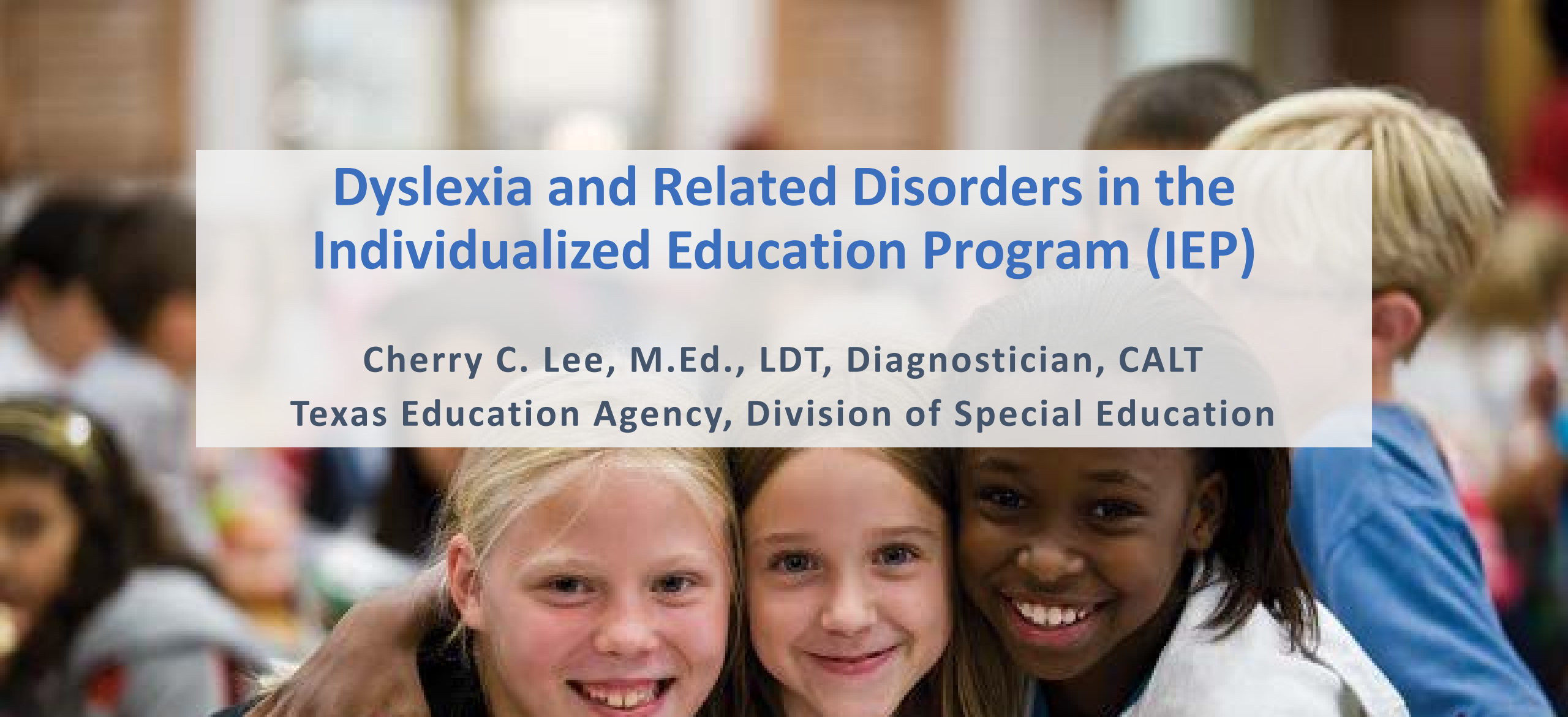




Dyslexia and Related Disorders in the Individualized Education Program (IEP)

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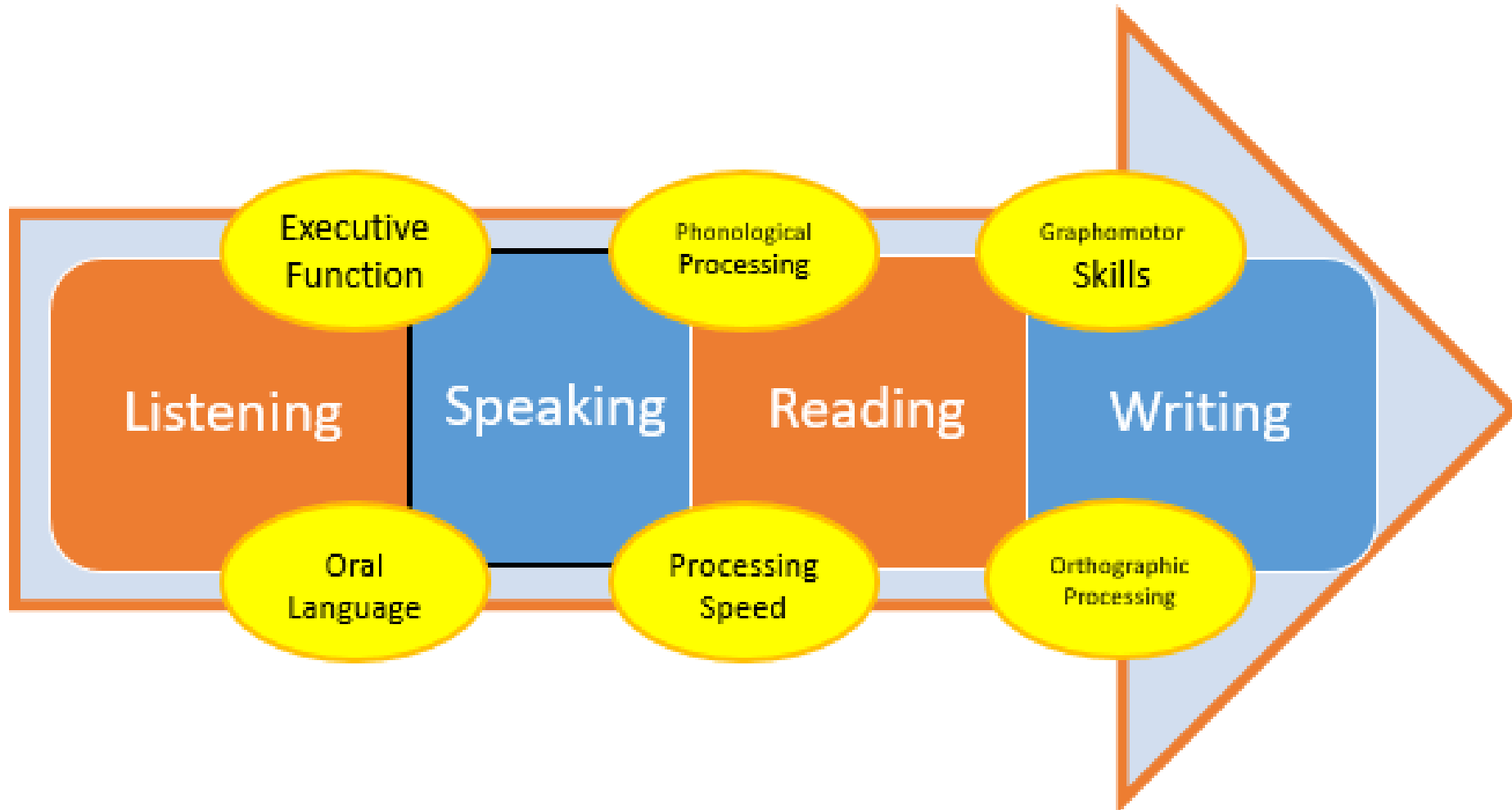


Presentation Agenda

Outline

- Introductions
- Language Continuum
- Individuals with Disabilities Act of 2004 (IDEA)
- Specific Learning Disability (SLD)
 - Dyslexia, Dysgraphia, & Dyscalculia
- Present Levels of Academic Achievement & Functional Performance
- Goals
 - Short-term Objectives/Benchmarks
- Progress Reports
- Special Education Services & Supports
- Resources & Contacts
- Questions

Language Continuum



Individuals with Disabilities Education Act of 2004 (IDEA) Eligibility

A child is eligible to receive special education and/or related services if the child:



Is determined to have a disability



As a result of the disability, needs special education and related services.

According to IDEA, the term specific learning disability (SLD) refers to “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.” (20U.S.C. § 1401 (30))

SLDs may co-occur with executive function disorders (including ADHD), speech-language impairments, or processing speed difficulties.

SLD Areas:

- Oral Expression
- Listening Comprehension
- Basic Reading Skills
- Reading Fluency
- Reading Comprehension
- Written Expression
- Math Calculation
- Math Problem Solving

Specific Learning Disabilities

Dyslexia

- SLD Basic Reading Skills
- SLD Reading Fluency

Dysgraphia

- SLD Written Expression

Dyscalculia

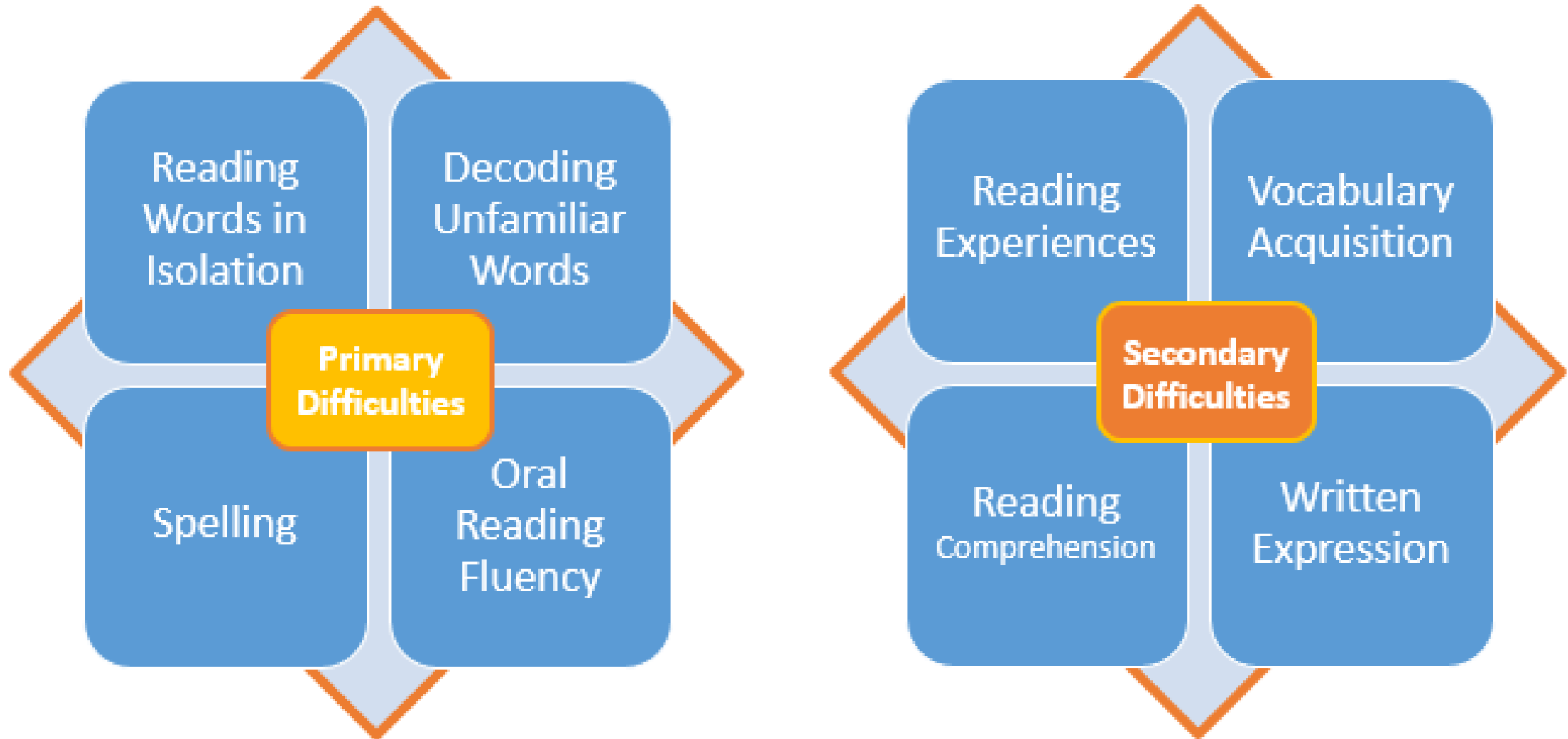
- SLD Math Calculation
- SLD Math Problem Solving

The US Department of Education, Office of Special Education and Rehabilitative Services provided clarification in a “[Dear Colleague](#)” letter dated October 23, 2015 which states, “There is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation eligibility determinations, or IEP documents.”

Dyslexia is a term used to describe a learning disability in basic reading skills and/or reading fluency. The 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.

Difficulties Associated with Dyslexia



Dysgraphia is the term associated with a learning disability in writing. It includes both the physical act of writing and the quality of written expression. Students with dysgraphia may demonstrate difficulties in one or more of the following areas of writing:

Handwriting
& Pencil Grip

Letter, Word, &
Sentence Level

Spelling

Generation, Planning,
Drafting, & Organization

Grammar &
Mechanics

Rate &
Automaticity

Written Expression

Writing Sample

Hi Kodyn asked me for a sample of my Hand writing because I have dysgraphia. Dysgraphia is a term for learning disabilities that affect spelling & penmanship hand writing. I should probably point out that ~~I~~ despite how my Hand writing looks I'm 26 and have a business degree from UPET with a ~~Business~~ minor in economics.

Dyscalculia is a term used to describe a learning disability in math. Dyscalculia is not one of the dyslexia-related conditions identified in TEC §38.003(d)(1)-(2) (1995). However, dyscalculia can co-occur with dyslexia or other learning disabilities. Difficulties include challenges with:

Counting/skip counting

Basic calculation

Number lines

Rounding

Graphs/charts/tables

Problem solving



Money

Place value

Sequence

Mental math

Geometry

Estimation



Subitizing

Time

Calendar

Fractions/decimals

Measurement

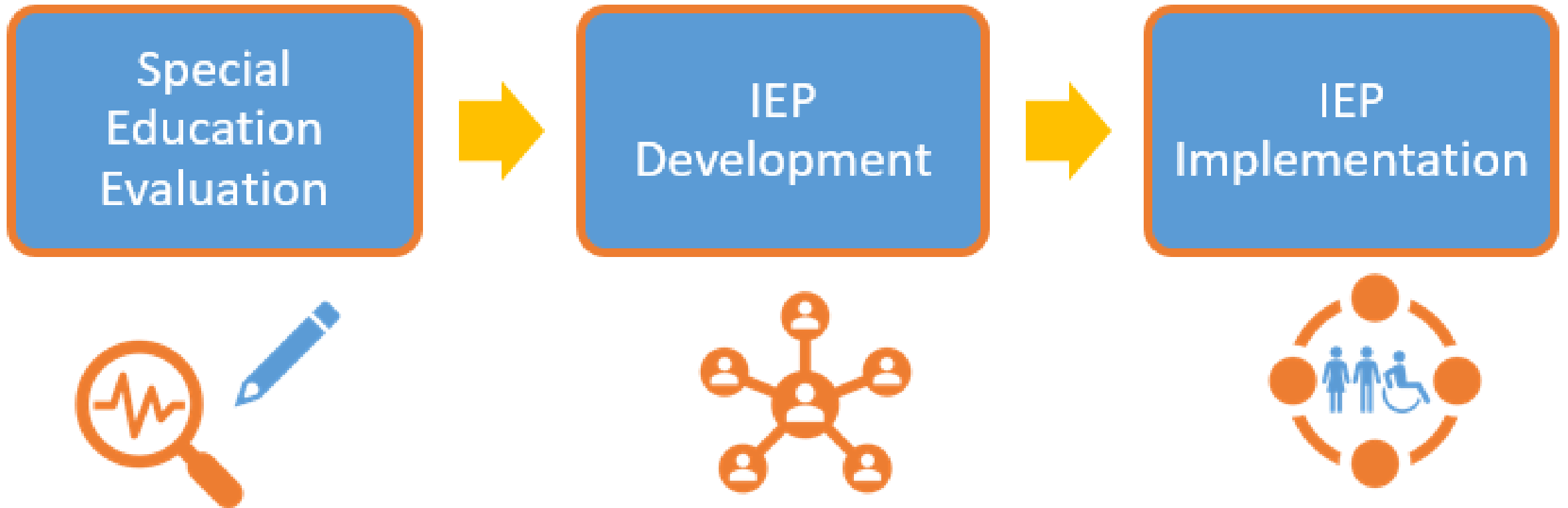
Probability



How can the terms dyslexia, dysgraphia, and/or dyscalculia be used in evaluation & IEP documents?

- A student with dyslexia would likely be described as having a specific learning disability in basic reading skills and/or reading fluency with the condition of dyslexia. Another way to describe a student with dyslexia in the IEP or evaluation documents could read: *Josie has dyslexia, a specific learning disability in basic reading skills, with primary impairments in single word decoding, orthographic awareness, and rapid naming.*
- A student with dysgraphia would likely be described as having a specific learning disability in written expression with the condition of dysgraphia; Another way to describe a student with dysgraphia could read: *Brant has dysgraphia, a specific learning disability in writing, with primary impairments in handwriting and spelling.*
- A student with dyscalculia would likely be described as having a specific learning disability in math calculation and/or math problem-solving. A statement to describe a student with dyscalculia could read: *Diego has dyscalculia, a specific learning disability in math calculation; he struggles to solve basic math facts with adequate speed and accuracy.*

From Evaluation to Implementation



Present Levels of Academic Achievement & Functional Performance Statements (PLAAFPs)

The Present Levels of Academic Achievement & Functional Performance (PFLAAFP) is a statement (or statements) in a student's IEP that provides information on how the disability affects involvement and progress in the general curriculum as described in the Texas Essential Knowledge and Skills (TEKS), Texas PreK Guidelines, or the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines. PLAAFP statements should include:

clear objective data

a description of the student's strengths, weaknesses, and skills gaps

an explanation of how gaps affect learning and participation in the general curriculum

information to support determination of how much a student can reasonably be expected to achieve in twelve months

Sources of Data

- Work samples
- Photographs
- Video or audio recording
- Behavioral data (e.g., checklists, scales, inventories)
- Parent communication
- Curriculum-Based Assessments (e.g., oral reading fluency math calculation measurement)
- Student inventories
- [Anecdotal records](#) with a written report
- IEP Progress Report data
- [Statewide assessments](#) (STAAR)
- [Benchmark and local assessments](#)
- Classroom tests and quizzes
- Full Individual Evaluation (FIE) or reevaluation data

Academic Achievement

- Reading, spelling, writing, math calculation, math problem solving, listening comprehension, vocabulary development, etc.

Functional Performance

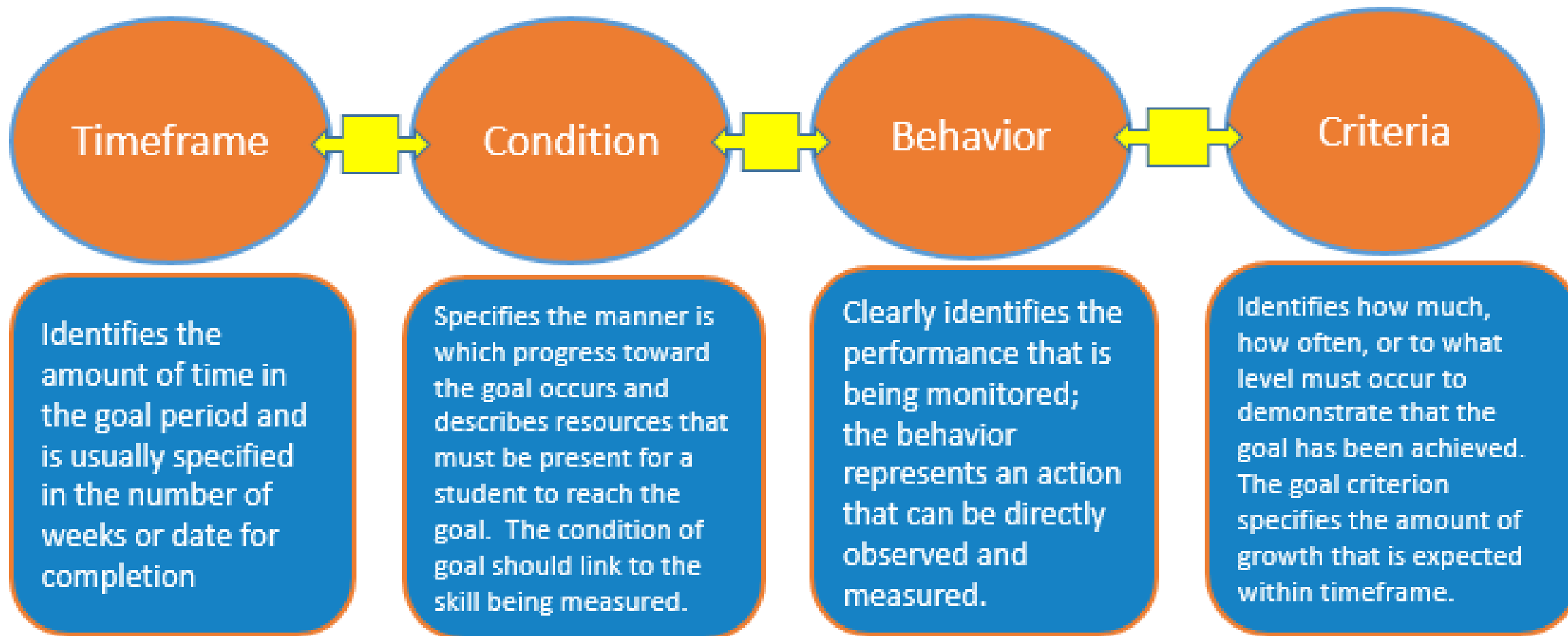
- Daily living or self-help skills—dressing, eating, toileting
- Social skills—turn-taking, participation, play, lunch room etiquette
- Behavior—attention, focus, inhibition, self-control, executive function
- Sensory skills—hearing, seeing
- Communication skills—talking, listening, participating in conversation, social pragmatics
- Mobility—getting around in school and the community

Vague: Classroom teachers report Juan reads below grade level and he has failed every benchmark since first grade.

Clear: Based on recent curriculum-based assessments, Juan reads second-grade level material at 50-54 correct words per minute (cwpm), and answers oral comprehension questions with 85% accuracy. When presented with an on-grade level, fifth-grade passage, he reads at 39-43 (cwpm) and answers 40-50% of the comprehension questions presented orally. Minimum grade level expectations are between 87-121 wpm with 95% accuracy. He struggles to read with adequate fluency and answer oral comprehension questions accurately at grade level. Juan needs to improve multisyllabic word decoding, specifically words with vowel teams and diphthongs (e.g., breakfast, autumn, coil), and reading fluency to support reading comprehension to progress in the general curriculum.

Vague: Tyrell's writing is below grade level and he performs poorly on weekly spelling tests.

Clear: Tyrell, a fourth-grade student, can compose four to five sentences independently on a single topic when given a prompt. Even so, his sentences lack accurate subject-verb agreement and he uses capitalization and punctuation with 50% accuracy. He spells third grade-leveled, one- and two-syllable encodable words with 60% accuracy as measured by a normed spelling inventory. Tyrell's writing skills affect his ability to complete grade level work and communicate in written form. Tyrell needs to improve grammar and spelling skills to improve his ability to communicate through writing to progress in the general curriculum.



IEP Goal Examples

	Timeframe	Conditions	Behavior	Criteria
Goal 1: Phonological Awareness	By May 20, 2019	when orally provided multisyllabic words with up to three syllables,	Desiree, a Kindergarten student, will blend and segment syllables	with 90% accuracy as measured by teacher observations of oral activities across three sessions.
ELAR TEKS-K(2)(A)The student is expected to demonstrate phonological awareness by: (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables.				
Goal 2: Single Word Decoding (Word Attack)	In 36 instructional weeks	when given a list of 50 decodable single and multisyllabic words that contain various syllable types including closed (ship), open (tiger), vowel teams (float), vowel-consonant-e (grape), and diphthongs (thousand),	Juan, a 4 th grade student, will accurately decode	48/50 words across two consecutive trials for mastery.
ELAR TEKS-4-(2)(A)The student is expected to demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables, open syllables, VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables				
Goal 3: Written Expression	By the end of May 2019	when asked to produce a written response that demonstrates understanding of fifth-grade leveled text she has read with teacher or audio support,	Tisha, a 5 th grade student, will compose three or more sentences by hand or keyboard that demonstrate her understanding of the content	in four of five trials as measured by sentence analysis collected on three authentic writing samples over a nine-week period.
ELAR TEKS-5-(7)(B)The student is expected to write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.				

Short-term Objectives/Benchmarks Examples

	Timeframe	Conditions	Behavior	Criteria
Goal: Reading Fluency	By the end of the fourth nine weeks grading period	when asked to orally read an unfamiliar fourth grade passage,	Lillian, a 4th grade student, will read 110 cwpm (or more) with 95% accuracy or better	as measured by teacher probes over a six-week period.
<p>ELAR TEKS-4-(1) Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.*</p> <p>*No oral reading fluency measures are specifically provided in TEKS. Goal and benchmarks are based on Hasbrouk & Tindall 2017 Oral Reading Fluency Data (https://intensiveintervention.org/sites/default/files/2017%20ORF%20NORMS%20PDF.pdf)</p>				
Benchmark 1	By the end of the first nine weeks grading period	when asked to orally read an unfamiliar fourth grade passage,	Lillian will read 80 cwpm (or more) with 93% accuracy or better	as measured by teacher probes over a two-week period.
Benchmark 2	By the end of the second nine weeks grading period	when asked to orally read an unfamiliar fourth grade passage,	Lillian will read 88 cwpm (or more) with 94% accuracy or better	as measured by teacher probes over a two-week period.
Benchmark 3	By the end of the third nine weeks grading period	when asked to orally read an unfamiliar fourth grade passage,	Lillian will read 100 cwpm (or more) with 95% accuracy or better	as measured by teacher probes over a two-week period.

Progress Reports

The IEP should include a description of when progress reports will be provided to parents. The student's progress toward mastery of the annual goal(s) is reported to the student's parents as stated in the IEP. Some examples of the frequency for reporting progress to parents include:

- Monthly
- Quarterly
- At the end of each grading period



Student progress towards IEP goals is collected



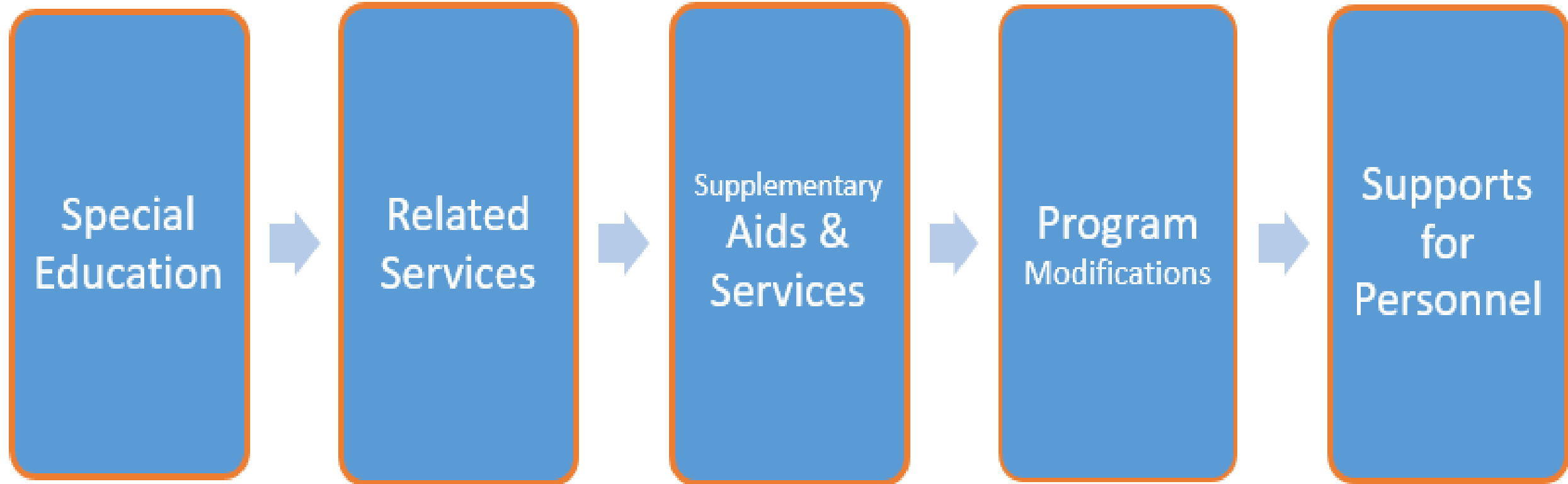
to inform parents of student progress



and support the ARD committee in IEP development.



IEP Services & Supports Considerations



Accommodations & Modifications



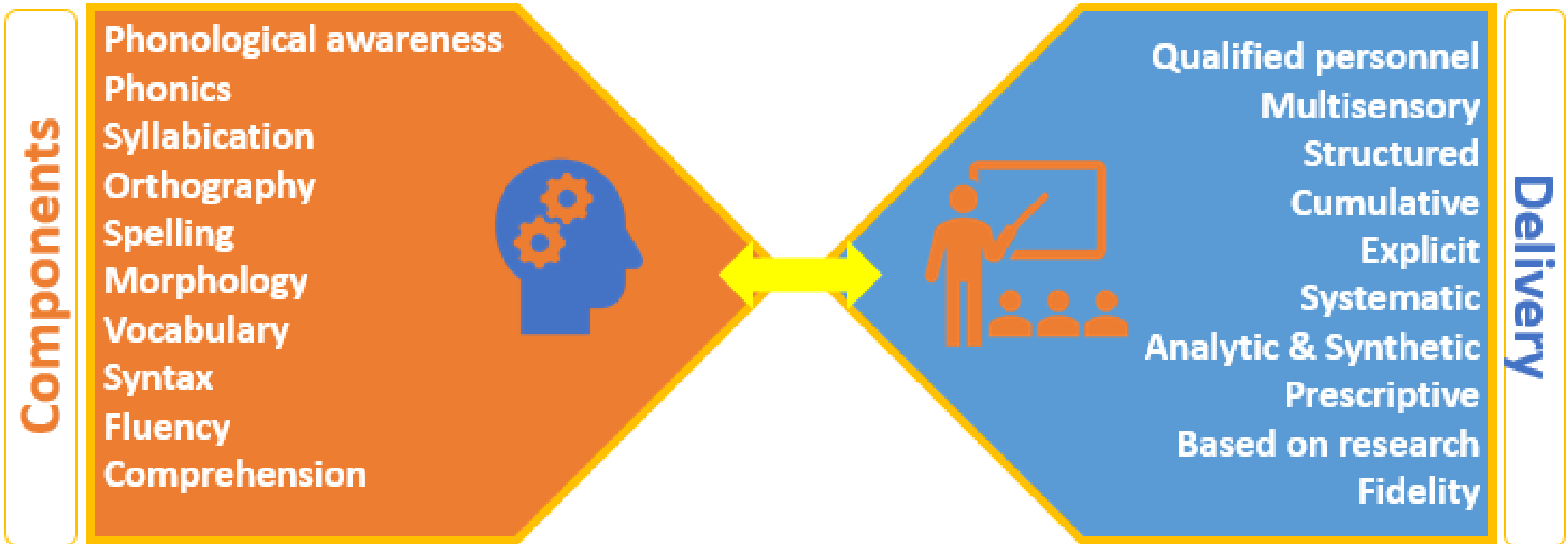
Accommodations

Modifications

Dyslexia intervention can be provided by one or more staff members (e.g., the reading interventionist, dyslexia therapist, special education teacher, speech language pathologist, and/or general education teacher) as determined by the ARD committee. Staff members providing dyslexia instruction must be trained in dyslexia and the specific program or curriculum being implemented. Students receiving special education and identified with dyslexia and related disorders may:

- benefit from standard dyslexia intervention and classroom accommodations,
- need additional intervention beyond that provided through a tiered reading framework or a dyslexia intervention program,
- require additional opportunities for pre-teach, practice, or reteach of specific skills, and/or
- require modification of instructional pacing and presentation of skills.

High-Quality Dyslexia Intervention



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State Dyslexia Hotline (800) 232-3030

[State Dyslexia Services](#) (outside source)

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- [SPEDTex: 1-855-SPEDTEX \(1-855-773-3839\)](#)
- [Section 504 of the Rehabilitation Act: Office of Civil Rights \(214\) 661-9600](#)
- [The Dyslexia Handbook—2018 Update: Procedures Concerning Dyslexia and Related Disorders](#)
- [Accessible Instructional Materials](#)
- [Accommodation Resources – State of Texas Assessment Program](#)
- [Bookshare \(outside source\)](#)
- [International Dyslexia Association \(IDA\) \(outside source\)](#)

- [Learning Ally \(outside source\)](#)
- [PGC Statewide Network](#)
- [Technology Integration for Students with Dyslexia \(outside source\)](#)
- [Vertical alignment: K-12 English language arts and reading TEKS, Adopted 2017](#)
- [Vertical alignment: K-12 Spanish language arts and reading TEKS, Adopted 2017](#)

Thank-you!
Please consider taking this survey to
provide feedback to TEA:
Dyslexia in the IEP Survey