

Lindale ISD

Dyslexia & Related Disorders

District Handbook

2021-2022

Dyslexia & Related Disorders

LISD Department of Special Programs

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The following information contained in this handbook pertains to the Dyslexia program and services provided through the Lindale Independent School District, Special Programs and Federal Programs Departments and reflects adherence to the State and Federal laws, as well as best-practice guidelines, for screening, evaluating, intervening, and monitoring students with Dyslexia.

The State Handbook for Dyslexia, 2018 Update, can be found on the TEA website.

<https://tea.texas.gov/academics/dyslexia/>

Section I: District Information

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District Responsibilities

Lindale Independent School District is committed to the development and implementation of a dyslexia program that addresses both the Texas Education Code at §38.003 and the Texas Administrative Code at §74.28.

Addressing LISD's commitment, the following reflect the goals of the district dyslexia program:

- Screen, refer, and evaluate students in K-12 who may be at-risk of dyslexia and related disorders;
- Provide instructional treatment options for students identified with dyslexia & related disorders;
- Provide staff development that includes:
 - Understanding the characteristics of dyslexia;
 - Evaluation process for the identification of dyslexia;
 - Instruction of students with dyslexia; and
 - Intervention strategies and accommodations.
- Provide a parent education program pursuant to 19 TAC §74.28(k) that includes:
 - Awareness and characteristics of dyslexia and related disorders;
 - Information on testing and diagnosis of dyslexia and related disorders;
 - Information on effective strategies for teaching students with dyslexia and related disorders;
 - Information on qualifications of those delivering services to students with dyslexia and related disorders;
 - Awareness of information on accommodations and modifications, including those allowed for standardized testing;
 - Information on eligibility, evaluation requests, and services available under IDEA, the Rehabilitation Act of 1973, Section 504, and information on the MTSS process;
 - Contact information for the relevant regional and/or school district specialist.
- Provide parents with additional information on the following:
 - Copy of or link to The Dyslexia Handbook, 2018 Update;
 - A link to the [Talking Book Program](#);
 - Information of effective strategies and options for parents to use at home to effectively communicate and help their child with dyslexia and related disorders; and
 - [Information on accommodations allowed for post-secondary testing \(PSAT/ACT/SAT\)](#).

Parent information regarding dyslexia program awareness is updated and posted annually on the district website. Additionally, LISD strives to provide an annual parent information night for Dyslexia and Related Disorders.

All campuses, through an individualized referral process, will identify students with dyslexia and related disorders and provide appropriate, individualized services based on the results of a comprehensive evaluation conducted according to the guidelines outlined in [TEA's The Dyslexia Handbook, 2018 Update](#), and according to state and federal laws implementing Section 504 and/or the Individuals with Disabilities Education Act (IDEA).

In order to provide instructional treatment options for students identified with dyslexia & related disorders under the Texas Dyslexia Law, LISD employs a dyslexia specialist(s) at each campus.

In accordance with TEC 28.006, LISD administers early reading instruments in kindergarten, and first and second grade, to determine students' reading development and comprehension. If, on the basis of reading results, students are determined to be at risk for dyslexia and other reading difficulties, the students' parents/guardians are notified. In addition, an accelerated, scientifically research-based reading program that appropriately addresses students' reading difficulties and enables them to make progress is implemented. Interventions are provided through the district's response to intervention process; however, progression through a response to intervention process is not required in order to begin the identification of dyslexia. Should students continue to struggle with reading, writing, and/or spelling, LISD will initiate procedures to recommend these students for an evaluation for dyslexia. Parents/guardians may request an evaluation for dyslexia and/or related disorders at any time under IDEA or Section 504.

Section II: Introduction to Dyslexia

Definition & Characteristics of Dyslexia

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way:

"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" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

TEC §38.003(d)(1)-(2) (1995)

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

The International Dyslexia Association defines "dyslexia" in the following way:

Dyslexia is a specific learning disability that is neurobiological 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,
November 12, 2002

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student's age and educational level and are not primarily the result of language difference factors. 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 without prosody)
- Difficulty spelling

It is important to note that individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above.

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- 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)

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

The following characteristics identify risk factors associated with dyslexia at different stages or grade levels.

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 adding new vocabulary words
- Inability to recall the right word (word retrieval)
- 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 a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or 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
- 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., reading is 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 (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., "big" instead of "enormous")
- 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 reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with note taking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

Since dyslexia is a neurobiological, language-based disability that persists over time and interferes with an individual's learning, it is critical that identification and intervention occur as early as possible.

Resource: [The Dyslexia Handbook, 2018 Update](#), Procedures Concerning Dyslexia and Related Disorders, Texas Education Agency, November 2018.

Simple View of Reading and the Strands of Early Literacy Development

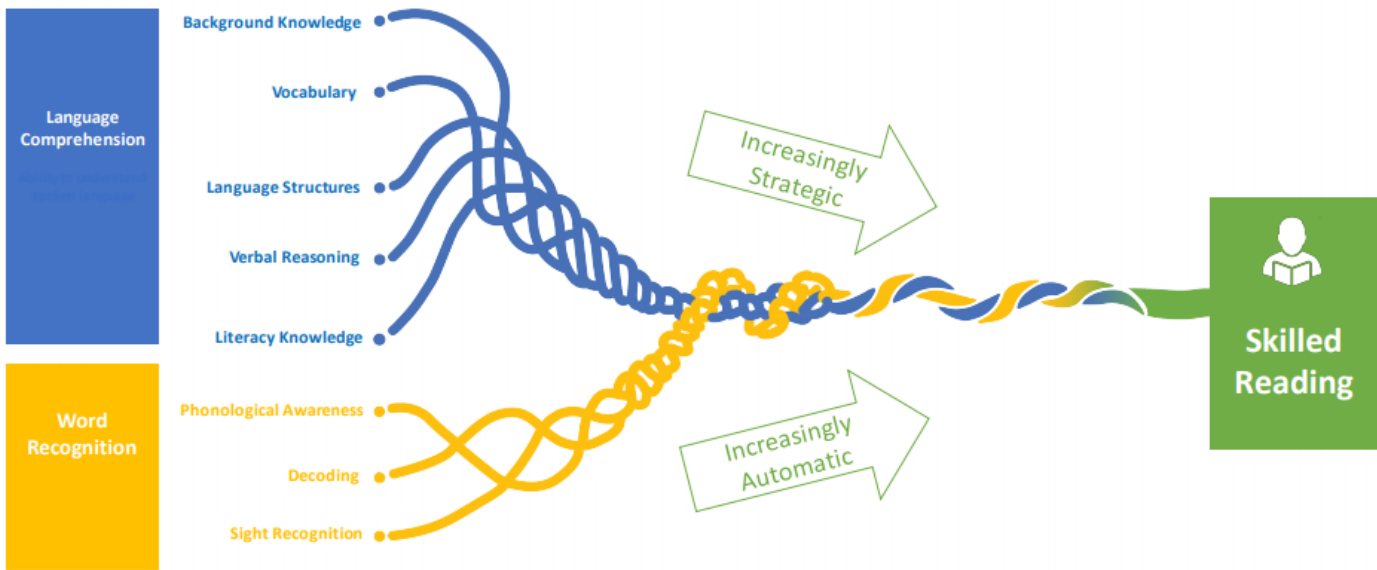
Teachers of reading share the goal of helping students develop skillful reading comprehension. The Simple View of Reading (Gough & Tunmer, 1986) is a research-supported representation of how reading comprehension develops. It characterizes skillful reading comprehension as a combination of two separate but equally important components—word recognition skills and language comprehension ability. In other words, to unlock comprehension of text, two keys are required—being able to read the words on the page and understanding what the words and language mean within the texts children are reading (Davis, 2006). If a student cannot recognize words on the page accurately and automatically, fluency will be affected, and in turn, reading comprehension will suffer. Likewise, if a student has poor understanding of the meaning of the words, reading comprehension will suffer. Students who have success with reading comprehension are those who are skilled in both word recognition and language comprehension.

These two essential components of the Simple View of Reading are represented by an illustration by Scarborough (2002). In her illustration, seen in the figure below, twisting ropes represent the underlying skills and elements that come together to form two necessary braids that represent the two essential components of reading comprehension. Although the model itself is called "simple" because it points out that reading comprehension consists of reading words and understanding the language of the words, in truth the two components are quite complex. Examination of Scarborough's rope model reveals

how multifaceted each is. For either of the two essential components to develop successfully, students need to be taught the elements necessary for automatic word recognition (i.e., phonological awareness, decoding, sight recognition of frequent/familiar words), and strategic language comprehension (i.e., background knowledge, vocabulary, verbal reasoning, literacy knowledge).



Scarborough's Reading Rope (2001)



Training

LISD requires all newly hired classroom teachers to complete a six hour course which explores the elements of reading, what dyslexia is and is not, and the process for dyslexia evaluation. In addition, the course, [Dyslexia: A TEA Professional Learning Course](#) can be used for training. Teachers will receive credit for completing this course. To find more information on how to access and complete this course contact Christy Clouse, Director of Federal Programs or Megan Stanely, Director of Special Programs.

Annually, LISD teachers are provided a one-hour Dyslexia and Related Disorders update by the campus dyslexia designees with the support of the LISD Special Programs Department.

Section III: Dyslexia Identification

Dyslexia Screening

Students enrolling in LISD 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 or guardians. 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. **(See the LISD Universal Screening and Data Review for Reading Risk Flowchart at the end of this handbook.)**

Universal Screening. 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 will 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 will be screened for dyslexia at the end of the school year.
- First grade students will be administered a reading instrument at BOY and may be administered a reading instrument at MOY and EOY.
- First grade students will be screened for dyslexia no later than January 31.

Teachers and reading interventionists will be trained at the beginning of the year to implement the required reading assessments and screeners.

Timing of Screening. Texas Education Code §38.003 mandates that all students in kindergarten and first grade be screened for dyslexia and other reading difficulties. LISD kindergarten students will be screened using the Texas Kindergarten Entry Assessment (TX-KEA,) and 1st grade students will be screened using the TPRI. Reading interventionists and/or the student's teacher will be trained to administer the screening.

- Screening of each student in kindergarten at the end of the school year
- Screening of each student in the first grade no later than January 31

A student who has been determined to have dyslexia during screening or testing or accommodated because of dyslexia may not be screened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student.

Dyslexia & Reading Difficulty Risk Review. A qualified team is required to review all data for students who MAY be at risk for reading difficulties in order to make informed decisions regarding whether a student exhibits characteristics of dyslexia. The team may consist of the student's classroom teacher, the dyslexia specialist, a representative of the Language Proficiency Assessment Committee (LPAC) (as appropriate), and an administrator. For most campuses, the MTSS/RTI team will act as the qualifying team. Once the screener has been administered, the next steps are to analyze results, identify the level of risk for each student, and make informed decisions. Teachers will complete the review for each student grades K-2 who scores below grade level in one or more screener categories. The next steps are broadly categorized as: refer for evaluation, implement targeted intervention, and/or continue with core instruction.

Parent notification. Parents/guardians are provided results of the screener along with a letter explaining the purpose and how this information may be used to look more closely at a student's risk of dyslexia and related disorders. If students are indicated to be at risk, parents/guardians are notified of the next step(s).

Texas Student Data System. For grades K-1, a Dyslexia Risk Code is reported to the TSDS indicating if the student was screened and determined to be at risk or not at risk for dyslexia and related disorders.

Referral

Anyone can refer a child for evaluation and consideration of dyslexia. In addition, students who have not reached age-appropriate developmental milestones with the use of scientifically, research-based interventions and/or remediation, and who display characteristics of dyslexia should be referred for consideration of a dyslexia evaluation as outlined in the Individuals with Disabilities Education Act (IDEA). If a parent refuses consent for a special education evaluation, a Section 504 consent and evaluation process will be sought and implemented. 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. **(See the LISD Identification and Evaluation Flowchart at the end of this handbook)**

Data-Driven Meeting of Knowledgeable Persons. A team of persons with knowledge of the student, instructional practices, and possible service options meets to discuss data collected and the implications of that data. These individuals include, but are not limited to, the classroom teacher, administrator, dyslexia specialist, and/or interventionist. This team may also include the parents and/or LSSP or a diagnostician familiar with testing and interpreting evaluation results. For most campuses, the MTSS/RTI team will act as the team of knowledgeable persons. The district Dyslexia Review Team (DRT) also meets monthly to review student data relating to dyslexia evaluation.

Parent Requests for Dyslexia Assessment of Students. Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time. 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 and respond to the parent within 15 days of the request. If a disability is suspected, the student needs to be evaluated following the guidelines outlined in Chapter 3 of [The Dyslexia Handbook, 2018 Update](#) and following either IDEA or Section 504 procedures (if parent does not agree to a FIIE under IDEA). If a parent refuses an evaluation under IDEA, a denial of consent will be obtained and the parent will be provided with *Notice of Procedural Safeguards* and *Prior Written Notice* (PWN). A consent for a Section 504 evaluation will immediately be requested. If a school does not suspect a disability and determines that the evaluation would not be warranted, a refusal to evaluate must be followed by the school providing notice per IDEA or Section 504 procedures. When the school is in doubt as to the student's potential eligibility, the school is typically better served by an evaluation and an eligibility decision than a refusal to evaluate.

Pathways for Identification

If the team suspects that the student has dyslexia or a related disorder, the team should consider the type of instruction that would best meet the student's needs.

Standard Protocol Dyslexia Instruction. SPDI includes the critical, evidence-based components of and delivery methods for dyslexia instruction addressed in detail in Chapter IV of [The Dyslexia Handbook, 2018 Update](#). Components of this instruction include, among other things, phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Principles for effective delivery of content must be consistent with research-based practices, including a multisensory, systematic, cumulative, and explicit approach. Standard protocol dyslexia instruction is not specially designed instruction. Rather, it is programmatic instruction delivered to a group of students. Refer to Chapter IV of [The Dyslexia Handbook, 2018 Update](#) for more information on Standard Protocol Dyslexia Instruction.

Specially Designed Instruction. SDI is defined under IDEA as "adapting... the content, methodology, or delivery of instruction" to a child eligible under IDEA. This instruction must address the unique needs of the child that result from the

child's disability and must ensure access to the general curriculum so that the child can meet the state's educational standards (34 C.F.R. §300.39(b)(3)(i-ii)). In some cases, the data may suggest that the unique needs of a student suspected of having dyslexia require a more individualized program than that offered through standard protocol dyslexia instruction. When this is the case, there is reason to suspect that special education services are necessary for that student.

When the Data Lead to a Suspicion of Dyslexia or a Related Disorder AND the Need for Special Education Services. If the team determines that the data lead to the suspicion of a disability and that special education services are necessary to provide specially designed instruction, they must refer the student for an evaluation under IDEA. It is important to note that a student with dyslexia who is served through special education should also receive dyslexia instruction (as described in Chapter IV, Critical, Evidence-Based Components of Dyslexia Instruction of [The Dyslexia Handbook, 2018 Update](#)) that is individualized to meet the student's unique needs.

Assessment of Students Currently Eligible for Special Education Services. If a student currently receives Special Education services and data leads to a suspicion of dyslexia or a related disorder, procedures for students under the Individuals with Disabilities Act (IDEA 2004) must be followed. Assessment data from prior special education assessments may be utilized, and/or additional assessment may be conducted by personnel trained in assessment to evaluate students for dyslexia and related disorders. An ARD committee will serve as the committee of knowledgeable persons.

When the Data Lead ONLY to Suspicion of Dyslexia or a Related Disorder. If – based on the data – the team suspects that a student has dyslexia or a related disorder but does not believe that special education is necessary to meet the student's needs nor is the student currently eligible for special education services, they must refer the student for an evaluation under Section 504. The FIIE may serve as the Section 504 evaluation. If the student qualifies as a student with dyslexia, the student may receive standard protocol dyslexia instruction and accommodations under Section 504.

Evaluation

Evaluation procedures should be followed in accordance with Section 504 or IDEA guidelines.

Data Gathering. The first step in the evaluation process, data gathering, is an integral part of the district's process for all students exhibiting learning difficulties. Specific forms will be used to gather information from parents and teachers that includes information such as screening results, vision and hearing, progress reports and report cards, samples of schoolwork, local and state assessments, outside evaluations, etc. Environmental and socioeconomic factors will also be collected. For English Learners, the student's LPAC committee will be involved providing data and information.

Parent and teacher questionnaires for Spanish speaking students are available by requesting them from the LISD Special Programs Department. The data collection process can be completed simultaneously with the completion of formal assessment. However, the data collection is necessary for completion of the written evaluation report.

Formal Evaluation. After data gathering, the next step in the process is formal evaluation. Formal evaluation includes both formal and informal data, making the data collection step critical to the completion of the written Dyslexia Evaluation Report. All data will be used to determine whether the student demonstrates a pattern of evidence that indicates dyslexia.

For evaluation of dyslexia the following assessment instruments that may be used, but not limited to, include:

For monolingual, English-speaking students, the following formal instruments are typically used:

- Comprehensive Test of Phonological Processing, 2nd Edition

- DeCoste Writing Protocol
- Gray Oral Reading Tests, 5th Edition
- Kaufman Test of Educational Achievement, 3rd Edition
- Process Assessment of the Learner, 2nd Edition
- Woodcock Johnson Tests of Achievement, 4th Edition
- Woodcock Johnson Tests of Cognitive Abilities, 4th Edition
- Woodcock Johnson Tests of Oral Language, 4th Edition
- Wechsler Intelligence Scale for Children - 5th Edition
- Wechsler Individual Achievement Test - 4th Edition
- Test of Orthographic Competence

For monolingual, Spanish-speaking students the following formal instruments are typically used:

- Bateria III Woodcock-Muñoz Pruebas de aprovechamiento
- Bateria III Woodcock-Muñoz Pruebas de habilidades cognitivas
- Test of Phonological Awareness in Spanish

Domains to Assess. Areas for evaluation are provided below in Figure 3.4 from [The Dyslexia Handbook, 2018 Update](#):

Figure 3.4 Areas for Evaluation		
Academic Skills	Cognitive Processes	Possible Additional Areas
<ul style="list-style-type: none"> • Letter knowledge (name and associated sound) • Reading words in isolation • Decoding unfamiliar words accurately • Reading fluency (rate, accuracy, and prosody are assessed) • Reading comprehension • Spelling 	<ul style="list-style-type: none"> • Phonological/phonemic awareness • Rapid naming of symbols or objects 	<ul style="list-style-type: none"> • Vocabulary • Listening comprehension • Verbal expression • Written expression • Handwriting • Memory for letter or symbol sequences (orthographic processing) • Mathematical calculation/reasoning • Phonological memory • Verbal working memory • Processing

If the student's difficulties are unexpected in relation to other abilities, it must then be determined if the student has dyslexia. The list of questions in Figure 3.7 below from [The Dyslexia Handbook, 2018 Update](#), must be considered when making a determination regarding dyslexia.

Figure 3.7 Questions to Determine the Identification of Dyslexia

- Do the data show the following characteristics of dyslexia?
 - Difficulty with accurate and/or fluent word reading
 - Poor spelling skills
 - 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 cognitive abilities and provision of effective classroom instruction?

Outside Evaluations

For students whose parents present evidence of outside independent evaluations addressing dyslexia, the following must be considered:

- Have been administered by an individual certified to conduct an educational evaluation and knowledgeable about dyslexia;
- Be considered valid and comparable to the evaluation standards that LISD would conduct; and
- Comply with the requirements set forth in Section 504 and/or the IDEA and the requirements specified in TEA's [The Dyslexia Handbook, 2018 Update](#).

Additionally, Section 504 and IDEA regulations as well as TEA requirements as outlined in [The Dyslexia Handbook, 2018 Update](#) have identified certain expectations in regard to the referral process for a dyslexia evaluation and/or eligibility. An outside independent evaluation is considered a single source of data. Section 504 and/or the IDEA both require that data must be provided from a variety of sources in determining a child's eligibility for services. Case law allows the District to maintain the right to conduct their own evaluation. In addition to the outside independent evaluation, data not included in the evaluation must be submitted for review before a decision can be rendered concerning the validity of an outside independent evaluation .

Eligibility determinations for dyslexia services can only be determined by a duly constituted Section 504 committee or ARD committee (including the parent/guardian) who are knowledgeable about the student, the evaluation data (including dyslexia) and the placement options.

Section IV: Programs & Services

Instruction

Once it has been determined that a student has dyslexia, LISD provides an appropriate instructional program for the student as required in TEC §38.003. 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.

Texas Education Code §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." SBOE rules in 19 TAC §74.28 require that each school must provide an identified student access at his/her campus to an instructional program that meets the requirements in SBOE rule 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 and must be considered when making individual placement decisions.

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional focused intervention as appropriate for the reading needs of the student with dyslexia. Standard protocol dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. A standard protocol dyslexia instructional program must be 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.

For students with dyslexia who have been determined eligible for and who are receiving special education services, specially designed instruction must also address the critical, evidence-based components described in Ch. IV of [The Dyslexia Handbook, 2018 Update](#). 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. This includes a student needing adapted content, methodology or delivery of instruction.

Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

Dyslexia programs supplement a student's ELA program – it does NOT replace it. The dyslexia program should not be delivered to a student during the time that essential learning for core curricular subjects are being provided.

Any and all dyslexia services specified in the student's written plan shall be made up with the exception of absences due to student illness or school cancellation. Additionally, schedules may be subject to school holidays and non-instructional activities.

SPDI or Dyslexia SDI Exit Criteria. Standard protocol dyslexia intervention program services (SPDI) or dyslexia specially designed instruction (SDI) services exit must be based on a comprehensive and thorough consideration of a preponderance of student data. Either the Campus Section 504 Committee or the ARD Committee (based on which program student is being served by) can make the decision to exit a student from the District's SPDI or dyslexia SDI if a preponderance of evidence is available to support such a decision.

Accommodations

The ARD or Section 504 Committee may determine that the student with dyslexia requires certain accommodations in order to access the general education instruction. Accommodations vary widely from student to student, and it should be noted that the decision-making committee should select accommodations that best meet the needs of the individual student. It is important teachers keep a record of accommodations made for students. Notes in lesson plan books, copies of modified tests/assignments, and copies of overheads/notes given to these students are some examples of ways to document what has been done to meet the needs of the learners.

It is mandatory that students eligible for Special Education services or Section 504 have their accommodations implemented. Teachers should document the provision of accommodations provided to students. This data will also be used by the ARD committee or 504 committee to analyze the effectiveness of accommodations. In addition, there may be other students without an official designation that need instructional accommodations to progress academically.

For additional information regarding accommodations, refer to the [The Dyslexia Handbook, 2018 Update](#), pages 54-55, and by accessing the fact sheet provided by the International Dyslexia Association at <https://dyslexiaida.org/accommodations-for-students-with-dyslexia/> or the [Region 10 Dyslexia Accommodations page](#).

Assistive Technology

Texas Education Code §38.0031, states the following: (a) The agency shall establish a committee to develop a plan for integrating technology into the classroom to help accommodate students with dyslexia.

TEA and the Committee on Technology Integration for Students with Dyslexia from the Education Service Center, Region 10 developed a plan for integrating technology into the classroom to help accommodate students with dyslexia. The plan in its entirety can be located at <https://www.region10.org/programs/dyslexia-statewide/techplan/>.

Digital Libraries. Senate Bill (SB) 2075 requires school districts to notify the parents or guardians of students determined, on the basis of dyslexia screening or reading instrument results to have dyslexia or a related disorder, or to be at risk for dyslexia or other reading difficulties, to have access to the Talking Book Program (TBP) maintained by the [Texas State Library and Archives Commission](#). LISD maintains accounts for Bookshare and Learning Ally. Parents/guardians should be provided annual notice of these digital libraries during Section 504 or ARD meetings for eligible students.

[Texas Talking Books Program](#) provides free library services to qualified Texas students, including those with reading disabilities.

Dyslexia Teacher

In order to provide effective intervention, LISD strives to employ highly trained individuals to deliver dyslexia instruction. These educators must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(e) and must deliver the instruction with fidelity. There are some criteria the campus principal may want to consider when selecting a Dyslexia teacher.

Select a teacher who:

- Is an experienced teacher (two or more years in the classroom)
- Is dedicated to ensuring every student learns to read and write well
- Is willing to learn about dyslexia and other learning differences
- Has an ability to work collaboratively with teachers, parents, and students
- Has a background in reading instruction
- Is currently a classroom teacher or reading specialist
- Has the time to fulfill the required responsibilities

LISD Special Programs Department recommends a limit of 35 students, directly served with standard protocol dyslexia instruction, per elementary dyslexia teacher. Factors to be considered that may impact the weight of this number due to student age and comorbidity difficulties.

Dyslexia Teacher Training & Professional Development. LISD requires teachers (this includes special education teachers) that provide dyslexia instruction to be trained in a multisensory structured literacy program. Opportunities for scholarships or in-district training(s) on adopted program(s) are available for teachers. Contact the LISD Special Programs Department for more information.

LISD strives to ensure dyslexia teachers undergo extensive preparation in the disciplines inherent in literacy with continuing education opportunities. Dyslexia designees are required to attend ongoing district-wide training and professional development in the area of dyslexia and related disorders. This includes attendance at all district dyslexia trainings and/or meetings. They are required to stay abreast of current research and development in dyslexia and research-based reading programs. The opportunities listed below may be provided on a first come, first served basis or on a level of need.

- LISD Special Programs Department with the support from campuses encourages dyslexia teachers to attend the CESD Annual Dyslexia Conference.
- Scholarship opportunities may be available for:
 - Area International Dyslexia Association conferences;
 - ESC Region 7 courses; and
 - Refresh or retraining courses for current in-district multisensory structured literacy programs.
- Dyslexia designees are encouraged to participate in any in-district professional development related to dyslexia.

It is recommended that campuses provide a substitute teacher when a dyslexia teacher will be off campus during instructional days. If a substitute is not provided and in order to provide FAPE, any and all dyslexia services specified in the student's written plan shall be made up with the exception of absences due to student illness or school cancellation and subject to school holidays and non-instructional activities.

Dyslexia Teacher Roles and Responsibilities. In LISD, the priority responsibility of teachers of students with dyslexia is to deliver multisensory structured literacy programs (standard protocol dyslexia instruction) for identified students with dyslexia. An annual plan/checklist is included which outlines responsibilities throughout a typical school year.

Program Fidelity.

- The dyslexia teacher must keep an active daily log of their schedule which includes student attendance and start and stop time.
- Administer and gather pre/post instructional data to monitor program effectiveness and student growth in the area of reading. Maintain student progress monitoring portfolios.
- Maintain all necessary student records required by the dyslexia program and review dyslexia folders.
- Provide progress reports as frequently as all students receive report cards or as otherwise determined by an ARD committee. Special education case managers will work closely with the student's dyslexia specialist and teachers to complete progress reports, goals, and PLAAFPs.
- At the end of the school year, the dyslexia teacher will need to document a summary of student progress and placement in the program. This documentation will need to be provided to the teacher for the following year.
- Support student assistive technology needs. This includes how to utilize text to speech, speech to text, and word prediction software based on student needs. Maintain and support student access to digital libraries including Talking Books Program, Learning Ally, and/or Bookshare.

Resource to Teachers. Dyslexia teachers may also serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and/or special education teachers so long as such duties do not prevent the provision of a free appropriate public education (FAPE) in accordance with the student's Section 504 plan or special education IEP.

- Suggest to teachers appropriate classroom interventions and accommodations for the student.
- Discuss with teachers informal methods of data-gathering, i.e. running recorders, district assessments, anecdotal records, and work samples.
- Assist in organizing and/or conducting in-services at their assigned campuses to facilitate the implementation of the dyslexia program and to ensure general classroom teacher knowledge on dyslexia.

Parent/Student Support. Provide information to parents regarding training and professional development in the area of dyslexia and related disorders. This includes participation in the district annual parent information night for Dyslexia and Related Disorders. LISD also provides newsletters and resources to parents throughout the year.

Classroom Expectations. LISD has developed the following information to assist teachers and administrators with implementation of special programs, classroom observations, and developing goals. This information assists teachers and campus leadership teams in reinforcing quality instruction in certain settings and/or instructional arrangements. This resource is intended to serve as a supplement to the district curriculum and state framework. Each section (Planning, Instruction, and Communication) includes general attributes that we would expect to see in any program or classroom.

Planning. Teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to guide instruction.

- Students are grouped based on assessment/ability level.
- Teacher knows the students' assessment data (FIE PLAAFPs, Progress Reports/Monitoring) and is familiar with their strengths and weaknesses.
- Teacher utilizes progress on individualized goals to plan instruction.
- Lessons built using student's specific goals and objectives (IEPs for students in special education/specially designed instruction).
- Schedules/lesson plans/activities reflect a variety of learning formats, meets individual needs and activities for each student.
- Pairs students based on strengths and abilities to maximize student- teaching and collaboration with one another.
- Lessons built using multisensory structured literacy goals and objectives.

Teachers plan engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.

- Teacher has planned for the use of scaffolded questioning based on student ability levels to promote higher order thinking.
- Teacher has planned for the use of a variety of materials based on student strengths and areas for growth.
- Instructional strategies are planned to be unique to student strengths, areas for growth, and preferences.
- Teacher has planned for a variety of response methods to identify mastery based on student specific goals.
- Teacher plans for goal-setting exercises to promote student self-awareness and individual student growth.
- Teacher uses flashcards, laptops or iPads if appropriate to lessons and any materials appropriate to individual students.
- Teacher uses pencil grips, writing frames, slant pads, wiggle seats if appropriate.
- Teacher reinforces instruction with hand signs, visuals, tactile reinforcement.
- Teacher pairs students based on strengths and abilities to maximize student-teaching of one another.

Instruction. Teacher supports all learners in their pursuit of high levels of academic and social-emotional success. (Achieving Expectations)

- Teacher has a visual agenda (pictures or words) for lesson and refers to it.
- Visual support and auditory cues are used to facilitate transitions, enhance predictability and help convey expectations.
- Teacher delivers instructional cues clearly, prompts as needed, and reinforces correct responses or delivers error correction.
- Teacher uses a variety of prompting and cueing techniques that promote checking for understanding, including: visuals, purposeful questioning, checklists, etc.
- Teacher constructs, prompts, and reinforces a system of reflection and problem-solving for student.
- Teacher gives opportunities to reproduce correctly and monitors and praises.
- Teacher delivers instructional cues clearly, prompts as needed, and reinforces correct responses or delivers error correction as needed.

Teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. (Content Knowledge and Expertise)

- Schedule/agenda for each activity is presented at the appropriate academic level and clearly indicates intended outcome of each activity.
- Teacher provides opportunities for connections between student's dialogue and the learning objectives
- Teacher fluidly adjusts student groupings to promote needed instruction/practice based on learning needs, readiness, etc. to ensure adequate monitoring.
- Teacher provides references through the use of visuals, materials, and student feedback to prior knowledge to connect learning.
- Instruction is multisensory (visual, auditory, kinesthetic and tactile).
- Instruction is systematic and cumulative.
- Instruction is explicit.
- Instruction is diagnostically taught to automaticity.
- Instruction is synthetic.
- Instruction is analytic.

Teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. (Communication)

- Learning is reinforced with praises and recognition of accuracy, approximation, effort, and growth.
- Teacher uses various methods of communication based on student needs (visual, verbal, physical, communication systems/devices, etc.).

- Utilizes posted anchor charts (supplemental aids, graphics, pictures, etc.) related to the concept to clarify misunderstandings or support persistence.
- Visual support and auditory cues are used to facilitate transitions, enhance predictability and help convey expectations.

Teacher differentiates instruction, aligning methods and techniques to diverse student needs. (Differentiation)

- Teacher uses appropriate anchor materials (videos, books, supplemental aids, charts, etc.) to provide background knowledge prior to direct instruction.
- Teacher anticipates and recognizes student misunderstandings and uses different supports either visual, tactile or auditory to reteach concept.
- Students have varying materials, assignments, and tools based on their IEP accommodations/modifications (modified text, visual supports, alternate assignments, etc.).
- Teacher differentiates the method of delivering instruction and evaluating mastery to include a variety of learning formats to meet individual needs, including 1:1 instruction, small group, large group, independent work, etc.

Teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

- Teacher monitors that students are engaged by checking for understanding, appropriate questioning strategies, and reviewing work products.
- Teacher adjusts instruction and student activities using accommodations and individualized supports to ensure student participation and mastery.
- Teacher demonstrates an understanding of a variety of assessment data by maximizing students' strengths.
- Closely monitors student production and quietly corrects immediately.

Communication. Teacher organizes a safe, accessible and efficient classroom. (Classroom Environment, Routines and Procedures)

- Teacher refocuses student learning by either physical activity or signals to bring them back to instruction (attention getting signals, transition routines, movement opportunities).
- Strategies are used to reinforce pacing and time on task such as timers to maximize time spent in blended learning environment activities.
- Students have access to manipulatives and other necessary accommodations to meaningfully engage in the lessons/activities.
- Room arrangement has clearly defined visual and physical boundaries for specific activities.
- Space is provided for whole, small group, 1:1 instruction, and quiet space for break area with expectation for each area.
- Alternate plans for technology failure is posted/communicated.

Teacher establishes, communicates, and maintains clear expectations for student behavior.

- Clear expectations are posted, taught and differentiated for every student's needs, learning, communication style (visuals on a key ring, student-specific expectations on desk, etc.).
- Reinforcement systems are well-established and include opportunities for student choice and rewards based on student interests, ability level, attention deficits and are utilized frequently throughout the lesson.
- Teacher is implementing Behavior Intervention Plans for students as designated in their IEP/IAP.

Teacher leads a mutually respectful and collaborative class of actively engaged learners.

- Teacher relates instruction to their life for relevance.
- Teacher models and prompts students to encourage each other.
- Growth mindset is evident through the praising of effort by the teacher and students.
- Teacher manages student frustrations by supporting the emotional needs and academic deficits of the student.

- Community culture is built through Social Emotional Learning Practices (check-in/out circles, community circles, morning meeting, etc.).

Participation in ARDs and Section 504 Meetings. While each law (IDEA or Section 504) has specific requirements regarding the identification of dyslexia, decisions must be made by either a Section 504 committee under Section 504 or an ARD committee under IDEA. In order to make an informed determination, each committee must include certain required members. These required members must include, but are not limited to, individuals who are knowledgeable about the following:

- Student being evaluated
- Evaluation instruments being used
- Meaning of the data being collected

Additionally, committee members should have knowledge regarding:

- The reading process,
- Dyslexia and related disorders,
- Dyslexia instruction, and
- District, state, and federal guidelines for evaluation.

Currently Served. For students receiving dyslexia instruction under Section 504, the dyslexia teacher is a required member of the Section 504 committee and needs to provide the information listed below. For students receiving dyslexia instruction and are eligible for special education services, the teacher who provides the dyslexia instruction for that child will attend ARD meetings to review the information listed below. If the provider of the dyslexia instruction is unable to attend, documentation of the following information must be provided to the ARD committee prior to the meeting:

- Present levels of academic performance in the dyslexia program
- Recommendations for accommodations (classroom and STAAR, if applicable)
- Recommendations for programming (i.e. frequency, duration, location)
- Assistive Technology Considerations

Dyslexia Allotment. Since the 2013–2014 school year, districts in Texas have been required to report the number of students enrolled in the district who are identified as having dyslexia or a related disorder to the Texas Education Agency (Texas Education Code (TEC) §48.009). Starting with the 2019–2020 school year, districts are entitled to an annual allotment equal to the basic allotment multiplied by 0.10 or a greater amount provided by appropriation for students identified with dyslexia or a related disorder (HB 3 Dyslexia Allotment) and who are:

- 1) Receiving services for dyslexia or a related disorder through special education under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act; or
- 2) Receiving instruction that meets applicable dyslexia program criteria established by the State Board of Education (SBOE) provided by a person with specific training (see Chapter IV in the Dyslexia Handbook (2018) for program criteria); or
- 3) Permitted to use modifications in the classroom or accommodations in the administration of assessments under TEC §39.023.

Furthermore, districts are entitled to receive the HB 3 Dyslexia Allotment for a student who is identified with dysgraphia only and meets one of the requirements. Although a student identified with dyscalculia may be eligible to receive special education or Section 504 services, dyscalculia is not one of the dyslexia related conditions identified in TEC §38.003(d)(1)-(2). As such, a student with dyscalculia should not be coded in TSDS PEIMS under the Dyslexia or a Related Disorder Indicator, and such a student does not generate funding through the HB 3 Dyslexia Allotment (unless the student has also been identified with dyslexia or a related disorder and meets one of the requirements described above).

The Dyslexia page in Success Ed during the development of the Student Services Plan. The [Dyslexia PEIMS Code Chart](#) can be used to guide the completion of this page. Additionally, the How to Complete Dyslexia Information in Success Ed in provides a detailed explanation of documenting dyslexia information within a student's IEP or Section 504 Services Plan.

To recap, students identified with dyslexia or a related disorder should be identified and coded accurately in TSDS PEIMS using the Dyslexia Services Code. At the conclusion of an ARD meeting or Section 504 meeting, a PEIMS form for any student that qualifies for dyslexia or other related disorder (i.e. dysgraphia), should be completed and submitted to the campus PEIMS coordinator by the facilitator of the meeting (i.e. Campus §504 Coordinator, Diagnostician, SLP, etc.).

Time and Effort. Because districts are entitled to receive the HB 3 Dyslexia Allotment, general education dyslexia teachers must document their time and effort at the beginning of the school year and mid-year. Copies of the signed documents are maintained by the LISD Special Programs or Federal Programs Departments.

PEIMS Reporting, TEC48.009(b)(1) At the conclusion of ARD or Section 504 meetings, the distinct PEIMS Notification form is completed by the evaluation staff with the appropriate documentation of all elements including dyslexia. The form is submitted to the campus PEIMS clerk for entry into the Texas Data Management System.

Prior to PEIMS submissions, reports are generated through the Texas Data Management System multiple times during the school year. These reports are verified for accuracy by the LISD Dyslexia Coordinator for dyslexia program participation, direct services participation, classroom/state assessment accommodations, and Section 504/Special Education Services.

Section V: Dysgraphia

Definition

A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015). Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

Screening

It is important to note that, while TEC §38.003 requires that all students in kindergarten and grade 1 be screened for dyslexia and related disorders, at the time of The Dyslexia Handbook update it was determined there are no grade-level appropriate screening instruments for dysgraphia and the other identified related disorders. For more information on dysgraphia, refer to Chapter V: Dysgraphia in [The Dyslexia Handbook, 2018 Update](#).

Evaluation

Evaluation procedures should be followed in accordance with Section 504 or IDEA guidelines.

Data Gathering. The first step in the evaluation process, data gathering, is an integral part of the district's process for all students exhibiting learning difficulties. Forms specific to the completion of a dysgraphia evaluation include, but are not limited to:

- LISD Handwriting Checklist

The data collection process can be completed simultaneously with the completion of formal assessment. However, the data collection is necessary for completion of the written evaluation report. Parent and teacher questionnaires for Spanish speaking students are available by requesting them from the LISD Special Programs Department.

Formal Evaluation. After data gathering, the next step in the process is formal evaluation. Formal evaluation includes both formal and informal data, making the data collection step critical to the completion of the written Dysgraphia Evaluation Report. All data will be used to determine whether the student demonstrates a pattern of evidence that indicated dysgraphia. In addition to an informal review of a student's ability to produce written work, the following assessment instruments that may be used, but not limited to, include:

- DeCoste Writing Protocol
- Kaufman Test of Educational Achievement, 3rd Edition
- Process Assessment of the Learner, 2nd Edition
- Test of Written Spelling, 5th Edition
- Woodcock Johnson Tests of Cognitive Abilities, 4th Edition
- Beery Visual-Motor Integration, 6th Edition

Domains to Assess. Areas for evaluation are provided below in Figure 5.2 from [The Dyslexia Handbook, 2018 Update](#):

Figure 3.4 Areas for Evaluation		
Academic Skills	Cognitive Processes	Possible Additional Areas
<ul style="list-style-type: none"> • Letter formation • Handwriting • Word/sentence dictation (timed and untimed) • Copying of text • Written expression • Writing Fluency (both accuracy and fluency) 	<ul style="list-style-type: none"> • Memory for letter or symbol sequences (orthographic processing) 	<ul style="list-style-type: none"> • Phonological awareness • Phonological memory • Working memory • Letter retrieval • Letter matching

Identification

The identification of dysgraphia is made by either the ARD committee under IDEA or Section 504 committee under Section 504. To make an informed determination, either committee must include members who are knowledgeable about the following:

- Student being evaluated
- Evaluation instruments being used
- Meaning of the data being collected

Additionally, committee members must have knowledge regarding:

- the handwriting process;
- dysgraphia and related disorders;
- dysgraphia instruction, and;
- district or charter school, state, and federal guidelines for evaluation.

If the student's difficulties are unexpected in relation to other abilities, it must then be determined if the student has dysgraphia. The list of questions in Figure 5.3 below from [The Dyslexia Handbook, 2018 Update](#), must be considered when making a determination regarding dysgraphia.

Figure 5.3 Questions to Determine the Identification of Dysgraphia
<ul style="list-style-type: none"> • Do the data show a pattern of low writing and spelling ability that is unexpected for the student in relation to the student's other cognitive abilities and provision of effective classroom instruction? • Does the pattern indicate the student has dysgraphia? • Does the student meet eligibility as a student with a disability under Section 504 or IDEA?

Accommodations & Interventions

Chapter V: Dysgraphia in [The Dyslexia Handbook, 2018 Update](#) provides guidance on instruction for students with dysgraphia including supporting students with handwriting, spelling, and writing; delivery of intervention; and instructional accommodations. LISD adopted a handwriting curriculum that teaches handwriting in an active and explicit developmental sequence and uses multisensory teaching to incorporate all the senses. Additionally, the multisensory structured literacy instruction provided by SPDI and SDI include components to address handwriting and spelling.

Accommodations and Teaching Strategies. The following is not an exhaustive list and should be used only as a tool to make recommendations. Determination of the most appropriate accommodations to allow the student to access the general education curriculum should be based on the student's needs as agreed by the §504 or ARD committee.

Handwriting

- Because of the student's handwriting difficulties and slow rate of writing, allow extra time for all writing assignments, including taking notes, copying, and taking exams.
- Provide instruction to improve keyboarding and word processing skills.
- Because the student has extreme difficulty with handwriting, including illegibility and slow writing speed, allow him to write exam essays on a word processor. Provide extra time for other written responses as well.
- Permit the student to use manuscript or cursive writing, whichever is the most legible/automatic.
- To help the student recall letter forms, place an alphabet strip at the top of the student's desk and on the inside cover of his notebook.
- Because of his extreme difficulty with handwriting, have the student dictate responses to a scribe or into a voice recorder, whenever writing is required. Have him use handwriting only in ungraded and untimed situations.
- Let the student sample a variety of writing implements and select the one that provides the most control for handwriting practice. Consider regular pencils, fat pencils, felt-tip pens, and fine, felt-tip markers.
- Use a special pencil grip to help the student position his hand so that the pencil rests on the first joint of the middle finger and is held in place by the thumb and index finger. If available, allow the student to try a variety of grips to see which feels most comfortable.
- Student may benefit from note taking assistance as they increase in grade level. Examples of note taking assistance may include teacher provided notes, photocopying the notes of another student, and/or providing an outline, with spaces left for the student to fill in information.

Spelling

- Do not penalize the student for misspellings in written work. Provide assistance as needed with correcting spelling for final drafts. If the student is using an electronic spell-checker, check for the wrong word or the wrong choice of homophones.
- Do not draw attention to spelling errors until the student is ready to edit the final draft of the paper. Then provide the student with feedback on how to correct the misspelled words.
- Allow the student to hand in drafts of papers early to allow time for critique and revision.

Composition

- Teach the student to use graphic organizers, semantic mapping, and/or structured overviews to organize her ideas and clarify the relationships among her ideas before writing.
- Have the student keep a writer's notebook in which any ideas may be recorded for future writing topics.
- Before presenting writing assignments, make sure that the student has the background knowledge required to write about the topic. If not, provide the necessary instruction.
- Before writing an assignment, encourage the student to answer several questions, such as: What do I know about the topic? What experiences have I had with it? What do I want to say about this topic? Have her record her ideas on paper before she starts to write. If her ideas come faster than she can write, have her record them on a digital voice recorder and then play it back to write a list of her ideas.
- Have the student work with a peer who will help her organize and revise her papers.

Campus Dyslexia Designee Annual Action Plan/Checklist

The following information outlines the responsibilities of the dyslexia teachers with suggested times throughout the school year:

Beginning of the Year

August

- Administer and gather pre instructional data.
- Create schedule (review caseload from previous year, consult with previous teacher for transfer students, check with campus 504 coordinator and special education campus evaluator for students newly eligible).
- Set up sign in & out process.
- District Dyslexia Meeting

September

- Provide a one hour professional development course to all campus teachers and ensure participant documentation of training.
- Provide parents notice of Learning Ally, Bookshare, and Talking Book Program.
- Tech focus: online libraries of digital books
- District Dyslexia Meeting & Book Study

October

- Attend CESD Dyslexia Conference, pending campus approval.
- Participate in the LISD Annual Dyslexia Parent Information Night.
- Verify 6 weeks PEIMS report

Middle of the Year

December

- District Dyslexia Meeting & Book Study

January

- Elementary only - support campus with completion of 1st grade Risk Reviews
- District Dyslexia Meeting
- Tech focus:
- Verify 6 weeks PEIMS report

February

- STAAR online training

End of Year

March

- District Dyslexia Meeting & Book Study
- Verify 6 weeks PEIMS report.

May

- Administer and gather post instructional data.
- Elementary only - support campus with completion of kindergarten review of screener results.
- Send home end of year progress notes to parents.
- Send end of year progress notes to following year's teacher.
- Verify 6 weeks PEIMS report.

Ongoing

- Attend 504 meetings for students with dyslexia and related disorders.
- Attend initial and change of dyslexia placement ARD meetings for students with dyslexia and related disorders.
- Provide progress reports for students currently served to ARD meetings.
- Integrate technology into classroom activities including text to speech and word prediction tools.

Dyslexia Intervention Instruction - Quick Check

Planning

- Lessons built using multisensory structured literacy instruction goals and objectives
- Uses flashcards, laptops or iPads if appropriate to lesson and any materials appropriate to individual student
- Uses pencil grips, writing frames, slant pads, wobble seats if appropriate
- Reinforces instruction with hand signs, visuals, tactile reinforcement
- Pairs students based on strengths and abilities to maximize student-teaching of one another.

Observations:

Instruction

- Teacher constructs, prompts and reinforces a system of reflection and problem-solving for student.
- Teacher gives opportunities to reproduce correctly and monitors and praises.
- Teacher delivers instructional cues clearly, prompts as needed, and reinforces correct responses or delivers error correction as needed.
- Instruction is multisensory (visual, auditory, kinesthetic and tactile).
- Instruction is systematic and cumulative.
- Instruction is explicit.
- Instruction is diagnostically taught to automaticity.
- Instruction is synthetic.
- Instruction is analytic.
- Visual support and auditory cues are used to facilitate transitions, enhance predictability, and help convey expectations.
- Closely monitors student production and quietly corrects immediately.

Observations:

Communication

Observations:

Dyslexia Program Walk-Through Observation

Date:	Time:	Campus:
Teacher:	Room:	# of Students:

Dyslexia Student Folders:	Classroom Organization:
<ul style="list-style-type: none"> <input type="checkbox"/> Format/Organization <input type="checkbox"/> Meetings are current. <input type="checkbox"/> Paperwork is complete with signatures. <input type="checkbox"/> Plans: current/distribution documented 	<ul style="list-style-type: none"> <input type="checkbox"/> SDPI materials displayed <input type="checkbox"/> Lesson cycle, SOS, LLP, WOW, Descriptive Hierarchy <input type="checkbox"/> Students on task <input type="checkbox"/> Materials readily available <input type="checkbox"/> Conducive learning environment <input type="checkbox"/> Students' binders are current.

Instruction/Curriculum:
<ul style="list-style-type: none"> <input type="checkbox"/> Correct implementation of SDPI program <input type="checkbox"/> Appropriate lesson plans/Concept # _____ (New materials) <input type="checkbox"/> Students familiar with lesson cycle/activities <input type="checkbox"/> Teacher actively involved in the lesson <input type="checkbox"/> Accurate use of: <ul style="list-style-type: none"> <input type="checkbox"/> IRD/Visual Deck <input type="checkbox"/> Spelling Deck/Auditory Deck <input type="checkbox"/> Reading Practice #_____ (Visual Review/Practice, Auditory Review/Practice) <input type="checkbox"/> Scientific Spelling pg. _____ (Spelling Review/Practice) <input type="checkbox"/> Extended Reader <input type="checkbox"/> Verbal Expression <input type="checkbox"/> Multisensory Grammar <input type="checkbox"/> Review

Comments:

Signature of Principal/Designee/District Dyslexia Coordinator:	Date:
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How to Complete Dyslexia Information in Success Ed

Special Education AND Section 504 - Dyslexia page

Student CURRENTLY identified as a student with Dyslexia:

- Complete the box titled: Dyslexia Services.
- If the student will be receiving standard protocol instruction, indicate the amount of time and frequency.
- Complete the section titled: Dyslexia Service Codes ([refer to chart](#)).

INITIAL Dyslexia evaluations:

- Complete the section titled: Dyslexia Evaluation Data
- Complete the section titled: Texas Dyslexia Law Eligibility
- Lock all forms when complete so that information will migrate to PEIMS

Important:

Students who are eligible for special education services with dyslexia or related disorders will have both a special education case manager and a dyslexia specialist working together to identify PLAAFPs, proposed goals and accommodations/modifications. The special education case manager will complete information, including progress reports in Success Ed. Special education students with dyslexia must have annual goals to address reading difficulties.

LISD 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 and may be administered a reading instrument at the middle of the year, and end of year. Kindergarten students must be screened for dyslexia at the end of the school year. First grade students must be administered a reading instrument at the beginning of year and may be administered a reading instrument at middle of year and end of year. 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?

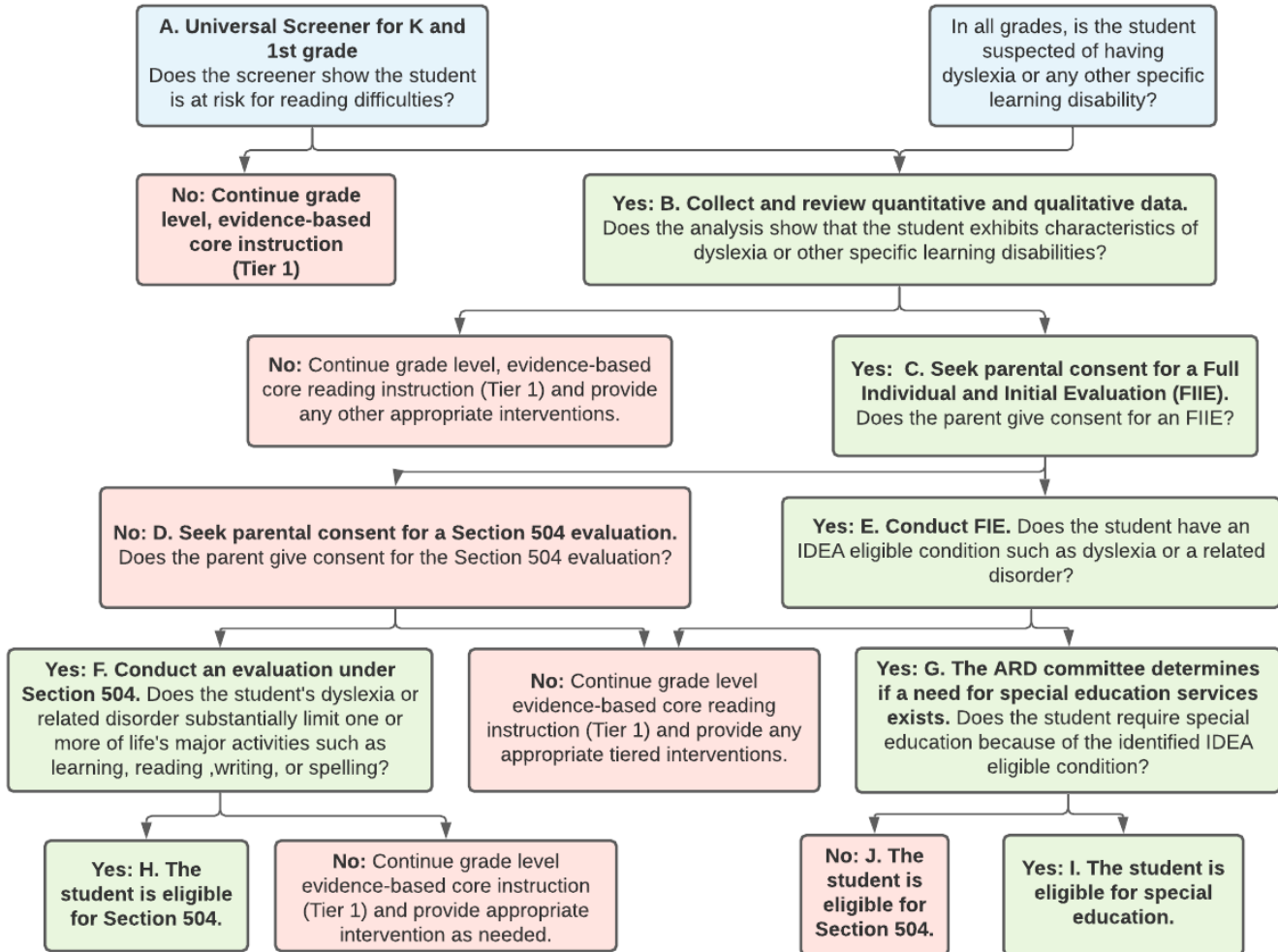
No: Continue grade level, evidence-based core reading instruction. (Tier 1)

Yes: Collect and review quantitative and qualitative data on the student. Does the analysis show that the student exhibits characteristics for dyslexia or other specific learning disabilities?

No: Continue grade level, evidence-based core instruction (Tier 1) and provide any other appropriate interventions.

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

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



Lindale Independent School District
Special Programs Department

Dyslexia Notification Form for PEIMS

The campus diagnostician (special education) or the campus 504 coordinator completes this form immediately after the Section 504 Meeting or ARD Meeting where Dyslexia eligibility was determined. Send the form electronically to the campus PEIMS clerk using Read Receipt Requested. Cc the campus administrator on the email notification.

Please label email "Action Required: PEIMS Notification for Dyslexia"

Student:	D.O.B.
Texas Unique Student ID:	Grade:
Campus:	Teacher:

Is the student identified as having Dyslexia and/or Related Disorder e.g., Dysgraphia?

- YES
- NO

Is the student served under:

- Section 504
- Special Education

Indicate the student's Dyslexia Service Codes. (A student may have multiple codes.)

- 00: Does not receive services for dyslexia or a related disorder
- 01: Receiving services for dyslexia or a related disorder in accordance with IDEA or Section 504
- 02: Receiving instruction that meets applicable dyslexia program criteria provided by a person with specific training in providing that instruction
- 03: Permitted on the basis of having dyslexia or a related disorder, to use modification in the classroom or accommodations on the administration of assessments

Effective Date: _____

Signature of Person Completing Form: _____ **Date:** _____