular attendance, and lack of experiential background.

ENGLISH LANGUAGE LEARNERS (ELL) AND DYSLEXIA

The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. Involvement of the Language Proficiency Assessment committee (LPAC) is required.

When considering whether an ELL student may have dyslexia, you will need to address the following questions:

1. Did the student start to show the phonemic problems when they were in the stage of transitioning into English?

Having difficulties in phonics or decoding when a student is in this transitional stage is common. The student should not be considered as possibly having dyslexia.

2. Is the ESL/bilingual student mixing the sounds from their native language with the sounds of the English language?

An example of this would be when a student whose native language is Spanish and he sees the letter “i” in an English word. He decodes this /i/ as long vowel e. He is using the Spanish sound for the letter. It is very common for students who have a native language other than English to do this. This is not an example of a student with dyslexia.

3. Does the student have difficulty in class when asked to do rhyming, locating beginning-middle-ending sounds, or substituting sounds?

You will need to investigate if this student has been given direct instruction in how to do these types of exercises. Remember, the educational background of ESL/bilingual students may be very different from students who have been in the U.S. educational system. They may be having more difficulty with the structure of the task and not the actual phonics sounds. Be sure the student has had repeated experiences and/or interventions in the cognitive processes and steps it takes to understand how to complete these types of tasks before you consider him/her as having dyslexia.

4. Do the phonemic difficulties occur only in the English language?

A student with dyslexia will have the same difficulty in decoding problems in both their native language and English. Dyslexia does not just occur in English. Remember dyslexia is a language-based disorder that results in insufficient phonological processing. It can and does occur in people around the world, no matter what language they speak. So for a student to be considered as having dyslexia, it MUST be seen in the native language.

Additional data to be gathered includes the following documentation from the Language Proficiency Assessment Committee (LPAC):

1. Home Language Survey;
2. Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests);
3. TAKS documentation, when available;
4. Texas English Language Proficiency System (TELPAS) Reading, Writing, Listening, Speaking, when available;
5. Type of language programming provided and language of instruction;
6. Linguistic environment and second-language acquisition development;
7. Previous schooling in and outside of the United States.

If the student has received academic instruction in his/her native language, as well as English, then the dyslexia assessment needs to be completed in both languages to the appropriate extent.

To appropriately understand assessment results, the campus dyslexia teacher must interpret the results in light of the student's:

- Language development (in both English and the student's native language)
- Educational history
- Linguistic background
- Socioeconomic issues
- Any other pertinent factors that affect learning

ASSESSMENT INSTRUCTIONS – SUMMARY

1. Follow all procedures outlined in this section.
2. Assess in all domains specified in this section.
3. Ensure that all identification criteria have been met prior to making a recommendation for placement.*
4. Transfer data/standard scores to **Characteristic Profile of Dyslexia**.
5. Complete the **Dyslexia Evaluation Report**.

***The student must have a LAS score of 3 or higher to be able to participate in the Scottish Rites Program.**

Dyslexia Intervention Program Placement Options - 8

The placement options for students identified as dyslexic range from the least restrictive environment to the most restrictive environment as guided by the individual needs of the student. These placement options include **Monitoring** (with or without accommodations—exited students), **Classroom-Based Interventions**, **Scottish Rites’ Dyslexia Intervention Program**, and **Special Education** (must be systematic, structured, multi-sensory program that uses phonetic methods and addresses reading, writing and spelling; approaches are explicit, direct and individualized).

MONITORING

Students meeting the exit criteria outlined in this manual will be exited from the District’s dyslexia intervention program and monitored for a period of 3 Six Weeks-Grading Periods (18 weeks). Monitoring procedures are outlined in page 24 of this manual.

CLASSROOM-BASED INTERVENTIONS

Students requiring minimal interventions, as determined by the campus 504 Committee, receive the necessary classroom-based accommodations that provide student with equitable access to the learning process. Listed below are accommodations/modifications for the §504 or Admission, Review, Dismissal (ARD) Committee to **consider** for a student with dyslexia/reading disabilities:

Textbooks and Curriculum

Books/Reading

- Provide audiotapes/CDs of textbooks and have student follow the text while listening
- Provide summaries of chapters
- Use marker or highlighting tape to highlight important textbook sections
- Assign peer reading buddies
- Use colored transparency or overlay
- Review vocabulary prior to reading
- Provide preview questions
- Use videos/filmstrips related to the readings
- Provide a one-page summary and/or a review of important facts
- Do not require student to read aloud
- Talk through the material one-to-one after reading assignments

Curriculum

- Shorten assignments to focus on mastery of key concepts
- Shorten spelling tests to focus on mastering the most functional words

- Substitute alternatives for written assignments (posters, oral/taped or video presentations, projects, collages, etc.)

Classroom Environment

- Provide a computer for written work
- Seat student close to teacher in order to monitor understanding
- Provide quiet during intense learning times

Instruction and Assignments

Directions

- Give directions in small steps and with as few words as possible
- Break complex direction into small steps—arrange in a vertical list format
- Read written directions to student, then model/demonstrate
- Accompany oral directions with visual clues
- Use both oral and written directions
- Ask student to repeat; check for understanding

Writing

- Use worksheets that require minimal writing
- Provide a “designated note taker;” photocopy another student’s or teacher’s notes
- Provide a print outline with videotapes and filmstrips
- Allow student to use a keyboard when appropriate
- Allow student to respond orally
- Grade only for content not spelling or handwriting
- Have student focus on a single aspect of a writing assignment (elaboration, voice, etc.)
- Allow student to dictate answer to essay questions
- Reduce copying tasks
- Reduce written work

Math

- Allow student to use a calculator without penalty
- Use visuals and concrete examples
- Use grid paper to help correctly line up math problems
- Present information in small increments and at a slower pace
- Take time to re-teach if student is struggling to understand
- Read story problems aloud
- Break problems into smaller steps

Grading

- Provide opportunity to test orally
- Allow student to type responses
- Read test to student
- Evaluate oral performances more than written
- Avoid penalizing for spelling errors, reversals, etc.

Testing

- Go over directions orally
- Permit as much time as needed to complete tests; avoid timed testing
- Read test materials and allow oral responses
- Separate content from mechanics/conventions grade
- Provide typed test materials, not tests written in cursive
- Allow student to respond on tape, with a typewriter, or by dictating answers to a tutor for assessment
- Allow tests to be taken in a room with few distractions

Homework

- Reduce reading assignments
- Accept work dictated by student to a parent/tutor
- Limit amount of time to spend on homework; have parents verify time spent on assignments

SCOTTISH RITES' DYSLEXIA INTERVENTION PROGRAM

Students requiring a more intensive intervention program, as determined by the campus 504 Committee, receive explicit, individualized, and multi-sensory instruction that addresses the components of phonemic awareness, graphophonemic knowledge, language structure, linguistic patterns, and processes (19 TAC §74.28). The **Dyslexia Training Program** and **Literacy Program**, produced by the Texas Scottish Rite Hospital, are used as the District's dyslexia intervention curriculum for those students demonstrating a need for more intensive interventions. The **Dyslexia Training Program** is a 336 lesson, videotape-based curriculum that addresses all the required components specified under 19 TAC §74.28. Under this program, each videotape lesson is 50-60 minutes long. It is provided to students in the elementary grades. The **Literacy Program** is also a 160 videotape-based curriculum that addresses all the required components specified under 19 TAC §74.28 for students in grades 6th thru 12th. Each videotape lesson is also 50-60 minutes long. Both programs are designed so that the dyslexia teacher serves as a facilitator. The program is designed for small group instruction.

SPECIAL EDUCATION

Students demonstrating a need for interventions beyond the scope of general education instruction, and who meet the requirements delineated under IDEA, are serviced under special education under the guidance of the ARD Committee. The ARD Committee is responsible for providing the student with an IEP that meets the student's individual needs, and is consistent with the guidelines prescribed under 19 TAC §74.28. At the discretion of the ARD Committee, dyslexia instructional interventions are provided through either the general education setting, or the resource setting.

INSTRUCTION FOR STUDENTS WITH DYSLEXIA

The instructional components for students served under special education, if not served in the **Dyslexia Training Program** or the **Literacy Program**, should include*:

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language.
- Graphophonemic knowledge (phonics) instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.
- Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context).
- Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are the carriers of meaning.
- Process-oriented instruction in the processes or strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers.

The instructional approaches should include*:

- Explicit, direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress.

- Individualized instruction that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student’s individual ability level and contains all of the required components prescribed under 19 TAC§74.28.
- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the required components prescribed under 19 TAC §74.28.
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition.
- Multi-sensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

***The Texas Scottish Rite’s Dyslexia Training Program and the Literacy Program meet this requirement.**

Dyslexia Program Exit Procedures – 9

Based on a **comprehensive and thorough consideration of a preponderance of student data that meets most or all the criteria outlined below**, either the 504 Campus Committee or the ARD Committee, can make a recommendation for a student to be exited from the District's dyslexia intervention program:

A.

1. The student has passed the TAKS in reading and writing.
2. The student is at grade level as measured by Jerry L. Johns, WJ-III, classroom-based instruments, or other measures used by the District.
3. Student's reading teacher indicates student's grades and performance in the regular reading program demonstrate that there is no longer an educational need for placement in the dyslexia intervention program.
4. The student has completed/mastered all the objectives in the District's dyslexia intervention program.
5. The dyslexia teacher and regular reading program teacher are in agreement that student no longer has an educational need for the dyslexia intervention program.

B.

1. Student demonstrates no progress in the District's dyslexia intervention program after consistent implementation and is demonstrating regression. **This must be supported by documentation of parent conferences as well as progress reports on the impact of the program's interventions on student learning. Summary notes and other 504 Committee Meeting documents addressing such difficulties can also serve as documentation.**
2. Factors such as behavior, absenteeism, or an inability to grasp the concepts taught in the program prevent student from benefiting from the District's dyslexia intervention program. **This must be supported by documentation of parent conferences as well as progress reports on the impact of the program's interventions on student learning. Summary notes and other 504 Committee Meeting documents addressing such difficulties can also serve as documentation.**
3. Student transfers to another school district.
4. Student graduates, or drops out of school.

MONITORING PROCEDURES

To ensure that students exited from the District's dyslexia intervention program under conditions set forth in part "A" of this section receive support in a timely fashion, procedures have been established. The following monitoring procedures shall be followed for a period of three consecutive grading periods (3 Six Weeks Grading Periods – 18 consecutive weeks):

1. All students exited from the District's dyslexia intervention program (Scottish Rite/Literacy Program) will be monitored every 3 weeks by the dyslexia teacher.
2. Dyslexia teachers will be responsible for gathering grades and teacher observational data from classroom teacher and document these in the **Scottish Rite Exit Follow-Up Procedures** form.
3. Dyslexia teachers will be responsible for identifying students who are exhibiting difficulty by closely monitoring student grades and classroom teacher feedback.
4. Dyslexia teachers will be responsible for arranging a 504 Committee Meeting to make recommendation for continued services, or completion of exit procedures based on student's documented progress in **Scottish Rite Exit Follow-Up Procedures** form.
5. Dyslexia teachers will be responsible for forwarding a copy of **Scottish Rite Exit Follow-Up Procedures** form to District 504/Dyslexia Coordinator within 5 working days after completion of monitoring phase.

Dyslexia Teacher Administrative Duties – 10

In addition to the duties outlined previously in this manual, the dyslexia teacher shall be responsible for carrying out the following essential duties:

- Providing Instruction as prescribed by the District – implementing the Scottish Rite Dyslexia Training Program and the Literacy Program as appropriate.
- Collaborating/meeting with regular reading program classroom teacher every three weeks, or as is necessary, on behalf of assigned student to address and adjust any difficulties that student might be experiencing.
- Turn in program documents on a regular basis (Dyslexia Teacher Daily Schedule, Dyslexia Teacher Six Weeks Reports, Dyslexia Teacher Six Weeks Lesson Record).*
- Turn in end-of-the-year program documents (Dyslexia Student Transfer Roster, Final Dyslexia Teacher Six Weeks Report, Student Exit List, Tape Inventory and Equipment Inventory).**
- Complete Dyslexia Program Student Record
- Order Materials as appropriate
- Provide assigned campus with staff development: Characteristics of Dyslexia and Accommodations Modules (maintain documentation) at the beginning of each semester, and/or when appropriate.
- Attend all scheduled Dyslexia Teacher Meetings.

***Dyslexia Teacher Daily Schedule is due at the beginning of each semester, and whenever there are any changes; Dyslexia Teacher Six Weeks Reports are due at the end of every 6 Weeks grading period (every 9 Weeks for high school); Dyslexia Teacher Six Weeks Lesson Record is due at the end of every 6 Weeks grading period (every 9 weeks for high school).**

****Due at the end of the school year**

Staff Development - 11

Staff development is provided for all dyslexia teachers throughout the year to stay updated on issues pertinent to dyslexia, evaluation, accommodations and other topics important to the identification and assessment of students with dyslexia. Training is provided by the district dyslexia coordinator and by other district staff, as appropriate. In addition, all dyslexia teachers are encouraged to attend off-campus trainings that are pertinent to their field.

All dyslexia teachers receive training in regards to the assessment process, the characteristics of dyslexia and other related disorders, the appropriate use of assessment instruments, and district procedures and guidelines involving the implementation of the District's dyslexia intervention program as well as on all the state's guidelines prescribed in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*.

To educate teachers and staff on the characteristics of dyslexia, and about the referral and assessment process, every dyslexia teacher is responsible for providing their assigned campuses with training on the characteristics of dyslexia and dyslexia accommodations on a yearly basis. The modules *Dyslexia Characteristics* and *Dyslexia Accommodations* are used for this purpose.

In addition, training is provided throughout the year by the district dyslexia coordinator. Every campus is provided with trainings both upon request, or if a campus is identified in need of more training. Information is also provided through the District's website.

Appendix A: Dyslexia: Laws and Regulations

The Texas Education Code (TEC) 38.003, which defines dyslexia, also mandates the testing of students for dyslexia and the instruction for students with dyslexia. It also authorizes the State Board of Education to adopt the rules and standards for the testing and instruction of students with dyslexia:

§38.003. Screening and Treatment for Dyslexia and Related Disorders

- a. *Students enrolling in public schools in this state shall be tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education.*
- b. *In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.*
- c. *The State Board of Education shall adopt any rules and standards necessary to administer this section.*
- d. *In this section:*
 1. *“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.*
 2. *“Related disorders” includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.*

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

Chapter 28 of the Texas Education Code (TEC) 28.006 mandates that all Texas school districts must diagnose all students enrolled in grades kinder through second grade for reading development and comprehension difficulties, including dyslexia. Reading instruments are to be chosen from a list provided by TEA:

§28.006. READING DIAGNOSIS.

- (a) *The commissioner shall develop recommendations for school districts for:*
 - (1) *administering reading instruments to diagnose student reading development and comprehension;*
 - (2) *training educators in administering the reading instruments; and*
 - (3) *applying the results of the reading instruments to the instructional program.*
- (b) *The commissioner shall adopt a list of reading instruments that a school district may use to diagnose student*

reading development and comprehension. A district-level committee established under Subchapter F, Chapter 11, may adopt a list of reading instruments for use in the district in addition to the reading instruments on the commissioner's list. Each reading instrument adopted by the commissioner or a district-level committee must be based on scientific research concerning reading skills development and reading comprehension. A list of reading instruments adopted under this subsection must provide for diagnosing the reading development and comprehension of students participating in a program under Subchapter B, Chapter 29.

- (c) Each school district shall administer, at the kindergarten and first and second grade levels, a reading instrument on the list adopted by the commissioner or by the district-level committee. The district shall administer the reading instrument in accordance with the commissioner's recommendations under Subsection (a)(1).*
- (d) The superintendent of each school district shall:*

 - (1) report to the commissioner and the board of trustees of the district the results of the reading instruments; and*
 - (2) report, in writing, to a student's parent or guardian the student's results on the reading instrument.*
- (e) The results of reading instruments administered under this section may not be used for purposes of appraisals and incentives under Chapter 21 or accountability under Chapter 39.*
- (f) This section may be implemented only if funds are appropriated for administering the reading instruments. Funds, other than local funds, may be used to pay the cost of administering a reading instrument only if the instrument is on the list adopted by the commissioner.*
- (g) A school district shall notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. The district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to those students and shall determine the form, content, and timing of that program. The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on a reading instrument under this section shall determine the manner in which the student will participate in an accelerated reading instruction program under this subsection.*

- (h) *The school district shall make a good faith effort to ensure that the notice required under this section is provided either in person or by regular mail and that the notice is clear and easy to understand and is written in English and in the parent or guardian's native language.*
- (i) *The commissioner shall certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of this section. A determination by the commissioner is final and may not be appealed. For purposes of certification, the commissioner may not consider Foundation School Program funds.*
- (j) *No more than 15 percent of the funds certified by the commissioner under Subsection (i) may be spent on indirect costs. The commissioner shall evaluate the programs that fail to meet the standard of performance under Section 39.051(b)(7) and may implement sanctions under Subchapter G, Chapter 39. The commissioner may audit the expenditures of funds appropriated for purposes of this section. The use of the funds appropriated for purposes of this section shall be verified as part of the district audit under Section 44.008.*
- (k) *The provisions of this section relating to parental notification of a student's results on the reading instrument and to implementation of an accelerated reading instruction program may be implemented only if the commissioner certifies that funds have been appropriated during a school year for administering the accelerated reading instruction program specified under this section.*
- (l), (m) *Expired.*

Added by Acts 1997, 75th Leg., ch. 397, § 2, eff. Sept. 1, 1997. Amended by Acts 1999, 76th Leg., ch. 396, § 2.11, eff. Sept. 1, 1999.

Chapter 19 of the Texas Administrative Code (TAC) 74.28 outlines the responsibilities of all school districts in Texas in providing services to students with dyslexia:

§74.28. Students with Dyslexia and Related Disorders.

- a. *The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district. These procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.*

- b. *A school district's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating, dyslexia and related disorders. The strategies and techniques are described in "Procedures Concerning Dyslexia and Related Disorders," a set of flexible guidelines for local districts that may be modified by SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening should only be done by individuals/professionals who are trained to assess students for dyslexia and related disorders.*
- c. *A school district may purchase a reading program or develop its own reading program for students with dyslexia and related disorders, as long as the program is characterized by the descriptors found in "Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the "Procedures Concerning Dyslexia and Related Disorders" and in the professional development activities specified by each district and/or campus planning and decision making committee.*
- d. *Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student's parent or guardian or another person standing in parental relation to the student.*
- e. *Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute.*
- f. *Each school must provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.*
- g. *Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district as outlined in the "Procedures Concerning Dyslexia and Related Disorders."*
- h. *Each school district may provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.*

Source: The provisions of this §74.28 adopted to be effective September 1, 1996, 21 TexReg 4311.

The Texas Education Agency (TEA) uses Section 504 of The Rehabilitation Act of 1973 to establish the standards and procedures for the assessment and evaluation of students suspected of having dyslexia. Section 504 standards and procedures are also followed when it is determined that dyslexia substantially limits the learning process:

Title 34: Education

PART 104—NONDISCRIMINATION ON THE BASIS OF HANDICAP IN PROGRAMS OR ACTIVITIES RECEIVING FEDERAL FINANCIAL ASSISTANCE

§104.35 Evaluation and placement.

(a) Preplacement evaluation. A recipient that operates a public elementary or secondary education program or activity shall conduct an evaluation in accordance with the requirements of paragraph (b) of this section of any person who, because of handicap, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in regular or special education and any subsequent significant change in placement.

(b) Evaluation procedures. A recipient to whom this subpart applies shall establish standards and procedures for the evaluation and placement of persons who, because of handicap, need or are believed to need special education or related services which ensure that:

(1) Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;

(2) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

(3) Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

(c) Placement procedures. In interpreting evaluation data and in making placement decisions, a recipient shall (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior, (2) establish procedures to ensure that information obtained from all such sources is documented and carefully considered, (3) ensure that the placement decision is made by a group of persons, including persons

knowledgeable about the child, the meaning of the evaluation data, and the placement options, and (4) ensure that the placement decision is made in conformity with §104.34.

(d) Reevaluation. A recipient to which this section applies shall establish procedures, in accordance with paragraph (b) of this section, for periodic reevaluation of students who have been provided special education and related services. A reevaluation procedure consistent with the Education for the Handicapped Act is one means of meeting this requirement.

[45 FR 30936, May 9, 1980, as amended at 65 FR 68055, Nov. 13, 2000]

§ 104.36 Procedural safeguards.

A recipient that operates a public elementary or secondary education program or activity shall establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap, need or are believed to need special instruction or related services, a system of procedural safeguards that includes notice, an opportunity for the parents or guardian of the person to examine relevant records, an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. Compliance with the procedural safeguards of section 615 of the Education of the Handicapped Act is one means of meeting this requirement.

[45 FR 30936, May 9, 1980, as amended at 65 FR 68054, Nov. 13, 2000]