



Dyslexia Handbook

Lake Worth Independent School District

Revised

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Reading is the fundamental skill upon which all formal education depends. Research now shows that 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)

I. Introduction

Lake Worth ISD serves students identified as dyslexic in kindergarten through grade 12. This instruction is provided in a small group setting on a regular basis to maximize student success. Individualized instruction is provided by Therapist/Specialists who are highly trained in the identification and instruction of students with dyslexia. Lake Worth ISD uses research-based programs to accelerate the learning of our identified dyslexic students who are served in the program. Students who are identified but who no longer receive formal services are monitored for success and if a need arises, appropriate individualized intervention is provided.

For questions regarding the District's Dyslexia Program, please contact Cristina Chen, Director of Special Services at 817-306-4200 x1070.

II. Assurances

Lake Worth Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, including career and technology programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

III. Definition and Characteristics of Dyslexia

1. Definition of Dyslexia

The **State of Texas** defines dyslexia as “a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity” (TEC §38.003).

The **International Dyslexia Association** defines dyslexia as “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 IDA Board, November 2002, and the National Institute of Health, 2002*).

2. Characteristics

“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 Dyslexia Handbook, Revised 2014*)

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

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

The reading/writing/spelling characteristics are the results of:

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

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

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

UNEXPECTEDNESS – AREAS FOR ASSESSMENT:

Based on the above information and *The Dyslexia Handbook* guidelines, should the committee (§504 or ARD) determine that the student exhibits weaknesses in word reading and spelling, the committee must 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. *“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.”*

(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22.)

Clues to Identifying Dyslexia

Taken from *Overcoming Dyslexia*, by Sally Shaywitz, M.D.

The Preschool Years

- Trouble learning common nursery rhymes such as “Jack and Jill” and “Humpty Dumpty”
- A lack of appreciation of rhymes
- Mispronounced words; persistent baby talk
- Difficulty in learning (and remembering) names of letters
- Failure to know the letters in his/her own name

Kindergarten and First Grade

- Failure to understand that words come apart; for example, that batboy can be pulled apart in bat and boy, and later on, that the word bat can be broken down still further and sounded out as: “b” “aaa” “t”
- Inability to learn to associate letters with sounds, such as being unable to connect the letter b with the /b/ sound
- Reading errors that show no connection to the sounds of the letters; for example, *big* is read as *goat*
- The inability to read common one-syllable words or to sound out even the simplest of words, such as *mat, cat, hop, nap*
- Complaints about how hard reading is, or running and hiding when it is time to read
- A history of reading problems in parents or siblings

From Second Grade and Beyond

- Very slow progress in acquiring reading skills
- The lack of a strategy to read new words
- Trouble reading unknown (new, unfamiliar) words that must be sounded out; making wild stabs or guesses at reading a word; failure to systematically sound out words
- The inability to read small “function” words such as *that, an, in,*
- Stumbling on reading multi-syllable words, or the failure to come close to sounding out the full word
- Omitting parts of words when reading; the failure to decode parts within a word, as if someone had chewed a hole in the middle of the word, such as *conible* for *convertible*
- A terrific fear of reading out loud; the avoidance of oral reading
- Oral reading filled with substitutions, omissions, and mispronunciations
- Oral reading that is choppy and labored, not smooth or fluent
- A reliance on context to discern the meaning of what is read
- A better ability to understand words in context than to read isolated single words
- The substitution of words with the same meaning for words in the text he can’t pronounce, such as *car* for *automobile*
- Disastrous spelling, with words not resembling true spelling
- Reading whose accuracy improves over time, though it continues to lack fluency and is laborious

- Reading that is slow and tiring
- Extreme difficulty learning a foreign language
- Unusually long hours spent reading school materials
- Disinclination to read for pleasure
- A history of reading and spelling difficulties in family members

In addition to signs of a phonological weakness, there are signs of strengths in higher- level thinking processes:

- Excellent thinking skills: conceptualization, reasoning, imagination, abstraction
- Ability to get the “big picture”
- A high level of understanding of what is read to him/her
- A sophisticated listening vocabulary
- Excellence in areas not dependent on reading, such as math, computers, and visual arts, or excellence in more conceptual subjects such as philosophy, biology, social studies, neuroscience, and creative writing

3. **Related Disorders**

Developmental auditory imperceptions: characterized by difficulty learning sounds, sound-symbol relationships and the meaning of words despite adequate intelligence and sociocultural opportunity.

Dysphasia: characterized by difficulty learning both receptive and expressive oral language despite adequate hearing, intelligence, and sociocultural opportunity.

Developmental dysgraphia: characterized by the inability to write legibly. This may or may not occur in addition to other difficulties in written language. Visual- motor coordination skills are frequently within the average range and are not the primary cause of dysgraphia.

Developmental spelling disorder: characterized by significant difficulty learning to spell. This occurs in the absence of reading or other written language difficulties.

IV. Law Regarding Dyslexia

Texas Education Code §38.003 (State Law)

§38.003. Screening and Treatment for Dyslexia and Related Disorders

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.

1. 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.

2. The State Board of Education shall adopt any rules and standards necessary to administer this section.
3. In this section:

“**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.

“**Related disorders**” includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Added by Acts 1995, 74th Leg., Ch. 260, §1, eff. May 30, 1995.

Texas Administrative Code §74.28 (State Board of Education Rule) §74.28.

Students with Dyslexia and Related Disorders

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

1. A school district’s procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating, dyslexia and related disorders. The strategies and techniques are described in “Procedures Concerning Dyslexia and Related Disorders,” a set of flexible guidelines for local districts that may be modified by SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening should only be done by individuals/professionals who are trained to assess students for dyslexia and related disorders.
2. A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders, as long as the program is characterized by the descriptors found in “Procedures Concerning Dyslexia and Related Disorders.” Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the “Procedures Concerning Dyslexia and Related Disorders” and in the professional development activities specified by each district and/or campus planning and decision making committee.
3. Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student’s parent or guardian or another person standing in parental relation to the student.
4. Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute.

5. Each school must provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his/her campus.
6. Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district as outlined in the "Procedures Concerning Dyslexia and Related Disorders."
7. Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.

Source: The provisions of this §74.28 adopted to be effective September 1, 1996, 21 TexReg 4311; amended to be effective September 1, 2001, 25 TexReg 7691; amended to be effective August 8, 2006, 31 TexReg 6212.

V. Dyslexia Referral Process (for the General Education Student)

VI.

If a campus teacher, RtI team or other staff member suspects that a student has the characteristics of dyslexia:

Step 1:

If the RtI (Response to Intervention) Team and campus Therapist/Specialist suspect dyslexia (see Section VI for Bilingual Students) based on lack of progress in the area of reading/writing/spelling as documented by teacher observations and supporting data from Tier I and II interventions, grades/report cards – past and present, TPRI, teacher conference records, STAAR, etc., the RtI Specialist will schedule an initial RtI meeting. The campus Therapist/Specialist and the school counselor will be invited

Step 2:

If the team determines that the student should be evaluated for Dyslexia, the counselor will set up a 504 meeting and invite the parent.

The following should be completed prior to the meeting:

- Vision and Hearing Screening Form (Student must pass vision and hearing)
- 504 Meeting Notice (in eStar) should be sent home to parent, along with Procedural Safeguards, and Parent Information form
- All relevant student academic data, attendance, etc. must be collected to rule out exclusionary factors.

- Counselor should provide teacher with Teacher Information form

Step 3:

The 504 committee meets and determines the student should receive further testing for dyslexia, the *Notice and Consent for Initial Section 504 Evaluation* is completed by the parent.

Step 4:

The completed referral packet is given to the Therapist/Specialist within five (5) school days of signed parental consent. Testing is to be finalized within 45 school days from the date the *Notice and Consent for Initial Section 504 Evaluation* is signed by the parent.

Step 5:

Once the student has been evaluated, the Therapist/Specialist will complete the *Characteristic Profile of Dyslexia* and notify the counselor so that a 504 meeting can be held.

Step 6:

The 504 Committee (including the parent(s), will meet to discuss the results of the dyslexia evaluation. Appropriate placement decisions will be made at this time.

VII. Dyslexia Referral for a Bilingual Student

Step 1:

If the RtI (Response to Intervention) Team and campus Therapist/Specialist suspect dyslexia (see Section VI for Bilingual Students) based on lack of progress in the area of reading/writing/spelling as documented by teacher observations and supporting data from Tier I and II interventions, grades/report cards – past and present, TPRI, teacher conference records, STAAR, etc., the RtI Specialist will schedule an initial RtI meeting. The campus Therapist/Specialist and the school counselor will be invited

Step 2:

If the team determines that the student should be evaluated for Dyslexia, the counselor will set up a 504 meeting and invite the parent.

The following should be completed prior to the meeting:

- Vision and Hearing Screening Form (Student must pass vision and hearing)
- 504 Meeting Notice (in eStar) should be sent home to parent, along with Procedural Safeguards, and Parent Information form
- All relevant student academic data, attendance, etc. must be collected to rule out exclusionary factors.

- Counselor should provide teacher with Teacher Information form

Step 3:

The 504 committee meets and determines the student should receive further testing for dyslexia, the *Notice and Consent for Initial Section 504 Evaluation* is completed by the parent.

Step 4:

The completed referral packet is given to the Therapist/Specialist within five (5) school days of signed parental consent. Testing is to be finalized within 45 school days from the date the *Notice and Consent for Initial Section 504 Evaluation* is signed by the parent.

Step 5:

Once the student has been evaluated, the Therapist/Specialist will complete the *Characteristic Profile of Dyslexia* and notify the counselor so that a 504 meeting can be held.

Step 6:

The 504 Committee (including the parent(s), will meet to discuss the results of the dyslexia evaluation. Appropriate placement decisions will be made at this time.

NOTE: If there is not a test in the native language of the student, informal measures of evaluation such as reading a list of words or listening comprehension in the native language may be used.

Step 6:

Once the bilingual diagnostician has completed testing in Spanish, the folder will be returned to the Dyslexia Therapist/Specialist for English testing. The Bilingual Diagnostician, along with the Dyslexia Therapist/Specialist will complete the *Characteristic Profile of Dyslexia* and compile the *Dyslexia Evaluation Report*.

Step 7:

The 504 Committee will meet to discuss the results of the dyslexia evaluation.

VIII. Special Education Process

- If a student has been referred for an FIE and in the course of the evaluation, the campus diagnostician suspects the student may be demonstrating characteristics of dyslexia, the diagnostician will incorporate the appropriate assessment components for dyslexia as a part of the evaluation, and complete the *Characteristic Profile of Dyslexia* and the *Dyslexia Evaluation Report*.
- Once all data has been gathered, the campus diagnostician will consult with the campus Dyslexia Therapist/Specialist regarding identification. This information will be included

as a part of the FIE report and Dyslexia Therapist/Specialist will sign the FIE report with the diagnostician.

- If a student has already been identified as having dyslexia and the Section 504 committee requests an FIE, the completed Characteristic Profile of Dyslexia and the Dyslexia Evaluation Report must be included as a part of the referral information. This student will follow the normal referral process noted above.
- If the student is already a student receiving special education services due to a Speech Impairment and dyslexia is suspected, a REED meeting will need to be held by the SLP to develop an evaluation plan, provide a Notice of Evaluation and obtain Consent for Evaluation. The reading interventionist will perform the dyslexia evaluation, complete the Characteristic Profile of Dyslexia and the Dyslexia Evaluation Report, and consult with the campus diagnostician. The campus diagnostician will facilitate an Addendum to the current FIE to address the findings of the evaluation.
- If a student is already a student receiving special education services under an eligibility other than just Speech (LD, OHI, etc.) and dyslexia is suspected, the campus diagnostician will schedule an ARD/Review of Existing Evaluation Data (REED) meeting to develop an evaluation plan, provide Notice of Evaluation and obtain Consent for Evaluation. The campus diagnostician will complete the necessary testing, complete the Characteristic Profile of Dyslexia and the Dyslexia Evaluation Report and consult with the reading interventionist. The campus diagnostician will hold an ARD or draft a revision to the current FIE to address the findings of the evaluation.

Campus Dyslexia Therapist/Specialist must be invited to the ARD Committee meeting if dyslexia eligibility is to be discussed. The meeting should be scheduled at a time that is convenient for all essential committee members. If there is consideration that dyslexia services will be provided through general education, the campus Dyslexia Therapist/Specialist must be in attendance at the ARD. A copy of dyslexia evaluation results should be provided to the campus Dyslexia Therapist/Specialist prior to the ARD.

IMPORTANT: Special education students (other than those identified as speech only) who are identified as having dyslexia shall receive their dyslexia services through special education.

The Dyslexia Therapist/Specialist will obtain parental permission prior to providing dyslexia services to a student. A copy of the permission must be uploaded into eStar 504 and another copy must be provided to the campus Dyslexia Therapist/Specialist.

Dyslexia Evaluation Procedures

Students enrolled in the Lake Worth Independent School District 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 additional reading instruction (if placed in additional

reading instruction), teacher's input, and parents' input. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), the earlier the better. 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.

The procedures to follow include:

- Notify parents or guardians of proposal to assess student for dyslexia (§504);
- Inform parents or guardians of their rights under §504;
- Obtain parent permission to assess the student for dyslexia; and
- Administer assessments only by individuals/professionals who are trained in assessments to evaluate students for dyslexia and related disorders (19 TAC §74.28).

According to Section 504 of the Rehabilitation Act of 1973, tests, assessments, and other evaluation materials must:

- Be validated for the specific purpose for which they are used;
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient;
- Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills;
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, lists of books the student has read, audio recordings of the student's oral reading); and
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials.

Based on *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* from the Texas Education Agency, depending on the student's age and stage of reading development, the following are the areas related to reading that should be assessed.

Academic Skills

- Letter Knowledge
- Reading Single Words in Isolation
- Word Decoding
- Fluency/Rate and Accuracy
- Reading Comprehension
- Written Spelling
- Cognitive processes that underlie the reading difficulties
- Phonological Awareness
- Rapid Naming

Based on the student's academic difficulties and characteristics, additional areas that can be assessed include listening comprehension, vocabulary, written expression, handwriting, and mathematics.

- Once the student has been evaluated, the Dyslexia Therapist/Specialist will complete the *Characteristic Profile of Dyslexia*
- The 504 committee will convene to discuss the results of the dyslexia evaluation to determine if the student is eligible for the dyslexia program. If the 504 committee determines the student is eligible for the dyslexia program, the *Consent to Serve* form will be completed by the parents and an Accommodations Service Plan for the student will be developed.

IX. Outside Evaluations

- **Procedures for Students Transferring from Other Texas School Districts**

The Dyslexia Therapist/Specialist will review the information from the previous district including testing information. If the previous district evaluation(s) has not been received within 30 calendar days from enrollment, the 504 Committee will proceed with “additional assessment” procedures outlined below.

Note: If paperwork indicates that a student was receiving (or was scheduled to receive) direct dyslexia therapy in their previous school district, the student will immediately be placed in the Lake Worth ISD dyslexia therapy program until a review of services and appropriate placement options under Section 504 is conducted.

If all areas have been assessed (per Dyslexia Handbook):

- The 504 Committee will convene to determine if the student is eligible to participate in the LWISD district dyslexia program.
- If eligible, the **Consent for Section 504 Services** form will need to be obtained.

If additional assessment is needed:

The 504 coordinator will obtain **Notice and Consent for Initial Section 504 Evaluation** from the parent.

The Dyslexia Therapist/Specialist will administer additional assessment.

- The 504 Committee will reconvene to determine if the student is eligible for the district dyslexia program.

If the student is placed in the district general education dyslexia program, the campus Dyslexia Therapist/Specialist will place in the student’s eligibility folder the following items: documentation from the previous district, **Characteristic Profile of Dyslexia** and **Consent for Section 504 Services** form.

Procedures for Parents Providing Private Testing for Dyslexia

The *Dyslexia Handbook* indicates that if a parent chooses to have his/her child assessed by a private diagnostician or other source, to be valid, the assessment must comply with the requirements set forth in Section 504 and the guidelines in the handbook (see the *Dyslexia Handbook* – section on tests, assessment and other evaluations). The district must consider information provided by the parent(s) when interpreting evaluation data and making placement decisions. However, the district determines whether the student is eligible for services for dyslexia and related disorders.

1. If a parent has had his/her child tested for dyslexia by a professional in private practice or by a facility, that provides private evaluations, the school should request that the parent provide a copy of the evaluation for the school district.

2. Upon receipt, the Dyslexia Therapist/Specialist will review the data to determine if the required areas listed below have been assessed:

- Letter Knowledge
- Reading Real and Nonsense Words in Isolation
- Reading Fluency (Rate and Accuracy)
- Reading Comprehension
- Written Spelling
- Phonological/Phonemic Awareness
- Rapid Naming

If all areas have been assessed (per Dyslexia Handbook):

- The 504 Committee will convene to determine if the student is eligible to participate in the LWISD district dyslexia program.
- If eligible, the **Parental Consent for 504 Services** form will need to be obtained.

If additional assessment is needed:

- The 504 coordinator will obtain **Notice and Consent for Initial Section 504 Evaluation** from the parent.
- The Dyslexia Therapist/Specialist will administer additional assessment.
- The 504 Committee will reconvene to determine if the student is eligible for the dyslexia program.

If the student is placed in the district dyslexia program, the campus Dyslexia Therapist/Specialist will place in the student's eligibility folder the following items: documentation from the private evaluation, **Characteristic Profile of Dyslexia** and **Parental Consent for Section 504 Services**.

X. Services Provided

A. Instruction

Appropriate instruction will be provided by a teacher trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components at his/her campus, as specified in *The Dyslexia Handbook* (Texas Education Agency, revised 2010). The Dyslexia Therapist/Specialist is also responsible for administering assessments to students. The Dyslexia Therapist/Specialist will serve as trainer and consultant in the areas of dyslexia and related disorders to all campus personnel.

B. Dyslexia Program Options

All intervention must meet descriptors outlined in Chapter IV of *The Dyslexia Handbook*.

Elementary Students (K-5)

Options include:

- Placement in district dyslexia program. If the student is assessed after February 1st, the student will receive basic classroom interventions, with accommodations, as determined by the eligibility committee. The student will begin direct therapy the following school year.
- Regular class instruction with accommodations specifically designed for students identified with characteristics of dyslexia.

Secondary Students (6-12)

Options include:

- Placement in dyslexia therapy (intervention time will vary depending on the needs of the student). Therapy may be provided anywhere from 1 – 5 days a week.
- Placement with a certified teacher for intervention and support.
- Regular class instruction with accommodations specifically designed for students identified with characteristics of dyslexia.

C. District Dyslexia Program

Time allotted for dyslexia therapy varies according to each student's classroom schedule and needs. Therapy lessons are usually 30 - 45 minutes per session and students are generally pulled from their regular classroom instruction for therapy 3 – 4 times per regular school week. Individual student needs must be taken into consideration when planning intervention methods and the time required implementing needed instruction. Elementary students should not, if at all possible, be removed from core subject

instructional time for their therapy. With secondary students, the dyslexia intervention should not replace the reading class; however, the intervention can replace an elective.

Therapist/Specialists will not provide grades for subjects missed during therapy pull-out time.

Dyslexia intervention primarily focuses on building decoding and word structure analysis skills. Students with dyslexia continue to need instruction in the regular classroom to build all other reading skills.

D. Dysgraphia

Dysgraphia is a dyslexia-related disorder which is seen as an inability to write legibly. Visual-motor coordination skills are frequently within average range and are not the primary cause of dysgraphia. Dysgraphia cannot be determined by simply looking at a student's work. The act of writing must also be observed. Characteristics of a student with dysgraphia may include:

- The student may write very slowly or very quickly;
- Letter formation is inconsistent and the student seems to think about how to form each letter;
- A letter may be formed differently each time it is written; or
- A student may appear to be drawing each letter.

Appropriate accommodations may include:

- Additional time to complete work
- Permitting use of the computer and printer to produce written assignments at school and home
- In the early grades, specific, direct, multisensory instruction in handwriting by the classroom teacher
- Reduced written assignments
- Provide classroom notes

If the committee believes that the difficulty with handwriting impedes the student's progress to the degree that his/her educational progress is significantly impacted, a referral for special education evaluation may be in order.

XI. Instruction for Students Receiving Direct Dyslexia Therapy

A. Components of Instruction

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

- Phonemic awareness
- Graphophonemic knowledge (phonics)
- Language structure that emphasizes morphology
- Linguistic instruction directed towards proficiency and fluency
- Strategy-oriented instruction in decoding, encoding, word recognition, fluency, and comprehension

B. Instructional Approaches

Instructional approaches, as appropriate to meet the individual needs of the student, include the following as outlined in 19 TAC Section 74.28:

- Explicit, direct instruction that is systematic, sequential, and cumulative
- Individualized instruction that meets the specific learning needs of each student in a small group setting
- Intensive and highly concentrated that maximizes student engagement
- Meaning-based instruction
- Multisensory instruction

XII. Criteria for Exiting Direct Dyslexia Therapy and for Monitoring

A. Exiting Direct Dyslexia Therapy

Students receiving direct instruction in the dyslexia program may be dismissed and moved to monitor status upon the recommendation of the RTI Team, the 504 Committee, the ARD Committee, or upon parent request (which must be documented). The following criteria may be considered by the respective committee for dismissal from direct instruction to monitor status:

The curriculum utilized with the student in the dyslexia program has been completed. The Dyslexia Therapist/Specialist will attend students 504 meetings for one year after a student has exited direct therapy.

- The recommended mastery levels for the curriculum have been achieved. The student will be monitored by the Dyslexia Therapist/Specialist for one year.
- Student's inability to grasp concepts taught in dyslexia therapy in order for the student to make adequate progress in the program. Therapy is a complex process and there are a number of complicating factors that can lead to discontinuing direct dyslexia therapy. Frequent absenteeism can also negatively influence adequate progress.
- The student's consistent mastery of concepts taught in dyslexia therapy in conjunction with his/her performance in the regular reading program indicate that the student should return to the regular reading program; in other words, the

student no longer has an educational need for direct therapy. The student will be monitored by the Dyslexia Therapist/Specialist for one year.

- Parent request (must be documented). The student will be monitored by the Dyslexia Therapist/Specialist for one year.

Important: The decision to exit a child from direct dyslexia therapy will always be determined during a formal meeting of the appropriate committee (generally, a 504 Committee or ARD Committee). The Dyslexia Therapist/Specialist should notify the appropriate committee chair approximately 3 – 4 weeks prior to the anticipated exit date so that a meeting can be scheduled in a timely manner. A student will remain in direct dyslexia therapy until the meeting is held to review the decision to exit the student and an updated Student Services Plan can be developed.

XIII. Monitor Status

Students may continue to receive accommodations following dismissal from dyslexia intervention if a 504, ARD, or intervention committee agrees that continued accommodations would be in the student’s best interest.

XIV. Accommodations and Resources

A. How Classroom Teachers Can Support Students with Dyslexia

Students with dyslexia often have no deficit in reading comprehension if they can “decode” the written text fluently to retain its meaning. Identified students with dyslexia have received/are receiving small-group instruction by trained Dyslexia Therapist/Specialists to help them fluently decode text. The following strategies used by all classroom teachers can be of benefit in helping students with dyslexia succeed.

Vocabulary Strategies:

- Pre-teach important vocabulary, pronouncing the words aloud while students look at the words
- Provide repeated exposure to new words
- Teach morphemic analysis where appropriate-how the prefix, root, or suffix of the word give clues to its meaning and to other related words
- Use examples of what the words mean and what they don’t mean
- Connect new words to words students already know

Before Reading:

- Preview the material by identifying key words or concepts from the text prior to reading and discuss what the students need to know about these words
- Ask students to “brainstorm” with another student and briefly discuss what they already know about the topic
- Predict what the selection will cover/what important information will be learned

- Always set a purpose for reading

During Reading:

- Model strategies for using the text structure to determine what information is important (heading and subheadings, graphs, charts, italicized or bold text, etc.)
- Model visualizing by telling students what mental images the text is producing for you and directing them to do the same
- Model stopping to summarize, check understanding and reread when necessary if a point is unclear

After Reading:

- Practice summarizing, evaluating, and placing the new information in context
- Encourage processing the material through many modalities: written, oral, pictorial, etc.

At all times:

- Routinely provide required ARD Modifications or 504 Accommodations
- Consistently check for understanding, particularly of information delivered through written text

B. HELPFUL INFORMATION FOR PARENTS/GUARDIANS

- Help your child understand the nature of his difficulty.
- Read books or view videos about dyslexia.
- Emphasize the child's abilities instead of "disabilities." Help other members of the family.
- They need to recognize and understand the characteristics of students with learning disabilities.
- The child with dyslexia may sometimes have difficulty relating an event in proper sequence. Family members often need to ask "who, what, where, and when" questions to get the necessary information.
- Help your child locate and develop other talents: • Sports, art, music, mechanics, hobbies, etc.
- Help improve his self-image by giving your child tasks he can master.
- Give the child chores to do. Boys and girls should do chores such as setting the table for supper, clearing the dishes, and making the beds.
- Make short lists of tasks to help him remember. A list is impersonal and reduces irritations. The child will gain satisfaction as he checks off tasks completed.
- Often children do not process multiple requests quickly or accurately. State your ideas in simple, clear, one-concept commands and ask the child to repeat what was said. Speaking at a slower rate of speed to the child is often helpful. Structure the child's life at home.

- Stick to a regular routine for meals, play, TV, chores, bedtime, etc.
- Keep belongings in the same place. Help the child remember where to put them.
- Keep instructions simple – one at a time.
- Break tasks into small parts or steps and give him one step at a time.
- Relieve stress in weak areas.
- Guard against negative remarks, especially those referring to laziness or lack of effort.
- Avoid threats of punishment for such things as low grades, their need for repetition of directions, ineptness at simple tasks, etc.
- Set standards, goals and expectations of achievement within reach of your child's abilities. How can parents build self-esteem? • Praise your child often and sincerely.
- Do not constantly nag or criticize.
- Catch your child doing well.
- Give your child opportunities to succeed.
- Tell your child you believe in him or her.
- Give your child lots of hugs and kisses.
- Praise efforts that are working towards a goal.
- Do not compare your child with anyone else.
- Look for ways to make your child feel capable.
- Encourage your child to make age appropriate decisions.
- Give your child a chance to solve problems before jumping in.
- Listen to your child's thoughts, feelings, and ideas without judging or criticizing.

If parents can accept their child's assets and liabilities, the child can then begin to accept himself.

C. RESOURCES FOR MORE DYSLEXIA INFORMATION

NETCDC website- for meeting information and helpful resources- www.allcanread.net

Books

Overcoming Dyslexia - by Sally Shaywitz

Straight Talk About Reading- by Susan Hall and Louisa Moates

Parenting a Struggling Reader- by Susan Hall and Louisa Moates

The Dyslexic Scholar by Kathleen Nosek

All Kinds of Minds by Dr. Mel Levine

Taking Charge of ADHD by Russell Barkley

How to Reach and Teach Children and Teens with Dyslexia by Cynthia M. Stowe

Websites

International Dyslexia Association <http://www.interdys.org>

Dallas Branch of the International Dyslexia Association

<http://www.dbida.org/>

National Center for Learning Disabilities www.nclld.org

Academic Language Therapy Association www.ALTAread.org (972) 233-9107

ext. 208

LD Online www.ldonline.org

Texas Education Agency: Dyslexia and Related Disorders Procedures (Texas

Dyslexia Handbook) <http://www.tea.state.tx.us/>

Learning Disabilities of America www.lidaamerica.us

D. Testing and Evaluation for Dyslexia

Scottish Rite Hospital- Luke Waites Center (214) 559-5000

SMU-Diagnostic Center for Dyslexia and Related Disorders

(972) 473-3446 - Contact Terri Zerfas.

www.smu.edu/teacher_education/reading/learningtherapy.asp

Shelton School – Dallas, TX (972) 774-1772 www.shelton.org

Other Resources-

Texas Talking Books- www.tsl.state.tx.us/tbp

Learning Ally (formerly Recording for the Blind and Dyslexic (RFB&D))

www.learningally.org

Glossary	
Term	Definition
Accommodations	<p>Changes in instruction that enable students to demonstrate their abilities in the classroom or assessment/testing setting. Accommodations are designed to provide equity, not advantage, for students with disabilities.</p> <p>Accommodations might include assistive technology as well as alterations to presentation, response, scheduling or settings. When used appropriately, they reduce or even eliminate the effects of a student’s disability, but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.</p>
Admission, Review, and Dismissal (ARD) Committee	A committee is composed of a student’s parent(s) and school personnel who are involved with the student. The ARD committee determines a student’s eligibility to receive special education services and develops the individualized education program (IEP) of the student.
Comprehension	An understanding of the information read within a text.
Dyslexia	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.
Fluency	A measure of the accuracy and speed (or rate) of reading. Decreased reading fluency typically reduces overall comprehension due to the additional effort and time required to read the text.
Individuals with Disabilities Education Act (IDEA)	A federal legislation that requires states to provide all children with disabilities with a free appropriate public education; enacted in 1975 to address the failure of state education systems to meet the educational needs of children with disabilities. IDEA serves students who are eligible for special education
Individualized Education Plan (IEP)	A plan that includes the student’s present levels of performance, measurable annual goals including benchmarks and short-term objectives, specific supports and

	modifications, dates of service, and evaluation procedures.
Individual Accommodation Plan	A plan developed by the Section 504 Committee that outlines specific academic, behavior, or health accommodations and supports needed by the student in order to receive FAPE.
Multisensory Teaching	Teaching that utilizes all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning.
Parental Consent	In connection with procedural safeguards, generally the approval of a parent for a recommendation for evaluation, programming, or placement of a student with a disability, or suspected of having a disability, that is made after being fully informed of all information reasonably pertinent to agreement to proceed as recommended
Phonics	An understanding of the relationship between written letters and corresponding sounds (letter-sound correspondence). In reading instruction, a phonics approach teaches readers to decode words using letter-sound correspondence and to recognize exceptions from these rules.
Phonological awareness	The awareness of and access to the sound structure of speech. It includes the ability to attend to and manipulate the sounds in words. An example includes knowing that the word "sit" includes three sounds (s, i, t) and that changing the first sound to /b/ makes the word "bit."
Phonological memory	Temporary storage of phonological information in short-term memory.
Rapid automatic naming	A skill requiring fast and effective retrieval from information about phonology from longterm memory and being able to use the information effectively. Examples include quickly naming a list of objects, letters, or numbers
Raw score	The total number of correct responses. Raw scores can be converted to percentile ranks, standard scores, grade equivalents, and age equivalents.

Scaled score	A conversion of a raw score that allows for comparison between other students and also for the same student over a period of time.
Standard score	The score that is expected for an individual of a specific age. For many tests, the expected standard score is 100, and plus or minus 15 (the SDs) establishes the range of “typical” performance scores. Therefore if a child receives a standard score of 105, this will be interpreted as average performance on the test, because that score is within 15 points above 100.
Texas Dyslexia Law	Originally written in 1985, requires each local school district to screen students for dyslexia, and to implement instructional intervention for students with characteristics of dyslexia. The Texas Education Agency was charged with the responsibility of writing guidelines to assist districts in interpretation of the law. The 74th Legislature included the law in Texas Education Code in 1995.

The Dyslexia Testing and Evaluation Process
An Overview for Parents and Families of Elementary Students
LWISD

Your child is being tested for dyslexia. Now what?

A licensed Dyslexia Therapist/Specialist will complete a series of tests with your child to determine if your child has characteristics of dyslexia. The testing takes about 3 – 4 hours to complete. Your child will be pulled from their classroom to complete the evaluation process. Testing will take place over a period of 1 – 3 days, depending on your child’s classroom schedule. Testing will be completed within 45 school days from the signed date on the “Parent Consent for Evaluation” form.

When will I know the results of my child’s dyslexia testing?

After testing is completed, you will be invited to attend a meeting at your child’s school. You will learn the results of your child’s dyslexia test during this meeting. Test results can only be discussed during this formal meeting. We know you are anxious to know about your child’s test results. Dyslexia Therapist/Specialists can only share test results during this formal meeting to ensure compliance with state and federal dyslexia laws and to prevent any confusion or miscommunication.

If your child is identified with dyslexia, there are several options.

- 1) Your child may be pulled out of their regular classroom for “dyslexia therapy”. Dyslexia therapy is approximately 30 - 45 minutes a day, 3 to 4 times a week. Every child is different. Older students newly identified with dyslexia may not need as much intervention as younger students – a plan will be developed to meet the needs of your child.
- 2) Your child may receive special accommodations in the classroom designed to help them manage their dyslexia. Some students with dyslexia will only need classroom accommodations. Some students will need accommodations *and* dyslexia therapy – an individualized plan will be developed for your child.

When will dyslexia therapy begin for my child?

If a student is identified with dyslexia **AFTER** February 1, they will begin receiving dyslexia therapy at the beginning of the following school year (in August/September).

If a student is identified with dyslexia **BEFORE** February 1, they will immediately be placed in a dyslexia therapy group at their school.

How long will my child receive dyslexia therapy?

Most students with dyslexia will receive dyslexia therapy for two years. Our district uses a special curriculum called “Take Flight” that is designed to be taught over a two-year period of time. *Some students may not need two years of therapy – some may need longer.* Students will only be exited from therapy when they have achieved certain standards of improvement in their reading and writing.