

**HARDIN-JEFFERSON  
INDEPENDENT SCHOOL DISTRICT**

# **DYSLEXIA HANDBOOK**



**PROCEDURES CONCERNING DYSLEXIA  
AND RELATED DISORDERS**

UPDATED - Summer 2022

## Hardin-Jefferson ISD District Dyslexia Handbook

The dyslexia instructional program in Hardin-Jefferson ISD is designed to offer targeted instruction to students who exhibit characteristics of dyslexia and other related disorders.

### ASSURANCE OF NONDISCRIMINATION

Hardin-Jefferson ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

All complaints shall be handled through established channels and procedures beginning with the building principal, followed by appeal to the appropriate central office administration contact, and finally the board of trustees, in accordance with Policy FNG.

If assistance from the Office for Civil Rights (OCR) of the Department of Education is needed, contact the OCR Regional Office of Texas:

Dallas Office for Civil Rights, U.S. Department of Education  
1999 Bryan Street 1620 Dallas, Texas 75201-6810  
Telephone: (214) 661-9600 Fax: (214) 661-9587  
Email: [OCR.Dallas@ed.gov](mailto:OCR.Dallas@ed.gov)

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# I. Screening Procedures for Dyslexia and Related Disorders

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## Universal Screening

For purposes of this chapter, screening is defined as a universal measure administered to **all** students by qualified personnel to determine which students are at-risk for dyslexia or reading difficulties and/or a related disorder. **Screening is not a formal evaluation.**

## Timing of Screening

In accordance with Texas Education Code §38.003 HJISD will:

- Administer a screener for dyslexia to all HJISD **kindergarten students** for dyslexia by the end of the school year
- Administer a screener for dyslexia to all HJISD **first grade students** anytime in the fall as the campus deems appropriate. Grade 1 screening must conclude no later than January 31 of each year.

Texas Education Code §28.006 is a related state law concerning diagnosis of any/all reading difficulties. In accordance with TEC §28.006, HJISD will:

- Administer to students in **kindergarten, first grade, and second grade** a reading instrument to diagnose student reading development and comprehension at the beginning of the year, in the middle of the year, and at the end of the year. For second grade students, this DOES NOT constitute a dyslexia screening.
- Administer a reading proficiency instrument at the beginning of **seventh grade** to students who did not demonstrate reading proficiency on the sixth-grade state reading assessment. While this DOES NOT constitute a dyslexia screening under TEC §38.003, HJISD will follow the dyslexia screening procedures as outlined in this handbook.
- Administer a reading instrument approved by the commissioner of education unless approved by a district-level committee to use a locally developed screening instrument.
- Notify the parent/guardian of each student in kindergarten, first grade, second grade, or seventh grade who is determined to be at-risk for dyslexia or other reading difficulties based on the results of the reading instrument and provide an accelerated reading instruction program for these students

## Dysgraphia and Other Related Disorders

It is important to note that, while TEC §38.003 requires that all students in kindergarten and grade 1 be screened for dyslexia and other related disorders, at the time of the update to this handbook it was determined there are no grade-level appropriate screening instruments for dysgraphia and the other identified related disorders. For more information, please see Chapter IV: Dysgraphia.

## Screener Criteria

HJISD will utilize initial screening instruments approved by the commissioner of education that are brief and cost effective, with established validity and reliability and standards. The screening instrument will include distinct indicators identifying students as either not at-risk or at-risk for dyslexia or other reading difficulties. The instrument will provide standardized directions for administration, as well as clear guidance for the administrator regarding scoring and interpretation of results. The screening instrument will include adequate training for educators on how to administer the instrument and interpret results.

If it is determined that additional data is necessary, an additional instrument approved by a district-level committee will be utilized.

## Administration of Screening Instruments

HJISD will ensure that appropriately trained and qualified individuals administer and interpret the results of the selected screening instrument. Individuals who administer and interpret any screening instrument at any grade level will, at minimum, meet the following qualifications:

- An individual who is certified/licensed in dyslexia; **OR**
- A classroom teacher who holds a valid certification for kindergarten, grade 1, or grade 7.

Whenever possible, the student's current classroom teacher will administer the screening instrument for dyslexia and reading difficulties.

The individual who administers and interprets the screening instrument will receive training designed specifically for the selected instrument in the following:

- Characteristics of dyslexia and other reading difficulties
- Interpretation of screening results and at-risk indicators and decisions regarding placement/services

## Steps for Screening for Dyslexia and Other Related Disorders

**It is important to remember that at any point in the process a referral for a FIIE under the IDEA may be initiated. Parents also have the right to request a FIIE at any time.**

### 1. Gathering of Screening Data

Once the state approved screening instrument is administered, campus staff will review the data and identify students determined to be at-risk based on the publisher's cut point. Parents/guardians of students determined to be at-risk for dyslexia or other reading difficulties based on the results will be notified and HJISD will provide an accelerated reading instruction program for these students.

In order to further understand the nature of the child's reading difficulties, campus staff will administer a locally developed screening instrument to all students determined to be at-risk on the initial screener.

If a student is determined to be at-risk after the locally developed screening instrument, additional qualitative and quantitative data will be collected and used in determining if a student is at-risk for dyslexia.

## 2. Interpretation of Data

Once a screener has been administered the next steps are to analyze results, identify level of risk for each student, and make informed decisions.

The next steps are broadly categorized as one of the following:

- refer for evaluation,
- implement targeted intervention,
- and/or continue with core instruction.

A “Data Review Team” is required to review all screening data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. The team should consist of the student’s classroom teacher, the dyslexia specialist, the individual who administered the screener, a representative of the Language Proficiency Assessment Committee (LPAC) (as appropriate), and an administrator (or designee).

The screener administrator (generally the classroom teacher) will complete p. 1 and 2 of the “Hardin-Jefferson Dyslexia Screening Data Review Team Meeting” form for each student that was found to be at-risk for dyslexia on the secondary screener. This form will be submitted to the campus dyslexia teacher who will schedule the DRT meetings.

Led by the campus dyslexia teacher, the DRT will review the collected data, facilitate discussion on the “guiding questions”, and document the recommendation made by the team.

Figure 2.5

## Universal Screening and Data Review for Reading Risk

In kindergarten and first grade, universal screening for reading and dyslexia is administered as required by TEC §28.006 and §38.003(a)

- Kindergarten students must be administered a reading instrument at the beginning of the year (BOY), and may be administered a reading instrument at middle of year (MOY), and end of year (EOY)
- Kindergarten students must be screened for dyslexia at the end of the school year.
- First grade students must be administered a reading instrument at BOY and may be administered a reading instrument at MOY, and EOY
- First grade students must be screened for dyslexia not later than January 31.

**Does the screener show the student MAY be at-risk for reading difficulties?**

**NO**

Continue grade level, evidence-based core reading instruction. (Tier 1)

**YES**

Collect and review quantitative and qualitative data on the student (See Figures 2.3 and 2.4)

**Does the analysis show that the student exhibits characteristics of dyslexia or other specific learning disabilities?**

**NO**

Continue grade level, evidence-based core reading instruction (Tier 1) and provide any other appropriate tiered interventions.

**YES**

Seek parental consent for a Full Individual Initial Evaluation (FIIE) and, if the school receives consent, conduct the FIIE within 45 school days, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions. The ARD committee (including the parent) meets to review the results of the FIIE.

See Figure 3.

## Best Practices in Progress Monitoring

HJISD will continue to monitor students for common risk factors for dyslexia in second grade and beyond. In accordance with TEC §38.003(a), HJISD will screen and/or evaluate for dyslexia at appropriate times. A referral for a dyslexia screening or evaluation can be considered at any time, kindergarten–high school.

A student who is considered to be at-risk for dyslexia in grades other than kindergarten, 1st grade, or 7th grade will be screened following a comparable process as mentioned in the previous section.



## II. Procedures for the Evaluation and Identification of Students with Dyslexia

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The determination to refer a student for an evaluation must always be made on a case-by-case basis and must be driven by data-based decisions. The referral process itself can be distilled into a basic framework as outlined below.

### Data-Driven Meeting of Knowledgeable Persons

A “Data Review Team” of persons with knowledge of the student, instructional practices, and instructional options meets to discuss data collected, including data obtained screening, and the implications of that data. See Chapter II of this document for details on the DRT.

- *When the Data Does Not Lead to Suspicion of a Disability, Including Dyslexia or a Related Disorder*

If the DRT determines that the data does not give the members reason to suspect that a student has dyslexia, a related disorder, or other disability, the team may decide to provide the student with additional support in the classroom or through the RTI/MTSS process. The student should continue to receive grade level, evidence-based core reading instruction. (Tier 1) and any other appropriate tiered interventions. However, the student is not referred for a full individual and initial evaluation (FIIE) at this time.

- *When the Data Leads to a Suspicion of a Disability, Including Dyslexia or a Related Disorder*

If the team suspects that the student has dyslexia, a related disorder, or another disability included within the IDEA, the team must refer the student for a full individual and initial evaluation (FIIE). In most cases, an FIIE under the IDEA must be completed within 45-school days from the time a district or charter school receives parental consent. The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions while the school conducts the FIIE.

**Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time.** Once a parent request for dyslexia evaluation 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 suspect the student has a disability. If a disability is suspected, the student needs to be evaluated. Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of refusal to evaluate. Additionally, the parent may request an Independent Educational Evaluation (IEE) at public expense. Should the parent believe that their child is eligible for Section 504 aids, accommodations, and services the parent may request an evaluation under Section 504.

## Formal Evaluation - Full Individual and Initial Evaluation (FIIE)

A formal evaluation is not a screening; rather, it is an individualized evaluation used to gather specific data about the student. Formal evaluation includes both formal and informal data. All data will be used to determine whether the student demonstrates a pattern of evidence that indicates dyslexia. Information collected from the parents/guardians also provides valuable insight into the student's early years of language development. This history may help explain why students come to the evaluation with many different strengths and weaknesses; therefore, findings from the formal evaluation will be different for each child. Professionals conducting evaluations for the identification of dyslexia will need to look beyond scores on standardized assessments alone and examine the student's classroom reading performance, educational history, early language experiences, and, when warranted, academic potential to assist with determining reading, spelling, and writing abilities and difficulties. As part of the evaluation when dyslexia is suspected, in addition to the parent and team of qualified professionals required under IDEA, it is recommended that the multidisciplinary evaluation team include members who have specific knowledge regarding-

- the reading process,
- dyslexia and related disorders, and
- dyslexia instruction.

### ● *Notification and Consent*

When formal evaluation is recommended, the school must complete the evaluation process as outlined in the IDEA. Procedural safeguards under IDEA must be followed. For more information on procedural safeguards, see TEA's [Parent Guide to the Admission, Review, and Dismissal Process \(Parent's Guide\)](#) and the [Notice of Procedural Safeguards](#).

### ● *Evaluation Criteria and Materials*

Test instruments and other evaluation materials must meet the following criteria:

- Used for the purpose for which the evaluation or measures are valid or reliable
- Include material(s) tailored to assess specific areas of educational need and not merely material(s) that are designed to provide a single, general intelligence quotient
- Selected and administered 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, achievement level, or whatever other factor the test purports to measure rather than reflecting the student's impaired sensory, manual, or speaking skills
- Selected and administered in a manner that is not racially or culturally discriminatory
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion-referenced evaluations, results of informal reading inventories, classroom observations)

- Administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally unless it is clearly not feasible to provide or administer.

- *Review and Interpretation of Data and Evaluations*

To appropriately **understand** evaluation data, an Admission, Review, and Dismissal (ARD) committee must meet and **interpret** test results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning. When considering the condition of dyslexia, in addition to required ARD committee members, the committee should also include members who have specific knowledge regarding—

- the reading process,
- dyslexia and related disorders, and
- dyslexia instruction.

A determination must first be made regarding whether 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 (rate and/or accuracy and/or prosody)
- Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

Another factor to consider when interpreting test results is the student's linguistic background.

- *Dyslexia Identification*

If the student's difficulties **are unexpected in relation to other abilities**, the ARD committee must then determine if the student has dyslexia. For ELs, an LPAC representative must be included on the ARD committee. The list of questions in Figure 3.7 below must be considered when making a determination regarding dyslexia.

**Figure 3.7. Questions to Determine the Identification of Dyslexia**

- Does the data show the following characteristics of dyslexia?
  - o Difficulty with accurate and/or fluent word reading
  - o Poor spelling skills
  - o Poor decoding ability
- Do these difficulties (typically) result from a deficit in the phonological component of language?  
(Please be mindful that average phonological scores alone do not rule out dyslexia.)
- Are these difficulties **unexpected** for the student's age in relation to the student's other abilities and provision of effective classroom instruction?

If, through the evaluation process, it is established that the student has the condition of dyslexia, then the student meets the first prong of eligibility under the IDEA (identification of condition). In other words, the identification of dyslexia, using the process outlined in this chapter, meets the criterion for the condition of a specific learning disability in basic reading and/or reading fluency.

However, the presence of a disability condition alone, is not sufficient to determine if the student is a student with a disability under the IDEA. Eligibility under the IDEA consists of both identification of the condition **and** a corresponding need for specially designed instruction as a result of the disability.

Once the condition of dyslexia has been identified, a determination must be made regarding the most appropriate way to serve the student. If a student with dyslexia is found eligible for special education (i.e., student requires specially designed instruction), the student's IEP must include appropriate reading instruction. Appropriate reading instruction includes the components and delivery of dyslexia instruction discussed in Chapter III: 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 IDEA, 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 individual needs of the student.

Appropriate reading instruction includes the components and delivery of standard protocol dyslexia instruction identified in Chapter III: Critical, Evidence-Based Components of Dyslexia Instruction. Revision of the Section 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).

## Transfer Students

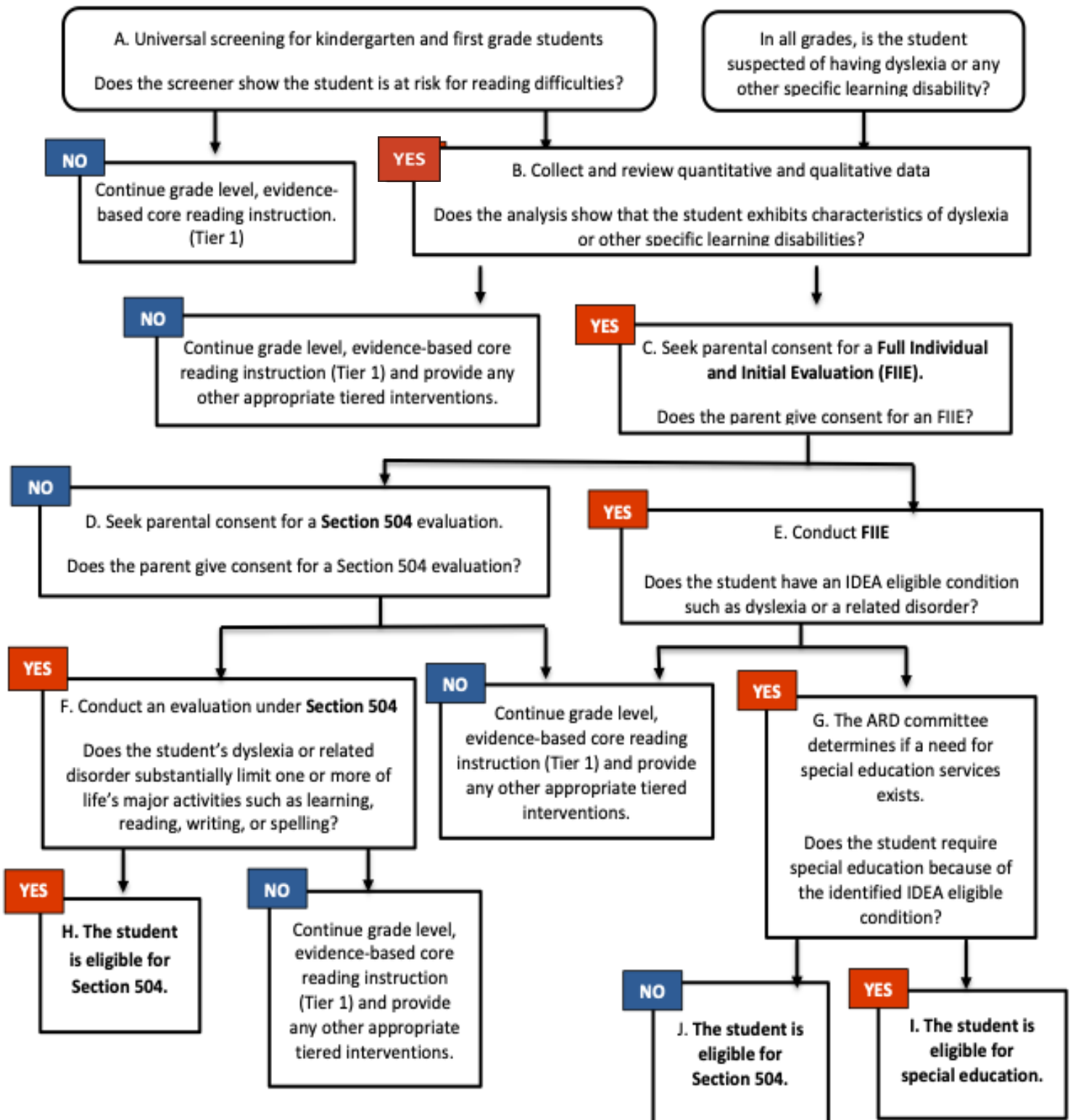
If a student enrolls in HJISD from another district or school with an identification of dyslexia, the campus continues comparable services to the extent possible while additional data is collected to determine appropriate, individualized accommodations and services. All HJISD 504 and/or Special Education processes and procedures will be followed.

## Outside Dyslexia Testing and Identification

If a parent presents HJISD outside testing that identifies a student as having dyslexia/related disorder, the student will be referred for evaluation in HJISD. The existing data, along with the new assessment information, will be used by evaluation staff to determine appropriate eligibility.

Figure 3.

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



## III. Components of Dyslexia Instruction

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### Standard Protocol Dyslexia Instruction

Standard protocol dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. In accordance with 19 TAC §74.28(e), HJISD will adopt a standard protocol dyslexia instructional program(s) that is explicit, systematic, and intentional in its approach. This instruction is designed for all students with dyslexia and will often take place in a small group setting.

Standard protocol dyslexia instruction must be—

- evidence-based and effective for students with dyslexia;
- taught by an appropriately trained instructor; and
- implemented with fidelity.

### Instructional Placement Decisions

Instructional decisions for a student with dyslexia must be made by a committee (Section 504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. It is important to remember that while dyslexia instruction is most successful when provided as early as possible, older children with reading disabilities will also benefit from focused and intensive remedial instruction.

### Specially Designed Instruction for Special Education

For students with dyslexia who have been determined eligible for **and** who are receiving special education services, specially designed instruction differs from standard protocol dyslexia instruction in that it offers a more individualized program specifically designed to meet a student's unique needs. Note that participation in standard protocol dyslexia instruction must be considered for all students, including those receiving dyslexia instruction under the IDEA. Standard protocol dyslexia instruction could be part of the specially designed instruction and services provided to meet the student's needs.

### Providers of Dyslexia Instruction

In order to provide effective intervention, school districts are encouraged to employ highly trained individuals to deliver dyslexia instruction. Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity. A provider of dyslexia instruction does not have to be certified as a special educator when serving a student who also receives special education and related services if that provider is the most appropriate person to offer dyslexia instruction.

## 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 teachers are knowledgeable about dyslexia, [TEC §21.054\(b\)](#) and [19 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.

### Educator Preparation Programs

According to TEC §21.044(b), all candidates completing an educator preparation program must receive instruction in detection and education of students with dyslexia. This legislation ensures that newly certified teachers will have knowledge of dyslexia prior to entering the classroom.

## Instructional Intervention Consideration for English Learners with Dyslexia

English Learners (ELs) receiving dyslexia services will have unique needs. Provision of dyslexia instruction should be in accordance with the program model the student is currently receiving (e.g., dual language, transitional bilingual, ESL). Interventionists working with ELs should have additional training on the specialized needs of ELs.

## Instructional Accommodations for Students with Disabilities

Students with dyslexia who receive dyslexia instruction that contains the components described in this chapter will be better equipped to meet the demands of grade-level or course instruction. In addition to dyslexia instruction, accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom.

**Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation.** Listed below are **examples** of reasonable classroom accommodations:

- Copies of notes (e.g., teacher- or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs



Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year and over several years including beyond graduation.

Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dyslexia or provide support for the use of an accommodation should not be limited by whether an accommodation is allowable on a state assessment.

## Intervention Completion and Exiting of Dyslexia Program

Upon successful completion of HJISD's dyslexia program, as measured by the program assessments, completed at regular intervals, students will be exited from the district's dyslexia instructional program. No one factor is sufficient to warrant exiting a student from district dyslexia services. Dismissal is determined by the ARD committee or Section 504 committee.

The committee considers, but is not limited to, the following factors when recommending exiting or reduction of dyslexia instructional services.

- Completion of dyslexia program coursework
- 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
- Committee recommendation
- Parent request in writing for the student to exit the program.

Additional data for exit may include:

- State assessment data
- Benchmark testing data
- Classroom grades
- Input from teachers and parents
- Other reading assessment reports, such as Star 360, DRA, Istation, etc.

## Monitoring Status

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

During the first year after the student has completed the HJISD dyslexia instructional program, the student will receive regular monitoring by the campus professional trained in dyslexia.

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

## IV. Dysgraphia

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Texas state law requires districts and charter schools to identify students who have dyslexia and related disorders. Recent research in the field of dysgraphia has prompted the addition of the following guidance regarding the evaluation, identification, and provision of services for students with dysgraphia.

### Definition and Characteristics of Dysgraphia

Difficulty with handwriting frequently occurs in children with dyslexia. However, dyslexia and dysgraphia are now recognized to be distinct disorders that can exist concurrently or separately. They have different brain mechanisms and identifiable characteristics.

The characteristics of dysgraphia include the following:

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting

### Procedures for Identification

The process of identifying dysgraphia will follow Child Find procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA. These procedural processes require coordination among the teacher, campus administrators, diagnosticians, and other professionals as appropriate when factors such as a student's English language acquisition, previously identified disability, or other special needs are present. HJISD will follow the same procedures for identification of dysgraphia as it does for dyslexia. Please see Chapter III of this handbook for identification procedures.

### Instructional Accommodations for the Student with Dysgraphia

By receiving instruction based on the elements described in this chapter, a student with dysgraphia is better equipped to meet the demands of grade-level or course instruction. In addition to targeted instruction, accommodations provide the student with dysgraphia effective and equitable access to grade-level or course instruction in the general education classroom. **Accommodations are not a one size fits all; rather, the impact of dysgraphia on each individual student determines the accommodation.** When considering accommodations for the student with dysgraphia, consider the following:

- The rate of producing written work
- The volume of the work to be produced
- The complexity of the writing task
- The tools used to produce the written product
- The format of the product (Texas Scottish Rite Hospital for Children, 2018, p. 5).

Listed below are **examples** of reasonable classroom accommodations for a student with dysgraphia based on the above considerations:

- Allow more time for written tasks including note taking, copying, and tests
- Reduce the length requirements of written assignments
- Provide copies of notes or assign a note taking buddy to assist with filling in missing information
- Allow the student to audio record important assignments and/or take oral tests
- Assist student with developing logical steps to complete a writing assignment instead of all at once
- Allow the use of technology (e.g., speech to text software, etc.)
- Allow the student to use cursive or manuscript, whichever is most legible and efficient
- Allow the student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns of numbers
- Offer an alternative to a written project such as an oral report, dramatic presentation, or visual media project

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year or over several years including beyond graduation.

Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dysgraphia or provide support for the use of an accommodation should not be limited by whether an accommodation is allowable on a state assessment.

In order to make accommodation decisions for students, educators should have knowledge of the Texas Essential Knowledge and Skills (TEKS) and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports from parents and teachers) so that informed educational decisions can be

made for each student. By analyzing data, an educator can determine if the accommodation becomes inappropriate or unnecessary over time due to the student's changing needs. Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

For more information about accommodations, see [At a Glance: Classroom Accommodations for Dysgraphia](https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/at-a-glance-classroom-accommodations-for-dysgraphia), available at <https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/at-a-glance-classroom-accommodations-for-dysgraphia>

## Technology Tools

There are many technology resources to assist a student with dysgraphia. The *Technology Integration for Students with Dyslexia* online tool (TEC §38.0031) is a resource developed to support school districts and charter schools in making instructional decisions regarding technology that benefit students with dyslexia and related disorders. For more information and to view this source, visit <https://www.region10.org/programs/dyslexia/techplan/>.