

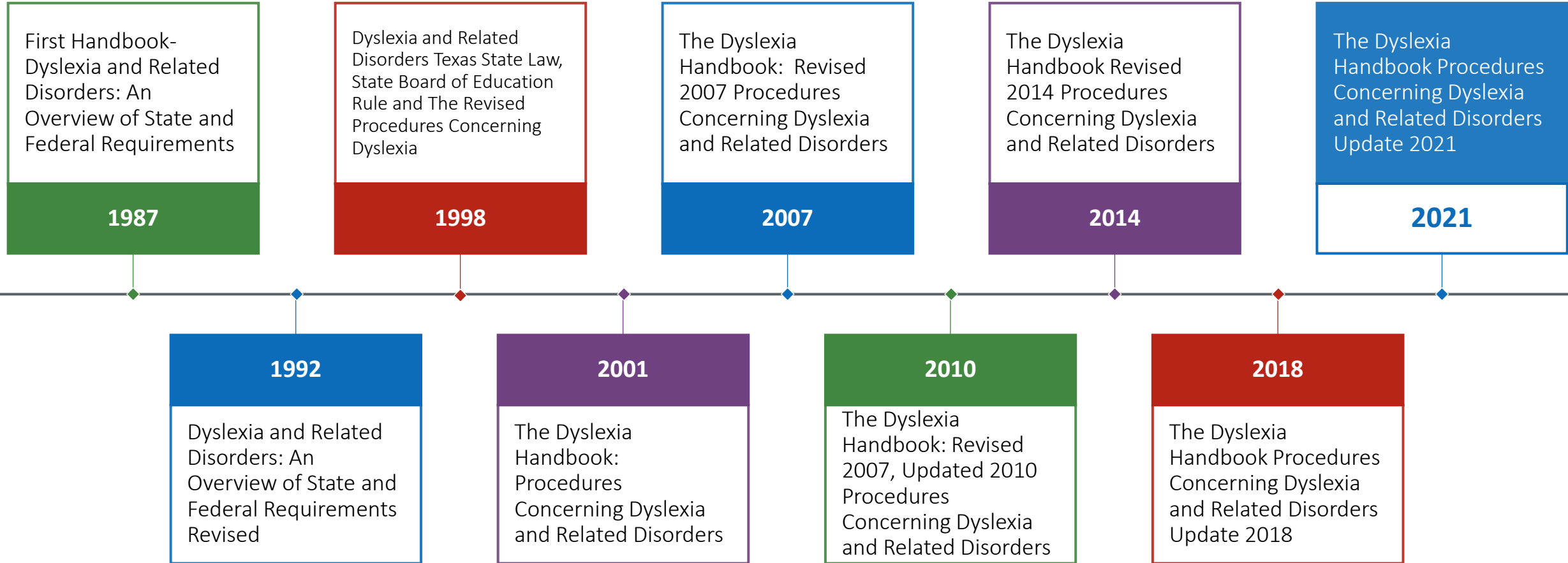


THE DYSLEXIA HANDBOOK

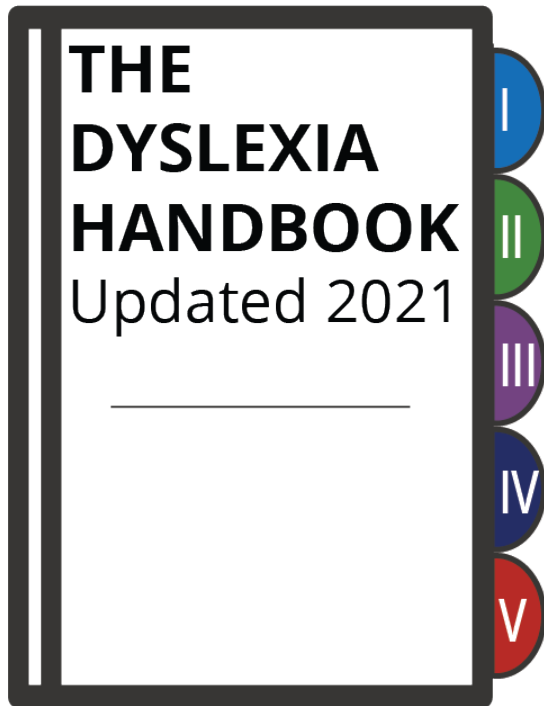
Procedures Concerning Dyslexia and
Related Disorders
2021 Update

October 14, 2021

Dyslexia Handbook Brief History



Dyslexia Handbook Chapters



Definitions and Characteristics



Screening



Procedures for Evaluation and Identification of Students with Dyslexia



Critical Evidence-Based Components of Dyslexia Instruction



Dysgraphia



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**CHAPTER
I**

Chapter 1: Definitions and Characteristics



Evidence-Based Core Reading Instruction (Tier 1)

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CHAPTER

I

“House Bill 3, passed by the 86th Legislature, requires each school district and open enrollment charter school to provide for the use of a phonics curriculum that uses systematic direct instruction in kindergarten through third grade to ensure all students obtain necessary early literacy skills. District and charter schools must ensure that all kindergarten, first, second, and third grade teachers attend a teacher literacy achievement academy to increase teacher knowledge and implementation of the science of teaching reading. Additionally, districts and charter schools must certify to the agency that they prioritize placement of highly effective teachers in kindergarten through second grade and have integrated reading instruments used to diagnose reading development and comprehension to support each student in prekindergarten through third grade. **This handbook assumes that all students have received strong systematic reading instruction in tier 1.**”

“

This handbook assumes that all students have received strong systematic reading instruction in tier 1.

”

Chapter 2: Screening



Federal Requirements Child Find

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CHAPTER

II

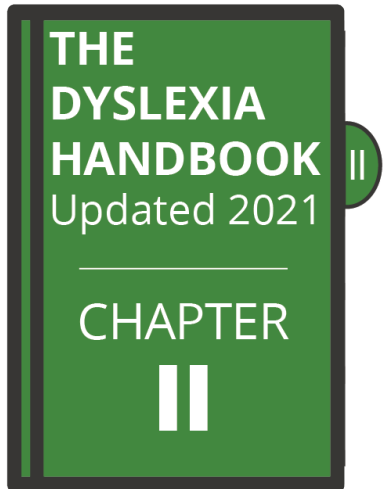
“In addition to state and local requirements to screen and identify students who may be at risk for dyslexia, there are also overarching federal laws and regulations to identify students with disabilities, commonly referred to as Child Find. Child Find is a provision in the Individuals with Disabilities Education Act (IDEA), a federal law that requires the state to have policies and procedures in place to ensure that every student in the state who needs special education and related services is located, identified, and evaluated. The purpose of the IDEA is to ensure that students with disabilities are offered a free and appropriate public education (20 U.S.C. §1400(d); 34 C.F.R. §300.1). Because a student suspected of having dyslexia may be a student with a disability under the IDEA, the Child Find mandate includes these students. Therefore, when referring and evaluating students suspected of having dyslexia, LEAs must follow procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA.”

“

Because a student suspected of having dyslexia may be a student with a disability under the IDEA, the Child Find mandate includes these students.

”

Screening: State Requirements



- Texas Education Code (TEC) §38.003 requires that all kindergarten and first-grade students be screened for dyslexia and related disorders.
- TEC §28.006 requires administration of a reading instrument to diagnose student reading development and comprehension to all kindergarten, first, and second grade students.
- The current list of free, approved reading instruments for §28.006 includes the required elements of a dyslexia screener (§38.003).
- Districts and charter schools may use an instrument from the approved list to satisfy **both** requirements should they choose to do so.

Screener Criteria

Figure 2.2 Criteria for English and Spanish Screening Instruments

Kindergarten	First Grade
Letter Sound Knowledge or Letter Naming Fluency	Word Reading Accuracy or Fluency
Phonological Awareness	Phonological Awareness

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II

Interpretation of Data

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“

“It is important to remember that at any point in the data review process a referral for a FIE under the IDEA may be initiated. Parents also have the right to request a FIE at any time. Regardless of the process in place for screening and data review, whenever accumulated data indicate that a student continues to struggle with one or more of the components of reading, despite the provision of adequate instruction and intervention, the student must be referred for a full individual and initial evaluation under the IDEA.”

”

Figure 2.5 Universal Screening and Data Review for Reading Risk

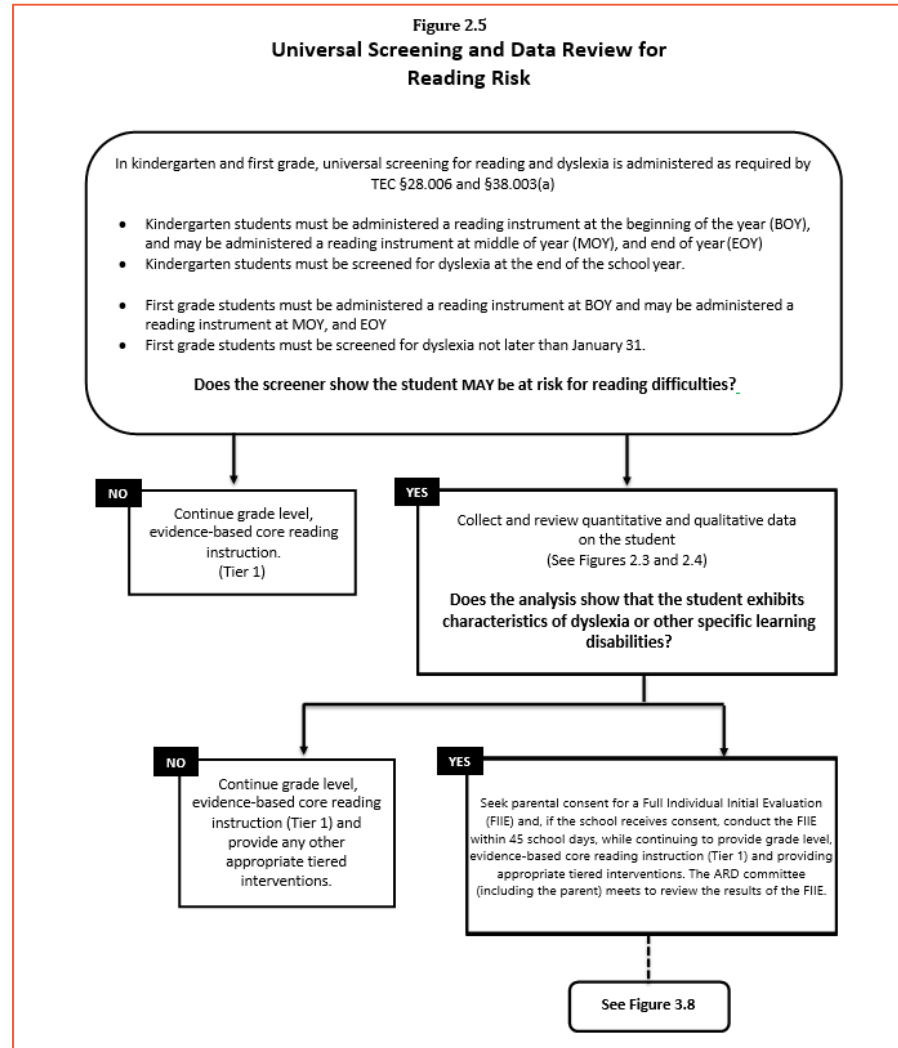
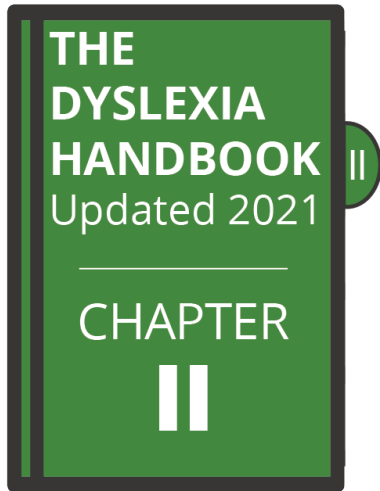
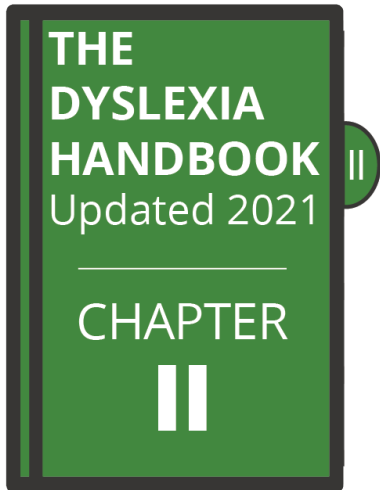


Figure 2.5 Universal Screening and Data Review for Reading Risk



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

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

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

No

Next Slide

Yes

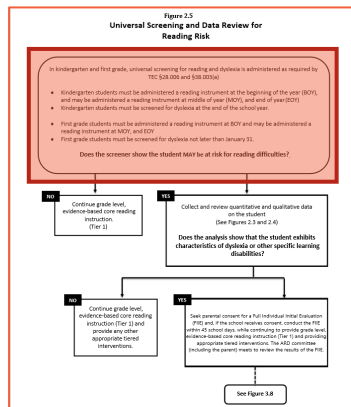


Figure 2.5 Universal Screening and Data Review for Reading Risk

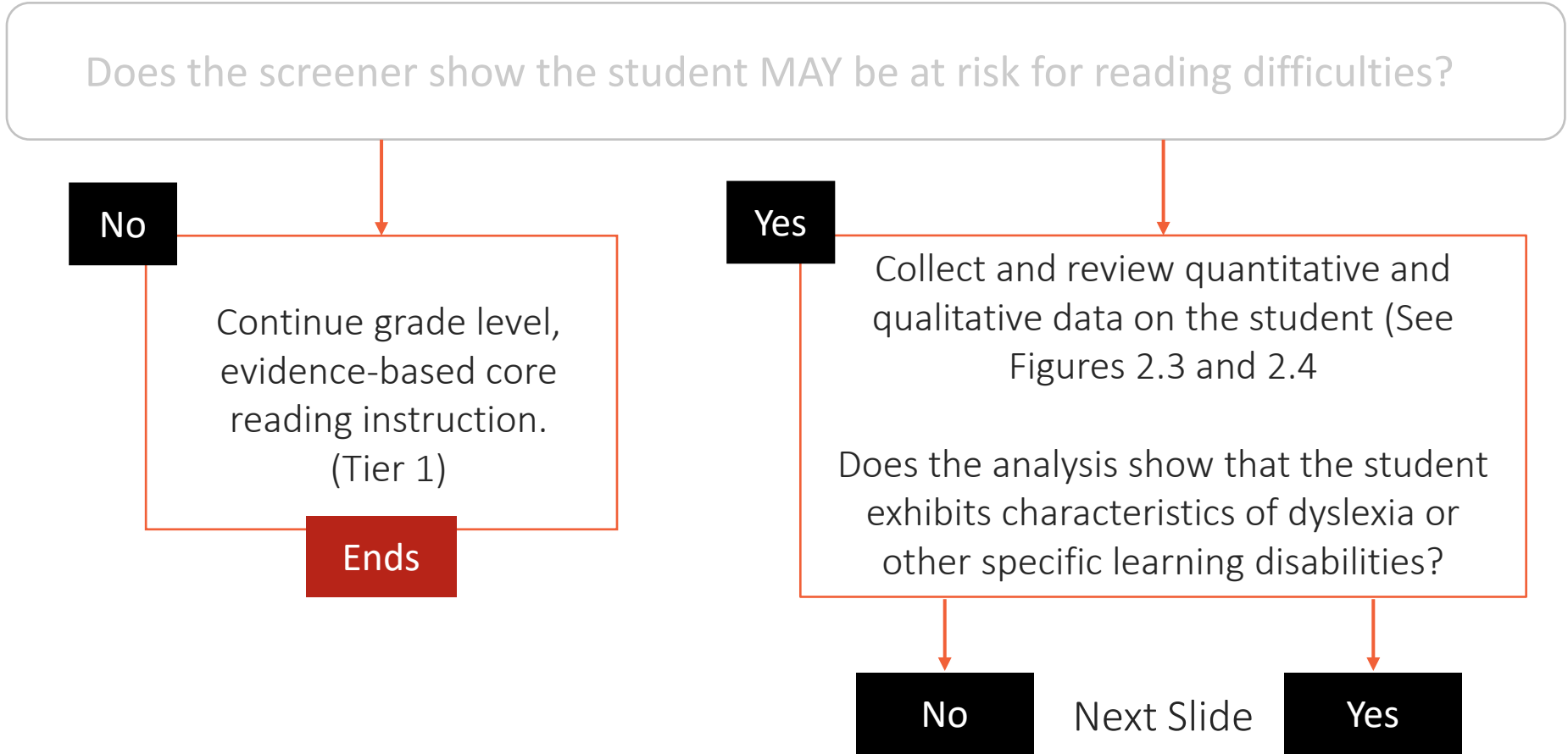
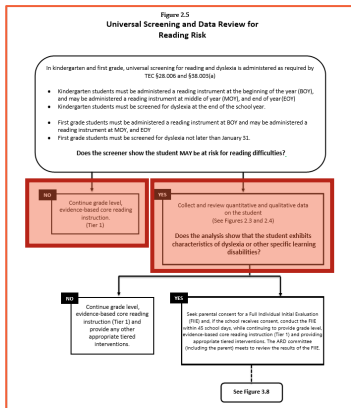
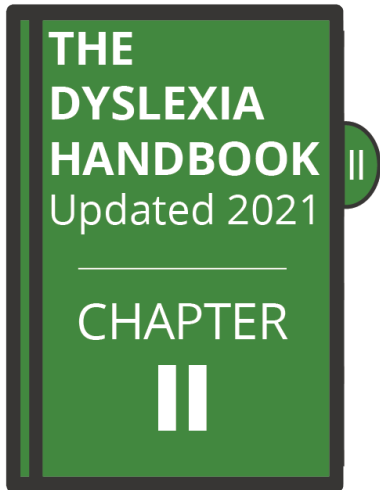
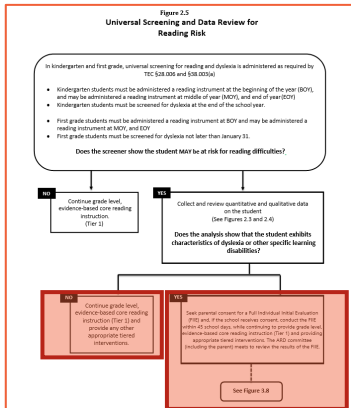
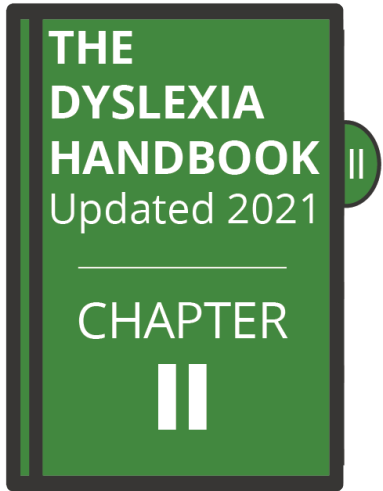


Figure 2.5 Universal Screening and Data Review for Reading Risk



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

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

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

See Figure 3.8

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CHAPTER
III

**Chapter 3:
Procedures for
Evaluation and
Identification of
Students with
Dyslexia**



Chapter 3: Single Pathway for Dyslexia and Related Disorders Identification

2018

The 2018 Dyslexia Handbook **outlined two pathways** for the identification of children suspected of having dyslexia:

Section 504 dyslexia evaluation or an IDEA evaluation.



2021

The 2021 Dyslexia Handbook **streamlines the process** and clarifies that anytime the LEA suspects that the student has dyslexia or a related disorder, and needs services, the LEA must seek parental consent for a Full Individual Initial Evaluation (FIIE) under the IDEA.

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Figure 3.8 Pathway to the Identification and Provision of Instruction to Students with Dyslexia

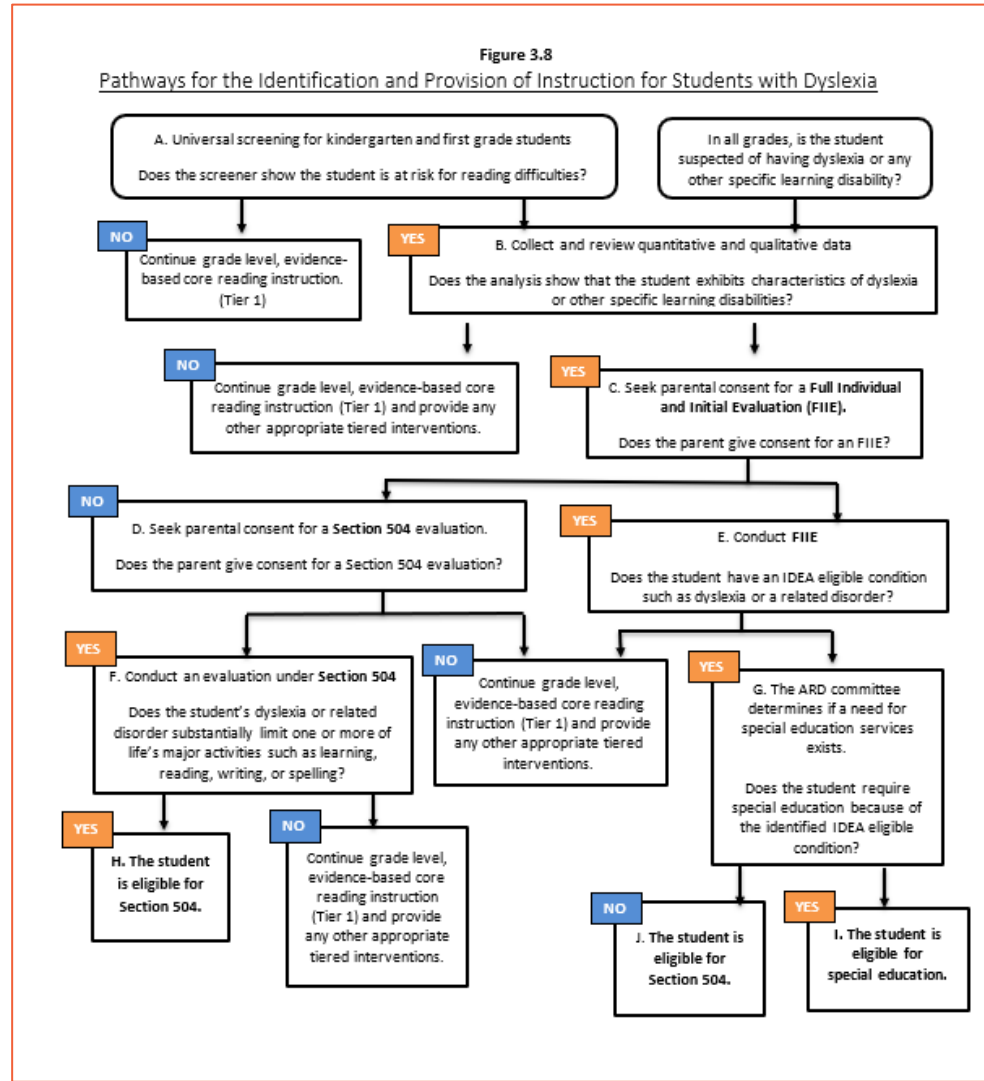
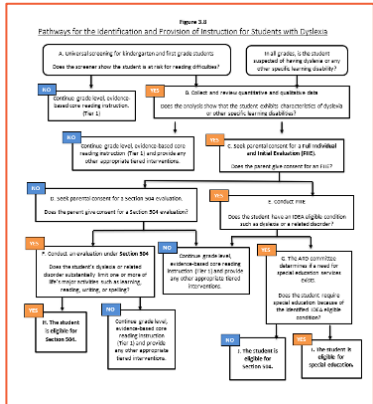
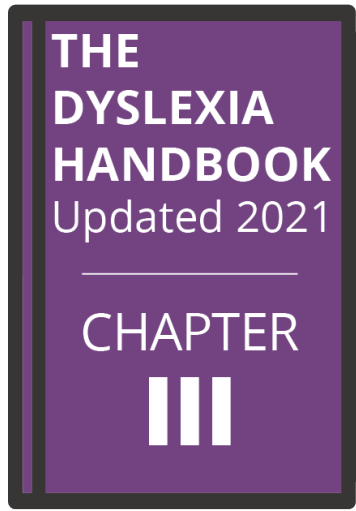


Figure 3.8 Pathway to the Identification and Provision of Instruction to Students with Dyslexia

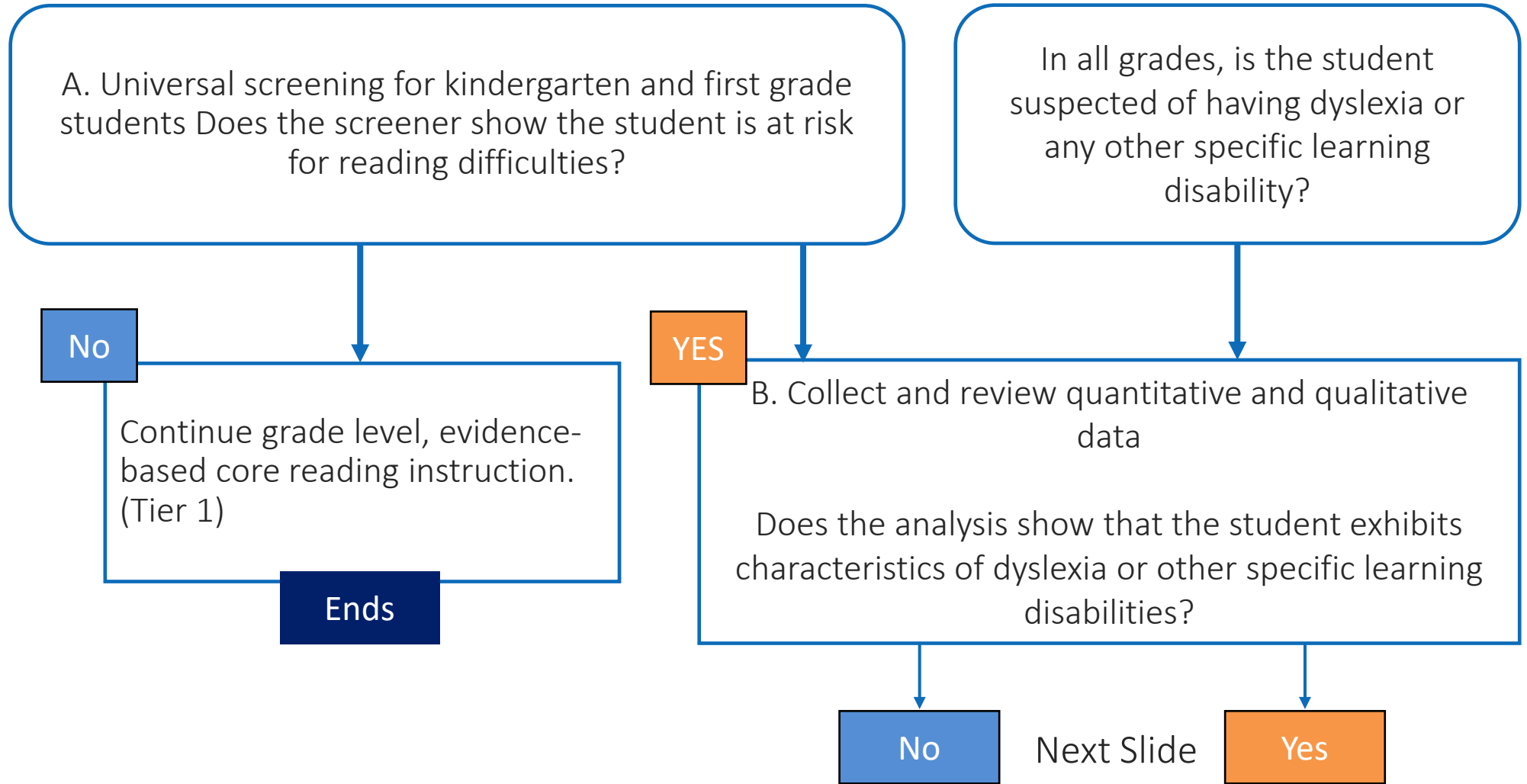
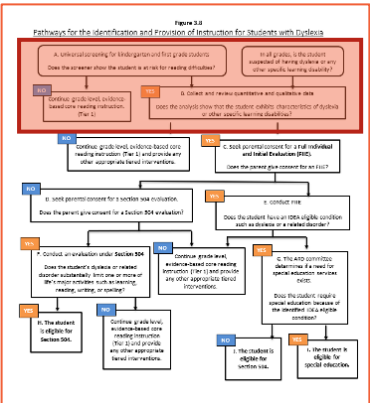
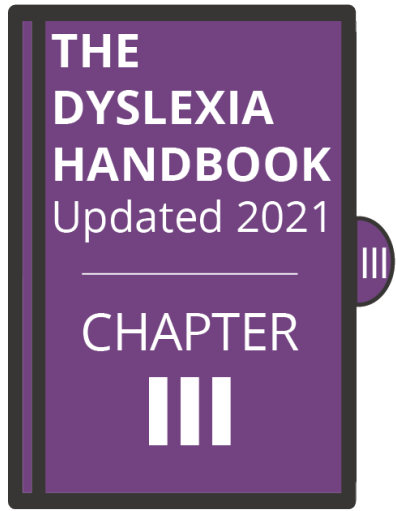
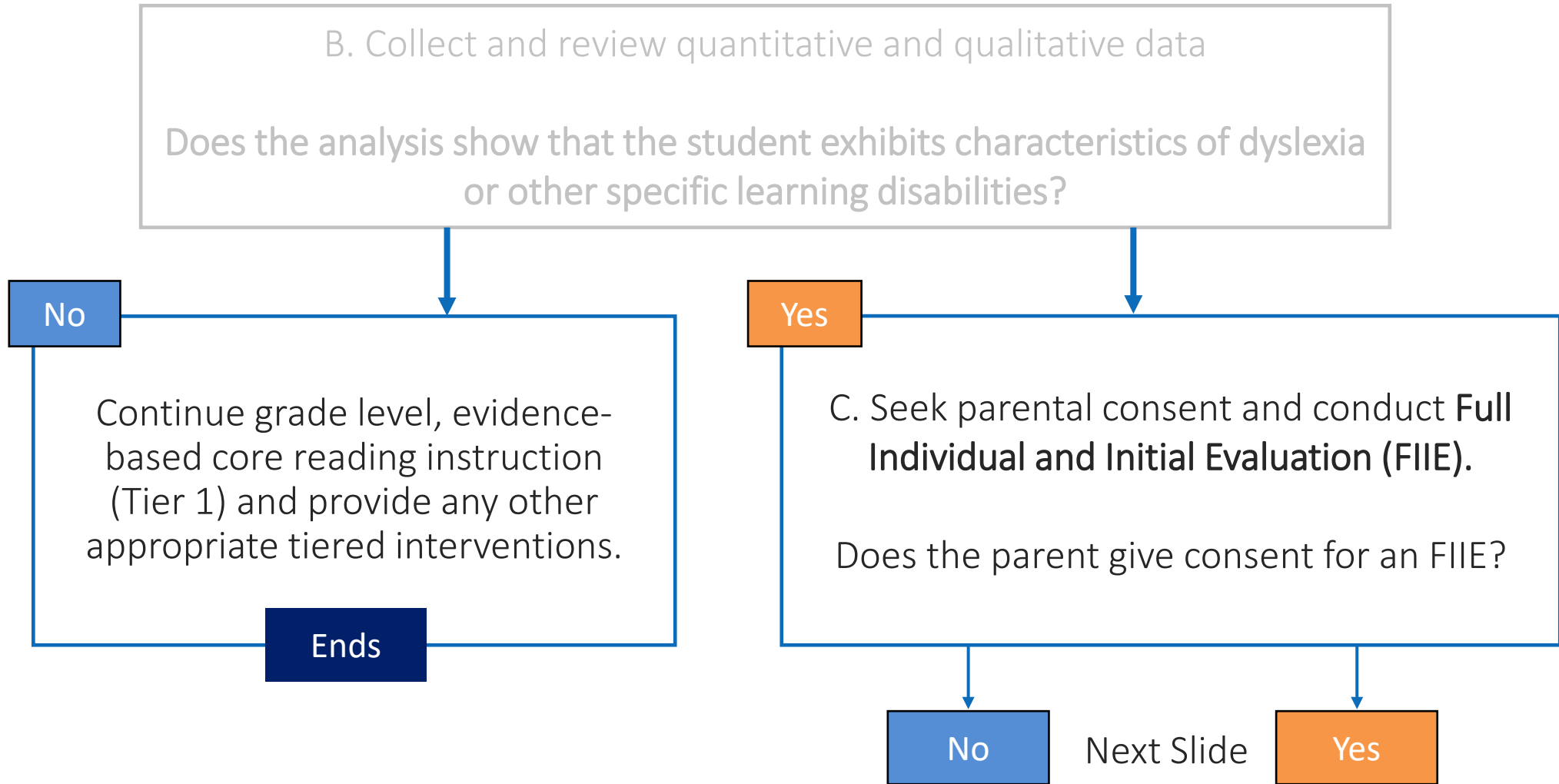
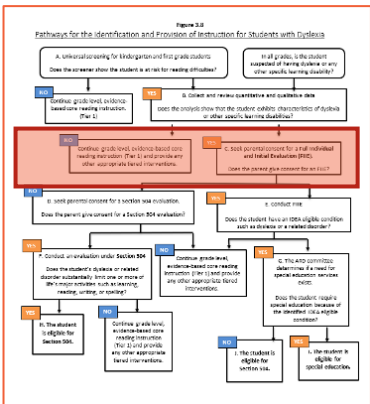
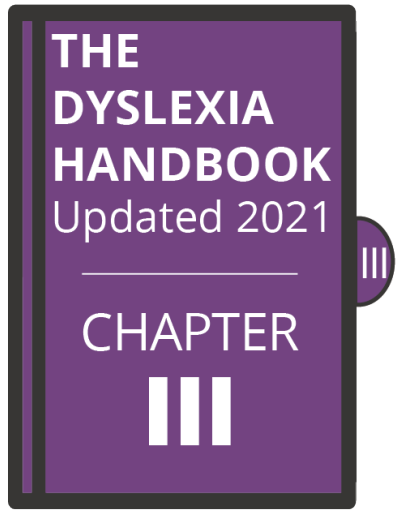


Figure 3.8 Pathway to the Identification and Provision of Instruction to Students with Dyslexia





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C. Seek parental consent and conduct Full Individual and Initial Evaluation (FIIE).

When an LEA seeks parental consent:

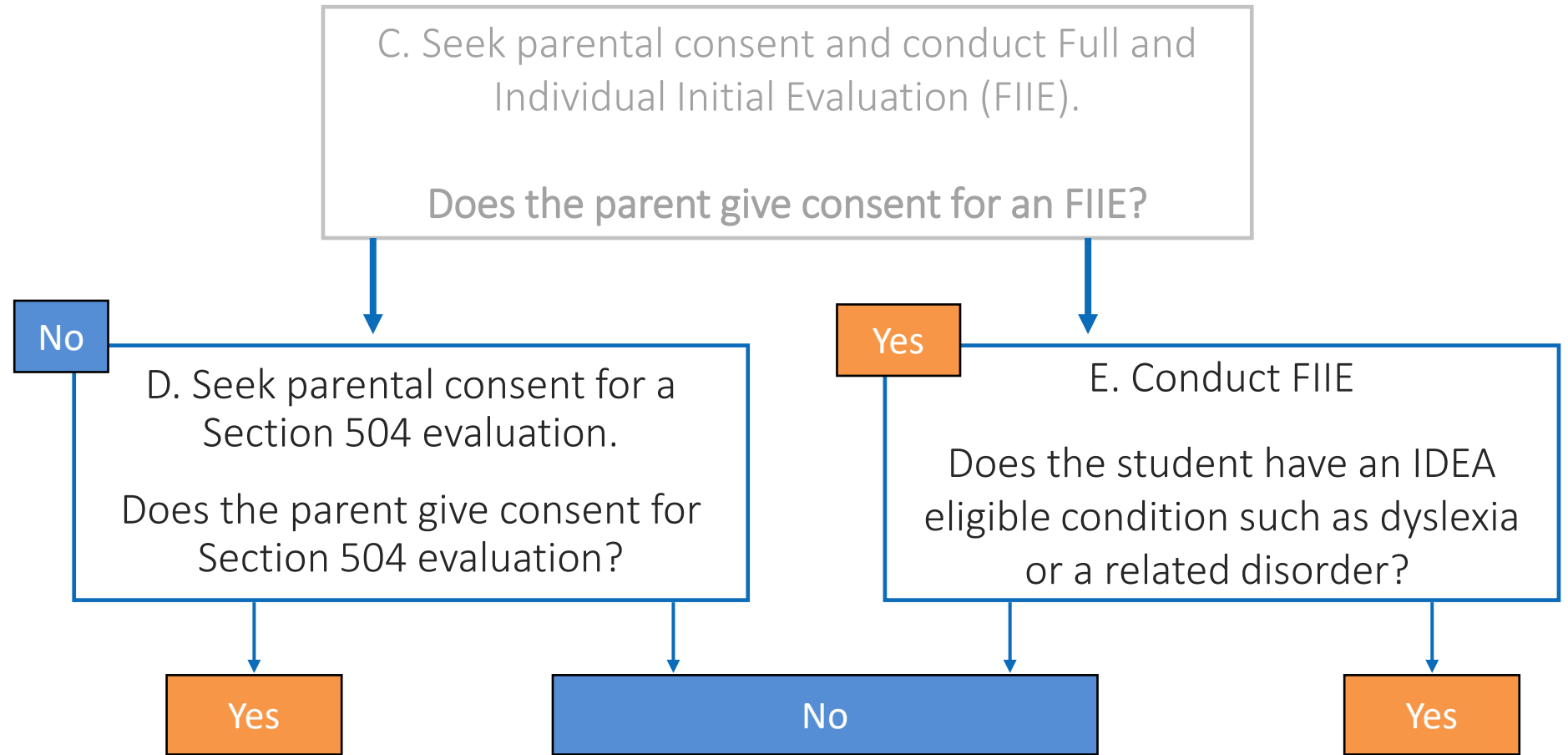
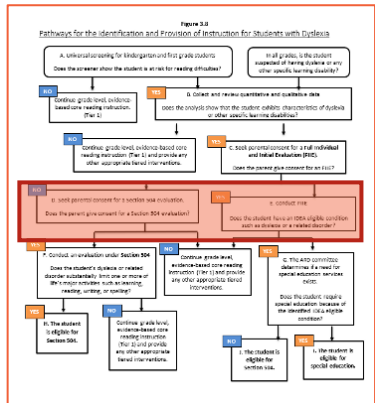
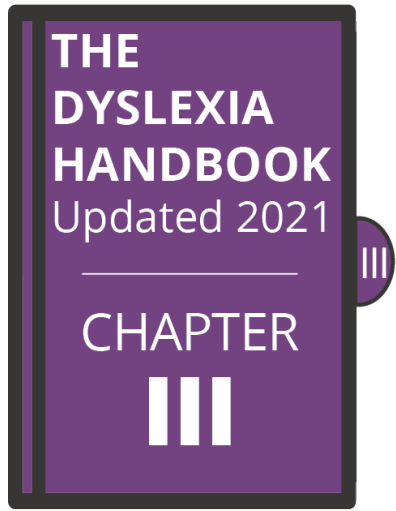
- Ensure consent is informed
- Include proper prior written notice
- Provide the notice of procedural safeguards

Key Takeaway:



It is critical that parents and guardians are informed of the procedural protections and rights afforded to them and their child under the IDEA.

Figure 3.8 Pathway to the Identification and Provision of Instruction to Students with Dyslexia



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Note:

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Does the parent give consent for an FIIE?



Schools **may not** in any way persuade or encourage parents and guardians to refuse giving consent to conduct an evaluation under IDEA.



- Schools should work to explain to parents that consenting to an evaluation under IDEA is not the same as consenting to special education services. Explain that special education services can never be provided without their consent, even if they consent to conducting the FIIE.
- Make sure parents and guardians understand that after the FIIE is complete they will be part of the team that makes the determination about eligibility and services.
- Help parents and guardians understand that the FIIE is an opportunity to gather all the information and data about their child so that they can participate with the rest of the ARD committee in making informed decisions.

No

Dyslexia may be identified through Section 504 in situations where parents or guardians refuse consent to an evaluation under IDEA (Box D on flowchart)

Figure 3.8 Pathway to the Identification and Provision of Instruction to Students with Dyslexia

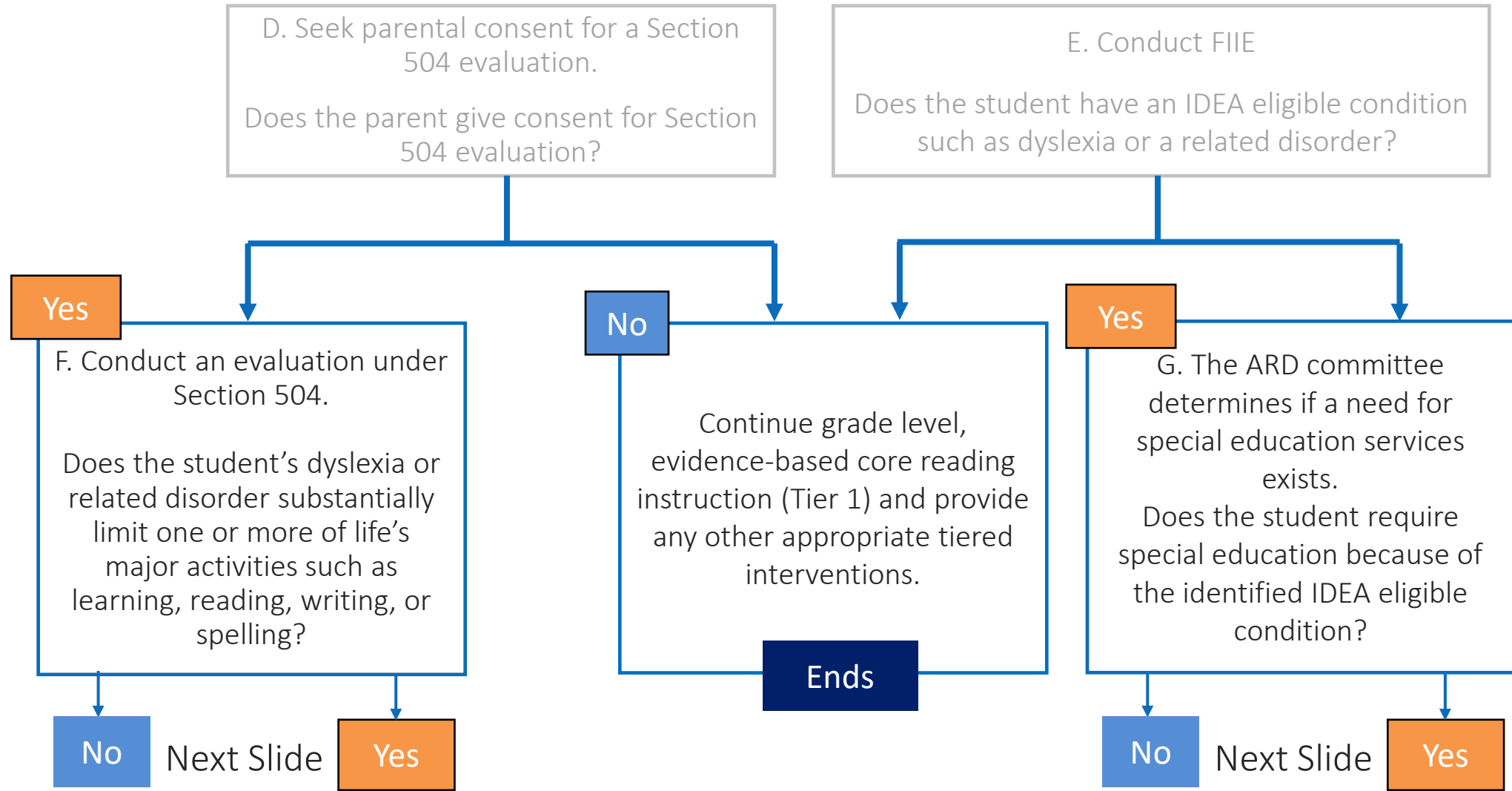
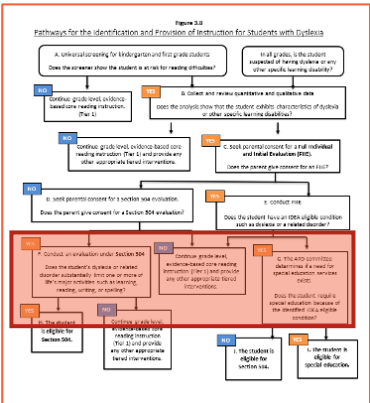
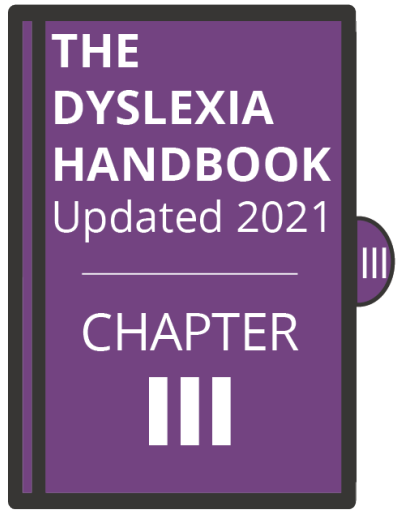
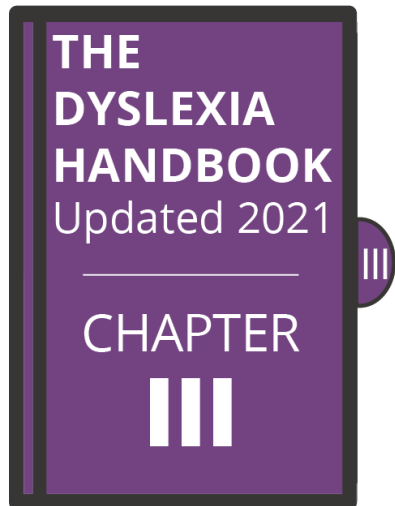


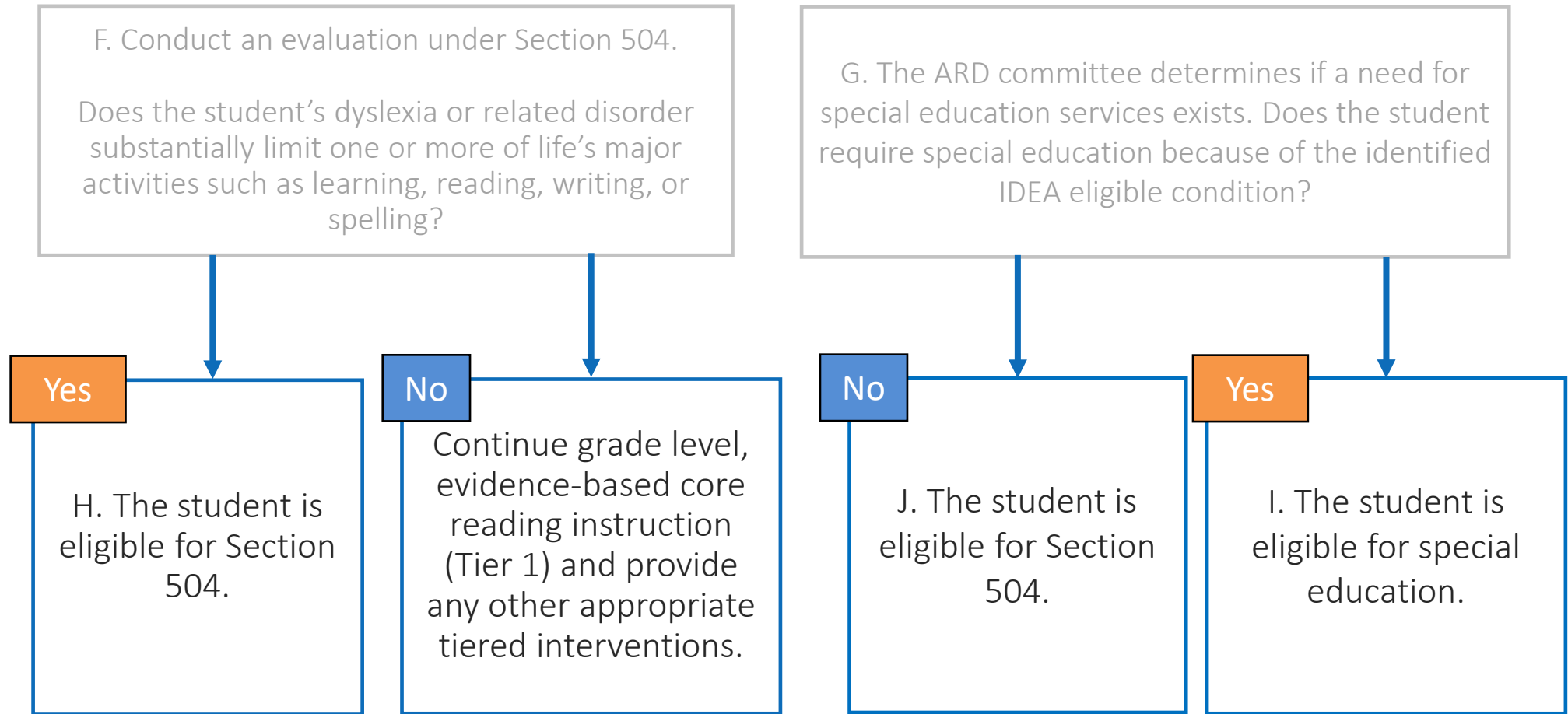
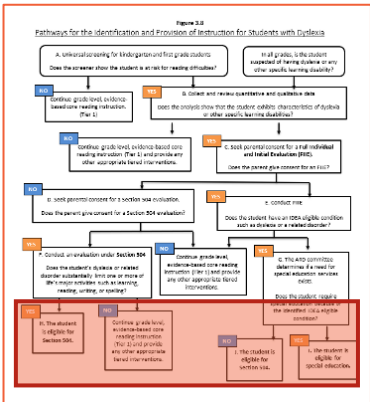
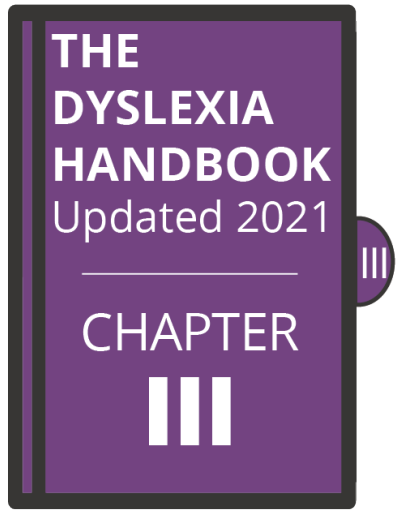
Figure 3.8 Pathway to the Identification and Provision of Instruction to Students with Dyslexia



If, through the evaluation process, it is established that the student has the condition of dyslexia, as described in Chapter 1, then the student meets the first prong of eligibility under the IDEA (identification of condition). In other words, the identification of dyslexia, using the process outlined in this chapter, meets the criterion for the condition of a specific learning disability in basic reading and/or reading fluency. However, the presence of a disability condition alone, is not sufficient to determine if the student is a student with a disability under the IDEA. Eligibility under the IDEA consists of both identification of the condition and a corresponding need for specially designed instruction as a result of the disability.



Figure 3.8 Pathway to the Identification and Provision of Instruction to Students with Dyslexia



Parents/guardians right to request an evaluation

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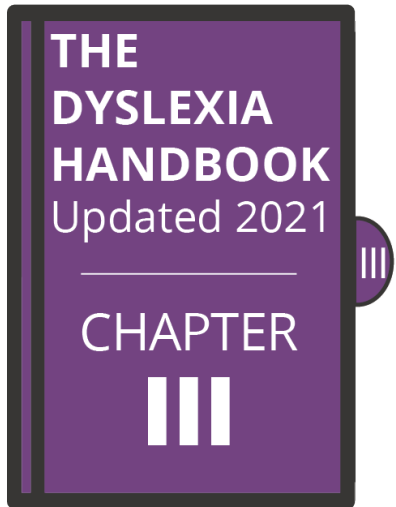
CHAPTER



Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of its refusal to evaluate, including an explanation of why the school refuses to conduct an FIE, the information that was used as the basis for the decision, and a copy of the Notice of Procedural Safeguards. Should the parent disagree with the school's refusal to conduct an evaluation, the parent has the right to initiate dispute resolution options including; mediation, state complaints, and due process hearings. Additionally, the parent may request an Independent Educational Evaluation (IEE) at public expense. Should the parent believe that their child is eligible for Section 504 aids, accommodations, and services the parent may request an evaluation under Section 504.



Formal Evaluation



“

As part of the evaluation when dyslexia is suspected, in addition to the parent and team of qualified professionals required under IDEA, it is recommended that the multi-disciplinary evaluation team include members who have specific knowledge regarding-

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

”

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**CHAPTER
IV**

IV

**Chapter 4:
Critical
Evidence-Based
Components of
Dyslexia
Instruction**



Specially Designed Instruction

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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 this chapter. Specially designed instruction differs from standard protocol dyslexia instruction in that it offers a more individualized program specifically designed to meet a student’s unique needs. Note that participation in standard protocol dyslexia instruction must be considered for all students, including those receiving dyslexia instruction under IDEA. Standard protocol dyslexia instruction could be part of the specially designed instruction and services provided to meet the student’s needs.

”

Providers of Dyslexia Instruction

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In order to provide effective intervention, school districts are encouraged to employ highly trained individuals to deliver dyslexia instruction. Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity. This includes training in critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency.

”

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IV

In addition, they must deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches. A provider of dyslexia instruction does not have to be certified as a special educator when serving a student who also receives special education and related services if that provider is the most appropriate person to offer dyslexia instruction.

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Chapter 5: Dysgraphia



Procedures for Identification

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“

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

”

Figure 5.2 Areas for Evaluation of Dysgraphia

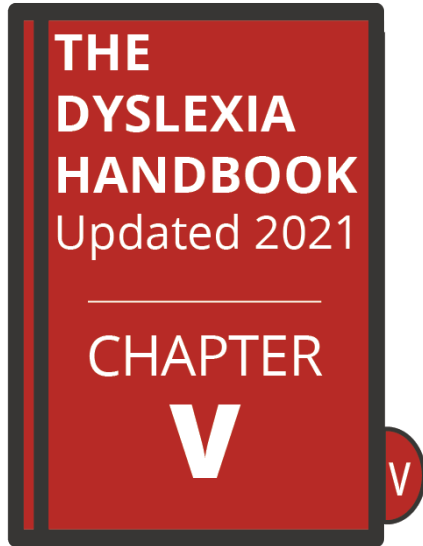


Figure 5.2 Areas for Evaluation of Dysgraphia		
Academic Skills	Cognitive Processes	Possible Additional Area
<ul style="list-style-type: none">• Letter formation• Handwriting• Word/sentence dictation (timed and untimed)• Copying of text• Written expression• Spelling• Writing fluency (both accuracy and fluency)	<ul style="list-style-type: none">• Memory for letter or symbols sequences (orthographic processing)	<ul style="list-style-type: none">• Phonological awareness• Phonological memory• Working memory• Letter retrieval• Letter matching

Figure 5.3 Questions to Determine the Identification of Dysgraphia

Figure 5.3 Question to Determine the Identification of Dysgraphia

- Do the data show the following characteristics and consequences of dysgraphia?
 - Illegible and/or inefficient handwriting with variably shaped and poorly formed letters
 - Difficulty with unedited written spelling
 - Low volume of written output as well as problems with other aspects of written expression
- Do these difficulties (typically) result from a deficit in graphomotor function (hand movements used for writing) and /or storing and retrieving orthographic codes (letter forms)?
- Are these difficulties unexpected for the student's age in relation to the student's other abilities, and the provision of effective classroom instruction?

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CHAPTER
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Thank you!

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