



Dyslexia

Program and Administrative Procedures

August 2019

Dyslexia Mission Statement

The mission of the Silsbee Independent School District Dyslexia Program is to:

Provide all eligible students identified as having characteristics of dyslexia with the multi-sensory strategies and phonological processing skills necessary to compensate for deficiencies in the areas of reading, writing, and spelling. The goal is to nurture a strong self-esteem and provide opportunities for students to develop their talents. Strategies will be taught to help students gain personal success while learning to compensate for their reading disorder and enable them to become a life-long learner.

The Dyslexia Program is built upon the foundation of the Silsbee Independent School District's Mission Statement. (Policy AE)

The students of Silsbee ISD are equipped with the values to envision a better world, the skills to create it, and the confidence to take the lead.

Values. Skills. Confidence.

Educating for Excellence

Definition of Dyslexia

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

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002)

The Dyslexia Handbook – Revised 2018, pg. 1

Dyslexia Program Goals

Silsbee Independent School District strives to have an exemplary Dyslexia Program for students enrolled in grades K–12. Through a Response to Intervention Process, SISD monitors students on a regular basis, utilizing formal and informal observations. Student data, assessments (including Universal Screeners), evidence of curriculum-based activities and teacher input is consistently evaluated to ensure student success.

The Silsbee Independent School District is committed to the development and implementation of a high quality, dyslexia program that addresses the unique needs of the Dyslexic Student. Additionally, it will meet the requirements of both the State and Federal Law Regarding early identification and intervention to formal evaluation.

Addressing SISD’s commitment, the following reflect the goals of the District’s Dyslexia Program:

- Screen, refer and evaluate, students in grades K – 12 ,who may be at-risk of dyslexia and related disorders;
- Provide appropriate instructional intervention options for students identified with dyslexia and related disorders;
- Provide staff development that includes:
 - Characteristics of dyslexia
 - Assessment of dyslexia
 - Intervention strategies and accommodations
- Provide a parent education program that includes:
 - Awareness of the characteristics of dyslexia and related disorders
 - Information on testing and the educational diagnosis of dyslexia and related disorders
 - Information of effective strategies and options for parents to use at home to effectively communicate and help their child with dyslexia and related disorders
 - Information on classroom accommodations and/or accommodations allowed for State and post-secondary testing (STAAR/PSAT/ACT/SAT).

Figure 3.1. State and Federal Laws

TEC §28.006, Reading Diagnosis

This state statute requires schools to administer early reading instruments to all students in kindergarten and grades 1 and 2 to assess their reading development and comprehension. Additionally, the law requires a reading instrument from the commissioner's approved list be administered at the beginning of grade 7 to any student who did not demonstrate proficiency on the sixth-grade reading assessment administered under TEC §39.023(a). If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the school must notify the students' parents/guardians. According to TEC §28.006(g), the school must also implement an accelerated (intensive) reading program that appropriately addresses the students' reading difficulties and enables them to catch up with their typically performing peers.

TEC §38.003, Screening and Treatment for Dyslexia

Texas state law requires that public school students be screened and tested as appropriate for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program approved by the SBOE must include screening for each student at the end of the kindergarten year and then again during first grade.

Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA)

The services offered to students who are reported to be at risk for dyslexia or other reading difficulties should align to the requirements of ESSA, which requires schools to implement comprehensive literacy instruction featuring "age- appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension" (ESSA, 2015).

Equal Education Opportunity Act (EEOA)

This civil rights law ensures that all students are given equal access to educational services regardless of race, color, sex, religion, or national origin. Therefore, research-based interventions are to be provided to all students experiencing difficulties in reading, including ELs, regardless of their proficiency in English.

Individuals with Disabilities Education Act (IDEA)

The most recent reauthorization of this federal act is consistent with ESSA in emphasizing quality of instruction and documentation of student progress. A process based on the student's response to scientific, research-based intervention is one of the criteria included in IDEA that individual states may use in determining whether a student has a specific learning disability, including dyslexia.

Common Risk Factors Associated with Dyslexia

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. A family history of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes) (Olson, Keenan, Byrne, & Samuelsson, 2014).

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 and Fifth 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

For more information see: ***The Dyslexia Handbook – Revised 2018***

Universal Screening and State and Federal Requirements

The Importance of Early Screening

If the persistent achievement gap between dyslexic and typical readers is to be narrowed, or even closed, reading interventions must be implemented early, when children are still developing the basic foundation for reading acquisition. The persistent achievement gap poses serious consequences for dyslexic readers, including lower rates of high school graduation, higher levels of unemployment, and lower earnings because of lowered college attainment. Implementing effective reading programs early, even in preschool and kindergarten, offers the potential to reduce and perhaps even close the achievement gap between dyslexic and typical readers and bring their trajectories closer over time.

—Ferrer, et al., Achievement Gap in Reading Is Present as Early as First Grade and Persists through Adolescence, 2015

Dyslexia Screening

Universal Screening

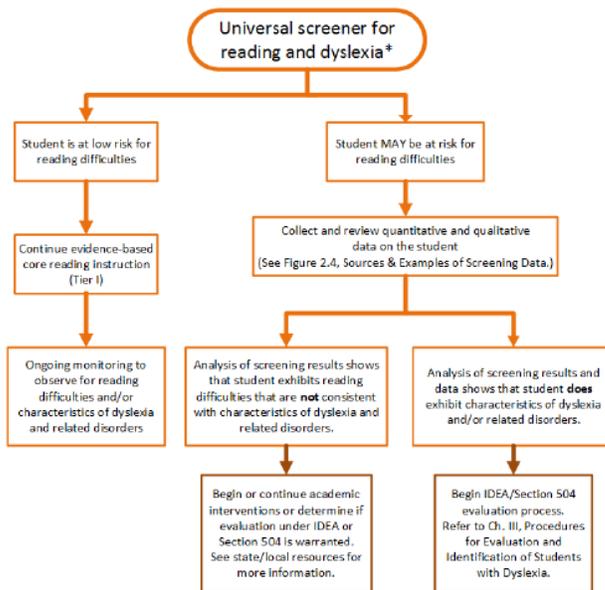
Screening is defined as a universal measure administered to **all** students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties and/or a related disorder. Screening is not a formal evaluation.

Texas Education Code §38.003 mandates that first grade and kindergarten students be screened at the end of the school year. Silsbee ISD will assess each grade level at the times listed below:

Grade Level	Timeframe For Testing
Kindergarten	End of April
First Grade	End of January

- Parents of Kindergarten students will be notified in May of results.
- Parents of First Grade students will be notified in February of results.
- Assessments will included TPRI and Locally Developed Assessments

Figure 2.5
Universal Screening and Data Review for Reading Risk



A referral may be made at any point under either Section 504 if a disability is suspected or IDEA if a disability and a corresponding need for special education services are suspected.

*Testing and screening in accordance with TEC §28.006 and §38.003(a)

For more information see: *The Dyslexia Handbook – Revised 2018, pages 9-17*

Definitions and Characteristics of Dysgraphia

Difficulty with handwriting frequently occurs in children with dyslexia. When Texas passed dyslexia legislation, the co-existence of poor handwriting with dyslexia was one reason why dysgraphia was called a related disorder. Subsequently, dyslexia and dysgraphia have been found to have diverse co-morbidities, including phonological awareness (Döhla and Heim, 2016). 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.

Dysgraphia is related to dyslexia as both are language-based disorders. In dyslexia, the impairment is with word-level skills (decoding, word identification, spelling). Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills—finding, retrieving and producing letters, which is a subword-level language skill. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015).

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.

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 (Andrews & Lombardino, 2014)

Additional consequences of dysgraphia may also include:

- Difficulty with unedited written spelling
- Low volume of written output as well as problems with other aspects of written expression

Dysgraphia is not:

- Evidence of a damaged motor nervous system
- Part of a developmental disability that has fine motor deficits (e.g., intellectual disability, autism, cerebral palsy)
- Secondary to a medical condition (e.g., meningitis, significant head trauma, brain trauma)
- Association with generalized developmental motor or coordination difficulties (Developmental Coordination Disorder)
- Impaired spelling or written expression with typical handwriting (legibility and rate) (Berninger, 2004)

Dysgraphia can be due to:

- Impaired feedback the brain is receiving from the fingers
- Weaknesses using visual processing to coordinate hand movement and organize the use of space
- Problems with motor planning and sequencing
- Difficulty with storage and retrieval of letter forms (Levine, 1999)

Despite the widespread beliefs that handwriting is purely a motor skill or that only multisensory methods are needed to teach handwriting, multiple language processes are also involved in handwriting. Handwriting draws on language by hand (letter production), language by ear (listening to letter names when writing dictated letters), language by mouth (saying letter names), and language by eye (viewing the letters to be copied or reviewing for accuracy the letters that are produced from memory) (Berninger & Wolf, 2016).

Educators will make a referral through section 504, Rtl or Special Education if a student demonstrates the following:

- Impaired or illegible handwriting that is unexpected for the student's age/grade
- Impaired handwriting that interferes with spelling, written expression, or both that is unexpected for the student's age/grade

Procedures for Evaluation

The process of identifying dysgraphia will follow one of two procedures. School districts and charter schools may evaluate for dysgraphia through either IDEA or Section 504. If a student is suspected of having a disability within the scope of IDEA and a corresponding need for special education services is suspected, all special education procedures must be followed. 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.

Regardless of the program that evaluates the student, the following are the data to be collected:

- Slow or labored written work
- Poor formation of letters
- Improper letter slant
- Poor pencil grip
- Inadequate pressure during handwriting (too hard or too soft)
- Excessive erasures
- Poor spacing between words
- Poor spacing inside words
- Inability to recall accurate orthographic patterns for words
- “b” and “d” reversals beyond developmentally appropriate time
- Inability to copy words accurately
- Inability of student to read what was previously written
- Overuse of short familiar words such as “big”
- Avoidance of written tasks
- Difficulty with visual-motor integrated sports or activities

Figure 5.1. Sources and Examples of Cumulative Data	
<ul style="list-style-type: none"> • Vision screening • Teacher reports of classroom concerns • Parent reports of concerns about handwriting, spelling, or written expression • Classroom handwriting assessments • Classroom spelling assessments • Samples of written work (e.g., journal, story responses, writing samples, etc.) • Accommodations or interventions provided • Academic progress reports (report cards) • Gifted/talented assessments • Samples of written schoolwork (both timed and untimed) 	<ul style="list-style-type: none"> • State student assessment program results as described in TEC §39.022 • Observations of instruction provided to the student • Full Individual and Initial Evaluation • Outside evaluations • Speech and language assessment • School attendance • Curriculum-based assessment measures • Instructional strategies provided and student’s response to the instruction • Universal screening • Parent survey

For more information on Dysgraphia, see *The Dyslexia Handbook – Revised 2018, pages 59-72*

Silsbee ISD Referral for Dyslexia or Related Service Process

Educators shall recommend screenings for dyslexia, or related services, if the student demonstrates the following:

- Poor performance in **one or more areas** of reading and spelling that is unexpected for the student's age/grade
- Kindergarten-Grade 1 – teacher will recommend any student who performs below expectation on the District Developed Early Reading battery.
- Characteristics and risk factors of dyslexia indicated in this manual or The Dyslexia Handbook.

Silsbee Dyslexia Administrative Procedures and Program Manual, pages 4-5 OR
The Dyslexia Handbook – Revised 2018, pages 1-5

Teachers, students, or parents can initiate the referral process. ***Parent referrals must go through the same process as referrals initiated by the school.***

1. Teacher/Parent notices the student demonstrating characteristics of Dyslexia.
2. Intervention documentation, using the Response to Intervention (RtI) model, begins or intensifies to determine if student demonstrating dyslexic characteristics will progress through regular intervention.
3. RtI Committee reviews intervention documentation. If student is not showing progress with regular intervention, a student may be referred for Dyslexia Assessments. Teacher requests and completes the **Silsbee ISD Dyslexia Referral Packet**, collects student data required and submits to the Campus §504 Coordinator.
4. The Campus §504 Coordinator and Dyslexia Coordinator reviews SISD Dyslexia Referral Packet for completeness and appropriateness of referral. If a student displays poor performance in the areas of reading and spelling, that is unexpected for the student's age/grade, and demonstrates the characteristics and risk factors of dyslexia indicated in Chapter I: Definitions and Characteristics of Dyslexia of *The Dyslexia Handbook – Revised 2018, (pages 1-5)* the dyslexia referral may be appropriate.
5. If referral is appropriate, Campus §504 Coordinator and Dyslexia Coordinator initiates §504 Procedures within 45 instructional days.
6. Parents are sent **Notice of §504 Evaluation for Dyslexia, §504 Parent Rights, and Consent for Dyslexia Evaluation under §504.**
7. Parents have 10 instructional days to return consent.
8. Once permission is gained, the student may be assessed. **NOTE- Do not request consent for assessment until after the referral documentation is all in place and approved.**

Current research finding support that early intervention is the key component for student success. Silsbee ISD requires documentation of Interventions done through the Response to Intervention (RtI) Model to identify students with dyslexic characteristics early in their educational career. Documentation of those interventions must be documented in DMAC under the RtI section.

Student Data Required for Referral Packet

Schools collect data on all students to ensure that instruction is appropriate and research based.

Essential components of reading instruction are defined in §2221(b) of the ESEA as “explicit and systematic instruction in (A) phonemic awareness; (B) phonics; (C) vocabulary development; (D) reading fluency, including oral reading skills; and (E) reading comprehension strategies.”

The Dyslexia Handbook – Revised 2018, pg. 25-26

Any time (from kindergarten through grade 12) a student continues to struggle with one or more components of reading, schools must collect additional information about the student. Schools should use previously collected as well as current information to evaluate the student’s academic progress and determine what actions are needed to ensure the student’s improved academic performance. The collection of various data, as indicated below will provide information regarding factors that may be contributing to or primary to the student’s struggles with reading and spelling.

Sources and Examples of Cumulative Data

Figure 3.2. Sources and Examples of Cumulative Data	
<ul style="list-style-type: none"> • Vision screening • Hearing screening • Teacher reports of classroom concerns • Classroom reading assessments • Accommodations or interventions provided • Academic progress reports (report cards) • Gifted/talented assessments • Samples of schoolwork • Parent conference notes • Results of kindergarten-grade 1 universal screening as required in TEC §38.003 • K–2 reading instrument results as required in TEC §28.006 (English and native language, if possible) 	<ul style="list-style-type: none"> • 7th-grade reading instrument results as required in TEC §28.006 • State student assessment program results as described in TEC §39.022 • Observations of instruction provided to the student • Full Individual and Initial Evaluation • Outside evaluations • Speech and language assessment • School attendance • Curriculum-based assessment measures • Instructional strategies provided and student’s response to the instruction • Screening • Parent survey

The Dyslexia Handbook – Revised 2018, pg. 26

Language Proficiency Data

Much diversity exists among ELLs. A student’s language proficiency may be impacted by any of the following: native language, English exposure, parent education, socioeconomic status of the family, amount of time in the United States, experience of formal schooling, immigration status, community demographics, and ethnic heritage (Bailey, Heritage, Butler, & Walqui, 2000). ELLs may be students served in bilingual and ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services. In addition to the information discussed in the previous section of this chapter, the Language Proficiency Assessment Committee (LPAC) maintains documentation (TEC §89.1220(g)-(i)) that is necessary to consider when identifying ELLs with dyslexia. Since the identification and service delivery process for dyslexia must be aligned to the student’s linguistic environment and educational background,

involvement of LPAC is required.

The Dyslexia Handbook – Revised 2018, pp. 27-32

Additional Data Sources for English Language Learners

Figure 3.3. Additional Data Sources for English Learners
<ul style="list-style-type: none">• Home Language Survey• Assessment related to identification for limited English proficiency (oral language proficiency test and norm-referenced tests—all years available)• Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)• Instructional interventions provided to address language needs• Information regarding previous schooling inside and/or outside the United States• Type of language program model provided and language of instruction

The Dyslexia Handbook – Revised 2018, pg. 27

Assessment, Identification and Placement Process

Silsbee ISD WILL NOT assess until parental consent for evaluation is obtained. Dyslexia Interventionist will not perform any screenings or assessment until after the referral documentation is all in place and approved by the Dyslexia Coordinator.

1. Within 45 instructional days of parent consent for Dyslexia Assessment, the student must be assessed by individuals/professionals who have been trained in the evaluation of students for dyslexia and related disorders (19 TAC §74.28(d)).
2. In compliance with §504 and IDEA 2004, the Dyslexia Interventionist will use the assessment instruments that have been approved by the district for the purpose of identifying for characteristics of dyslexia.
3. The Dyslexia Interventionist shall integrate the sum of the data collected into the final Dyslexia Assessment Report.
4. Within 30 instructional days of receipt of completed Dyslexia Assessments, the Section 504 Committee and/or (other appropriate personnel – i.e., ARD, LPAC, RtI, etc) schedules with parents and meets to make determination of Dyslexia and/or Section 504 eligibility. A representative from the Dyslexia Program must attend the meeting.
5. The Section 504 (or other, as defined above) Committee, shall use ALL pertinent student data collected to interpret the results.
6. Upon determination of eligibility, the §504 Coordinator (or other assigned personnel) completes all required §504 (or other) forms including the Individual Accommodation Plan (IAP) if student qualifies.
7. Parents are given/sent **Consent for Placement in Dyslexia Program for Services.**
8. Within 30 instructional days of parental Consent for Placement in Dyslexia Program, instruction in Dyslexia Intervention Program (DIP) begins.
9. See the Pathways for Identification and Provision of Instruction for Students with Dyslexia on the following page for additional information.

Parent or Guardian Initiated Evaluation

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 following the guidelines outlined in this chapter. IDEA and Section 504 have different requirements that must be followed if the school does not suspect a disability and determines that evaluation would *not* be warranted.

Under IDEA, schools must give parents prior written notice of a refusal to evaluate, including an explanation of why the school refuses to conduct an initial evaluation, the information that was used as the basis for the decision, and a copy of the *Notice of Procedural Safeguards*. Section 504 does not require prior written notice; however, best practice is to provide a parent with an explanation of the reasons an evaluation is denied. OCR recommends that districts be able to provide documentation that the denial was based on data to support there is no disability. For additional information regarding identification and procedural safeguards under IDEA and Section 504, refer to Appendix D, IDEA/Section 504 Side-by-Side Comparison.

In Silsbee ISD, the Dyslexia Coordinator will provide the letter, along with other required documentation to the parent or guardian.

The Dyslexia Handbook – Revised 2018, pages 23-24

Dyslexia Assessments

In compliance with §504 and IDEA 2004, assessment instruments are approved by the district for identifying for characteristics of dyslexia.

Areas for evaluation are defined below:

Figure 3.4. Areas for Evaluation		
<p style="text-align: center;"><u>Academic Skills</u></p> <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 	<p style="text-align: center;"><u>Cognitive Processes</u></p> <ul style="list-style-type: none"> • Phonological/phonemic awareness • Rapid naming of symbols or objects 	<p style="text-align: center;"><u>Possible Additional Areas</u></p> <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 speed

The Dyslexia Handbook – Revised 2018, pg. 30

Silsbee ISD will utilize both formal and informal assessments for the identification of Dyslexia.

Formal Assessments	Informal Assessments *
<ul style="list-style-type: none"> • Test of Written Spelling 5 • Comprehensive Test of Phonological Processing 2 • Woodcock Reading Mastery Test III • Gray Oral Reading Test 5 • NNAT (when available) • TPRI History (when available) 	<ul style="list-style-type: none"> • QPS (Real Word and Nonsense) • San Diego • Fluency • ISIP Istation and History • Running Record(s) • Writing Samples • Teacher Check List/Observation(s)

*This is not an inclusive list, rather a sampling.

Dyslexia Identification

The list of questions in Figure 3.7 must be considered when making determination regarding dyslexia.

Figure 3.7. Questions to Determine the Identification of Dyslexia
<ul style="list-style-type: none">• Do the data show the following characteristics of dyslexia?<ul style="list-style-type: none">○ Difficulty with accurate and/or fluent word reading○ Poor spelling skills **Spelling alone does not qualify a student for Dyslexia. **○ 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?

The Dyslexia Handbook – Revised 2018, pg. 32

A 2018 Letter to the Administrator Addressed from the Texas Education Agency regarding the provision of services for students with dyslexia and related disorders states that anytime it is suspected that a student requires special education or related services to provide appropriate reading supports and interventions, a referral for an FIE should be initiated. The letter further states that all students who are identified with dyslexia or a related disorder *and* who require special education services because of dyslexia or a related disorder should be served under the IDEA as students with a specific learning disability. For more information, please visit:

https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Provision_of_Services_for_Students_with_Dyslexia_and_Related_Disorders_-_Revised_June_6,_2018/

Timeline Adherence and Exceptions

Silsbee ISD will adhere to the following timelines:

1. §504 process will begin within 45 instructional days of receiving a completed and appropriate referral for Dyslexia.
2. Parents to provide Consent for Evaluation under §504 within 10 instructional days of receiving it.
3. Dyslexia assessments will be completed within 45 instructional days of receiving consent for evaluation under §504.
4. §504 meeting to determine eligibility for Dyslexia Services will be held within 30 instructional days of completion of Dyslexia assessments.
5. Parents to provide Consent for Placement in Dyslexia Program within 10 instructional days of receiving it.
6. Instruction in Dyslexia Intervention Program will begin within 30 instructional days of receiving consent for placement in program.

Exceptions to timeline adherence:

- Parent repeatedly fails or refuses to produce the child for the evaluation 300.301(d)(1); **or**
- The child transfers from a school in another LEA after the timeline for evaluation began at the previous school and prior to determination of eligibility under §504 by the previous school (§300.301(d)(2)); **or**
- Child who is enrolled in public school is absent three or more days during the evaluation period (extended by number of days absent) TEC 29.004 (a)(1); **or**
- Consent for evaluation is received at least 35 days but less than 45 school days before the end of the school year (due by June 30); and the initial ARD/504 will be held by the 10th school day of the following school year. If the child is absent three or more days during the period, the evaluation is due within 45 school days, and the initial ARD must be held within 30 calendar days of completion of the evaluation (TEC 29.004 (A-1); (TEC 29.004 (a)(1) Adapted from Legal Framework for the Child-Centered Process October 2014

In the event an exception to the timeline has occurred, the student's parent or guardian and the Section 504/ARD Committee will be notified in writing by the District's Dyslexia Coordinator.

Referral for Special Education Eligibility

Students with severe dyslexia or related disorders who are unable to make academic progress in the programs designed for students with dyslexia and related disorders may be referred to special education for a Full and Individual Evaluation and possible identification as a student with a disability within the meaning of the Individuals with Disabilities Education Act (IDEA).

- ✓ At any point in data gathering, a student may be referred to Special Education.
 - All referral, notification, assessment, and placement rules for students with disabilities must be followed. Such referral would be accompanied by the Procedural Safeguards and specific notices to the parents of federal and state rights for children with disabilities and would follow all mandated procedures.

- ✓ In IDEA, Amendments of 1997, Section 602 (26), dyslexia is considered one of a variety of etiological foundations for “specific learning disability.”
 - Section 602 (26) Specific Learning Disability.
 - The term “specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, in which a disorder may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.
 - Disorders included- This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia,
 - Disorders not included- This term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

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

Appropriate reading instruction includes the components and delivery of dyslexia instruction listed in **The Dyslexia Handbook – Revised 2018, pg. 26**. If a student has previously met special education eligibility, the ARD committee should include goals that reflect the need for dyslexia instruction in the IEP and determine the least restrictive environment for delivering the student’s dyslexia intervention.

Procedures for Students Presenting Outside Independent Evaluations for Dyslexia Services

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

The outside independent evaluation (assessment) must:

- 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 Silsbee ISD would conduct; and
- comply with the requirements set forth in Section 504 and the TEA requirements specified in TEA's, **The Dyslexia Handbook – Revised 2018**.

Additionally, §504 regulations and TEA requirements as outlined in **The Dyslexia Handbook – Revised 2018** have identified certain expectations in regards to the referral process for a dyslexia assessment and/or eligibility. An outside independent evaluation is considered a single source of data. §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.

Dyslexia Interventionist Role

Texas does not have a certification requirement specific to teachers providing intervention to students identified with dyslexia. School districts must consider the needs of students and the qualification of teachers. It is important that teachers (general or special education) who provide instruction for students with dyslexia must have training in the listed components of instruction as well as be trained in instructional strategies that utilize individualized, intensive, and multi-sensory methods as outlined in Chapter III of **The Dyslexia Handbook – Revised 2018**.

Roles of Dyslexia/Interventionist Teachers:

- ✓ Deliver instructional reading program (Dyslexia Intervention Program) for identified dyslexic students with fidelity. ***Completing "other duties as assigned" by campus/district administration shall NOT, under any circumstance, prevent the dyslexia teacher from providing their assigned dyslexia therapies. This is a compliance/FAPE issue.***
- ✓ Maintain a teacher/student ratio not to exceed 1:10 per group as recommended by the Dyslexia Intervention Program – Goal will be to service in a 1:3 ratio.
- ✓ Administer and gather pre/post instructional data to monitor program effectiveness and student growth in the area of reading
- ✓ Communicate with student's teachers, administrators and parents as needed regarding student's progress
- ✓ Maintain all necessary student documentation and attendance records required

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by the district and the dyslexia program

- ✓ Provide training and support for parents and attend the district annual Parent Awareness Meeting
- ✓ Attend Professional Development each year to stay abreast of current research and development in dyslexia and research-based reading programs as assigned by the District Dyslexia Coordinator
- ✓ Assist in organizing and/or conducting trainings at their assigned campuses to facilitate the implementation of the dyslexia program and to ensure general classroom teacher knowledge on dyslexia
- ✓ Conduct Dyslexia evaluations for students referred for Dyslexia as recommended by the §504/ARD committee.
- ✓ Complete Dyslexia Reports for students referred for Dyslexia as recommended by the §504/ARD committee. All reports and data will go through the District Dyslexia Coordinator.
- ✓ Attend §504/ARD meetings when requested from the District Dyslexia Coordinator.
- ✓ Comply with all state and federal laws as well as district policies.

Time taken to conduct dyslexia evaluations shall NOT, under any circumstance, prevent the dyslexia teacher from providing their assigned dyslexia therapies. This is a compliance/FAPE issue.

Dyslexia Interventionist Qualifications

Figure 4.1. Training Requirements for Educators Providing Dyslexia Services								
Dyslexia Certification/License	Licensing Body	Degree Required	Training Program	Course Contact Hours	Practicum Hours	Direct Observations	Certification Exam	Continuing Education Requirement
Educator certification* as appropriate	State Board for Educator Certification (SBEC)	Bachelors	Training which meets components of instruction and delivery	Varies with program	Varies with program	Varies with program	None	None
*Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers are not required to hold a specific license or certification to provide dyslexia intervention for students; however, they must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity.								

The Dyslexia Handbook – Revised 2018, pg. 44.

Dyslexia Parent Awareness – Legal Requirements

Texas Administrative Code TAC §74.28(h)

... Provide a parent education program.”

“(h) Each school district **shall** provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: awareness of characteristics of dyslexia and related disorders, information on testing and diagnosis of dyslexia, information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.”

Silsbee ISD will conduct the following parent training programs:

October – of each year is recognized as “Dyslexia Awareness Month.” SISD will offer a parent training session to support parents in helping their child with academic success. The following will be covered, in compliance with TAC §74.28.

(k) Each school district and open-enrollment charter school shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program must include:

- (1) awareness and characteristics of dyslexia and related disorders;
- (2) information on testing and diagnosis of dyslexia and related disorders;
- (3) information on effective strategies for teaching students with dyslexia and related disorders;
- (4) information on qualifications of those delivering services to students with dyslexia and related disorders;
- (5) awareness of information on accommodations and modifications, especially those allowed for standardized testing;
- (6) information on eligibility, evaluation requests, and services available under IDEA and the Rehabilitation Act, §504, and information on the response to intervention process; and
- (7) contact information for the relevant regional and/or school district or open-enrollment charter school specialists.

Instructional Services

Once a student is identified with dyslexic (or related) characteristics, there are several courses of action available for use depending on the needs and accommodations of the individual student.

- Instruction in the regular classroom with accommodations by the regular education teacher
- Instruction in the regular education classroom with accommodations by the regular education teacher coupled with instruction by a dyslexia specialist in a pull-out classroom setting.
- Any accommodations should be based on the student's individual needs for the disability of dyslexia
- Interventions in reading based on student's individual needs for the disability of dyslexia.

In accordance with 19 TAC §74.28(e), Silsbee ISD's Dyslexia Program Includes the following components:

Critical, Evidence-Based Components of Dyslexia Instruction

- ✓ **Phonological awareness**—“Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes [phonemic awareness].” (Birsh, 2018, p. 26).
- ✓ **Sound-symbol association**—Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2018, p. 26). “Explicit phonics refers to an organized program in which these sound symbol correspondences are taught systematically” (Berninger & Wolf, 2009, p. 53).
- ✓ **Syllabication**—“A syllable is a unit of oral or written language with one vowel sound. Instruction must include the six basic types of syllables in the English language; closed, open, vowel-consonant- e, r-controlled, vowel pair (or vowel team), and final stable syllable. Syllable division rules must be directly taught in relation to the word structure” (Birsh, 2018, p. 26).

- ✓ **Orthography**—Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound- symbol knowledge.
- ✓ **Morphology**—“Morphology is the study of how morphemes are combined to form words. A morpheme is the smallest unit of meaning in the language” (Birsh, 2018, p. 26).
- ✓ **Syntax**—“Syntax is the set of principles that dictate sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language” (Birsh, 2018, p. 26).
- ✓ **Reading comprehension**—Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader’s skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader’s interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2018, p.14; Snow, 2002).
- ✓ **Reading fluency**—“Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension”(Moats & Dakin, 2008, p. 52). Fluency also includes prosody. Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages) (Henry, 2010, p. 104).

Delivery of Dyslexia Intervention

While it is necessary that students are provided intervention in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include **all** of the following:

- ✓ **Simultaneous, multisensory (VAKT)**—“Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic, tactile) simultaneously in order to enhance memory and learning” (Birsh, 2018, p. 26). “Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning” (Moats & Dakin, 2008, p. 58).

- ✓ **Systematic and cumulative**—“Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory” (Birsh, 2018, p. 26).
- ✓ **Explicit instruction**—“Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print” (Moats & Dakin, 2008, p. 58). Explicit Instruction is “an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently” (Mather & Wendling, 2012, p. 326).
- ✓ **Diagnostic teaching to automaticity**—“The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual’s needs. The content presented must be mastered to the degree of automaticity” (Birsh, 2018, p. 27). “This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student”(Moats & Dakin, 2008, p. 58). “When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner” (Berninger & Wolf, 2009, p. 70).
- ✓ **Synthetic instruction**—“Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole” (Birsh, 2018, p. 27).
- ✓ **Analytic instruction**—“Analytic instruction presents the whole and teaches how this can be broken into its component parts” (Birsh, 2018, p. 27).

As appropriate intervention is provided, students with dyslexia make significant gains in reading. Effective instruction is highly-structured, systematic, and explicit, and it lasts for sufficient duration. With regard to explicit instruction, Torgesen (2004) states, “Explicit instruction is instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own” (p. 353).

In addition, because effective intervention requires highly structured and systematic delivery, it is critical that those who provide intervention for students with dyslexia be trained in the program used and that the program is implemented with fidelity.

Coordination

Planning and coordination meetings occur throughout the year between the dyslexia teacher, classroom teacher and/or the dyslexia coordinator to discuss:

- Students concerns, progress and concerns
- Changes in modifications and accommodations
- Curriculum or instructional strategies

Program Exit Criteria

The recommendation for exit will be made by the SIT Committee in conjunction with the Dyslexia Interventionist based on:

- Successful completion of the selected program, or
- Progress sufficient for the student to achieve at or above grade level in academic skills as measured by state assessments, other district administered tests, performance in the classroom, and/or other data deemed appropriate by the procedures of RTI and the SIT Committee, or
- Inadequate progress after appropriate time has been given, at which time the SIT committee and Dyslexia Interventionist may make a referral to special education services, or
- Parental request.

Program Evaluation

Student success in the dyslexia program is evaluated and measured by daily observations and evaluations by the dyslexia Interventionist, classroom teacher feedback, 6 week progress reports from the regular education program, and in-program mastery checks (progress monitoring). State Assessment scores are used to measure progress as well as an evaluation of strengths and weaknesses.

Silsbee ISD recognizes the value of continual assessment and evaluation of programs in increasing the effectiveness and quality of those programs. Consequently, SISD will evaluate all aspects of the Dyslexia Program annually. Results of the evaluation will be shared with the district Site-Based Decision-Making Committee, which includes staff members, parents, and other community representatives, for review and recommendations.

Communication

Ongoing communication with the parents and stakeholders will be a significant part of the Dyslexia Program. Parents of a student served in the dyslexia program, will receive information on the characteristics of students with dyslexic tendencies, on other facets of the Dyslexia Program, and on ways they can assist the district in planning and implementing the program. Parents will have opportunities through group meetings and individual conferences to discuss their children's abilities, needs, and progress as well as ways they can assist the school in strengthening those abilities both at home and at school.

The goal for the Dyslexia program is to form a District Dyslexia Advisory Committee (DDAC) to advise the program personnel of needs. The Dyslexia Interventionist under the guidance of the Dyslexia Coordinator will provide two parent information meetings that will highlight ways to help dyslexia students in their home environment.

Staff Development

Silsbee Independent School District will call on resources including, but not limited to, district staff, the regional education service centers, and TEA to provide on-going training for administrators, teachers, teacher aides, and parents. Dyslexia Program teachers will complete training as required by the Texas Education Agency. Each Campus has a copy of the Dyslexia Handbook provided by the Texas Education Agency.

For more information concerning Dyslexia and related disorders & TEA rules & Regulations please visit Region 10 ESC web site

<https://www.region10.org/programs/dyslexia-statewide/overview/>