

MARLIN ISD



DYSLEXIA PLAN

Marlin ISD – Dyslexia Plan, Revised January, 2023

Source –State of Texas Dyslexia Handbook 2021 Update

Source- “Reading By Design- An Individualized Literacy Intervention” ESC4 product ID 501-1957,8,9,10,11

Source “Refugio ISD Dyslexia Plan”

MISD Dyslexia Committee (SIT) Members 2022-2023

Luke May- MISD Dyslexia Specialist

Nikki Edwards - Executive Director of Students

MISD Darius Kelley- MES Dean of Instruction

Anita Davenport - MES Teacher

Ingrid Armstead - MMS Counselor

Janice Carroll - MMS teacher

Denise Clifton- MHS counselor

John Primeaux- MHS teacher

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Part 1

INFORMATION

INTRODUCTION TO THE MARLIN ISD DYSLEXIA PROGRAM

Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge and is unlikely to ever flourish in school or life.

(Moats, 1999)

This procedure guide sets forth the procedures regarding dyslexia and related disorders in **Marlin Independent School District**. The guide provides general information about dyslexia, procedures to follow when school personnel suspect a student may have dyslexia or a related disorder, and a range of intervention options for students struggling to read, write, and/or spell. This guide also outlines allowable accommodations on state student assessments and gives specific information about student monitoring during participation in the Marlin ISD Dyslexia Program.

These procedures correspond to state and federal guidelines, and were developed to provide an effective means for meeting the needs of students with dyslexia in **Marlin ISD**. This District Plan follows the recommendations of the Texas Education Agency as stated in "**The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders**" (TEA, 2021 update). This **MISD** District Plan is intended to clarify the district's implementation of the state procedures; any conflict between this document and "The Dyslexia Handbook 2021 Update" is unintentional and should be resolved in favor of the TEA document. References, research, and studies used or quoted are in the TEA Dyslexia Handbook 2021 Update.

A. Dyslexia and Related Disorders Administrative Procedures

Authority: Texas Education Code, Section §38.003

As stated in Texas Education Code §38.003 (a) and (b):

(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." The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to additional reading instruction (if placed in additional reading instruction), teachers' input, and parents' input.

(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 d

All disputes between this document and the Dyslexia Handbook shall be settled in favor of the State document.

1. District Committee

The District Dyslexia Committee will develop written guidelines for the implementation of state rules related to the evaluation and instruction of students with dyslexia and related disorders. The committee shall meet periodically to update the guidelines and the district's implementation plan and disseminate such revisions to all campuses.

2. Campus Committees

At each **Marlin Independent School District** campus, the Student Intervention Team and/or the campus 504 committee, and/or the student's ARD committee, along with the district dyslexia specialist, will work in accordance with the **Marlin Independent School District** procedures in this manual and the Dyslexia Handbook 2021 update, in accordance with state and federal laws and district policy.

The committee members, other than those specified, will consist of different professional personnel depending upon the students referred, the type of concern, the teachers having direct contact with the referred student, and the teachers of the various programs into which students may be referred and placed for services.

B. Definitions and Characteristics of Dyslexia

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays average ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

The Texas Education Code (TEC) §38.003 defines dyslexia in the following way:

(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.

(<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>)

The current definition from the International Dyslexia Association states the following:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(Adopted by the International Dyslexia Association Board of Directors, Nov. 12, 2002)

The **primary difficulties** of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. **Secondary consequences** of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are **unexpected** for the student's age, educational level, or cognitive abilities. Additionally, there is often a family history of similar difficulties.

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

It is important to note that individuals may demonstrate differences in degree of

impairment. The reading/spelling characteristics are the result of difficulty with the

following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)
- Learning the names of letters and their associated sounds (sound/symbol relationship)

Consequences of Dyslexia may include the following

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

Common Risk Factors Associated with Dyslexia

If the following behaviors are *unexpected* for an individual's age, educational level, or other thinking abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. A family history of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes).

Preschool

- · Delay in learning to talk
- · Difficulty with rhyming
- · Difficulty pronouncing words (e.g., "pusgetti" for "spaghetti," "mawn lower" for "lawn mower")
- · Poor auditory memory for nursery rhymes and chants
- · Difficulty in adding new vocabulary words
- · Inability to recall the right word
- · Trouble learning and naming letters and numbers and remembering the letters in his/her name
- · Aversion to print (e.g., doesn't enjoy following along if book is read aloud)

Kindergarten and First Grade

- · Difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled apart into "nap" "kin")
- · Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/)
- · Difficulty remembering the names of letters and recalling their corresponding sounds
- · Difficulty decoding single words (reading single words in isolation)
- · Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said")

Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- · Difficulty recognizing common sight words (e.g., "to" "said" "been")
- · Difficulty decoding single words

All disputes between this document and the Dyslexia Handbook shall be settled in favor of the State document.

- · Difficulty recalling the correct sounds for letters and letter patterns in reading
- · Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- · Difficulty reading fluently (e.g., slow, inaccurate, and/or without expression)
- · Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- · Reliance on picture clues, story theme, or guessing at words
- · Difficulty with written expression

Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- · Difficulty reading aloud (e.g., fear of reading aloud in front of classmates ·
- Avoidance of reading (e.g., particularly for pleasure)
- · Acquisition of less vocabulary due to reduced independent reading
- · Use of less complicated words in writing that are easier to spell
- · Reliance on listening rather than reading for comprehension

Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- · Difficulty with the volume of reading and written work
- · Frustration with the amount of time required and energy expended for reading
- · Difficulty with written assignments
- · Tendency to avoid reading (particularly for pleasure)
- · Difficulty learning a foreign language

Associated Academic Difficulties and Other Conditions

The behaviors in the previous sections represent common difficulties that students with dyslexia may exhibit. In addition, students with dyslexia can have problems in written expression, reading comprehension, and mathematics, as well as other complicating conditions and/or behaviors.

Besides academic struggles, students with dyslexia may exhibit other complex conditions and/or behaviors. The most common co-occurring disorders with dyslexia are attention deficit hyperactivity disorder (ADHD) and specific developmental language disorders. Some students with dyslexia may also experience symptoms such as anxiety, anger, depression, lack of motivation, or low self-esteem. Educators should appropriately screen, monitor, and provide needed instructional/referral services to address associated symptoms and/or academic impairments.

These additional conditions can have a significant impact on the effectiveness of instruction provided to students with dyslexia. Motivation, in particular, has been shown to be critical to

the success or failure of instructional practices. In regard to motivation, Torgesen states, “Even technically sound instructional techniques are unlikely to succeed unless we can ensure that, most of the time, students are engaged and motivated to understand what they read.” Therefore, all the factors that may affect learning must be considered when identifying and providing instruction for students with dyslexia. ADHD or symptoms of anxiety, anger, depression, or low self-esteem may lower a student’s motivation and engagement in learning. Educators are responsible for providing an environment of affirmation that motivates and engages the student with dyslexia and complicating conditions.

Sources for Common Evidence of Dyslexia:

Common Signs, (n.d.). Retrieved July 10, 2006, from The International Dyslexia Association Website.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Alfred A Knopf.

C. Procedures for Assessing Students for Dyslexia

Research shows that children who read well in the early grades are far more successful in later years; and those who fall behind often stay behind when it comes to academic achievement. (Snow, Burns, and Griffin, 1998)

NOTE: Procedures Required by State and Federal Law Prior to Formal Assessment

The Student Success Initiative (SSI) is a state-level effort to ensure that all Texas students receive the instruction and support needed to be academically successful in reading and mathematics. For students that demonstrate difficulties during early reading instruction (kindergarten, grades 1 and 2), the most common form of instructional help is available through the SSI as mandated by TEC §28.006. This education code requires districts and charter schools to administer early reading instruments to all students in kindergarten and grades 1 and 2 to assess their reading development and comprehension.

If (**at any grade level**), on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the district or charter school must notify the students’ parents or guardians. According to TEC §28.006(g), the district or charter school must also implement an accelerated (intensive) reading program that appropriately addresses the students’ reading difficulties and enables them to “catch up” with their typically performing peers.

Research continues to support the need for early identification and assessment. The rapid growth of the brain and its responsiveness to instruction in the primary years make the time from birth to age eight a critical period for literacy development. Characteristics associated with reading difficulties are connected to spoken language. Difficulties in young children can be assessed through screenings of phonemic awareness and other phonological skills.

Keeping the above-referenced information in mind, it is important that the school district not delay identification and intervention processes until second or third grade for students suspected of having dyslexia. This identification process should be an individualized evaluation rather than a screening. Further, the evaluation should be conducted through

§504 procedures or through the Individuals with Disabilities Education Act (IDEA 2004).

As evident through the components of SSI and other state-level initiatives that support reading, Texas is committed to data-driven instruction. Early reading assessments are required by state law and are evidence-proven to be best practice. With the use of early reading assessment instruments, teachers can quickly assess a child's reading abilities and provide prescriptive instruction by isolating the skills that need strengthening.

The International Dyslexia Association (IDA) indicates that the unexpected difficulties that students with dyslexia demonstrate in the area of reading are seen despite the provision of effective (scientifically based) classroom instruction. Therefore, **the use of a Response to Intervention (RTI) or a tiered process is important in the identification of dyslexia.** RTI or the use of a tiered process should **not delay** the inclusion of a student in dyslexia intervention once dyslexia is identified.

D. Response to Intervention

The interventions provided to students who are reported to be at risk for dyslexia or other reading difficulties should align with the requirements of NCLB legislation that requires districts and charter schools implement reading programs using scientifically based reading research (SBRR). Additionally, the most recent reauthorization of the federal Individuals with Disabilities Education Act (IDEA 2004), passed in 2004, is consistent with NCLB in emphasizing the quality of instruction and documentation of student progress.

A process based on the student's response to scientific, research-based intervention is one of the criteria included in IDEA 2004 to be used in determining whether a student has a specific learning disability, including dyslexia. Districts are strongly recommended to implement an RTI process for students who are at risk for dyslexia or other reading difficulties, as they would with any student exhibiting learning difficulties.

Ongoing assessment and progress monitoring of reading achievement gains are required for students at risk for dyslexia or other reading difficulties. Additional information pertaining to initiatives that support the reading achievement of Texas students is available on TEA's website: www.tea.state.tx.us

Tier I: Student exhibits poor performance on early reading assessment or fails to respond to scientifically based reading instruction at any level. Classroom teacher intensifies instruction and provides accommodations. If a student does not make adequate reading progress....

Tier II: Teacher provides more intense intervention in addition to the core reading program and monitors progress, including intensive small group reading instruction, establishment of goals and progress monitoring. If a student does not make adequate reading progress AND exhibits characteristics of dyslexia....

Tier III: Student is recommended for a dyslexia evaluation. Before a teacher can refer a

student for a dyslexia evaluation, the Response to Intervention (RTI) process must be completed. (See Figure 3.8: “Pathways for the Identification and Provision of Instruction for Students with Dyslexia”).

NOTE: Progression through tiered intervention is not required in order to begin the identification of dyslexia. The use of a tiered intervention process should not delay or deny an evaluation for dyslexia, especially when parent or teacher observations reveal the common characteristics of dyslexia. The needs of the students must be the foremost priority. Frequently, a child with dyslexia may be making what appears to be progress in the general education classroom based on report card grades or minor gains on progress measures. While various interventions may prove to be helpful in understanding curriculum, a child with dyslexia also requires a specialized type of intervention to address his/her specific reading disability. The use of a tiered process should not delay the inclusion of a student in dyslexia intervention once dyslexia is identified.

Parents/guardians always have the right to request a referral for a dyslexia assessment at any time. 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 data) to determine whether there is reason to believe the student has a disability. If a disability is suspected, the student needs to be evaluated following the guidelines outlined in this chapter. If the school does not suspect a disability and determines that evaluation would not be warranted, the parents/guardians must be notified of their due process rights.

When a referral for dyslexia assessment is made, districts should ensure that evaluation procedures are followed in a reasonable amount of time. Section 504 does not require specific timelines; therefore, it is beneficial for districts to consider the timelines Texas has established for the completion of initial special education evaluations through TEC §29.004(a).

Pathway to the Identification and Provision of Instruction for Students With Dyslexia

The IDEA evaluation requirements for SLD eligibility in 34 C.F.R 300.309 (a)(1) specifically designate the following areas for a learning disability in reading: basic reading skills (dyslexia) reading fluency skills, and/or reading comprehension.

The October 23, 2015 letter from the Office of Special Education and Rehabilitative Services (OSERS) (Dear Colleague:Dyslexia Guidance) states that dyslexia, dyscalculia, and dysgraphia are conditions that could qualify a child as a child with a specific learning disability under the IDEA. The letter further states that there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in the IDEA evaluation, eligibility determinations, or IEP documents. For more information, please visit <https://www2.ed.gov/policy/speced/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>

A 2018 Letter to the Administrator Addressed from the Texas Education Agency regarding

MISD Dyslexia Plan October 2022 Revision- Any conflict between this document and "The Dyslexia Handbook 2021 Update" is unintentional and should be resolved in favor of the TEA document..

the provision of services for students with dyslexia or related disorders states that any time it is suspected that a student requires special education or related services to provide appropriate reading supports and interventions, a referral for an FIIE should be initiated. The letter further states that all students who are identified with dyslexia or a related disorder and who requires special education services because of dyslexia or a related disorder are eligible under the IDEA for special education and related services as a student with a specific learning disability. For more information, please visit https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Provision_of_Services_for_Students_with_Dyslexia_and_Related_Disorders-Revised_June_6,_2018/

Once the condition of dyslexia has been identified, a determination must be regarding the most appropriate way of serving the student. If a student with dyslexia is found eligible for special education (i.e. student requires specially designed instruction) the students' IEP must include appropriate reading instruction. Appropriate reading instruction includes the components and delivery of dyslexia instruction discussed in chapter 4: Critical, Evidence-Based components of Dyslexia Instruction. If a student has previously met special education eligibility and is later identified with dyslexia, the ARD committee should include in the IEP goals that reflect the need for dyslexia instruction and determine the least restrictive environment for delivering the student's dyslexia instruction.

If- based on the data-the student is identified with dyslexia, but is not eligible for special education, the student may receive dyslexia instruction and accommodations under Section 504.

A student who is found not eligible under the FIIE, but who is identified with the condition of dyslexia through the FIIE process should not be referred for a second evaluation under Section 504. Instead, the Section 504 committee will use the FIIE and develop an appropriate plan for the student without delay.

For students eligible for Section 504, a Section 504 committee will develop the student's Section 504 plan, which must include appropriate reading instruction to meet the needs of the student. Appropriate reading instruction includes the components and delivery of standard protocol dyslexia instruction identified in Chapter IV: Critical, Evidence Based Components of Dyslexia Instruction. Revision of the 504 Plan will occur as the student's response to instruction and to the use of accommodations, if any, is observed. Changes in instruction and/or accommodations must be supported by current data (e.g. classroom performance and dyslexia program monitoring).

The following pathway must be followed. (Fig, 3.8)

- A. Universal screening for reading and dyslexia is administered to all students in grade kindergarten and first grade as required by TEC 28.006 and 38.003(a)
- B. If a student is at risk for reading difficulties or the student is suspected of having dyslexia or any other specific learning disability, collect and review quantitative and qualitative data on the student (see fig. 2.3 and 2.4 in the Dyslexia Handbook for more information).
- C. If the analysis shows that the student exhibits characteristics of dyslexia or other specific learning disabilities, seek parental consent for a Full Individual and Initial Evaluation (FIIE)

while continuing to provide grade level, evidence based core reading instruction (Tier 1) and providing appropriate tiered interventions.

- D. For students suspected of having dyslexia, if the parent does not give consent for an FIIE, seek parental consent for a Section 504 Evaluation, while continuing to provide grade level, evidence based core reading instruction (Tier 1) and providing appropriate tiered interventions.
- E. If the parent gives consent for an FIIE, conduct the FIIE within 45 school days (subject to limited exceptions) of the date of the receipt of parent consent, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions. The ARD committee (including the parent) must meet to review the results of the FIIE.
- F. If the parent gives consent for a Section 504 evaluation, conduct valuation under Section 504 while continuing to provide grade level, evidence-based instruction (Tier 1) and providing appropriate tiered interventions.
- G. If a student has an IDEA eligible condition such as dyslexia or a related disorder, the ARD committee determines if a need for special education services exists.
- H. If the student's dyslexia or related disorder substantially limits one or more of life's major activities such as learning, reading, writing, or spelling, the student is eligible for Section 504, the 504 committee (parent participation is recommended) develops a Section 504 plan for the student to provide services including standard protocol dyslexia instruction, accommodations, and/or related aids specific to the student's disability.
- I. If the student requires special education because of the identified IDEA eligible condition, the student is eligible for special education. The ARD committee develops the IEP, for the student
 - to receive specially designed instruction which can include any appropriate special education and related services, and general education programs and services, including standard protocol dyslexia instruction. While an IEP is individualized, to the student, the IEP should address critical, evidence-based of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. The determination of eligibility and the development of an IEP, if the student is eligible, must be done within 30 days (subject to limited exceptions) from the date that the written FIIE evaluation report is completed. Obtain parental consent for special education services.
- J. If the parent declines, the LEA must still provide all general education services, including any protections available under Section 504.

The RTI process with data gathering and evaluation includes Information to be considered including the results from some or all of the following:

- · Vision screening
- · Hearing screening
- · Teacher reports of classroom concerns
- · Basal reading series assessment
- · Accommodations provided by classroom teachers
- · Academic progress reports (report cards)
- · Gifted/Talented assessments
- · Samples of school work

- · Parent conferences
- · Testing for limited English proficiency (all years available)
- · Speech and language screening through a referral process (English and native language, if possible)
- · The K–2 reading instrument as required in TEC §28.006 (English and native language, if possible)
- · Universal screening for all grade levels available (English and native language, if possible)
- · State student assessment program as described in TEC §39.022

Students enrolling in public schools in Texas shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003(a)).

The appropriate time depends upon multiple factors including the student’s reading performance; reading difficulties; poor response to supplemental, scientifically based reading instruction; teachers’ input; and input from the parents/guardians. For students demonstrating difficulties in reading (kindergarten; grades 1, 2, and 7), the SSI as mandated by TEC §28.006 provides guidance to ensure that all students receive the instruction and support needed to be academically successful in reading and mathematics. Additionally, the appropriate time for assessing is early in a student’s school career (19 TAC §74.28). While earlier is better, students should be recommended for assessment for dyslexia even if the reading difficulties appear later in a student’s school career. All kindergarten students must be screened for dyslexia by the end of the year. All 1st grade students must be screened for dyslexia by January 31. If a student shows a possible difficulty in reading or if dyslexia or a related disorder is suspected, the student should be referred for an FIEE following all state and federal regulations.

Marlin ISD recommends assessment for dyslexia if the student demonstrates the following.

- · *Poor performance in one or more areas of reading and/or the related area of spelling that is unexpected for the student’s age/grade*
- · *Characteristics of dyslexia*

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. This cumulative data also includes information from parents/guardians. Figure 3.2 in the Dyslexia Handbook 2021 Update lists sources and examples of cumulative data as :

- Vision screening
- Hearing Screening
- Teacher reports of classroom concerns
- Classroom reading assessments
- Accommodations or interventions provided
- Academic Progress Reports (Report Cards)
- Gifted/Talented Assessments
- Samples of Schoolwork
- Parent conference notes
- Results of kindergarten-grade 1 universal screening as required by TEC 38.003
- K-2 reading instrument results as required in TEC 28.006 (English and native language, if possible)
- 7th grade reading instrument results as required in TEC 28.006
- State student assessment program results as described in TEC 39.022
- Observations of instruction provided to the student
- Previous evaluations
- Outside evaluations
- Speech and Language Assessment
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Screening data
- Parent survey

State and Federal Law Regarding Early Identification and Intervention Prior to Formal Assessment

Both state and federal legislation emphasize early identification and intervention for students who may be at risk for reading disabilities. Those professionals responsible for working with students with reading difficulties should be familiar with the legislation listed in the State of Texas Dyslexia Handbook 2022 update..

Description of the MISD process:

1. **Student Intervention Team Meeting to Begin Process:** This can be initiated by a parent, teacher, Intervention Support Teacher, Administrator, or Dyslexia Specialist and can occur at any Student Intervention Team meeting. If the dyslexia teacher is not a regular member of the team, he/she shall attend all Student Intervention Team meetings in which information about the dyslexia process or students with dyslexic tendencies are reviewed with the diagnostician. The diagnostician then distributes and collects all needed documentation from the school for an FIIE to be initiated and assists in the process from this point forward. After the results come in, the diagnostician will inform needed individuals to review the data and decide next steps.

In the event that parent permission for an FIIE can not be obtained, referral under a 504 process may be initiated by the 504 coordinator. A FIIE is always the preferred method.

The following domains will be assessed:

- · Reading real and nonsense words in isolation (decoding)
- · Phonological awareness
- · Letter knowledge (name and associated sound)
- · Rapid naming
- · Reading fluency (ratio and accuracy)
- · Reading comprehension
- · Written spelling

The student's difficulties in the area of reading must be unexpectedly low for the student's age and educational level.

NOTE:

- Regardless of the process in place, the parents or guardians always have the right to request a referral for an evaluation at any time. If this is the case, a meeting will be scheduled to begin the process of following the pathways to identification.
- If the student is being assessed as part of a special education evaluation or is already served in special education and a dyslexia evaluation is being requested, IDEA 2004 due process procedures must be followed.
- The notices and consent must be provided in the native language of the parent or guardian or mode of communication used by the parent or guardian, unless it is clearly not feasible to do so.
- · In compliance with §504 and IDEA, tests, assessments, and other evaluation materials must follow the state guidelines.
- · If a student has previously met special education eligibility, the ARD committee should include goals that reflect the need for dyslexia instruction in the IEP and determine the least restrictive environment for delivering the student's dyslexia intervention.

E. Emergent Bilingual Students

This refers to students served in bilingual and ESL programs as well as students designated limited English proficient (LEP) whose parents have denied services.

Much diversity exists among Emergent Bilingual students (EBs). 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 recommended.

Additional Data Gathering (in addition to the information previously listed under "Data Gathering") Language Proficiency Assessment Committee (LPAC) documentation (TEC §89.1220 (g)(h)(i)) that includes the following:

- · Home Language Survey
- · Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
- · STAAR Results, if available
- · Texas English Language Proficiency Assessment System (TELPAS) information (Reading Proficiency Test in English (LAS))
- · Previous schooling in and outside of the United States

Additional Assessment (in addition to the information listed under “Domains to Assess”) · Comprehensive oral language proficiency testing should be completed in English and the student’s native language whenever possible.

- · If the student has received academic instruction in his/her native language, as well as in English, then the “Domains to Assess” need to be completed in both languages to the appropriate extent.

Additionally, personnel involved in the evaluation process of EBs for dyslexia need to be trained in bilingual assessment and interpretation procedures as outlined in the State of Texas Dyslexia Handbook 2018. Areas for assessment are outlined in Figure 2.4 of the Texas Dyslexia Handbook 2022.

Additional Considerations for Emergent Bilingual students

A professional involved in the assessment, interpretation of assessment results, and identification of EBs with dyslexia needs to have the following training/knowledge:

- · Knowledge of first and second language acquisition theory
- · Knowledge of the written system of the first language—transparent (Spanish, Italian, German), syllabic (Japanese-kana), semitic (Arabic, Hebrew), and morphosyllabic (Chinese Kanji)
- · Knowledge of student’s literacy skills in native and second language
- · Knowledge of how to interpret results from a cross-linguistic perspective
- · Knowledge of how to interpret the TELPAS (Texas English Language Proficiency Assessment System)
- · Knowledge of how to interpret the results of the student’s oral language proficiency in two or more languages in relation to the results of the tests measuring academic achievement and cognitive processes as well as academic data gathered and economic and socio-economic factors

Interpretation

To appropriately understand test results, the examiner(s)/committee of knowledgeable persons must interpret test results in light of the student's language development (in both English and the student's native language), educational history, linguistic background, socio-economic issues, and any other pertinent factors that affect learning.

The committee (§504 or ARD) must first determine if a student's difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

- · Reading words in isolation
- · Decoding unfamiliar words accurately and automatically
- · Reading fluency for connected text (both rate and/or accuracy)
- · Spelling (An isolated difficulty in spelling would not be sufficient to identify dyslexia.)

The evaluation data collected also may include information on reading comprehension, mathematics, and written expression. Dyslexia often coexists with learning difficulties in these related areas. Another factor to consider when interpreting test results is the student's linguistic background. Additional information for interpreting the results as well as RTI information are in the Texas Dyslexia Handbook 2022.

Based on the above information and guidelines, should the committee (§504 or ARD) determine that the student exhibits weaknesses in reading and spelling, the committee will then examine the student's data to determine whether these difficulties are **unexpected** in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. For example, the student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning, or verbal ability yet still have difficulty with reading and spelling. Therefore, it is not one single indicator but a preponderance of data (both informal and formal) that provide the committee with evidence for whether these difficulties are unexpected. Questions to be considered are outlined in Figure 2.5 of the State of Texas Dyslexia Handbook 2022.

II. Procedures for Identification

1. The RTI team will document if a student has failed to make adequate progress or a parent may request that a student be evaluated for dyslexia or related disorders.

Additional Guidelines Specific to Marlin ISD

III. ADDITIONAL INFORMATION TO NOTE FOR Marlin ISD

A. Annual Review

The progress of students in the district dyslexia program will be reviewed annually by the campus 504 committee or the ARD committee as appropriate to the student's identification.

B. Assessment Procedures

A parent or guardian may request to have his/her child assessed for dyslexia or a related disorder by staff at the district . **(If the school district has data to support refusal of the parent's or guardian's request, the procedural protections of §504 must be followed.** The parents or guardians must be provided their notice of rights under §504. For a student who is special education-eligible, IDEA 2004 procedures must be followed. Best practices suggest appropriate timelines to mirror those of special education.) It is important to remember that 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 data) to determine whether there is reason to believe the student has a disability. If a disability is suspected, the student needs to be evaluated following the guidelines outlined in this chapter. If the school does not suspect a disability and determines that evaluation would not be warranted, the parents/guardians must be notified of their due process rights. **Once the consent to evaluate has been signed by the parent or guardian, formal assessment must take place unless there is sufficient data to support a refusal.** *A student is not required to fail a class or subject or fail the state required assessment to be considered for a dyslexia assessment. According to TEC §38.003, students should be assessed for dyslexia at appropriate times. Results from a state test, required by the statewide assessment program, are only one source of data to be gathered and considered for possible recommendation for assessment. Other information must also be considered, such as teacher information, report card grades, parent information, history of reading difficulties, informal observations of the student's abilities, response to scientifically based reading instruction, etc. (Texas Dyslexia Guidelines, page 64)*

C. Assessment of Students Identified Outside the District

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. **Marlin ISD may choose to accept the outside assessment, or may choose to re-assess the student.** In either situation, the §504 or ARD committee will determine the identification status of a student enrolled in **Marlin ISD**, and the placement of the student in the dyslexia program(s).

D. Instruction for Students with Dyslexia

TEC §38.003(b) states, "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."

Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact. Specialized instruction for students with dyslexia is discussed in Section E.

Each school **must** provide an identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. While the components of instruction for students with dyslexia include good teaching principles for all teachers, the explicitness and intensity of the instruction, fidelity to program descriptors, grouping formats, and training and skill of the teachers are wholly different from core classroom instruction. Core instruction alone may not meet the instructional program requirements for students with dyslexia.

E. Specialized Dyslexia Intervention

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional specialized instruction as appropriate for the reading needs of the student with dyslexia. It is important to remember that while intervention is most preventative when provided in kindergarten and first grade, older children with reading disabilities will also benefit from focused and intensive remedial instruction.

Instructional decisions for a student with dyslexia must be made by a committee (§504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. In accordance with 19 TAC §74.28(c), districts shall purchase or develop a reading program for students with dyslexia and related disorders that

incorporates **all** of the components of instruction and instructional approaches in the following section:

F. Critical, Evidence-Based Components of Dyslexia Instruction

(Expanded definition of components and delivery of instruction is in the State of Texas Dyslexia Handbook 2022)

- · **Phonological awareness**
- · **Sound-symbol association**
- · **Syllabication**
- · **Orthography**
- · **Morphology**
- · **Syntax**
- · **Reading comprehension**
- · **Reading fluency**

G. Enrollment in Gifted/Talented and Advanced Academic Programs

A student who has been identified with dyslexia can also be a gifted learner, or a twice-exceptional learner. A twice-exceptional learner is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high-performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field (TEC §29.121) and who also gives evidence of one or more disabilities as defined by federal or state eligibility (IDEA 2004) (300.8) (§504) criteria such as learning disabilities, speech and language disorders, emotional/behavioral disorders, physical disabilities, sensory disabilities (hearing impaired, visually impaired, blind-deaf), traumatic brain injury, autism spectrum disorder, or other health impairments such as ADHD.

Assessment and identification of twice-exceptional learners can be challenging and requires those vested in the education of these learners to be knowledgeable of the unique characteristics and behaviors demonstrated by these learners. Often the disability masks the giftedness, which places emphasis on barriers to learning instead of the potential that the learner has as a result of the gifted attributes. Conversely, the giftedness may mask the disability, which may result in the learner experiencing gaps in learning compounded by the disability, thus affecting how the learner perceives his or her abilities.

Twice-exceptional students must be provided access to all service and course options available to other students. The US Department of Education's Office for Civil Rights offers information for addressing students with disabilities seeking enrollment in advanced academic programs (e.g., Advanced Placement and International Baccalaureate). For more information, see www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.pdf.

H. Professional Development Relative to Dyslexia for All Teachers

Research consistently confirms the impact that a knowledgeable teacher can have on the success or failure of even the best reading programs (Shaywitz, 2003). To ensure that general education teachers are knowledgeable about dyslexia, TEC §21.054(b) and TAC §232.11(e) require educators who teach students with dyslexia to be trained in new research and practices related to dyslexia as a part of their continuing professional education (CPE) hours.

For each campus, the dyslexia specialist, the dyslexia interventionist, or Section 504 campus coordinator must be familiar with and prepared to use the techniques, tools, and strategies outlined in the State of Texas Dyslexia Handbook 2022. They may also serve as trainers and consultants in the area of dyslexia and related disorders for regular, remedial, and special education teachers. In addition, in Texas K–12 education, dyslexia practitioner licensure is voluntary. K–12 educators can provide services to those with dyslexia without being licensed. However, K–12 educators must have training in the components and delivery of dyslexia instruction outlined in the State of Texas Dyslexia Handbook 2022 if they are providing the dyslexia services. They must also be trained in the district adopted dyslexia program and it must be implemented with fidelity across all campuses.

I. Technology Integration for Students with Dyslexia (TEC §38.0031)

The research is definitive regarding technology and instruction for students with dyslexia. When students have access to effective technology, their overall educational performance improves. One of the best ways to use technology is in combination with instruction in reading strategies and processes. Technology is not intended to take the place of quality reading instruction. It should be used in combination with teacher-directed instruction and intervention. Technology should never be used as a substitute for quality instruction; it is intended to supplement, not supplant.

The *Technology Integration for Students with Dyslexia* online tool (TEC §38.0031) is a resource developed to support instructional decisions regarding technology that benefits students with dyslexia. To view this source, visit www.region10.org/dyslexia/techplan.

IV. CRITICAL INFORMATION ABOUT ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES TAKING STATE ASSESSMENTS

For students who receive special education or Section 504 services, the decision for a student to use accommodations during the statewide assessments is made by the ARD committee or Section 504 placement committee. In those rare instances where a student does not receive services but meets the eligibility criteria because of a disabling condition, the decision about using accommodations on the assessments is made by the appropriate team of people at the campus level, such as the Response to Intervention (RTI) team or student assistance team. Additional guidelines and suggestions are listed in the State of Texas Dyslexia Handbook 2022.

A. Using Accommodations during Classroom Instruction and Testing

The use of accommodations primarily occurs in the classroom on a daily basis. Understanding basic principles of accommodations help ensure their appropriate use in all education settings.

B. Accommodations

- are changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction
- · should be effective in allowing a student access to the Texas Essential Knowledge and Skills (TEKS)
- · must be individualized for each student
- · are intended to reduce the effect of a student's disability
- · should be routinely used during classroom instruction and testing
- · may be appropriate for classroom use but may not be appropriate or allowed for use on a statewide assessment
- · should be documented in the appropriate student paperwork
- · should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year
- · are **not** necessary for every student
- · are **not** changes to the performance criteria of an assignment or assessment
- · are **not** changes to the content being assessed and should not replace the teaching of subject specific knowledge and skills as outlined in the TEKS
- should **not** be provided to an entire group of students, such as those in the same class or disability category, as a "one-size-fits-all" accommodation
- are **not** intended to provide a student with a disability an advantage (e.g., increase a passing score to a higher score)

- should **not** be provided to a student without evidence of effectiveness from year to year

Educators who make decisions about accommodations for a student should have knowledge of the TEKS and a clear understanding of the student's performance in relation to the TEKS. In addition, educators should continually collect and analyze data pertaining to the use and effectiveness of accommodations so that informed educational decisions can be made for each student. Such data could include observational reports or assignment/test scores with and without the use of the accommodation. Sometimes an accommodation becomes ineffective or inappropriate over time due to the student's age or changing needs. By analyzing data, an educator may be able to see that the student has gained skills, overcome weaknesses, or progressed in the curriculum and no longer needs the accommodation. Or it may confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

C. Using Accommodations on Statewide Assessments

Accommodations provided to students during classroom instruction and testing may differ from accommodations allowed for use on statewide assessments. This should not discourage the use of appropriate accommodations during instruction. Classroom instruction is intended to provide each student the opportunity to learn the state-mandated curriculum. To accomplish this, educators should use a variety of techniques to meet the needs of each student, thus allowing each student to maximize his or her academic potential.

However, statewide assessments are intended to measure how well each student has mastered the state-mandated curriculum. In order to assure the reliability, validity, and security of all statewide assessments, **only those accommodations that do not invalidate the content being measured or compromise the security and integrity of the assessments are allowed.**

Therefore, not all accommodations used routinely in the classroom are appropriate or allowed for use during the statewide assessments.

D. Testing Accommodations

After determining the instructional accommodation(s) that are effective for a student, the educator should investigate whether those accommodations are allowed on a statewide assessment. The Accommodation Document from TEA organizes accommodations for students with disabilities by type in accordance with the specificity of the eligibility criteria and the need for TEA approval. The accommodation type is also recorded on the student's answer document. The complete Accommodation Document with links to each accommodation policy is available on the Accommodations for Students with Disabilities

webpage.

V. STUDENT MONITORING

Monitoring may include, but is not limited to, the collection/evaluation of:

- · Progress reports
- · Report cards
- · State assessment data
- · Teacher reports/checklists
- · Parent reports/checklists
- · Counselor reports
- · Other program reports
- · Additional assessment data

Students qualifying for dyslexia services that are identified as §504 or special education will follow monitoring/re-evaluation requirements outlined in federal law.

No one factor is sufficient to warrant exiting a student from direct dyslexia services. Dismissal from the dyslexia reading program is determined by the §504 or ARD committee. The committee considers the following factors when recommending exiting or reduction of dyslexic services:

- · Completion of the district dyslexia program
- Progress or lack of progress in the district dyslexia program
- · The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards
- · The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher
- · The student passed the reading portion of the state assessment
- · Committee recommendation
- · Parents request in writing that the student exit the program

If a student has shown substantial progress and the §504 committee or ARD committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services.

Part 2

Resources

TABLE OF CONTENTS FOR PART 2

MISD DYSLEXIA HANDBOOK

These are examples of some of the forms used by the MISD dyslexia department. They are for use only as directed by the MISD dyslexia department or by MISD. Any other use is strictly forbidden. Figure 3.8 from the Dyslexia Handbook 2021 Revision and may be used in accordance with that document.

Figure 3.8 - Pathways for the Identification and Provision of Instruction for Students With Dyslexia

37 Common Characteristics of Dyslexia- This can be used to help the students' ARD/504 committee make decisions.

Dyslexia Progress Monitoring 6 weeks report- This form or an electronic version of it is to be distributed to teachers to be completed and returned to the Dyslexia Department by the mainstream teacher to assist with MONITOR students.

Suggested Accommodations For Students with Dyslexia- This is a list that may be used in determining accommodations for students with dyslexia. It is only a suggested list and should not be considered a complete list of all possible accommodations.

Monitor Status/Program Complete Form- This may be used to document completion of the MISD Dyslexia Program.

Components of Instruction- This states the requirements for instruction of students with dyslexia



Date: _____ Campus _____
Marlin ISD Dyslexia Services

Dear parent/Guardian of _____,

This notice is to inform you that your child, _____
Has successfully completed his/her dyslexia therapy. The ARD/504/Dyslexia committee is
recommending that your child be placed on "Monitor" status as of _____.

He/She will continue to receive appropriate accommodation support in the classroom. In
addition, he/she will remain eligible for appropriate STAAR/EOC accommodations as
documented in his/her ARD/504/Dyslexia plan.

Monitoring will continue until _____, according to his/her
ARD/504/Dyslexia plan. If changes need to be made, or monitoring continued beyond this date,
his/her ARD/504/Dyslexia committee will meet to discuss these or any other changes to his/her
ARD/504/Dyslexia plan.

Please sign and date below to indicate that you have received and read this notice, and that you
agree with the placement of your child, _____,
on "monitor" status with Dyslexia Services.

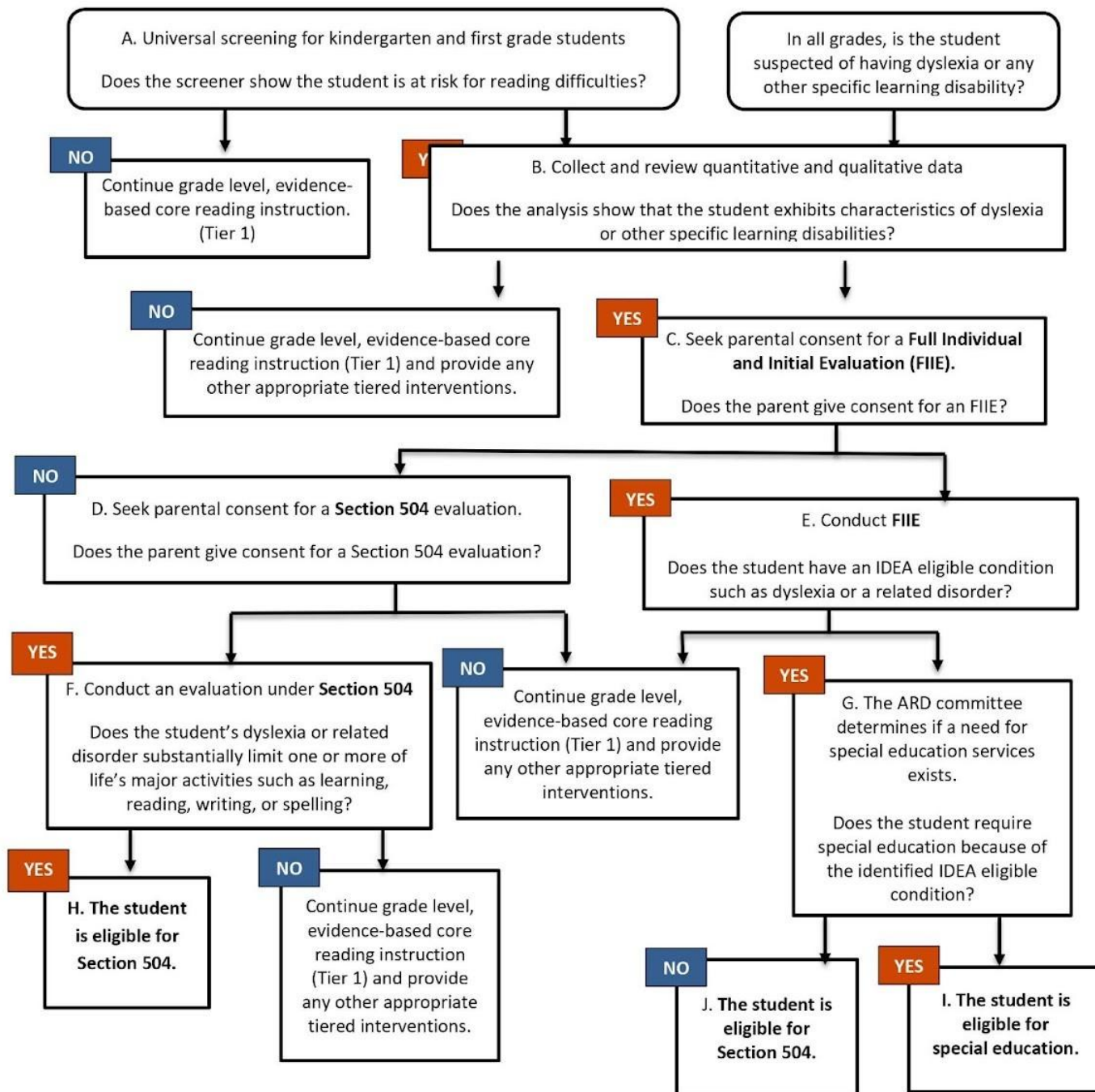
Parent signature _____ Date _____

*Please return this form to Luke May, Dyslexia Specialist, Marlin ISD, or to your school's
principal.*

If you have any questions or concerns regarding your child's status in Marlin ISD Dyslexia
Services, please contact Luke May at 254-883-3585, or by email at lmay@marlinisd.org.

Figure 3.8

Pathways for the Identification and Provision of Instruction for Students with Dyslexia



*See next page for additional detail.

MARLIN ISD

37 Common Characteristics of Dyslexia

Adapted from Ronald D. Davis, ©1992

Most people with dyslexia or ADHD will exhibit at least 10 of the following traits and/or behaviors.

Student Name _____

Grade level _____

Teacher name _____

Subject _____

GENERAL

- Appears bright, highly intelligent, and articulate but unable to read, write, or spell at grade level.
- Labeled lazy, dumb, careless, immature, “not trying hard enough,” or “behavior problem.”
- Isn’t “behind enough” or “bad enough” to be helped in the school setting.
- High IQ, yet may not test well academically; tests well orally, but not written.
- Feels stupid; has poor self-esteem; hides or covers up weaknesses with ingenious compensatory strategies; easily frustrated and emotional about school reading or testing.
- Talented in art, drama, music, sports, mechanics, story-telling, sales, business, designing, building, or engineering.
- Seems to “zone out” or daydream often; gets lost easily or loses track of time. Difficulty sustaining attention; seems “hyper” or “daydreamer.”
- Learns best through hands-on experience, demonstrations, experimentation, observation, and visual aids.

VISION, READING, AND SPELLING

- Complains of dizziness, headaches or stomach aches while reading.
- Confused by letters, numbers, words, sequences, or verbal explanations.
- Reading or writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words.
- Complains of feeling or seeing non-existent movement while reading, writing, or copying.
- Seems to have difficulty with vision, yet eye exams don't reveal a problem.
- Extremely keen sighted and observant, or lacks depth perception and peripheral vision.
- Reads and rereads with little comprehension.
- Spells phonetically and inconsistently.

HEARING AND SPEECH

- Has extended hearing; hears things not said or apparent to others; easily distracted by sounds.
- Difficulty putting thoughts into words; speaks in halting phrases; leaves sentences incomplete; stutters under stress; mispronounces long words, or transposes phrases, words, and syllables when speaking.

WRITING AND MOTOR SKILLS

- Trouble with writing or copying; pencil grip is unusual; handwriting varies or is illegible.
- Clumsy, uncoordinated, poor at ball or team sports; difficulties with fine and/or gross motor skills and tasks; prone to motion-sickness.
- Can be ambidextrous, and often confuses left/right, over/under.

MATH AND TIME MANAGEMENT

- Has difficulty telling time, managing time, learning sequenced information or tasks, or being on time.
- Computing math shows dependence on finger counting and other tricks; knows answers, but can't do it on paper.
- Can count, but has difficulty counting objects and dealing with money.

Can do arithmetic, but fails word problems; cannot grasp algebra or higher math. **MEMORY AND COGNITION**

- Excellent long-term memory for experiences, locations, and faces.
- Poor memory for sequences, facts and information that has not been experienced.

- Thinks primarily with images and feeling, not sounds or words (little internal dialogue).

BEHAVIOR, HEALTH, DEVELOPMENT AND PERSONALITY

- Extremely disorderly or compulsively orderly.
- Can be class clown, trouble-maker, or too quiet.
- Had unusually early or late developmental stages (talking, crawling, walking, tying shoes).
 - Prone to ear infections; sensitive to foods, additives, and chemical products.
 - Can be an extra deep or light sleeper; bedwetting beyond appropriate age.
 - Unusually high or low tolerance for pain.
- Strong sense of justice; emotionally sensitive; strives for perfection.
- Mistakes and symptoms increase dramatically with confusion, time pressure, emotional stress, or poor health.



DYSLEXIA PROGRESS MONITORING 6 WEEKS REPORT

In an effort to serve our dyslexic students, and to provide for their specific needs, please complete and return this dyslexia monitoring form for the student indicated. This will help us to better serve our dyslexic students. Please return to Mr. May's teacher mailbox by the end of the week. Thank you,

L. May
MISD Dyslexia

Student _____
Grade _____
Subject _____
Teacher _____
Date _____

1. What is the student's average in your class? _____

2. If the student is not passing, what seems to be the main concern?

3. In what way can the dyslexia department be of help, if any is needed?

4. Any other comments or information that could help us better serve this student? _____

Signed,

Date

MARLIN ISD SUGGESTED ACCOMMODATIONS FOR THE STUDENT WITH DYSLEXIA

Student name: _____ Date: _____

Teacher: _____ Subject _____

Put a check mark by the modification recommended.

- Allow the student to copy from paper rather than the chalkboard or overhead.
- Modification or assistance for copying/note taking
- Tape lectures.
- Avoid penalizing for handwriting errors.
- Give directions in small distinct steps.
- Have the student repeat the instructions orally.
- Demonstrate the procedures before beginning independent work.
- Read proper nouns.
- Read all questions and answers to a student.
- Peer/Buddy reading
- Use taped texts
- Avoid penalizing for spelling errors.
- Code unknown words in textbooks.
- Allow the student to subvocalize while reading “silently”.
- Provide study aids/manipulatives.
- Change pace of instruction.
- Keep an assignment journal.
- Provide preferential seating.
- Allow frequent breaks.
- Reduce written tasks.
- Adapt reports to projects.

- Allow use of a computer for word processing.
- Allow use of cursive in the classroom.
- Modify tests/oral administration/shortened test/change in format. Read all questions and answers to the student for testing purposes.
- Extended time for assignments or tests
- Other: _____

Components of Instruction, as appropriate for the reading needs of the student, include:

1. **Phonemic awareness instruction** that enables students to detect, segment, blend, and manipulate sounds in spoken language.
2. **Graphophonemic knowledge 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
3. **Language Structure Instruction** that encompasses morphology, semantics, syntax, and pragmatics.
4. **Linguistic instruction** directed toward proficiency and fluency with the patterns of language so that words and sentences are the carriers of Meaning.
5. **Strategy-oriented instruction** in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers.

PART 3

MARLIN ISD DYSLEXIA INSTRUCTION

“READING BY DESIGN, AN INDIVIDUALIZED LITERACY INTERVENTION”

Marlin ISD Uses “Reading By Design: An Individualized Literacy Intervention” for dyslexia Instruction in grades K-12.

“Reading By Design: An Individualized Literacy Intervention” is a systematic, multisensory approach aligned with research-based practices for developing literacy and is designed for students with basic reading difficulties, such as dyslexia. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels. This comprehensive program addresses the following components: phonological awareness, sound symbol association, six syllable types, written spelling patterns, morphology, syntax, reading fluency, and comprehension. Progress monitoring and review lessons are embedded throughout the program to inform student progress and promote reading and writing automaticity.

“Reading By Design: An Individualized Literacy Intervention” volumes 1-5 can be used with students in grades kindergarten -12 in a small, homogenous group setting. The intervention is designed for one lesson to be completed daily. Group size, frequency of intervention, and duration of each session should be determined by individual student data reflecting mastery of concepts and progress toward reading on grade level. The program includes a predictive lesson routine consisting of phonological awareness practice, alphabet activities, review of the high frequency words and reading rules, new learning, reading practice, handwriting, spelling, and components of language. Teachers who provide Reading By Design instruction for students must be trained in the program to ensure fidelity.

“Reading By Design, An Individualized Literacy Intervention”, Volumes 1-5, can be used with students in grades kindergarten through 12 in a small, homogenous group setting. The intervention is designed for one lesson to be completed daily. Group size, frequency of intervention, and duration of each lesson should be determined by individual student data reflecting mastery of concepts and progress toward reading on grade level. The program shows a predictable lesson

routine consisting of phonological awareness practice, alphabet activities, review of high frequency words and reading rules, new learning, reading practice, handwriting, spelling, and components of language. Teachers who provide Reading By Design to students must be trained in the program to ensure fidelity.

- **Phonological Awareness:** The purpose of the phonological awareness activities is to foster development of the internal linguistic structure of words. These activities are broken into four developmental levels: word, syllable, onset-rime, and phoneme. As students progress through the levels, they learn through various activities to blend, segment, and manipulate words, syllables, onsets-rime, and phonemes. NOTE- Beginning in Volume 3, phonological awareness is no longer an isolated skill. PA is integrated as part of the reading and spelling practice. Educators are welcome to include additional PA practice as needed.
- **Alphabet:** The alphabet activities promote development in alphabetic knowledge of letter names and letter shapes. The Alphabet Arc is used to match letters of the alphabet with increased fluency and automaticity. In addition, students learn how to use the alphabet as a sequencing tool to transfer to dictionary skills. Knowledge of the letter names and shapes serves as a prerequisite for the mastery of sound-symbol association (alphabetic principle)
- **High Frequency Word Deck:** The High Frequency Word Deck contains words that frequently appear in text and should be coded by sight. Some of these words are irregular and have uncommon sound-symbol relationships that cannot be phonetically decoded. The High Frequency Word Deck is reviewed daily for automaticity.
- **Morpheme Deck:** The Morpheme Deck contains common affixes and roots that appear in multisyllabic words. The Morpheme Deck includes information on the etymology of the morpheme, the definition of the morpheme, and derivative spellings for the morphemes.
- **Reading Deck:** The Reading Deck cards include the letter name, key word, and sound represented by the letter or letters on the card. The Reading Deck is divided into sections: consonants, vowels (closed syllable and open syllable), consonant combination, vowel consonant-e syllable, vowel pair syllable, vowel-r syllable, final stable syllable, and special situation. Only

those graphemes that have been taught are reviewed daily: this review is designed to move from sound-symbol recognition to automaticity.

- New learning: The introduction of a new concept is taught through multisensory (auditory, visual, and kinesthetic) discoveries. The letter is linked with the sound and key word to help master the sound-symbol relationship. The new learning scope and sequence follows the continuum of literacy and includes sound-symbol association, syllabication, rules for dividing syllables in multisyllabic words, and synthetic and analytic instruction to teach morphology.
- Auditory Discovery: Students discover the phoneme by repeating a series of words that contain the new phoneme while looking at their mouths in a mirror. The articulation of the phoneme is analyzed to determine if it is a vowel or a consonant and whether it is voiced or unvoiced.
- Visual Discovery: Students discover the grapheme linked to the phoneme in the initial, medial, and final positions with words that contain the new learning of the sound-symbol relationship.
- Riddle: Students listen to and answer the daily riddle to discover the keyword that links the new phoneme to the grapheme.
- Reading Practice: Explicit instruction of the new learning is modeled and explained by the teacher before students apply the new learning in a highly decodable text. This practice progresses from reading words to reading phrases to sentences to increase reading fluency.
- Handwriting: Handwriting instruction begins with manuscript lowercase and uppercase letters and progresses to cursive lowercase and uppercase letters. Handwriting is taught through modeling, skywriting, and tracing the strokes of the letter prior to independent practice.
- Spelling: Students are explicitly taught the regularity of the orthographic patterns of the English language with systematic, regular review.
- Spelling Deck: The Spelling Deck cards contain the spelling rules and regular sound-symbol patterns in the program. The teacher says the phoneme and instructs the students to echo, name, and write the associated graphemes. The Spelling Deck is reviewed daily and is designed to move sound-symbol recognition towards automaticity.
- Auditory Discrimination: Students listen to words with the new phoneme

and discriminate whether they hear the phoneme.

- **Practice:** The purpose of this practice is for students to apply the current and previously taught sound-symbol relationships by spelling regular words.
- **Components of Language:** Students will work on a variety of activities in the components of language, beginning with listening comprehension and interactive writing that progresses to fluency, reading comprehension, and independent writing. A progression of genres from nursery rhymes to expository text will expose students to a variety of text structures. Weekly repeated readings of the text with different targeted lessons will foster the development of accurate and fluent word recognition, oral language development, background knowledge, syntax, and use of strategies to aid reading comprehension.

Reading By Design Individualized Instruction

A. Individualized Instruction: Student Progress is measured by

1. **Mastery Checks-** Periodic mastery checks of previously taught concepts are completed throughout the program. Students who have not mastered skills will require diagnostic teaching to meet individual student needs in language and print concepts. Prescriptive instruction to remediate student weaknesses should take place before teaching new lessons. Mastery checks should be incorporated in the frequent progress monitoring used to assess student's academic performance and the effectiveness of instruction.
2. **Bridge Lessons-** Bridge lessons are included at the beginning of volumes 2-5 to serve as a cumulative review of previously taught concepts. This review is critical for students who begin the intervention at a subsequent volume of the series to ensure that prerequisite concepts are mastered before beginning new lessons.
3. **Review-** Periodic cumulative reviews are incorporated throughout the intervention to review previously taught concepts, with an emphasis on concepts that are difficult for students, to ensure student mastery.
4. **Pre-Assessment-** The purpose of the pre assessment is to assess a student's prior knowledge and skills before beginning the intervention.
5. **Placement-** Pre-Assessment data can be used to determine the student's appropriate placement in the intervention program based on his or her strengths and weaknesses. Some students will need to begin the intervention with volume 1 while other students may need to begin with a later volume to best meet their needs.
5. **Grouping-** Pre-Assessment data can be used to determine which students have similar strengths and weaknesses and can be grouped homogeneously to begin the intervention program at the most appropriate lessons.
6. **Individualized-** Pre-Assessment data can be used to individualize the

intervention program based on a student’s strengths and weaknesses. For example, if a student has an academic need in the area of orthography, he or she can greatly benefit from the components of the lesson that address letter patterns, word automaticity, and handwriting practice, such as the High Frequency Word Deck, new learning, linkage exercises, reading practice, handwriting, and spelling.

B. Students requiring additional instruction in one or more skills after completion of “Reading By Design”.

1. These students have completed “Reading By Design”, but still require additional instruction in one or more areas of dyslexia.

A. When considering additional supports for a student who has completed the district dyslexia program, but still needs additional support, The Dyslexia Handbook 2021 update offers the following: “While districts and charter schools must implement an evidence-based instructional program for students with dyslexia that meets each of the components described in this chapter, standard protocol dyslexia instruction provided to students may focus on components of the program that best fit the student’s needs. For example, this may occur when a student with dyslexia who has participated in standard protocol dyslexia instruction in the past, but continues to need remediation in some, but not all, the components (e.g., fluency, written expression.)

“The Dyslexia Handbook 2021 update” p. 40

“Instructional decisions for students with dyslexia must be made by a committee (ARD or 504) that is knowledgeable about the instructional components and approaches for students with dyslexia”

“The Dyslexia Handbook 2021 update” p. 39

While it is always a student’s ARD or 504 committee decision as to what supports and the duration of those supports a student may require,

These are some supports which may be available, utilizing “Reading By Design”, or some other supports. An ARD or 504 committee may choose from these, or other supports as required by the student. These supports may be administered by the dyslexia teacher, RTI, or someone else as the ARD or 504 committee decides and the Dyslexia Handbook mandates, and in accordance with local policy, state, and federal law.

- B. Critical, Evidence Based Components of Dyslexia Instruction** and how the MISD dyslexia department may be able to provide these supports. Again, all decisions are made by an ARD/504 committee and are not the sole decision of the dyslexia instructor/dyslexia specialist. This list is not all inclusive and should serve only as a guide in decision making. ARD/504 committees make the final determination based on the needs of the student.
- C. A breakdown of skills contained in each volume of “Reading By Design”, the districts’ dyslexia program, is as follows by volume
0. **Foundational Alphabet Skills, phonological awareness, oral language, fine motor, and listening comprehension**
 1. **Alphabetic Principle** (closed syllable types, consonants, and short vowels.)
 2. Introduces **consonant combinations, syllable division, vowel pair syllables, -e syllables, open syllables, and long vowels**
 3. Introduces **vowel-r combinations, final stable syllables, silent consonants, the doubling rule, and several vowel pairs**
 4. Introduces **schwa, VCCV and VCCCV syllable division patterns, more vowel pairs and final stable syllables, prefixes and suffixes, and other special situations, such as the quadrigraph eigh**
 5. Focuses on **morphology and etymology**. Students will interact with and learn the structure of words, thereby increasing their morphological awareness. This volume explores affixes and their impact on the meaning and structure of words. It also explores Greek and Latin Roots, their meanings, and the structure of multisyllabic words with these roots.

“Reading By Design” Volume 0- Getting Ready for Reading By Design”

Volume 0 is a volume of lessons designed specifically for students who will benefit from foundational alphabet skills, phonological awareness, oral language, fine motor, and listening comprehension before beginning “Reading By Design”. This volume of 20 lessons may be used in part or in its entirety, depending on the student’s developmental needs.

Components of Volume 0 include:

1. **Phonological Awareness:** The purpose of the phonological awareness activities is to foster development in the understanding of the internal linguistic structure of words. These activities are broken into four developmental levels: word, syllable, onset-rime, and phoneme. In volume 0, students work with same/different, alliteration, rhyming, counting words in sentences, building compound words, and exposure to initial phoneme awareness.
2. **Alphabet:** The alphabet activities promote development in alphabetic knowledge of letter names and letter shapes. The Alphabet Arc is used to match the letters of the alphabet with increased fluency and automaticity. Knowledge of the letter names and shapes serves as a prerequisite for the mastery of sound-symbol association (alphabetic principle)
3. **Fine Motor:** The fine motor component addresses hand-eye coordination, building finger control, and establishing proper pencil grip. The Watch Our Writing (WOW) procedure and common beginning handwriting strokes are introduced and practiced.
4. **Oral Language:** Oral language exercises contribute to foundational reading and writing skills. This foundation is enhanced through naming activities, compare and contrast, retelling a sequence of events, and responding to

questions. The goal of the oral language component is to build capacity and confidence with communication.

5. Components of Language: Students will work on listening comprehension through building background knowledge and building vocabulary. A number of genres, including fables, poetry, fiction, and expository texts are used
6. Final Mastery Checks: The final mastery check for Volume 0 is intended to provide the interventionist with baseline student data. This mastery check will show the progress made on pre-reading skills covered in Volume 0. The data is not intended to be used to determine placement within the program. Students will revisit most of the content of volume 0 as they continue with Volume 1, so mastery of all content is not required.

ANNUAL GOALS

Goals will be set by the students' ARD/504 committee based on student need and reviewed as needed to determine mastery. Goals should be specific and measurable. These goals shall be set in accordance with State, Federal, and Local policy and law.

Progress Monitoring

Progress monitoring shall be done on a regular basis

- The dyslexia teacher will inform parents/teachers of progress every 6 weeks by means of a progress report to be sent home with the student. This report shows skills mastered while progressing through "Reading By Design". It also includes teacher comments in regard to progress.
- For those students who are monitor only, the dyslexia teacher shall collect from the students' regular ed. teachers, a progress report that tells how the student is progressing in his/her classes with an area for teacher comments in regard to student progress. Regular ed. teachers are **required** to complete reports and return them to the dyslexia teacher within 3 days of receipt. This may be done electronically or by means of a paper copy.
- The students' ARD/504 committee shall meet on a regular basis (at least annually) to discuss student progress toward goals and any other student concerns.
- Other meetings may be scheduled as needed to discuss student progress.
- Parents may contact the Dyslexia Specialist or the student's teacher at any time to discuss student progress in their dyslexia intervention skills

- Dismissal from the program, additional dyslexia intervention, and all other decisions in regard to the student will be made by his/her ARD/504 Committee and in accordance with the Dyslexia Handbook 2021 Revision.
- Upon dismissal from the program, a student will be monitored for at least one year, or as the 504/ARD committee decides
- Reasons for dismissal to be considered by the students' ARD/504 committee may include
 - Completion of the program
 - Progress or lack of progress in the program
 - Sufficient progress toward grade level expectations
 - ARD / 504 committee decision
 - Parent request for discontinuation of services
 - Graduation
 - Other considerations as appropriate
- Upon dismissal, a document shall be placed in the students permanent record folder stating the date the student was dismissed from the program. This does not prohibit the student from monitoring or any other rights, modifications, accommodations, or other provisions of their ARD/504 plan. The student will continue to receive these as long as such plan is in place

