



Dyslexia Handbook

Guidelines and Procedures

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Mission Statement

*The Albany Independent School District
will provide a quality education for all learners
enabling them to function effectively, successfully
and productively in our democratic society.*

Albany ISD Dyslexia Program Compliance

The Albany ISD Dyslexia Program follows the structure as set forth in Texas Education Code (TEC) §38.003 and Chapter 19 of the Texas Administrative Code (TAC) §74.28. In addition, guidelines in The Dyslexia Handbook, Revised 2018 are followed in establishing district procedures for assessment, identification, and placement of students. Procedures for assessing students for dyslexia, and for identification and placement of these students have been established under §504 guidelines. Procedures are implemented when it is determined that dyslexia substantially limit learning for the identified student.

Definition and Characteristics of Dyslexia

As defined by Texas Education Code (TEC) §38.003

“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.

As defined by The International Dyslexia Association

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

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student’s age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored without prosody)
- Difficulty spelling

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

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

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

Procedures Required by State and Federal Law Prior to Formal Assessment

Both state and federal legislation emphasize early identification and intervention for students who may be at risk for reading difficulties, such as dyslexia. House Bill (HB) 1886 requires that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate. A related state law adds an additional layer to screening requirements for public school students. Texas Education Code §28.006, Reading Diagnosis, requires each school district to administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension. This law also requires school districts to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading assessment. The law also requires the commissioner of education to select appropriate reading instruments for inclusion on a commissioner's list, and districts are permitted to use reading instruments other than those on the commissioner's list only when a district-level committee adopts these additional instruments. Texas Education Code §28.006(e) requires each district to report the results of these reading instruments to the district's board of trustees, TEA, and the parent or guardian of each student. Further, a school district is required to notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined to be at risk for dyslexia or other reading difficulties based on the results of the reading instruments.

Child Find

It is important to remember that any point in the process a referral for a dyslexia evaluation may be made either under Section 504 if a disability is suspected or under IDEA if a disability and a corresponding need for special education services are suspected. Regardless of the process in place for screening and data review, a student may be recommended for a dyslexia evaluation whenever accumulated data indicates that the student continues to struggle with one or more of the components of reading. Parents/guardians have the right to request a referral for a dyslexia evaluation under IDEA or Section 504 at any time. Albany ISD ensures that evaluations of children suspected of having a disability are not delayed or denied because of implementation of tiered interventions or RTI.

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. Albany ISD has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to disabled students.

Identification of Students with Dyslexia

I. Data Gathering

If a student is failing to make expected academic progress by struggling in one of the areas of reading (phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension) and exhibits characteristics of dyslexia, the reading specialist or classroom teacher will initiate the cumulative data gathering process in order for the dyslexia committee to make an instructional decision about the student's needs.

II. RTI – Campus Committee

If problems in academic achievement have been noted through academic progress reports, parent conferences, or inadequate performance on STAAR, the RTI committee will evaluate the student's progress to determine what actions are needed to ensure improved academic performance. A recommendation for dyslexia assessment may be appropriate at any point in this process; however, needed support actions may also need to be recommended as intervention strategies.

III. Committee Actions

At this point, a decision should be made about placing the student in the most appropriate intervention. The options include, but are not limited to, a formal dyslexia assessment, a special education referral, or other instructional interventions. If a student does not make appropriate progress, a recommendation may be made for either dyslexia assessment or a special education referral. Parent notification and written consent is needed to conduct individual evaluation of the student.

IV. Recommendation for Formal Assessment

A. Parental Notification of 504 Guidelines

Notice of 504 Guidelines must be sent to parents and returned to school before dyslexia assessments can be initiated. If the student is being assessed as part of a special education evaluation or is already served in special education and a dyslexia evaluation is requested, IDEA 2004 procedures must be followed.

B. Assessment

Both quantitative and qualitative information are critical components of the screening process. Examples of qualitative information would include observations of student during screening; observation of student progress; teacher observations; parent/guardian input; current and earlier grade work examples; and intervention history.

Areas to be assessed will include the following:

Academic Skills – letter knowledge, word decoding, fluency, reading comprehension, spelling and writing composition

Cognitive Processes – phonological and phonemic awareness, rapid naming, orthographic processing, language processing

Based on the student’s academic difficulties and characteristics and/or language acquisition, additional areas related to vocabulary, listening comprehension, oral language proficiency, written expression, and other cognitive abilities may need to be assessed.

V. Dyslexia/504 Committee/Identification of Dyslexia

A qualified committee is required to review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. This committee must consist of individuals who

- have knowledge of the student;
- are appropriately trained in the administration of the screening tool;
- are trained to interpret the quantitative and qualitative results from the screening process; and
- recognize characteristics of dyslexia.

The committee may consist of the student’s classroom teacher, the dyslexia specialist, the individual who administered the screener, a representative of the Language Proficiency Assessment Committee (LPAC) (as appropriate), and an administrator.

The dyslexia committee will meet to interpret the results of testing in light of the student’s educational history, linguistic background environmental or socioeconomic factors. The committee will make the determination if the student meets eligibility requirements for the identification of dyslexia by answering the following questions:

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

VI. Determination of Services

Once the identification of dyslexia has been made and parents have given approval, the student will be placed in the district’s dyslexia program. Instructional decisions for a student with dyslexia must be made by a committee (504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia.

Parent Requests for Dyslexia Assessment

Parents may request that a student be assessed for dyslexia. When such a request is received by the campus, the §504 committee will review relevant student data and decide whether assessment is warranted. The campus §504 coordinator will notify the parent of the decision within fifteen school days. If the student will be tested, the §504 campus coordinator will provide the parent with the Notice and Consent for Evaluation. The evaluation will be conducted following the §504 process.

Students in Special Education

Students receiving special education services may be considered for dyslexia assessment. All recommendations and decisions must be made by the Admission, Review, and Dismissal (ARD) committee. This includes students who receive Speech as their only Special Education Program. It is recommended that the campus dyslexia coordinator become a member of the ARD committee if dyslexia may be a matter for consideration. A copy of special education evaluations will need to be made available with the recommendation for dyslexia assessment from an ARD committee along with other pertinent data.

English Language Learners

Students served in Bilingual, Dual Language, and/or ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services are considered under the category of English Language Learners. Since the identification and service delivery process for dyslexia must be aligned to the student's linguistic environment and educational background, involvement of the LPAC is required.

Required additional data gathering

Language Proficiency Assessment Committee (LPAC) documentation TEC §89.1220 (g, h, i) that is necessary to consider when identifying ELLs with dyslexia.

- Home Language Survey;
- Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests);
- STAAR when 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
- Previous schooling in and outside of the United States
- Type of language program model provided and language of instruction;
- Linguistic environment and second-language acquisition development;

Students who struggle to read in their native language

Similar measures to previously discussed assessments, in the student's native language, are used. This may require that dyslexia personnel work with the bilingual staff to administer the measure and determine if student performance is lower than would be expected for the student's age/grade. Additional assessment of oral language proficiency should be completed for the dyslexia evaluation due to the importance of the information for consideration in relation to academic challenges, planning the assessment, and interpreting assessment results.

Required Additional Assessment:

- Comprehensive oral language proficiency testing should be completed in English and the student's native language, whenever possible.
- If the student has received academic instruction in his/her native language as well as English, assessments are completed in both languages to the appropriate extent.

Placement and Progress Monitoring

After a student has been identified with dyslexia, the committee determines the appropriate placement to meet the student's individual needs. Services may be provided as follows:

- If a student is NOT identified with dyslexia, the student will be referred to the campus RTI committee. The committee will identify appropriate interventions following procedures outlined in the AISD RTI Handbook.
- If a student is determined to have dyslexia but NOT eligible under §504, the student is referred to the RTI committee for program placement (which may include placement into the district's dyslexia program) and monitoring of progress toward grade level goals.
- If a student is determined to have dyslexia AND to be §504 eligible, the §504 committee will develop an individualized plan according to AISD's §504 Manual. This plan will include any intervention services, instructional accommodations and accommodations for statewide assessment.
- If a student is determined to have dyslexia and is also eligible for special education services, the ARD committee will develop an individualized education program (IEP) for the student. The IEP will include instructional goals, instructional accommodations, and statewide assessment decisions and accommodations.

The progress of students in the dyslexia program will be reviewed annually by the campus RTI committee, §504 committee, or ARD committee respectively. Consideration of all available data shall be given when determining a student's progress toward grade level goals.

Critical, Evidence-Based Components and Delivery of Dyslexia Instruction

In accordance with 19 TAC §74.28(e), AISD employs an evidence-based reading program for students with dyslexia and related disorders that incorporates all the components of instruction and instructional approaches described below.

Components of Dyslexia Instruction

- Phonological Awareness
- Sound-Symbol Association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension
- Reading Fluency

Delivery of Dyslexia Instruction

Principles of effective intervention for students with dyslexia include all of the following:

- Simultaneous, multisensory
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction

Qualifications of Teachers of Students with Dyslexia

All teachers should receive basic training in the characteristics and identification of dyslexia, and in working with dyslexic students in the regular classroom with appropriate accommodations. Campus based training is provided for teachers. As stated in 19 TAC, §74.28, the teachers who provide appropriate instruction or intervention for students with dyslexia must be trained and be prepared to implement instructional strategies that utilize individualized, intensive, multisensory, phonetic methods, and a variety of writing and spelling components. Teachers trained in the appropriate instruction for dyslexia may serve as consultants in the area of dyslexia and related disorders to general education, remedial, and special education teachers.

Appendix

Parent Checklist

Teacher Checklist

Texas Scottish Rite Hospital for Children Characteristic Profile of Dyslexia

ALBANY ISD PARENT CHECKLIST

The difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, reading comprehension, spelling and/or written composition. These difficulties are **unexpected** for the student's age, educational level, or cognitive abilities.

The following are the reading/writing/spelling characteristics of dyslexia:

- Difficulty reading single words in isolation
- Difficulty accurately decoding nonsense or unfamiliar words
- Slow, inaccurate, or labored oral reading
- Difficulty with learning to spell

Characteristics of Dyslexia: \checkmark items observed with your student

- Difficulty learning the names and/or sounds of letters
- Difficulty with learning and reproducing the alphabet in correct sequence (oral and/or written form)
- Difficulty rhyming
- Difficulty learning to read
- Poor awareness of sounds in words: sound order or sequence of syllables
- Difficulty blending sounds into words
- Difficulty reading familiar sight words
- Difficulty accurately decoding unfamiliar words
- Inaccurate, slow, and labored oral reading (word-by-word reading)
- Omission of small words or word endings when reading
- Difficulty with reading comprehension
- Difficulty with rapid naming of familiar objects, colors, or letters of the alphabet
- Difficulty with handwriting and/or written composition
- Poor spelling
- Reversals, inversions, transpositions of letters and/or numbers
- Significant difference between verbal and nonverbal abilities (nonverbal significantly higher than the verbal) or nonverbal significantly higher than achievement demonstrations
- Good listening comprehension with good oral participation
- Avoidance of tasks requiring reading and/or writing
- Confusion with directionality, space, & time (before/after, right/left, yesterday/tomorrow)
- Talents in fine arts, science, mathematics, mechanical skills, and/or other abilities not dependent on reading/writing proficiency
- Family history of reading difficulties

Student Name: _____ **Date:** _____
Parent/Guardian Name: _____ **Parent/Guardian Signature:** _____

Albany ISD Consideration for Dyslexia Evaluation: Teacher Checklist

Student _____ DOB _____ Grade _____
Teacher _____ Subject _____ School _____ Date _____

Please circle YES or NO to the following questions. The student:

- | | |
|--|--|
| YES NO has adequate intelligence, ability to learn | YES NO has difficulty with spelling |
| YES NO has inconsistent performance on academic tasks | YES NO demonstrates poor overall coordination |
| YES NO is unable to read satisfactorily in spite of adequate intelligence and opportunity | YES NO has difficulty with handwriting |
| YES NO exhibits frequent letter reversals, rotations, and transpositions in reading, writing, & spelling | YES NO has difficulty with copying |
| YES NO demonstrates reading comprehension significantly below grade level | YES NO has difficulty with drawing |
| YES NO demonstrates better reading comprehension when reading aloud than silently | YES NO mispronounces some speech sounds |
| YES NO reads unfamiliar words better in context than in isolation | YES NO or has been in speech therapy |
| YES NO has good/excellent listening comprehension | YES NO has difficulty expressing him/herself |
| YES NO has difficulty with written expression, but does well with oral evaluations | YES NO has difficulty remembering or following directions |
| YES NO has difficulty reciting (not singing) the alphabet correctly in sequence | YES NO is easily distracted |
| YES NO has difficulty writing the alphabet correctly in sequence | YES NO has a short attention span |
| YES NO has difficulty associating sounds with letters | YES NO exhibits signs of frustration |
| YES NO demonstrates weak sound blending ability when reading | YES NO forgets or loses papers |
| | YES NO lacks organizational skills |
| | YES NO has difficulty with math computations |
| | YES NO is successful with computation but has difficulty with math word problems |
| | YES NO has poor sense of direction and/or time |
| | YES NO has difficulty with before/after, left/right, etc. |
| | YES NO demonstrates low self esteem |

Characteristic Profile of Dyslexia – Revised 2014

NAME:

DATE OF BIRTH:

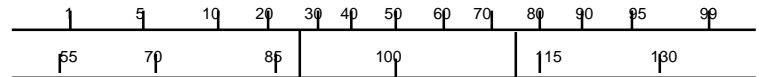
AGE:

SCHOOL:

DATE OF TEST:

GRADE:

Percentile
Standard Score



UNDERLYING CAUSE:

PHONOLOGICAL PROCESSING

PHONOLOGICAL AWARENESS

EI= BW= PI or SM =
Phonological Memory

RAPID NAMING

LETTER KNOWLEDGE

| BELOW AVERAGE Below 90 | AVERAGE 90 - 110 | ABOVE AVERAGE 111+ |
|---------------------------|---------------------|-----------------------|
| | | |
| | | |
| | | |

CHARACTERISTICS

DECODING

WORD RECOGNITION

ORAL READING FLUENCY

SPELLING

RATE
ACCURACY

| | | |
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| | | |
| | | |
| | | |
| | | |

OUTCOMES: Variable Impact

READING COMPREHENSION

Written Expression

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| | | |
| | | |

COGNITIVE/ACADEMIC ABILITY

| | | |
|--|--|--|
| | | |
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COEXISTING COMPLICATIONS OR ASSETS

Oral Language

Attention

Mathematics

Handwriting

Behavior / Emotions

| COMPLICATION | | ASSET |
|--------------|--|-------|
| | | |
| | | |
| | | |
| | | |

"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." Lyon, G.R., Shaywitz, S.E., Shaywitz, B.A., (2003b). A definition of dyslexia, *Annals of Dyslexia*, 53, 1-14. Adopted by the Board of Directors, International Dyslexia Association, November 2002.

Texas Scottish Rite Hospital for Children 1995-2015, Gladys Kolenovsky, M. A.
Please see back for Application Guideline

Application of a Definition-Based Process to the Identification of Dyslexia – Revised 2014

For the identification of dyslexia in Texas public schools, all procedures and guidelines outlined in *The Dyslexia Handbook – Revised 2014* should be followed, including data gathering, parent notification, examiner qualifications, test selection and administration, and procedures for English language learners. *The Dyslexia Handbook – Revised 2014* is available in electronic format at: www.region10.org/Dyslexia/interactive-dyslexia-handbook/

The following procedures provide support for the use of the Characteristic Profile of Dyslexia – Revised 2014 as a tool in the identification of dyslexia.

- A. Test all dyslexia UNDERLYING CAUSE, CHARACTERISTIC and OUTCOME skills listed in all CAPs on the profile and test additional skills as needed for individual students.
- B. Utilize norm-referenced tests and report standard scores whenever possible. Criterion-referenced, screening, and achievement group test scores are informative as historical, secondary, or response to intervention progress measures, but are weaker dyslexia identification tools if they are the only measure of a skill.
- C. Plot test scores on profile. Utilize **X** for norm-referenced standardized tests results utilize a different symbol such as a \surd for criterion, group or screening measures. Include test standard scores along left margin for reference. Test names may also be noted. Plot parent, teacher, and dyslexia designee or diagnostician observations with **P**, **T** and **D**.
- D. Use individual subtest scores rather than composite or cluster scores.
Examples: Consider the Elision, Blending Words and Phoneme Isolation scores on the CTOPP-2 rather than the Phonological Awareness composite. Plot both the Rate and Accuracy subtest from the GORT-5 rather than the Fluency Composite or Oral Reading Quotient. Always consider the subscales of an intelligence or ability test.
- E. Apply the following differential identification questions in sequence.
 1. Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?
 2. Are the reading and spelling difficulties the result of a phonological processing deficit?
 3. Are the reading, spelling and phonological processing deficits unexpected? Does the student demonstrate cognitive ability to support age level academic learning?
 4. Are there secondary characteristics of dyslexia evident in reading comprehension and written expression?
 5. Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention? Does the student have above average strengths that could be assets?

Guidance for the identification of dyslexia is available in TEA's *The Dyslexia Handbook – Revised 2014* and in the companion to this profile, *The Thinking Person's Step-by-Step Identification Process for Dyslexia – Revised 2014*. For training information on the use of this profile, contact Texas Scottish Rite Hospital for Children, Dyslexia Identification Seminar, at 214-559-7800 or www.tsrhc.org/dyslexia-events.htm. The Characteristic Profile of Dyslexia – Revised 2014 may be duplicated and utilized in educational settings as a tool for presenting test scores and observations. If it is edited or adapted, the source should be credited by including the statement: "Adapted from the Characteristic Profile of Dyslexia – Revised 2014, Texas Scottish Rite Hospital for Children."