

Groveton ISD
Dyslexia and Related Disorders
District Procedures



Updated February 2022
Source: *The Dyslexia Handbook,*
2021 Update

Introduction

The Texas Education Agency provided The Dyslexia Handbook, 2021 Update for use by all Texas Schools. The Dyslexia Handbook is thorough and complete. It would be impossible to make it any better by leaving out any part, or by adding anything to it. For this reason, GISD aims to use the wealth of information in The Dyslexia Handbook, 2021 Update, and to adopt and follow the guidelines it provides. Herein is simply our own outline, as a guide for our personnel, as we seek to serve students who struggle with dyslexia and related disorders in the most appropriate ways.

Note: When locating, referring, evaluating, identifying and serving students with dyslexia or related disorders, the following requirements must be followed:

- ***Child Find*** - a legal requirement that the Local Education Agency (LEA) find all children who have disabilities and who may be entitled to special education
- ***IDEA*** – Individuals with Disabilities Education Act
- ***Section 504 of the Rehabilitation Act of 1973***
- ***TEC § 38.003 Screening and Treatment for Dyslexia and Related Services***
- ***TEC § 28.006 Reading Diagnosis***
- ***TAC § 74.28 Students with Dyslexia and Related Disorders***

Table of Contents

- I. Flow Charts from The Dyslexia Handbook, 2021 Update....i, ii, iii
- II. Dyslexia Screening.....1
- III. Dyslexia Data Review.....3
- IV. Dyslexia Formal Evaluation.....3
- V. Dyslexia Identification.....6
- VI. Dyslexia Instruction.....7
- VII. Dyslexia Accommodations and Digitally Recorded Materials.....8
- VIII. Dysgraphia Screening and Data Review.....9
- IX. Dysgraphia Formal Evaluation.....10
- X. Dysgraphia Instruction.....13
- XI. Dysgraphia Accommodations & Technology Tools.....15

**Figure 2.5
Universal Screening and Data Review for
Reading Risk**

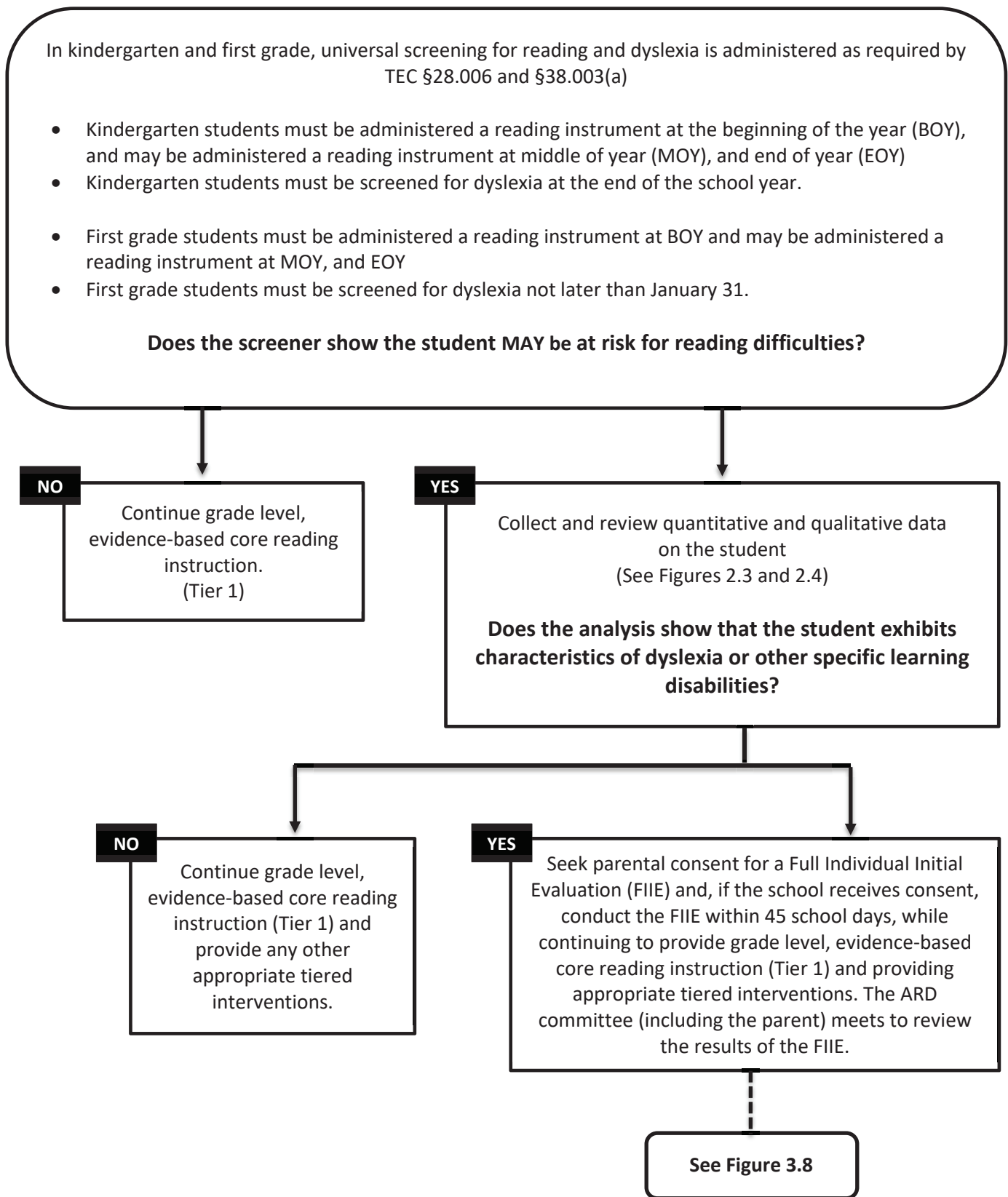
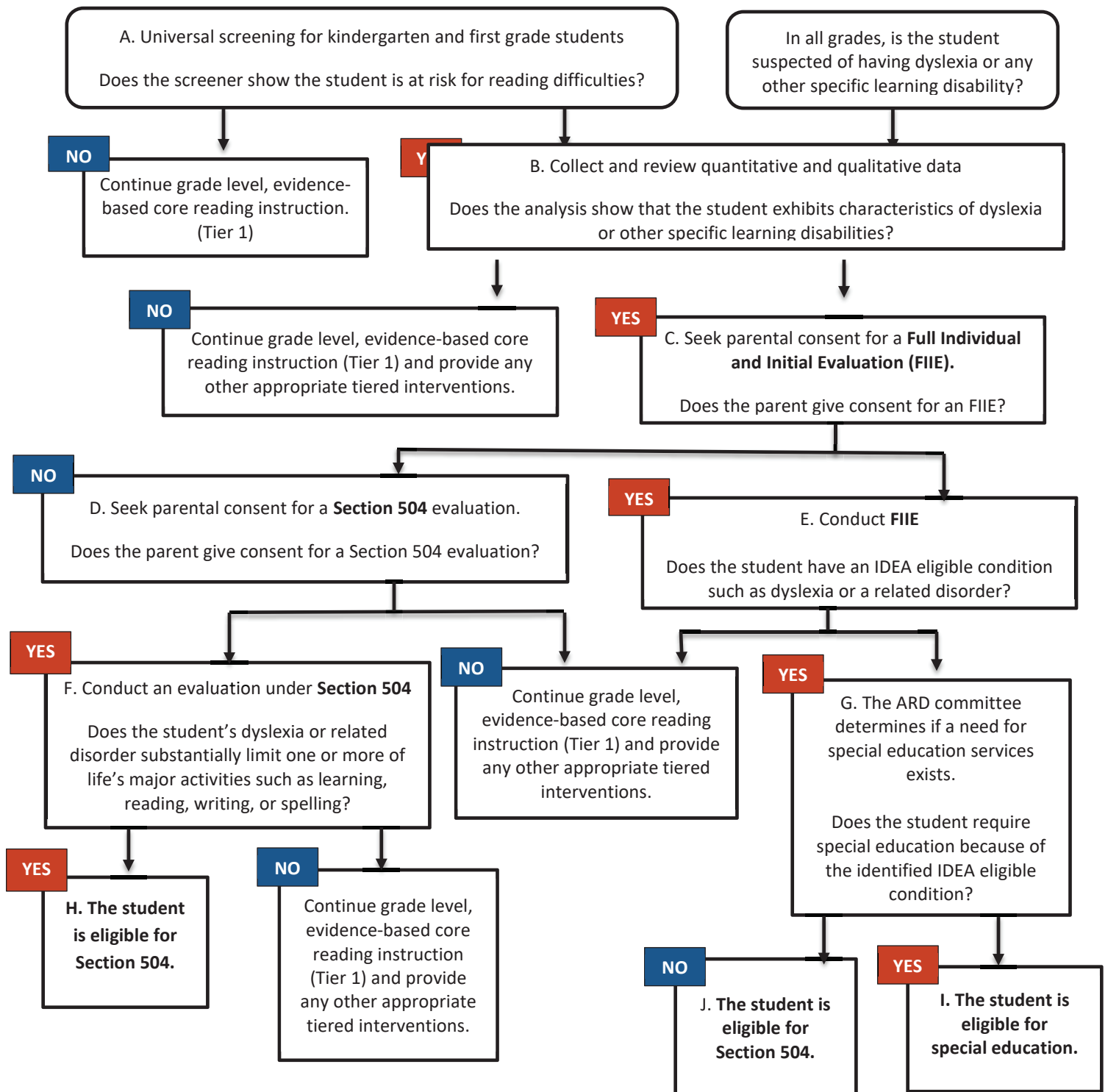


Figure 3.8

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



*See next page for additional detail.

Pathway to the Identification and Provision of Instruction for Students with Dyslexia

<p>A. Universal Screening for reading and dyslexia is administered to all students in kindergarten and first grade as required by TEC §28.006 and §38.003(a).</p>	
<p>B. If a student is at risk for reading difficulties or the student is suspected of having dyslexia or any other specific learning disability, collect and review quantitative and qualitative data on the student. See Figures 2.3 and 2.4 in Dyslexia Handbook for more information.</p>	
<p>C. If the analysis shows that the student exhibits characteristics of dyslexia or other specific learning disabilities, seek parental consent for a Full Individual and Initial Evaluation (FIIE), while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions.</p>	
<p>D. For students suspected of having dyslexia, if the parent does not give consent for an FIIE, seek parental consent for a Section 504 evaluation, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions.</p>	<p>E. If the parent gives consent for an FIIE, conduct the FIIE within 45 school days (subject to limited exceptions) of the date of receipt of parent consent, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions. The ARD committee (including the parent) must meet to review the results of the FIIE.</p>
<p>F. If the parent gives consent for a Section 504 evaluation, conduct an evaluation under Section 504 while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions.</p>	<p>G. If a student has an IDEA eligible condition such as dyslexia or a related disorder, the ARD committee determines if a need for special education services exists.</p>
<p>H. If the student’s dyslexia or related disorder substantially limits one or more of life’s major activities such as learning, reading, writing, or spelling, the student is eligible for Section 504, the 504 committee (parent participation is recommended) develops a Section 504 plan for the student to provide services including standard protocol dyslexia instruction, accommodations, and/or related aids specific to the student’s disability.</p>	<p>I. If the student requires special education because of the identified IDEA eligible condition, the student is eligible for special education. The ARD committee develops the IEP for the student to receive specially designed instruction which can include any appropriate special education and related services, and general education programs and services, including standard protocol dyslexia instruction. While an IEP is individualized to the student, the IEP should address critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. The determination of eligibility and the development of an IEP, if the student is eligible, must be done within 30 days (subject to limited exceptions) from the date that the written FIIE evaluation report is completed. Obtain parental consent for special education services.</p>
	<p>J. If the parent declines, the LEA must still provide all general education services including any protections available under Section 504.</p>

Dyslexia Screening

Note: At the time of the Dyslexia Handbook, 2021 Update, it was determined that there are no grade-level appropriate screening instruments for dysgraphia and the other identified related disorders.

1. **Universal:** All Kindergarteners and all 1st graders participate in TEC § 38.003 Dyslexia Screening.

Also, all Kindergarteners, 1st and 2nd graders, as well as all 7th grade students who did not demonstrate reading proficiency on the 6th grade state reading assessment, participate in TEC § 28.006 Reading Diagnosis.

2. **Timing:** Kindergarteners are screened for Dyslexia at the end of the school year. The Kindergarten screening takes place during a 2 week window in April (EOY).

First Graders are screened for dyslexia no later than January 31. The 1st Grade screening takes place during a two week window in September (BOY), then again during a two week window in December (MOY).

The Kindergarten, 1st grade, and 2nd grade Reading Diagnosis takes place three times per school year (BOY, MOY, and EOY).

The 7th Grade Reading Diagnosis takes place during the first month of school.

3. **Instruments:** GISD uses **MCLASS** for the Kindergarten, 1st and 2nd grade Reading Diagnosis and Dyslexia Screening. This tool is listed on the Commissioner's List of Reading Instruments.

GISD uses Istation ISIP for the 7th Grade Reading Diagnosis.

4. **Testing Administrator:** The Kindergarten, 1st and 2nd grade Reading Diagnosis and the Dyslexia Screening are administered by individuals who are certified as a classroom teacher in Kindergarten and Grade 1 (either the student classroom teacher or the Dyslexia teacher).

The 7th grade Reading Diagnosis is administered by the 7th grade Reading teacher.

5. **Results:** Results of the Reading Diagnosis and of the Screener are shared with parents using the MCLASS Parent Report. In response to the results, teachers will provide grade-level, evidence based core reading instruction along with appropriate tiered interventions.

Results of the 7th grade Istation are attached to student progress reports that are sent home to parents.

For first graders before January 31st, and for Kindergarteners at the end of the year, the Screening may identify some students as being “at risk for dyslexia.” Parents are notified by a phone call from the Dyslexia Interventionist. This phone call gives the parents the chance to ask any questions they may have about their child’s reading. The Dyslexia Interventionist will begin working with those students and will begin the process of gathering data for review.

At any point in the data review process, a referral for an FIIE under the IDEA may be initiated.

Students already being served in Special Education may be identified by the screening as “at risk for dyslexia.” In this case, the Dyslexia Interventionist notifies the Special Education teacher, so that the ARD can any action needed, and/or make any necessary decisions about the best way to serve the student.

The Dyslexia Interventionist also shares the results with the PEIMS coordinator, so that student information can be updated in PEIMS. Codes for “Qualifies/Does not qualify for accelerated reading” and Codes for “At risk for dyslexia” are entered into PEIMS by the PEIMS coordinator.

Other Grade Levels (Non-screening grades)

At any appropriate time, a student may be referred for a dyslexia/other related disorder evaluation. Beyond second grade, teachers or parents may notice reading difficulties that reflect common risk factors for dyslexia. Students may reach middle school or high school without ever being screened, evaluated, or identified; even so, a student may have dyslexia or a related disorder. **Referrals for a dyslexia evaluation can be considered at any time, Kindergarten – high school.** The dyslexia interventionist should be consulted, and the process of gathering data should begin.

Dyslexia Data Review

A team of persons with knowledge of the student, instructional practices and instructional options meets to discuss the data collected. This team may include the classroom teacher, administrator, and the dyslexia interventionist. The team may include parents and a diagnostician. The team will decide whether the data leads to a suspicion of a disability, including dyslexia or a related disorder, and provide guidance for next steps.

Dyslexia Formal Evaluation

*Formal evaluation through an FIIE must follow **IDEA** safeguards, requirements and procedures. The Houston-Trinity County Shared Services Co-op will provide all forms, conduct all meetings, and will assess the child all in accordance with IDEA. The Dyslexia Interventionist will administer the dyslexia part of the evaluation.*

*Formal evaluation through **Section 504 of the Rehabilitation Act of 1973** must follow those safeguards, requirements and procedures. The Groveton ISD Section 504 committee will provide all forms and conduct all meetings, and the Dyslexia Interventionist will administer the formal evaluation all in accordance with Section 504.*

Areas for evaluation

Academic Skills

- Letter knowledge (name and associated sound)
- Reading words in isolation
- Decoding unfamiliar words accurately
- Reading fluency (rate, accuracy, and prosody)
- Reading Comprehension
- Spelling

Cognitive Processes

- Phonological/phonemic awareness
- Rapid naming of symbols or objects

Possible Additional Areas

- Vocabulary
- Listening Comprehension
- Verbal expression
- Written expression
- Handwriting
- Memory for letter or symbol sequences (orthographic processing)
- Mathematical calculation/reasoning
- Phonological memory
- Verbal working memory
- Processing speed

The ARD committee (or the Section 504 committee), along with the dyslexia interventionist, will interpret test results in the light of the student's educational history, linguistic background, environmental or socioeconomic factors, student's linguistic background, and any other pertinent factors that affect learning.

The ARD (or Section 504) committee first determines what the student's weakness are in reading, with consideration of the following:

Primary 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

Individuals demonstrate differences in degree of impairment and may not exhibit all of the characteristics listed above.

Reading/Spelling Characteristics most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of the 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

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

A Family history of Dyslexia may be present.

Dyslexia Identification

The ARD (or the Section 504 committee) will consider these questions to determine the Identification of Dyslexia:

- Do 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 abilities and provision of effective classroom instruction? (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.)

Once the condition of dyslexia has been identified, the ARD committee (or the Section 504 committee) determines the most appropriate way to serve the student:

- Through Special Education with an appropriate IEP that reflects the need for dyslexia instruction.
- If the student is identified with dyslexia but is not eligible for special education, the student may receive dyslexia instruction and accommodations under Section 504. The Section 504 committee will use the FIIE and develop an appropriate plan for the student without delay.
- For students identified through Section 504, the Section 504 committee will develop the student's Section 504 plan, which will include appropriate reading instruction.
- If the formal evaluation indicates that the student does not have an IDEA eligible condition (including dyslexia or other related disorder), the student will continue grade level, evidence-based core reading instruction (Tier 1) along with any appropriate interventions.

Dyslexia Instruction

GISD uses the Standard Protocol Dyslexia Instruction **Reading By Design**.

The program is delivered using the following practices:

- Simultaneous, multisensory (VAKT – Visual, Auditory, Kinetic, Tactile)\
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction (present the parts of language, then teach how the parts work together to form a whole)
- Analytic instruction (present the whole and teaches how it can broken into the component parts.)

Dyslexia Accommodations and Digitally Recorded Materials

Accommodations are not a one-size-fits-all; rather the impact of dyslexia on each individual student determines the necessary accommodation(s).

Examples of classroom accommodations:

- copies of notes (teacher or peer provided)
- note-taking assistance
- additional time on class assignments
- reduced/shortened assignments (e.g. chunking assignments into manageable units, fewer items given on a test or homework without eliminating concepts, or student planner to assist with assignments)
- alternate test location that provides a quiet environment and reduces distractions
- priority seating
- oral reading of directions or written material
- word banks
- audiobooks
- text to speech
- speech to text
- electronic spellers
- electronic dictionaries
- formula charts
- adaptive learning tools and features in software programs

Not all accommodations used in the classroom are allowed during a state assessment. For more information, visit <https://tea.texas.gov/accommodations/>

Electronic Access to Digitally Recorded Materials

Bookshare and **Learning Ally** provide electronic access to digitally recorded materials for students with print disabilities. TEA provides links to these and other resources for students with disabilities:

<http://www.tea.state.tx.us/index2.aspx?id=2147487109>

Dysgraphia Screening and Data Review

At the time of the update to the Dyslexia Handbook, it was determined that there are no grade-level appropriate screening instruments for dysgraphia and the other identified related disorders.

Teachers, parents, diagnosticians and other professionals may notice that a child has difficulty with handwriting, and wonder if the child may have dysgraphia. In this case, the first step in the evaluation process is to collect data, just as in any case when a student exhibits learning difficulties:

Criteria to consider (student work samples and observations) :

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

Does the student demonstrate the following?

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

If dysgraphia is suspected, parents are contacted. The process of gathering data begins.

Dysgraphia Formal Evaluation

With parent consent, formal evaluation for dysgraphia will proceed through an FIE. All IDEA processes, procedures and safeguards will be followed.

Domains to assess:

Academic Skills

- Letter formation
- Handwriting
- Word/sentence dictation (timed and untimed)
- Copying of text
- Written expression
- Spelling
- Writing fluency (both accuracy and fluency)

Cognitive Processes

- Memory for letter or symbol sequences (orthographic processing)

Possible Additional Areas

- Phonological awareness
- Phonological memory
- Working memory
- Letter retrieval
- Letter matching

The ARD committee will include members who are knowledgeable about the following:

- Student being assessed
- Evaluation instruments being used
- Interpretation of the data being collected
- The handwriting process
- Dysgraphia and related disorders
- Dysgraphia instruction
- District, state and federal guidelines for evaluation

Questions for the ARD committee's consideration:

1. Do the student's difficulties reflect a pattern of evidence in the primary characteristics of dysgraphia with unexpectedly low performance for the student's age and educational level in some or all of the following areas?

- Handwriting
- Writing fluency (accuracy and rate)
- Written expression
- Spelling

2. Does the student's data indicate that these difficulties are unexpected in relation to the student's other abilities sociocultural factors, language differences, irregular attendance, or lack of appropriate and effective instruction? **It is not one single indicator, but a preponderance of informal and formal data that provide the committee with evidence for whether these difficulties are unexpected.**

3. Questions to determine the identification of dysgraphia:

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

4. If dysgraphia is identified, the committee will determine the most appropriate way to serve the student.

- If the student is eligible as a student with a specific learning disability (dysgraphia):
 - The student is eligible for services under IDEA through special education.
 - The student's IEP must include appropriate writing instruction, which might include instruction from a related services provider.
- If the student is identified with dysgraphia but is not considered a student with a disability under IDEA, (the student does not need specifically designed instruction), the student may receive appropriate accommodations and services under Section 504. The Section 504 committee will make appropriate decisions regarding the student's instruction.
- If the formal evaluation indicates that the student does not have an IDEA eligible condition (including dysgraphia or other related disorder), the student will continue grade level, evidence-based core reading instruction (Tier 1) along with any appropriate interventions.

Dysgraphia Instruction

1. Handwriting: Elements of Handwriting Instruction that may be used to support students whose penmanship is illegible or dysfluent:

- Show students how to hold a pencil
- Model efficient and legible letter formation
- Provide multiple opportunities for students to practice effective letter formation
- Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes
- Have students practice writing letters from memory
- Provide handwriting fluency practice to build students' automaticity
- Practice handwriting in short sessions

Handwriting Hierarchy of Instruction:

- Posture: Also known as “Watch Our Writing” (WOW)
 - Feet are flat on the floor
 - Back is straight
 - Paper slanted so that the edge of the paper is parallel to the writing arm
 - Paper anchored with the non-writing hand
 - Pencil grip and position is correct
- Grip: Normal tripod grip with pencil resting on the first joint of the middle finger with the thumb and index fingers holding the pencil in place at a 45° angle.
- Letter Formation: Emphasis placed in the following order:
 - Shape
 - Proportion
 - Size
 - Rhythm/fluency
 - Slant

- Sequence
 - Lower case letters first, capitals as needed beginning with first letters of student name
 - Manuscript – group by stroke formation
 - Cursive – group by beginning approach stroke
 - Letters
 - Syllables
 - Words
 - Phrases
 - Sentences
 - Paragraphs

2. Spelling: Handwriting supports spelling, which is a complex process of translating a phoneme to the corresponding grapheme in order to generate written text to express an idea. The following are guiding principles:

- Phoneme-grapheme correspondence
- Letter order and sequence patterns, or orthographic conventions:
 - Syllable types
 - Orthographic rules
 - Irregular words
- Position of phoneme or grapheme in a word
- Meaning (morphology) and part of speech
- Language of origin

3. Writing: Students with written expression difficulties because of dysgraphia would benefit from being taught explicit strategies for composing including planning, generating, reviewing/evaluating, and revising different genres including narrative, informational, compare and contrast, and persuasive compositions.

4. Delivery of instruction: Content should be delivered with the following principles:

- Simultaneous, multisensory (VAKT)
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity

Dysgraphia Accommodations and Technology Tools

Accommodations are not a one-size-fits-all; rather the impact of dysgraphia on each individual student determines the accommodation. Consider the following:

- The rate of producing written work
- The volume of the work to be produced
- The complexity of the writing task
- The tools used to produce the written product
- The format of the product

Examples of classroom accommodations include:

- Allow more time for written tasks including note-taking, copying, and tests
- Reduce the length of written assignments
- Provide copies of notes, or assign a note taking buddy, to assist with filling in missing information
- Allow the student to audio record important assignments and/or take oral tests.
- Assist the student in developing logical steps to complete a writing assignment instead of completing the assignment all at once
- Allow the use of technology (e.g., speech to text software)
- Allow the student to use cursive or manuscript, whichever is most legible and most efficient
- Allow the student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns of numbers
- Offer an alternative to a written project such as an oral report, dramatic presentation, or visual media project

For more information about accommodations, see At a Glance: Classroom Accommodations for Dysgraphia available at

<https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/at-a-glance-classroom-accommodations-for-dysgraphia>

Technology Tools: There are many technology resources to assist a student with dysgraphia. For more information, visit

<https://www.region10.org/programs/dyslexia/techplan>