

## Hot Topics in Dyslexia

### North Texas ALTA Fall Regional Meeting

October 12, 2017

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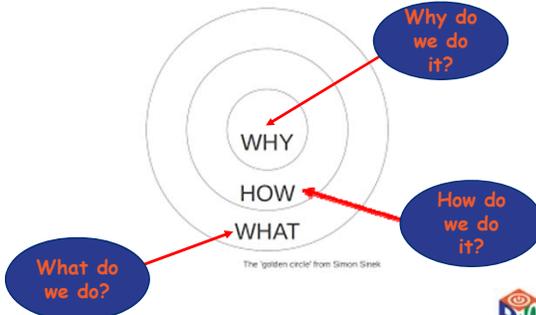
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### State Dyslexia Office



The 'golden circle' from Simon Sinek




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## Prevalence of Dyslexia in Texas

PEIMS – Dyslexia  
TEC §42.006(a-1)

Districts and charter schools report the number of students  
identified as having dyslexia or related disorders  
as defined in TEC §38.003

School Year	Student Enrollment	Identified Students	
2013 – 2014	5,153,702	108,951	2.1%
2014 – 2015	5,233,765	124,748	2.4%
2015 – 2016	5,299,728	138,788	2.6%
2016 – 2017	5,359,127	154,399	2.9%




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## PEIMS Requirement

Texas Education Code §42.006(a-1) (State Law)

§42.006 Public Education Information Management System (PEIMS)

(a-1) The commissioner by rule shall require each school district and open-enrollment charter school to report through the Public Education Information Management System information regarding the number of students enrolled in the district or school who are identified as having dyslexia. The agency shall maintain the information provided in accordance with this subsection.

Amended by Acts 2013, 83rd Leg., R.S., Ch. 295 (H.B.1264), sec. 1, eff. June 14, 2013.




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## PEIMS Coding

E130 DYSLEXIA-INDICATOR-CODE  
This data element is used in the following record(s):  
HEALTHENROLLMENT

Element ID	Name	Date Issued	Date Updated
E130	DYSLEXIA-INDICATOR-CODE	8/1/2013	

**Definition**  
DYSLEXIA-INDICATOR-CODE indicates whether a student is identified as having dyslexia or related disorders as defined in TEC (18.003).

Code	Name	XML Name	Date Issued	Date Updated
CO88	PARTICIPATION-INDICATOR-CODE	TX-ParticipationType	4/10/1989	3/1/1995

Code	Translation
0	Not Receiving Services, Or Condition Or Situation Not Applicable To This Person Or Campus
1	Participant In Program Or Service, Or Condition Or Situation Applicable To This Person Or Campus

Are we coding accurately?




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# H.B. 1886



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## Review of HB 1886 as it relates to dyslexia

- HB 1886 became effective September 1, 2017.
- Requires education service centers to employ a person licensed as a dyslexia therapist to help school districts with support and resources.
- **Requires students to be screened, or tested, for dyslexia at the end of kindergarten and first grade.**
- Requires TEA to develop a list of training opportunities for educators regarding dyslexia that meet the requirements of Section 21.054 (b) regarding continuing education.



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## HB 1886 amended TEC §38.003 (a) and (b-1) as follows:

- (a) Students enrolling in public schools in this state shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade.
- (b-1) Unless otherwise provided by law, a student determined to have dyslexia during screening or testing under Subsection (a) or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student 's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student.



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*What does this mean  
for your school  
district?*



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*It means . . . .*

. . . . that **all** students shall be screened specifically for dyslexia at the end of kindergarten and the end of first grade.



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*Ok, so?*

What screening do we use?



Where's the list of screeners?

Who will conduct the screening?

We have to test all of them?



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Screening procedures, as well as the screening instruments to be used, will be **determined by the local education agency.**



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What is the difference between "screening" and "testing"?

**Screening**

- means assessing an entire group of students (in this case all kindergartners and all first graders).

**Testing**

- in this case for dyslexia, means that there has been data collected to indicate a suspected disability for a specific student which triggering the Section 504, or IDEA, process.

The new legislation **does not mean** all students are "tested" for dyslexia. It **does mean** all students are screened.



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**TEC §28.006**

(Texas Education Agency, 2014. Dyslexia Handbook, p. 16, 63, 44-45).

(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.



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What screening assessment is your school district currently using to identify students "at-risk for reading failure" in compliance with TEC §28.006?

(Dyslexia Handbook, p. 16, 63, 44-45).



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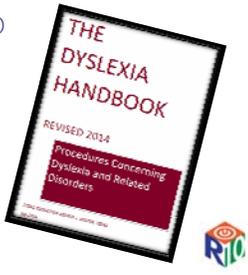
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What are the risk factors for dyslexia at the kindergarten and first grade level?

(Dyslexia Handbook, p. 10)



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Would the assessment you are currently using to identify "at-risk for reading failure" assess risk for dyslexia?



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Would the assessment you are currently using to identify "at-risk for reading failure" assess risk for dyslexia?

YES

Could you use the data to comply with HB 1886?



NO

What screening tool might you consider using?



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### Review of HB 1886 as it relates to dyslexia

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## H.B. 21



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Sec. 29.027. GRANT PROGRAM PROVIDING SERVICES TO STUDENTS WITH DYSLEXIA.

(a) The commissioner shall establish a program to award grants to school districts and open-enrollment charter schools that provide innovative services to students with dyslexia.



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**Dyslexia Helpline**  
**Frequently Asked Questions**

*Disclaimer:*  
Some of the following questions we have reviewed in previous years. Unfortunately, the calls keep coming about these topics.



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***A parent has requested that their child be assessed for dyslexia.***

***Does the school have to assess?***



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“Once a parent request for dyslexia assessment has been made, the school district is obligated to review the student’s data history (both formal and informal) to determine whether there is reason to believe the student has a disability”.

(Dyslexia Handbook, 2014, p. 14)



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“If a disability is suspected, the student needs to be evaluated following the guidelines outlined in this chapter”.

(Dyslexia Handbook, 2014, p. 14)



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*I had an evaluation conducted from a source outside of my child’s school.*

*Doesn’t my school have to accept the dyslexia identification?*



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“While an outside assessment may be brought to the §504 committee and must be reviewed, it is part of the evaluation data but does not, independently, create eligibility. Instead, the §504 committee determines eligibility based on a review “of data from a variety of sources” (34 C.F.R. §104.35(c)(1)).

(Dyslexia Handbook, 2014, p. 64)



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*Can a student be assessed for dyslexia in Kindergarten?*

**Yes, but . . . .**



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“With the decision to assess for dyslexia in a young child (K-1), it is important to note that current standardized test instruments available to school districts are not particularly sensitive to the skill variations for these students”.

(Dyslexia Handbook, 2014, p. 64)



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“The identification will require data gathering that is not limited to standardized instruments and includes information from these early reading instruments and classroom performance patterns”

(Dyslexia Handbook, 2014, p. 64)



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*I was told that dyslexia was assessed through the Section 504 process and not Special Education and that I would have to choose one or the other assessment route.*

*Is this true?*



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- *The Dyslexia Handbook: Revised 2014, Procedures Concerning Dyslexia and Related Disorders* outlines the procedures for assessment and identification of students with dyslexia and related disorders (TEC §38.003).
- A student suspected of having dyslexia or a related disorder is **typically** evaluated through §504.
- If a student is suspected of having a disability within the scope of IDEA 2004 however, all special education procedures must be followed.



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At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education services. At times, students will display additional factors complicating their dyslexia and will require more support than what is available through the general education dyslexia program. At other times, students with severe dyslexia or related disorders will be unable to make a sufficient rate of academic progress within any of the programs described in the procedures related to dyslexia. In such cases, a referral to special education for evaluation and possible identification as a child with a disability within the meaning of IDEA 2004 (20U.S.C. §1400 et seq.) should be made.

(Dyslexia Handbook, 2014, p. 23)



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## OSERS Guidance Document

Office of Special Education and  
Rehabilitative Services (OSERS)  
Releases Guidance Document

October 23, 2015



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- Guidance document focuses on the unique educational needs of children with dyslexia, dyscalculia, and dysgraphia, and the use of those terms under IDEA (2004).
- Guidance document further clarifies that there is nothing in the federal Individuals with Disabilities Education Act (IDEA) that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in a student's evaluation, determination of eligibility for special education and related services, or in developing the student's individualized education program (IEP).



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*My school told me my child did not qualify for the "dyslexia program" because it is a 504 program and they are in Special Education.*

*How do I get them in the dyslexia program?*



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Students do not "qualify" for a dyslexia program. Students are identified with a disability through the Section 504, or IDEA 2004 process, and then instructional decisions are determined by the appropriate committee.



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"If the student with dyslexia is found eligible for special education services in the area of reading, and the ARD committee determines that the student's instructional needs for reading are most appropriately met in special education placement, the student's individual education program (IEP) must include appropriate reading instruction".

(Dyslexia Handbook, 2014, p. 23)



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“Appropriate reading instruction includes the components and delivery of dyslexia instruction listed in Chapter III, Instruction for Students with Dyslexia”.

(Dyslexia Handbook, 2014, p. 23)



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*Do we reassess for dyslexia?*

**It depends**



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*What about college entrance exams?  
Do we reassess for those?*

**No!**



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*What accommodations is my child eligible to receive?*



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**What are accommodations?**

Accommodations are changes to materials, actions, techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level course instruction (TEA, p. 36).



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### Accommodations



Accommodations are not a one size fits all; rather, the impact of dyslexia on each individual student determines the accommodation.

(Dyslexia Handbook, 2014, p. 36)



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*My child is receiving failing grades on daily work because they cannot read the STAAR practice activities. The teacher says they cannot read any of it to them because they cannot read to them on STAAR.*

*Is that correct?*



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“When making decisions about accommodations, **instruction is always the foremost priority**”.

(Dyslexia Handbook, 2014, p. 36)



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### **Accommodations for reading in the classroom vs. on STAAR**

“Educators, parents, and students must understand that accommodations provided during classroom instruction and testing may differ from accommodations allowed for use on state assessments”

(Dyslexia Handbook, 2014, p. 37)



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## 2017 Accessibility and Accommodations Support



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## CURRENT PROJECTS AND INITIATIVES



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## Texas Dyslexia Identification Academy (TDIA)



Texas Dyslexia Identification Academy is an exciting new training initiative to help district and charter school teachers, administrators, special educators, and assessment personnel with the challenges of identifying students with dyslexia. This training offers the resources, strategies, and expertise of the state's top professionals to help you identify and provide the best educational path for students with dyslexia. This training is available to all district and charter school educators and staff who wish to learn more about the latest research and practices in educating students with dyslexia.



<http://www.region10.org/texas-dyslexia-identification-academy/>



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**Texas Dyslexia Identification Academy (TDIA)**

- Module 1:** Dyslexia Foundations
- Module 2:** Dyslexia Evaluations
- Module 3:** Considerations for English Language Learners (ELLs)
- Module 4:** Interpreting Scores
- Module 5:** Report Writing and Case Studies



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**Texas Dyslexia Identification Academy (TDIA)**

**Module 1: Dyslexia Foundations**

- ✓ Defines dyslexia, its characteristics, and related disorders
- ✓ Explores the common risk factors for dyslexia
- ✓ Explores the elements of reading
- ✓ Discusses associated academic difficulties and other conditions



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**Texas Dyslexia Identification Academy (TDIA)**

**Module 1: Dyslexia Foundations**



[Texas Dyslexia Identification Academy / Module 1 Dyslexia Foundations](#)



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### Additional Information

- ❖ May be used to satisfy requirements of TEC §21.054 (State Law)
- ❖ State Law requires every teacher who teaches students with dyslexia must have continuing education including new research and practices in educating students with dyslexia.  
(Dyslexia Handbook, 2014, pp. 43 & 44)  
<http://www.region10.org/interactive-dyslexia-handbook/b-statutes/>
- ❖ Up to local education agency how to go about assisting teachers in complying with the CPE requirement.




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### Texas Dyslexia Identification Academy (TDIA)

#### Module 2: Dyslexia Evaluation

- ✓ Explores the why and when we assess for dyslexia
- ✓ Describes the processes for dyslexia assessment and the identification of dyslexia
- ✓ Discusses related disorders




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### Texas Dyslexia Identification Academy (TDIA)

#### Module 3: Considerations for English Language Learners (ELLs)

- ✓ Describes the process of second language acquisition
- ✓ Review the research on relative effectiveness of different language programs
- ✓ Discusses the various types of orthography that exist around the world




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**Texas Dyslexia Identification Academy (TDIA)**

**Module 3: Considerations for English Language Learners (ELLs)**

- ✓ Explores the benefits of bilingualism
- ✓ Explores data gathering & formal evaluation
- ✓ Discusses instructional programming for ELL



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**Texas Dyslexia Identification Academy (TDIA)**

**Module 4: Interpreting Scores**

- ✓ Discusses *qualitative* and *quantitative* data
- ✓ Discusses how data relates to dyslexia assessment
- ✓ Discusses how the two data types may be used to explain a student's strengths and deficits in order to inform the decision-making committees (i.e 504 or ARD)



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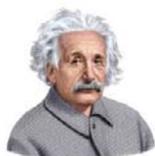
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**Texas Dyslexia Identification Academy (TDIA)**

**Module 4: Interpreting Scores**



"Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted".

Albert Einstein



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## Texas Dyslexia Identification Academy (TDIA)

### Module 5: Report Writing and Case Study

- ✓ Learn how to analyze and evaluate collected data
- ✓ Become familiar with the framework of a written report to document evaluation results





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## Texas Dyslexia Identification Academy (TDIA)

**Choose a Pathway:**

**K-12 Classroom Teachers --- or --- Administrators**

Recommended	Optional		Optional	
Module 1: Dyslexia Foundations	Module 2: Dyslexia Evaluation	Module 3: Considerations for ELLs	Module 4: Interpreting Scores	Module 5: Report Writing & Case Studies

**Dyslexia Program Teachers --- or --- SPED Evaluation Personnel**

*None to Dyslexia Evaluation*

Recommended				
Module 1: Dyslexia Foundations	Module 2: Dyslexia Evaluation	Module 3: Considerations for ELLs	Module 4: Interpreting Scores	Module 5: Report Writing & Case Studies

*Prior Training in Dyslexia Evaluation*

Optional			Recommended	
Module 1: Dyslexia Foundations	Module 2: Dyslexia Evaluation	Module 3: Considerations for ELLs	Module 4: Interpreting Scores	Module 5: Report Writing & Case Studies

<http://www.region10.org/texas-dyslexia-identification-academy/>




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## Dyslexia Parent App





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## Dyslexia App-Coming Soon!

- Companion website [www.dyslexiatx.org](http://www.dyslexiatx.org)
- Information on
  - characteristics
  - identification process
  - instruction and support
  - glossary
- Text-to-speech capabilities




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## Technology Integration Tool



<https://www.region10.org/programs/dyslexia/techplan/>




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## Technology Integration Tool

### Technology Integration for Students with Dyslexia

#### BACKGROUND

Texas Education Code §38.0031, added by Senate Bill 866 (2014 Texas Legislature) states the following:

- (a) The agency shall establish a committee to develop a plan for integrating technology into the classroom to help accommodate students with dyslexia. The plan must:
  - (1) identify the classroom technologies that are useful and practical in assisting public schools in accommodating students with dyslexia, considering budget constraints of school districts; and
  - (2) develop a strategy for providing those effective technologies to students.
- (b) The agency shall provide the plan and information about the availability and benefits of the technologies identified under Subsection (a) to the school districts.
- (c) A member of the committee established under Subsection (a) is not entitled to reimbursement for travel expenses incurred by the member under this section unless agency funds are available for that purpose.

The Committee on Technology Integration for Students with Dyslexia was charged with developing a plan for integrating technology into the classroom to help accommodate students with dyslexia. The organizational structure of this plan is as follows:

1. **Section One:** An overview of the benefits of integrating technology into the classroom to help accommodate students with dyslexia, including research to support the plan.
2. **Section Two:** A list with descriptions of classroom technologies that are useful and practical in assisting public schools in accommodating students with dyslexia, considering budget constraints of school districts.
3. **Section Three:** A methodology for providing the technologies to students with dyslexia.

"Clearly, technology is one of many powerful tools in our educational tool kit."  
-Edgerton, 2008




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## Contact Information

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