

# HEMPHILL I.S.D. District Dyslexia Plan



## Revised January 2022

HEMPHILL ISD – Dyslexia Handbook, Revised January 2022 Source – State of Texas Dyslexia Handbook Revised Updated 2022. The 504 Forms used by the district are located in Success ED.

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# **Part 1:**

# **Information**

## I. INTRODUCTION TO THE HEMPHILL ISD DYSLEXIA PROGRAM

*Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who does not learn the reading basics early is unlikely to learn them at all. Any child who does not learn to read early and well will not easily master other skills and knowledge and is unlikely to ever flourish in school or life.*  
(Moats, 1999)

This procedure guide sets forth the procedures regarding dyslexia and related disorders in **HEMPHILL INDEPENDENT SCHOOL DISTRICT**. The guide provides general information about dyslexia, procedures to follow when school personnel suspect a student may have dyslexia or a related disorder, and a range of intervention options for students struggling to read, write, and/or spell. This guide also outlines allowable accommodations on state student assessments and gives specific information about student monitoring during participation in the Section 504 (§504) Dyslexia Program.

These procedures correspond to state and federal guidelines, and were developed to provide an effective means for meeting the needs of students with dyslexia in **HEMPHILL ISD**. This District Plan follows the recommendations of the Texas Education Agency as stated in "**The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders**" (TEA, Updated 2022). This **HISD** District Plan is intended to clarify the district's implementation of the state procedures; any conflict between this document and "The Dyslexia Handbook" is unintentional and should be resolved in favor of the TEA document. References, research, and studies used or quoted are in the TEA Dyslexia Handbook.

**A. Dyslexia and Related Disorders Administrative Procedures** Authority: Texas Education Code, Section §38.003  
As stated in Texas Education Code §38.003 (a) and (b):

(a) "Students enrolling in public schools in this state shall be tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education." The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to additional reading instruction (if placed in additional reading instruction), teachers' input, and parents' input.

(b) "In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder."

### **1. District Committee**

The District Dyslexia Committee will develop written guidelines for the implementation of state rules related to the evaluation and instruction of students with dyslexia and related disorders. The committee shall meet periodically to update the guidelines and the district's implementation plan and disseminate such revisions to all campuses.

### **2. Campus Committees**

At each **HEMPHILL INDEPENDENT SCHOOL DISTRICT** campus, the Student Intervention Team and/or the campus 504 committee, along with the campus dyslexia specialist, will work in accordance with the **HEMPHILL INDEPENDENT SCHOOL DISTRICT** procedures in this manual.

The committee members, other than those specified, will consist of different professional personnel depending upon the students referred, the type of concern, the teachers having direct contact with the referred student, and the teachers of the various programs into which students may be referred and placed for services.

## **B. Definitions and Characteristics of Dyslexia**

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays average ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

The Texas Education Code (TEC) §38.003 defines dyslexia in the following way:

(1) *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.*

(2) *Related disorders include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.*

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

The current definition from the International Dyslexia Association states the following:

*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, Nov. 12, 2002)

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

It is important to note that individuals may demonstrate differences in degree of impairment.

The reading/spelling characteristics are the result of difficulty 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

### **Common Risk Factors Associated with Dyslexia**

If the following behaviors are unexpected for an individual's age, educational level, or other thinking 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).

#### **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 in adding new vocabulary words
- Inability to recall the right word

- 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 book is read aloud)

### **Kindergarten and First Grade**

- Difficulty breaking words into smaller parts (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/ /ā/ /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., slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

### **Fourth Grade through Sixth Grade**

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (e.g., particularly for pleasure)
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell
- 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 with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

## **Associated Academic Difficulties and Other Conditions**

The behaviors in the previous sections represent common difficulties that students with dyslexia may exhibit. In addition, students with dyslexia can have problems in written expression, reading comprehension, and mathematics, as well as other complicating conditions and/or behaviors.

Besides academic struggles, students with dyslexia may exhibit other complex conditions and/or behaviors. The most common co-occurring disorders with dyslexia are attention deficit hyperactivity disorder (ADHD) and specific developmental language disorders. Some students with dyslexia may also experience symptoms such as anxiety, anger, depression, lack of motivation, or low self-esteem. Educators should appropriately screen, monitor, and provide needed instructional/referral services to address associated symptoms and/or academic impairments.

These additional conditions can have a significant impact on the effectiveness of instruction provided to students with dyslexia. Motivation, in particular, has been shown to be critical to the success or failure of instructional practices. In regard to motivation, Torgesen states, "Even technically sound instructional techniques are unlikely to succeed unless we can ensure that, most of the time, students are engaged and motivated to understand what they read." Therefore, all the factors that may affect learning must be considered when identifying and providing instruction for students with dyslexia. ADHD or symptoms of anxiety, anger, depression, or low self-esteem may lower a student's motivation and engagement in learning. Educators are responsible for providing an environment of affirmation that motivates and engages the student with dyslexia and complicating conditions.

### **Sources for Common Evidence of Dyslexia:**

Common Signs, (n.d.). Retrieved July 10, 2006, from The International Dyslexia Association Website.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Alfred A Knopf.

## **C. Procedures for Assessing Students for Dyslexia**

*Research shows that children who read well in the early grades are far more successful in later years; and those who fall behind often stay behind when it comes to academic achievement.* (Snow, Burns, and Griffin, 1998)

### **NOTE: Procedures Required by State and Federal Law Prior to Formal Assessment**

The Student Success Initiative (SSI) is a state-level effort to ensure that all Texas students receive the instruction and support needed to be academically successful in reading and mathematics. For students that demonstrate difficulties during early reading instruction (kindergarten, grades 1 and 2), the most common form of instructional help is available through the SSI as mandated by TEC §28.006. This education code requires districts and charter schools to administer early reading instruments to all students in kindergarten and grades 1 and 2 to assess their reading development and comprehension.

If (**at any grade level**), on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the district or charter school must notify the students' parents or guardians. According to TEC §28.006(g), the district or charter 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.

Research continues to support the need for early identification and assessment. The rapid growth of the brain and its responsiveness to instruction in the primary years make the time from birth to age eight a critical period for literacy development. Characteristics associated with reading difficulties are connected to spoken language. Difficulties in young children can be assessed through screenings of phonemic awareness and other phonological skills.

Keeping the above-referenced information in mind, it is important that the school district not delay identification and intervention processes until second or third grade for students suspected of having dyslexia. This identification process should be an individualized evaluation rather than a screening. Further, the evaluation should be conducted through §504 procedures or through the Individuals with Disabilities Education Act (IDEA 2004).

As evident through the components of SSI and other state-level initiatives that support reading, Texas is committed to data-driven instruction. Early reading assessments are required by state law and are evidence-proven to be best practice. With the use of early reading assessment instruments, teachers can quickly assess a child's reading abilities and provide prescriptive instruction by isolating the skills that need strengthening.

The International Dyslexia Association (IDA) indicates that the unexpected difficulties that students with dyslexia demonstrate in the area of reading are seen despite the provision of effective (scientifically based) classroom instruction. Therefore, **the use of a Response to Intervention (RTI) or a tiered process is important in the identification of dyslexia.** RTI or the use of a tiered process should not delay the inclusion of a student in dyslexia intervention once dyslexia is identified.

#### **D. Response to Intervention**

The interventions provided to students who are reported to be at risk for dyslexia or other reading difficulties should align with the requirements of NCLB legislation that requires districts and charter schools implement reading programs using scientifically based reading research (SBRR). Additionally, the most recent reauthorization of the federal Individuals with Disabilities Education Act (IDEA 2004), passed in 2004, is consistent with NCLB in emphasizing the 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 2004 to be used in determining whether a student has a specific learning disability, including dyslexia. Districts are strongly recommended to implement an RTI process for students who are at risk for dyslexia or other reading difficulties, as they would with any student exhibiting learning difficulties. **Ongoing assessment and progress monitoring of reading achievement gains are required for students at risk for dyslexia or other reading difficulties.** Additional information pertaining to initiatives that support the reading achievement of Texas students is available on TEA's website: [www.tea.state.tx.us](http://www.tea.state.tx.us)

**Tier I:** Student exhibits poor performance on early reading assessment or fails to respond to scientifically based reading instruction at any level. Classroom teacher intensifies instruction and provides accommodations. If a student does not make adequate reading progress....

**Tier II:** Teacher provides more intense intervention in addition to the core reading program and monitors progress, including intensive small group reading instruction, establishment of goals and progress monitoring. If a student does not make adequate reading progress AND exhibits characteristics of dyslexia....

**Tier III:** Student is recommended for a dyslexia evaluation. Before a teacher can refer a student for a dyslexia evaluation, the Response to Intervention (RTI) process must be completed. (See Figure 3.8:

“Pathways for the Identification and Provision of Instruction for Students with Dyslexia”).

**NOTE: Progression through tiered intervention is not required in order to begin the identification of dyslexia. The use of a tiered intervention process should not delay or deny an evaluation for dyslexia, especially when parent or teacher observations reveal the common characteristics of dyslexia.** The needs of the students must be the foremost priority. Frequently, a child with dyslexia may be making what appears to be progress in the general education classroom based on report card grades or minor gains on progress measures. While various interventions may prove to be helpful in understanding curriculum, a child with dyslexia also requires a specialized type of intervention to address his/her specific reading disability. The use of a tiered process should not delay the inclusion of a student in dyslexia intervention once dyslexia is identified.

**Parents/guardians always have the right to request a referral for a dyslexia assessment at any time.** Once a parent request for dyslexia assessment 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 believe the student has a disability. If a disability is suspected, the student needs to be evaluated following the guidelines outlined in this chapter. If the school does not suspect a disability and determines that evaluation would not be warranted, the parents/guardians must be notified of their due process rights.

When a referral for dyslexia assessment is made, districts should ensure that evaluation procedures are followed in a reasonable amount of time. Section 504 does not require specific timelines; therefore, it is beneficial for districts to consider the timelines Texas has established for the completion of initial special education evaluations through TEC §29.004(a).

**The RTI process with data gathering includes:**

Information to be considered includes the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Basal reading series assessment
- Accommodations provided by classroom teachers
- Academic progress reports (report cards)
- Gifted/Talented assessments
- Samples of school work
- Parent conferences
- Testing for limited English proficiency (all years available)

- Speech and language screening through a referral process (English and native language, if possible)
- The K–2 reading instrument as required in TEC §28.006 (English and native language, if possible)
- Universal screening for all grade levels available (English and native language, if possible) State student assessment program as described in TEC §39.022

Students enrolling in public schools in Texas shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003(a)). The appropriate time depends upon multiple factors including the student’s reading performance; reading difficulties; poor response to supplemental, scientifically based reading instruction; teachers’ input; and input from the parents/guardians. For students demonstrating difficulties in reading (kindergarten; grades 1, 2, and 7), the SSI as mandated by TEC §28.006 provides guidance to ensure that all students receive the instruction and support needed to be academically successful in reading and mathematics. Additionally, the appropriate time for assessing is early in a student’s school career (19 TAC §74.28). While earlier is better, students should be recommended for assessment for dyslexia even if the reading difficulties appear later in a student’s school career.

The **HEMPHILL ISD** recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and/or the related area of spelling that is unexpected for the student’s age/grade
- Characteristics of dyslexia

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. This cumulative data also includes information from parents/guardians. Sources and examples of cumulative data are provided in Figure 2.2 of the State of Texas Dyslexia Handbook 2022.

### **State and Federal Law Regarding Early Identification and Intervention Prior to Formal Assessment**

#### **Evaluation**

The section on evaluation for dyslexia and dysgraphia is now a single pathway for identification under the Individuals with Disabilities Education Act (IDEA). The change means that a child suspected of having dyslexia or a related disorder and may need dyslexia intervention services, HEMPHILL ISD will seek parental consent for a Full Individual Initial Evaluation (FIIE) under the IDEA. HEMPHILL ISD will implement the process of seeking informed parental consent under the IDEA must include proper prior written notice and be accompanied by the notice of procedural safeguards. It is critical that parents and guardians are informed of the procedural protections and rights afforded to them and their child under the IDEA.

Using a single pathway for identification of dyslexia and related disorders ensures that HEMPHILL ISD fulfills their child find obligations under the IDEA.

HEMPHILL ISD 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.
- (m) HEMPHILL ISD shall provide to parents of children suspected to have dyslexia or a related disorder a copy or a link to the electronic version of the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."
- (n) HEMPHILL ISD will be subject to monitoring for compliance with federal law and regulations in connection with this section. HEMPHILL ISD will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner of education as required by TEC, §38.003(c-1).

Parents/guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models as required by TEC, §26.0081(d), and options under federal law, including IDEA and the Rehabilitation Act, §504.

Screen or test for dyslexia at appropriate times as required by state law (TEC § 38.003).

Report through the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) the number of enrolled students who have been identified as having dyslexia (TEC §42.006(a-1)).

Meet state requirements regarding screening by grade span and administration timelines. (TEC §38.003(a); TEC §28.006(c)-(c-1)):

- Kindergarten students screened before the end of the school year,
- Grade 1 students screened before January 31 (*The Dyslexia Handbook*, p. 10).
- Administer K–2 early reading instruments,
- Administer Grade 7 reading instruments for students who were not proficient on Grade 6 STAAR.

Report, in writing, to a student's parent or guardian the student's results on reading instruments (TEC §28.006 (e)).

HEMPHILL ISD has written procedures for identification and monitoring implementation for students with dyslexia and related disorders. (19 TAC § 74.28).

The following procedures are in place to provide early identification, intervention, and support. (TEC § 28.006(g)-(g-1)).

- Apply the results of early reading instruments to instruction. (TEC § 28.006(d)). as evidenced in the student's accommodation folder; 504 meeting, ARD documentation if applicable.
- Ensure rescreening or re-evaluation for the purposes of accommodations does not occur until after current testing has been reviewed. (TEC § 38.003(b-1)). as evidenced by progress monitoring; progress notes; review of evaluation as evidenced by parent and staff signatures.
- Ensure that identification of dyslexia is made by an Admission, Review, and Dismissal (ARD) or Section 504 committee of persons knowledgeable about the reading process, dyslexia and dyslexia instruction, the assessments used, and the meaning of the collected data. (*The Dyslexia Handbook*, p. 98). As evidenced by professional staff development, educational Diagnosticians and designated LEA dyslexia designee records.
- When evaluation for dyslexia or related disorders is recommended, the procedures meet the requirements, as applicable, of:
  - the IDEA (34 C.F.R. §§ 300.304-300.306, 300.309);
  - Section 504 (34 C.F.R. §104.35).
  -

Procedures and systems for identification of, students with dyslexia are implemented consistently across all sites. (19 TAC §§ 74.28(b), (i); TEC §38.003). Referral for 504 or Special Education testing will follow the protocols as described in this document and local procedures for 504.

Both state and federal legislation emphasize early identification and intervention for students who may be at risk for reading disabilities. Those professionals responsible for working with students with reading difficulties should be familiar with the legislation listed in the State of Texas Dyslexia Handbook 2022.

When the RTI process has been completed, a formal referral for a Dyslexia Evaluation may be completed following the Pathways to Identification flowchart (Figure 3.8). Description of the HISD process:

**1. Student Intervention Team Meeting to Begin Process:** This can be initiated by a parent, teacher,

Intervention Support Teacher, Administrator, or Dyslexia Specialist and can occur at any Student Intervention Team meeting. If the dyslexia teacher is not a regular member of the team, he/she **shall attend all Student Intervention Team meetings in which information about the dyslexia process or students with dyslexic tendencies are reviewed.**

**2. Data Gathering Initiated by the Dyslexia Specialist:** The 504 or ARD committee will give the grade level appropriate *Teacher Input* form to the teacher(s) along with a request for documenting

co-existing complications or assets. The teacher input form should be filled out by **each of the student's teachers** since different behaviors may be noticed in different settings. The referral, parent input and teacher input forms should all be submitted to the campus dyslexia specialist or diagnostician.

The following domains will be assessed:

- Reading real and nonsense words in isolation (decoding)
- Phonological awareness
- Letter knowledge (name and associated sound)
- Rapid naming
- Reading fluency (rate and accuracy)
- Reading comprehension
- Written spelling

**The student's difficulties in the area of reading must be unexpectedly low for the student's age and educational level. NOTE:**

- Regardless of the process in place, the parents or guardians always have the right to request a referral for an evaluation at any time. If this is the case, a REED will be scheduled to begin the process of following the pathways to identification.
- 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 being requested, IDEA 2004 due process procedures must be followed.
- The notices and consent must be provided in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless it is clearly not feasible to do so.
- In compliance with §504 and IDEA, tests, assessments, and other evaluation materials must follow the state guidelines.
- 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.

#### **E. Emergent Bilingual Students**

*This refers to students served in bilingual and ESL programs as well as students designated limited English proficient (LEP) whose parents have denied services.*

Much diversity exists among Emergent Bilingual students (EBs). The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. Involvement of the Language Proficiency Assessment Committee (LPAC) is recommended.

**Additional Data Gathering** (in addition to the information previously listed under “Data Gathering”) Language Proficiency Assessment Committee (LPAC) documentation (TEC §§89.1220 (g)(h)(i)) that includes the following:

- Home Language Survey
- Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
- STAAR Results, if available
- Texas English Language Proficiency Assessment System (TELPAS) information (Reading Proficiency Test in English (LAS))
- Previous schooling in and outside of the United States

**Additional Assessment** (in addition to the information listed under “Domains to Assess”)

- 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, then the “Domains to Assess” need to be completed in both languages to the appropriate extent.

Additionally, personnel involved in the evaluation process of EBs for dyslexia need to be trained in bilingual assessment and interpretation procedures as outlined in the State of Texas Dyslexia Handbook 2018. Areas for assessment are outlined in Figure 2.4 of the Texas Dyslexia Handbook 2022.

#### *Additional Considerations for Emergent Bilingual students*

A professional involved in the assessment, interpretation of assessment results, and identification of EBs with dyslexia needs to have the following training/knowledge:

- Knowledge of first and second language acquisition theory
- Knowledge of the written system of the first language—transparent (Spanish, Italian, German), syllabic (Japanese-kana), semitic (Arabic, Hebrew), and morphosyllabic (Chinese/Kanji)
- Knowledge of student’s literacy skills in native and second language
- Knowledge of how to interpret results from a cross-linguistic perspective
- Knowledge of how to interpret the TELPAS (Texas English Language Proficiency Assessment System)
- Knowledge of how to interpret the results of the student’s oral language proficiency in two or more languages in relation to the results of the tests measuring academic achievement and cognitive processes as well as academic data gathered and economic and socio-economic factors

## **Interpretation**

To appropriately understand test results, the examiner(s)/committee of knowledgeable persons must interpret test results in light of the student's language development (in both English and the student's native language), educational history, linguistic background, socio-economic issues, and any other pertinent factors that affect learning.

The committee (§504 or ARD) must first determine if a student's difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

- Reading words in isolation
- Decoding unfamiliar words accurately and automatically
- Reading fluency for connected text (both rate and/or accuracy)
- Spelling (An isolated difficulty in spelling would not be sufficient to identify dyslexia.)

The evaluation data collected also may include information on reading comprehension, mathematics, and written expression. Dyslexia often coexists with learning difficulties in these related areas. Another factor to consider when interpreting test results is the student's linguistic background. Additional information for interpreting the results as well as RTI information are in the Texas Dyslexia Handbook 2022.

Based on the above information and guidelines, should the committee (§504 or ARD) determine that the student exhibits weaknesses in reading and spelling, the committee will then examine the student's data to determine whether these difficulties are **unexpected** in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. For example, the student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning, or verbal ability yet still have difficulty with reading and spelling. Therefore, it is not one single indicator but a preponderance of data (both informal and formal) that provide the committee with evidence for whether these difficulties are unexpected. Questions to be considered are outlined in Figure 2.5 of the State of Texas Dyslexia Handbook 2022.

## **II. Procedures for Identification**

1. The RTI team will document a student has failed to make adequate progress or a parent requests that a student be assessed for dyslexia.
2. A REED will be scheduled to determine the pathway for identification. (Resources: Figure 3.8)
3. Consent to evaluate and parent rights are given to the parent/guardian.

## **Additional Guidelines Specific to HEMPHILL ISD**

## **III. ADDITIONAL INFORMATION TO NOTE FOR HEMPHILL ISD**



## A. Annual Review

The progress of students in the district dyslexia program will be reviewed annually by the campus 504 committee or the ARD committee as appropriate to the student's identification.

## B. Assessment Procedures

A parent or guardian may request to have his/her child assessed for dyslexia or a related disorder by staff at the district or charter school. **(If the school district has data to support refusal of the parent's or guardian's request, the procedural protections of §504 must be followed.** The parents or guardians must be provided their notice of rights under §504. For a student who is special education-eligible, IDEA 2004 procedures must be followed. Best practices suggest appropriate timelines to mirror those of special education.) It is important to remember that once a parent request for dyslexia assessment 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 believe the student has a disability. If a disability is suspected, the student needs to be evaluated following the guidelines outlined in this chapter. If the school does not suspect a disability and determines that evaluation would not be warranted, the parents/guardians must be notified of their due process rights. **Once the consent to evaluate has been signed by the parent or guardian, formal assessment must take place unless there is sufficient data to support a refusal.**

*A student is not required to fail a class or subject or fail the state required assessment to be considered for a dyslexia assessment. According to TEC §38.003, students should be assessed for dyslexia at appropriate times. Results from a state test, required by the statewide assessment program, are only one source of data to be gathered and considered for possible recommendation for assessment. Other information must also be considered, such as teacher information, report card grades, parent information, history of reading difficulties, informal observations of the student's abilities, response to scientifically based reading instruction, etc. (Texas Dyslexia Guidelines, page 64)*

## C. Assessment of Students Identified Outside the District

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. **HEMPHILL ISD may choose to accept the outside assessment, or may choose to re-assess the student.** In either situation, the §504 or ARD committee will determine the identification status of a student enrolled in **HEMPHILL ISD**, and the placement of the student in the dyslexia program(s).

## D. Re-Evaluation

For those students who will be taking a state assessment, the §504 or ARD Committee should meet to conduct an annual re-evaluation of students on Section 504 Services Plans as well as those students who are eligible under Section 504 but not in need of a Section 504 Services Plan at this time. Re-evaluation should also occur prior to any significant change of placement and whenever necessary to ensure the continued provision of FAPE. It is also the District's practice to conduct annual reviews when no periodic re-evaluation is required. Note: This re-evaluation is not a re-assessment. For those students who will not be taking a state assessment, this periodic re-evaluation should occur at least every three years.

Prior to a re-evaluation, the district will provide the parents with notice of the time and place of the re-evaluation meeting, inviting the parent to attend. Written notice, while not required, is preferred, and can be accomplished utilizing the Notice of Section 504 Meeting form or ARD Notice. If the student remains eligible and in need of a services plan, the committee should focus on the student's changing needs due to the effects of different classroom subject matter, school demands and other factors. Should the committee determine that the student is no longer eligible, the committee should dismiss the student from 504 and services will be provided under IDEA. The parent shall be given notice of the results of the re-evaluation.

### **E. Timeline**

The following timeline applies to students in regular education programs, or who may qualify as §504:

- Upon receipt of parent permission to assess until assessment is completed shall be 60 school days or less
- From the completion of the assessment to the 504 Committee meeting for determination of dyslexia and program placement shall be within 45 days

Special education students shall follow the timelines required by federal law, under IDEA 2004.

### **F. Instruction for Students with Dyslexia**

TEC §38.003(b) states, "In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder."

Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact. Specialized instruction for students with dyslexia is discussed in Section G.

Each school **must** provide an identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. While the components of instruction for students with dyslexia include good teaching principles for all teachers, the explicitness and intensity of the instruction, fidelity to program descriptors, grouping formats, and training and skill of the teachers are wholly different from core classroom instruction. Core instruction alone may not meet the instructional program requirements for students with dyslexia.

### **G. Specialized Dyslexia Intervention**

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional specialized instruction as appropriate for the reading needs of the student with dyslexia. It is important to remember that while intervention is most preventative when provided in kindergarten and first grade, older children with reading disabilities will also benefit from focused and intensive remedial instruction.

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. In accordance with 19 TAC §74.28(c), districts shall purchase or develop a reading program for students with dyslexia and related disorders that incorporates **all** of the components of instruction and instructional approaches in the following section:

#### **H. Critical, Evidence-Based Components of Dyslexia Instruction**

(Expanded definition of components and delivery of instruction is in the State of Texas Dyslexia Handbook 2022)

**Phonological awareness   Sound-symbol association   Syllabication   Orthography  
Morphology   Syntax   Reading comprehension   Reading fluency**

#### **I. Enrollment in Gifted/Talented and Advanced Academic Programs**

A student who has been identified with dyslexia can also be a gifted learner, or a twice-exceptional learner. A twice-exceptional learner is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same

age, experience, or environment and who exhibits high-performance capability in an intellectual,

creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field (TEC §29.121) and who also gives evidence of one or more disabilities as defined by federal or state eligibility (IDEA 2004) (300.8) (§504) criteria such as learning disabilities, speech and language disorders, emotional/behavioral disorders, physical disabilities, sensory disabilities (hearing impaired, visually impaired, blind-deaf), traumatic brain injury, autism spectrum disorder, or other health impairments such as ADHD.

Assessment and identification of twice-exceptional learners can be challenging and requires those vested in the education of these learners to be knowledgeable of the unique characteristics and behaviors demonstrated by these learners. Often the disability masks the giftedness, which places emphasis on barriers to learning instead of the potential that the learner has as a result of the gifted attributes. Conversely, the giftedness may mask the disability, which may result in the learner's experiencing gaps in learning compounded by the disability, thus affecting how the learner perceives his or her abilities.

Twice-exceptional students must be provided access to all service and course options available to other students. The US Department of Education's Office for Civil Rights offers information for addressing students with disabilities seeking enrollment in advanced academic programs (e.g., Advanced Placement and International Baccalaureate). For more information, see [www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.pdf](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.pdf).

## **J. Professional Development Relative to Dyslexia for All Teachers**

Research consistently confirms the impact that a knowledgeable teacher can have on the success or failure of even the best reading programs (Shaywitz, 2003). To ensure that general education teachers are knowledgeable about dyslexia, TEC §21.054(b) and TAC §232.11(c) require educators who teach students with dyslexia to be trained in new research and practices related to dyslexia as a part of their continuing professional education (CPE) hours.

For each campus, the dyslexia interventionists or Section 504 campus coordinator must be familiar with and prepared to use the techniques, tools, and strategies outlined in the State of Texas Dyslexia Handbook 2022. They may also serve as trainers and consultants in the area of dyslexia and related disorders for regular, remedial, and special education teachers. In addition, in Texas K–12 education, dyslexia practitioner licensure is voluntary. K–12 educators can provide services to those with dyslexia without being licensed. However, K–12 educators must have training in the components and delivery of dyslexia instruction outlined in the State of Texas Dyslexia Handbook 2022 if they are providing the dyslexia services.

## **K. Technology Integration for Students with Dyslexia (TEC §38.0031)**

The research is definitive regarding technology and instruction for students with dyslexia. When students have access to effective technology, their overall educational performance improves. One of the best ways to use technology is in combination with instruction in reading strategies and processes. Technology is not intended to take the place of quality reading instruction. It should be used in combination with teacher-directed instruction and intervention. Technology should never be used as a substitute for quality instruction; it is intended to supplement, not supplant.

The *Technology Integration for Students with Dyslexia* online tool (TEC §38.0031) is a resource developed to support instructional decisions regarding technology that benefits students with dyslexia. To view this source, visit [www.region10.org/dyslexia/techplan](http://www.region10.org/dyslexia/techplan).

## **IV. CRITICAL INFORMATION ABOUT ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES TAKING STATE ASSESSMENTS**

For students who receive special education or Section 504 services, the decision for a student to use accommodations during the statewide assessments is made by the ARD committee or Section 504 placement committee. In those rare instances where a student does not receive services but meets the eligibility criteria because of a disabling condition, the decision about using accommodations on the assessments is made by the appropriate team of people at the campus level, such as the Response to Intervention (RTI) team or student assistance team. Additional guidelines and suggestions are listed in the State of Texas Dyslexia Handbook 2022.

### **A. Using Accommodations during Classroom Instruction and Testing**

The use of accommodations primarily occurs in the classroom on a daily basis. Understanding the basic principles of accommodations helps ensure their appropriate use in all educational settings.

## B. Accommodations

- are changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction
- should be effective in allowing a student access to the Texas Essential Knowledge and Skills (TEKS)
- must be individualized for each student
- are intended to reduce the effect of a student's disability
- should be routinely used during classroom instruction and testing
- may be appropriate for classroom use but may not be appropriate or allowed for use on a statewide assessment
- should be documented in the appropriate student paperwork
- should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year
- are **not** necessary for every student
- are **not** changes to the performance criteria of an assignment or assessment
- are **not** changes to the content being assessed and should not replace the teaching of subject specific knowledge and skills as outlined in the TEKS
- should **not** be provided to an entire group of students, such as those in the same class or disability category, as a "one-size-fits-all" accommodation
- are **not** intended to provide a student with a disability an advantage (e.g., increase a passing score to a higher score)
- should **not** be provided to a student without evidence of effectiveness from year to year

Educators who make decisions about accommodations for a student should have knowledge of the TEKS and a clear understanding of the student's performance in relation to the TEKS. In addition, educators should continually collect and analyze data pertaining to the use and effectiveness of accommodations so that informed educational decisions can be made for each student. Such data could include observational reports or assignment/test scores with and without the use of the accommodation. Sometimes an accommodation becomes ineffective or inappropriate over time due to the student's age or changing needs. By analyzing data, an educator may be able to see that the student has gained skills, overcome weaknesses, or progressed in the curriculum and no longer needs the accommodation. Or it may confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

## C. Using Accommodations on Statewide Assessments

Accommodations provided to students during classroom instruction and testing may differ from accommodations allowed for use on statewide assessments. This should not discourage the use of appropriate accommodations during instruction. Classroom instruction is intended to provide each student the opportunity to learn the state-mandated curriculum. To accomplish this, educators should use a variety of techniques to meet the needs of each student, thus allowing each student to maximize his or her academic potential.

However, statewide assessments are intended to measure how well each student has mastered the state-mandated curriculum. In order to assure the reliability, validity, and security of all statewide assessments, **only those accommodations that do not invalidate the content being measured or**

**compromise the security and integrity of the assessments are allowed.** Therefore, not all accommodations used routinely in the classroom are appropriate or allowed for use during the statewide assessments.

#### **D. Testing Accommodations**

After determining the instructional accommodation(s) that are effective for a student, the educator should investigate whether those accommodations are allowed on a statewide assessment. The Accommodation Document from TEA organizes accommodations for students with disabilities by type in accordance with the specificity of the eligibility criteria and the need for TEA approval. The

accommodation type is also recorded on the student's answer document. The complete Accommodation Document with links to each accommodation policy is available on the Accommodations for Students with Disabilities webpage.

#### **V. STUDENT MONITORING**

Monitoring may include, but is not limited to, the collection/evaluation of:

- Progress reports
- Report cards
- State assessment data
- Teacher reports/checklists
- Parent reports/checklists
- Counselor reports
- Other program reports
- Additional assessment data

Students qualifying for dyslexia services that are identified as §504 or special education will follow monitoring/re-evaluation requirements outlined in federal law.

No one factor is sufficient to warrant exiting a student from direct dyslexia services. Dismissal from the dyslexia reading program is determined by the §504 or ARD committee. The committee considers the following factors when recommending exiting or reduction of dyslexic services:

- Completion of the district dyslexia program
- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher
- The student passed the reading portion of the state assessment
- Committee recommendation
- Parents request in writing that the student exit the program

If a student has shown substantial progress and the §504 committee or ARD committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services.

# **Part 2:**

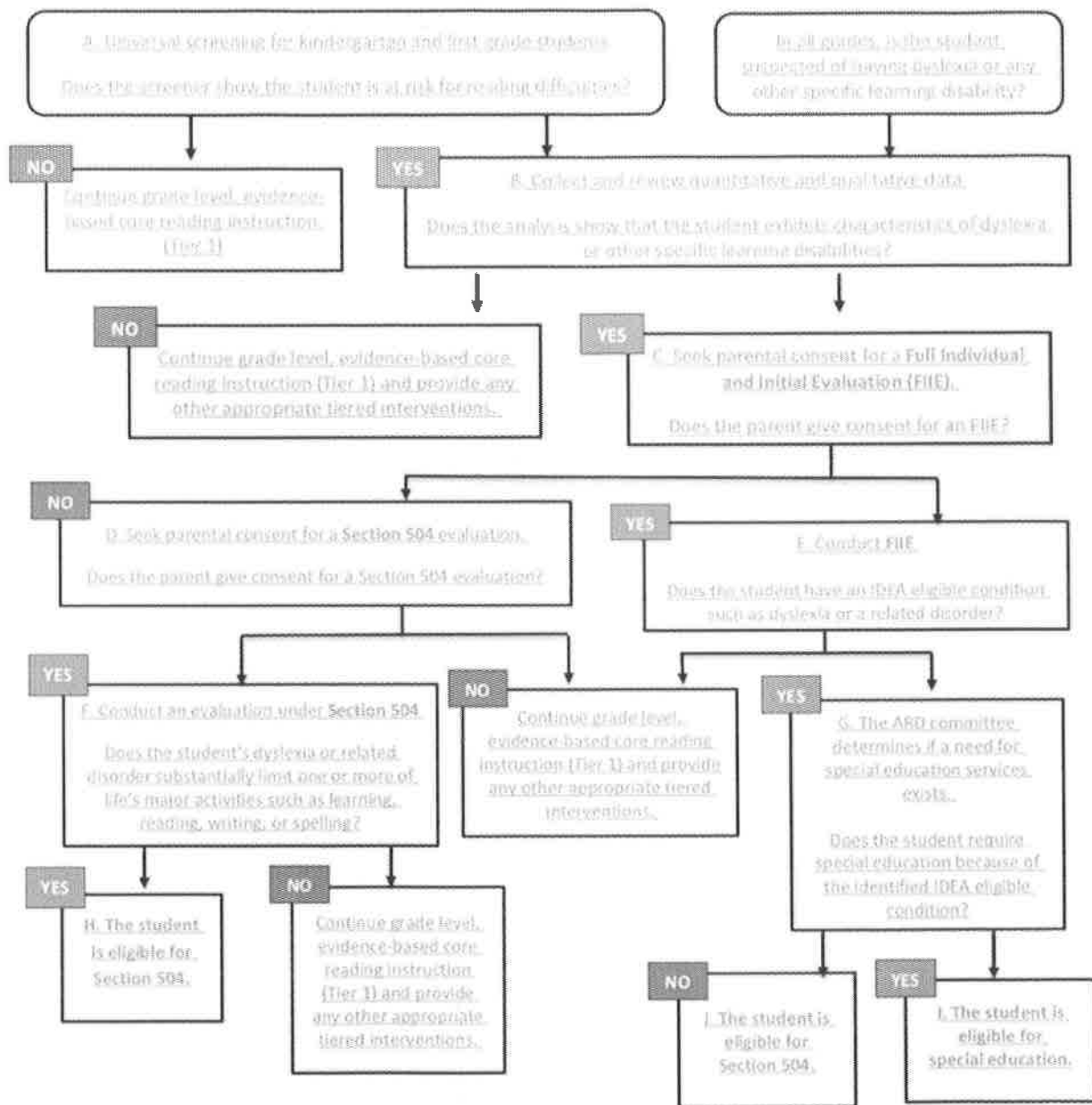
# **Resources**





Figure 3.5

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



## **37 Common Characteristics of Dyslexia** Adapted from Ronald D. Davis, ©1992

**Most people with dyslexia or ADHD will exhibit at least 10 of the following traits and/or behaviors.**

### **GENERAL**

- Appears bright, highly intelligent, and articulate but unable to read, write, or spell at grade level.
- Labeled lazy, dumb, careless, immature, “not trying hard enough,” or “behavior problem.”
- Isn’t “behind enough” or “bad enough” to be helped in the school setting.
- High IQ, yet may not test well academically; tests well orally, but not written.
- Feels stupid; has poor self-esteem; hides or covers up weaknesses with ingenious compensatory strategies; easily frustrated and emotional about school reading or testing.
- Talented in art, drama, music, sports, mechanics, story-telling, sales, business, designing, building, or engineering.
- Seems to “zone out” or daydream often; gets lost easily or loses track of time. Difficulty sustaining attention; seems “hyper” or “daydreamer.”
- Learns best through hands-on experience, demonstrations, experimentation, observation, and visual aids.

### **VISION, READING, AND SPELLING**

- Complains of dizziness, headaches or stomach aches while reading.
- Confused by letters, numbers, words, sequences, or verbal explanations.
- Reading or writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words.
- Complains of feeling or seeing non-existent movement while reading, writing, or copying.
- Seems to have difficulty with vision, yet eye exams don’t reveal a problem.
- Extremely keen sighted and observant, or lacks depth perception and peripheral vision.
- Reads and rereads with little comprehension.
- Spells phonetically and inconsistently.

### **HEARING AND SPEECH**

- Has extended hearing; hears things not said or apparent to others; easily distracted by sounds.
- Difficulty putting thoughts into words; speaks in halting phrases; leaves sentences incomplete; stutters under stress; mispronounces long words, or transposes phrases, words, and syllables when speaking.

### **WRITING AND MOTOR SKILLS**

- Trouble with writing or copying; pencil grip is unusual; handwriting varies or is illegible.
- Clumsy, uncoordinated, poor at ball or team sports; difficulties with fine and/or gross motor skills and tasks; prone to motion-sickness.
- Can be ambidextrous, and often confuses left/right, over/under.

### **MATH AND TIME MANAGEMENT**

- Has difficulty telling time, managing time, learning sequenced information or tasks, or being on time.
- Computing math shows dependence on finger counting and other tricks; knows answers, but can't do it on paper.
- Can count, but has difficulty counting objects and dealing with money.
- Can do arithmetic, but fails word problems; cannot grasp algebra or higher math.

### **MEMORY AND COGNITION**

- Excellent long-term memory for experiences, locations, and faces.
- Poor memory for sequences, facts and information that has not been experienced.
- Thinks primarily with images and feeling, not sounds or words (little internal dialogue).

### **BEHAVIOR, HEALTH, DEVELOPMENT AND PERSONALITY**

- Extremely disorderly or compulsively orderly.
- Can be class clown, trouble-maker, or too quiet.
- Had unusually early or late developmental stages (talking, crawling, walking, tying shoes).
- Prone to ear infections; sensitive to foods, additives, and chemical products.
- Can be an extra deep or light sleeper; bedwetting beyond appropriate age.
- Unusually high or low tolerance for pain.
- Strong sense of justice; emotionally sensitive; strives for perfection.
- Mistakes and symptoms increase dramatically with confusion, time pressure, emotional stress, or poor health.

## HEMPHILL ISD – SUGGESTED ACCOMMODATIONS FOR THE STUDENT WITH DYSLEXIA

Student name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Put a check mark by the modification recommended.**

- Allow the student to copy from paper rather than the chalkboard or overhead.  Modification or assistance for copying/note taking  Tape lectures.
- Avoid penalizing for handwriting errors.
- Give directions in small distinct steps.
- Have the student repeat the instructions orally.
- Demonstrate the procedures before beginning independent work.
- Read proper nouns.
- Read all questions and answers to a student.
- Peer/Buddy reading
- Use taped texts
- Avoid penalizing for spelling errors.
- Code unknown words in textbooks.
- Allow the student to subvocalize while reading “silently”.
- Provide study aids/manipulatives.
- Change pace of instruction.
- Keep an assignment journal.
- Provide preferential seating.
- Allow frequent breaks.
- Reduce written tasks.
- Adapt reports to projects.
- Allow use of a computer for word processing.
- Allow use of cursive in the classroom.
- Modify tests/oral administration/shortened test/change in format. Read all questions and answers to student for testing purposes.
- Extended time for assignments or tests
- Other: \_\_\_\_\_

## **HEMPHILL ISD – SUGGESTED ACCOMMODATIONS FOR THE CLASSROOM TEACHERS**

Intelligent students who have unusual difficulty with written language skills often perform very well in the areas of verbal or experiential learning. Whenever possible, the curriculum and school work requirements need to be adapted to their unique learning abilities. The following suggestions will help students who have less talent for written language skills learn more successfully.

### **FIND A WAY FOR STUDENTS TO USE THEIR SPECIAL TALENTS**

- Building three-dimensional models or projects
- Demonstrating and/or discussing hobbies
- Completing art or visual projects rather than written

### **STRESS VERBAL PARTICIPATION**

- Reduce reading requirements
- Provide tapes of content area textbooks
- Do not require student to read aloud
- Reduce written work assignments
- Substitute oral reports for written reports
- Accept work dictated by student and written by parent or tutor

### **MAKE DIRECTIONS BRIEF AND SIMPLE**

- Give only one step at a time
- Ask student to repeat; make sure he/she understands
- Give examples; allow student time to rehearse each step
- Encourage student to ask questions; treat each question patiently

### **TEACH STUDENT HOW TO ORGANIZE**

- Break assignments into small steps
- Allow a “buddy” to write down assignments
- Help schedule long term assignments
- Allow student more time to think

### **PROVIDE MEMORY AIDS**

- Post visual reminders or examples
- Provide matrix charts
- Allow student to tape record lectures and test reviews

### **GRADE ABILITIES, NOT DISABILITIES**

- Grade verbal performance more than written performance
- Give credit for effort and time spent
- Test student orally whenever possible

### **REQUEST PARENTS’ COOPERATION AND HELP**

- Encourage parents to read student’s homework to him/her
- Make parents become aware of the need for structure in student’s daily life
- Help parents to structure student’s study time
- Encourage parents to designate a regularly scheduled time and place for homework
- Encourage parents to provide opportunities for student to discover and develop his/her unique abilities

Help parents to develop a positive attitude and understanding of their child's worth

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**HEMPHILL ISD – SUGGESTED ACCOMMODATIONS AND INSTRUCTION  
FOR**

# STUDENTS WITH DYSLEXIA

## Textbooks and Curriculum

### Books/Reading

- Provide audiotapes/CDs of textbooks and have student follow the text while listening
- Provide summaries of chapters
- Use marker or highlighting tape to highlight important textbook sections
- Assign peer reading buddies
- Use colored transparency or overlay
- Review vocabulary prior to reading
- Provide preview questions
- Use videos related to the readings
- Provide a one-page summary and/or a review of important facts
- Do not require student to read aloud
- Talk through the material one-to-one after reading assignments

### Curriculum

- Shorten assignments to focus on mastery of key concepts
- Shorten spelling tests to focus on mastering the most functional words
- Substitute alternatives for written assignments (posters, oral/taped or video presentations, projects, collages, etc.)

### Classroom Environment

- Provide a computer for written work
- Seat student close to teacher in order to monitor understanding
- Provide quiet during intense learning times

## Instruction and Assignments

### Directions

- Give directions in small steps and with as few words as possible
- Break complex direction into small steps—arrange in a vertical list format
- Read written directions to student, then model/demonstrate
- Accompany oral directions with visual clues
- Use both oral and written directions
- Ask student to repeat; check for understanding

### Writing

- Use worksheets that require minimal writing
- Provide a “designated note taker;” photocopy another student’s or teacher’s notes
- Provide a print outline with videotapes
- Allow student to use a keyboard when appropriate
- Allow student to respond orally
- Grade only for content not spelling or handwriting
- Have a student focus on a single aspect of a writing assignment (elaboration, voice, etc.)
- Allow student to dictate answer to essay questions

- Reduce copying tasks
- Reduce written work

### **Math**

- Allow student to use a calculator without penalty
- Use visuals and concrete examples
- Use grid paper to help correctly line up math problems
- Present information in small increments and at a slower pace
- Take time to reteach if student is struggling to understand
- Read story problems aloud
- Break problems into smaller steps

### **Testing**

- Go over directions orally
  - Permit as much time as needed to complete tests; avoid timed testing
  - Read test materials and allow oral responses
  - Separate content from mechanics/conventions grade
  - Provide typed test materials, not tests written in cursive
  - Allow student to respond on tape, with a typewriter, or by dictating answers to a tutor for assessment
- Allow tests to be taken in a room with few distractions

## **Components of Instruction, as appropriate for the reading needs of the student, include:**

1. Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language.
2. Graphophonemic knowledge instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order
3. Language Structure Instruction that encompasses morphology, semantics, syntax, and pragmatics.
4. Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are the carriers of meaning.
5. Strategy-oriented instruction in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers.

## **Instructional Approaches as appropriate to meet the instructional needs of the student, include:**

1. Explicit, direct instruction that is systematic, sequential, and cumulative.
2. Individual instruction that meets the specific learning needs of each individual student in a small group setting.
3. A reading curriculum that matches each student's individual ability level and contains all of the Components of Instruction managed in 19 TAC 74.28
4. Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the Components of Instruction.



# **Part 3:**

## **District Dyslexia**

### **Forms –**

# **FOUND IN SUCCESS ED.**

