Montague **INDEPENDENT SCHOOL DISTRICT**

DISTRICT DYSLEXIA PROGRAM
PROCEDURES

Montague Independent School District
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MONTAGUE INDEPENDENT SCHOOL DISTRICT

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Montague ISD is a Pre-K through 8th grade campus, with all grades being on one campus.

Montague ISD
District Dyslexia Program Procedures

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Montague ISD
Dyslexia Mission Statement and Dyslexia Program Goals

The mission of the Montague Independent School District Dyslexia Department is to:

Provide all eligible students with dyslexia with the multi-sensory and phonological awareness skills necessary to compensate for deficiencies in the areas of reading, writing, and spelling, in order to nurture a strong self-esteem and to provide opportunities for them to develop their talents.

DYSLEXIA PROGRAM GOALS

Montague Independent School District strives to have an exemplary dyslexia program for students enrolled in grades K – 12. Through a response to intervention process, MISD monitors students on a regular basis utilizing formal and informal observations, student data and other assessments including but not limited to the Istation/ISIP, Dyslexia Baseline, benchmarks and/or written evidence of curriculum-based monitoring (CBM).

Pursuant to the TEA's *The Dyslexia Handbook, Revised 2018*, students being referred for consideration of dyslexia should have demonstrated age appropriate developmental progress and have received appropriate instruction in reading, including but not limited to accelerated reading programs as required by the state. Students who exhibit characteristics of dyslexia should be referred for consideration of a dyslexia evaluation after at least one semester of formal reading instruction has taken place pursuant to the TEC §28.006.

The Montague Independent School District is committed to the development and implementation of a dyslexia program that addresses both the Texas Education Code at §38.003 and the Texas Administrative Code at §74.28.

Addressing MISD's commitment, the following reflect the goals of the district dyslexia program:

- Screen, refer and evaluate, students in grades K – 12 students who may be at-risk of dyslexia and related disorders;
- Provide instructional treatment options for students identified with dyslexia and related disorders;
- Provide staff development that includes:
    - o Characteristics of dyslexia
    - o Assessment of dyslexia
    - o Intervention strategies and accommodations
- Provide a parent education program that includes:
    - o Awareness of the characteristics of dyslexia and related disorders
    - o Information on testing and the educational diagnosis of dyslexia

o Information of effective strategies and options for parents to use at home to
effectively communicate and help their child with dyslexia and related disorders
o Information on state assessment accommodations and/or accommodations allowed
for post-secondary testing (PSAT/ACT/SAT).

Objective: Through one of the following procedures, all campuses, through a response to
intervention process, will identify students with dyslexia and related disorders and provide
appropriate, individualized services.

Montague ISD

Sources of Laws and Rules for Dyslexia Identification and Instruction

Texas Education Code §38.003 (State Law)
Screening and Treatment for Dyslexia and Related Disorders

(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.
(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.

   (b-1) Unless otherwise provided by law, a student determined to have dyslexia during testing under Subsection
   (a) or accommodated because of dyslexia **may not** be retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous testing of the student.
(c) The State Board of Education shall adopt any rules and standards necessary to administer this section.
(d) In this section:
   (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"* includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Added by Acts 1995, 74th Legislature, Ch. 260, Sec. 1, effective May 30, 1995.
Added by Acts 2011, 82nd Legislature, R.S., Ch. 635, Sec. 3, effective. June 17, 2011.
The original version of this statute was passed in 1985 through HB 157, Texas Legislature, 69th Regular Session. Subsection (b-1) was added by the 82nd Texas Legislature in 2011.

Texas Education Code §38.0031 (State Law)
Classroom Technology Plan for Students with Dyslexia

(a) The agency shall establish a committee to develop a plan for integrating technology into the classroom to help accommodate students with dyslexia. The plan must:
   (1) Determine the classroom technologies that are useful and practical in assisting public schools in accommodating students with dyslexia, considering budget constraints at school districts; and
   (2) Develop a strategy for providing those effective technologies to students.
(b) The agency shall provide the plan and information about the availability and benefits of

the technologies identified under Subsection (a)(1) to school districts.

(c) A member of the committee established under Subsection (a) is not entitled to reimbursement for travel expenses incurred by the member under this section unless agency funds are available for that purpose.

Added by Acts 2011, 82ⁿᵈ Legislature, R.S., Ch. 635, Sec. 4, effective, June 17, 2011.

Texas Education Code §28.006 (State Law)
Reading Diagnosis

(a) The commissioner shall develop recommendations for school districts for:
    (1) Administering reading instruments to diagnose student reading development and comprehension;
    (2) Training educators in administering the reading instruments; and
    (3) Applying the results of the reading instruments to the instructional program.

(b) The commissioner shall adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension. A district-level committee established under Subchapter F, Chapter 11, may adopt a list of reading instruments for use in the district in addition to the reading instruments on the commissioner's list. Each reading instrument adopted by the commissioner or a district-level committee must be based on scientific research concerning reading skills development and reading comprehension. A list of reading instruments adopted under this subsection must provide for diagnosing the reading development and comprehension of students participating in a program under Subchapter B, Chapter 29.

(c) Each school district shall administer, at the kindergarten and first – and second-grade levels, a reading instrument on the list adopted by the commissioner or by the district-level committee. The district shall administer the reading instrument in accordance with the commissioner's recommendations under Subsection (a)(1).

(d) The superintendent of each school district shall:
    (1) Report to the commissioner and the board of trustees of the district the results of the reading instruments; and
    (2) Report, in writing, to a student's parent or guardian the student's results on the reading instrument.

(e) The results of reading instruments administered under this section may not be used for purposes of appraisals and incentives under Chapter 21 or accountability under Chapter 39.

(f) This section may be implemented only if funds are appropriated for administering the reading instruments. Funds, other than local funds, may be used to pay the cost of administering a reading instrument only if the instrument is on the list adopted by the commissioner.

(g) A school district shall notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. The district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to those students and shall determine the form, content, and timing of that program. The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on a reading instrument under this section shall determine the manner in which the student will participate in an accelerated reading instruction program under this subsection.

(h) The school district shall make a good faith effort to ensure that the notice required under this

section is provided either in person or by regular mail and that the notice is clear and easy to understand and is written in English and in the parent or guardian's native language.

(i) The commissioner shall certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of this Section. A determination by the commissioner is final and may not be appealed. For purposes of certification, the commissioner may not consider Foundation School Program funds.

(j) No more than 15 percent of the funds certified by the commissioner under Subsection (i) may be spent on indirect costs. The commissioner shall evaluate the programs that fail to meet the standard of performance under Section 39.051(b)(7) and may implement sanctions under Subchapter G, Chapter 39. The commissioner may audit the expenditures of funds appropriated for purposes of this section. The use of the funds appropriated for purposes of this section shall be verified as part of the district audit under Section 44.008.

(k) The provisions of this section relating to parental notification of a student's results on the reading instrument and to implementation of an accelerated reading instruction program may be implemented only if the commissioner certifies that funds have been appropriated during a school year for administering the accelerated reading instruction program specified under this section.

Text of subsection (l) effective until January 1, 2002.

(l)(m) Expired.

Added by Acts 1997, 75th Legislature, Ch. 397, Sec. 2, effective Sept. 1, 1997.

Amended by Acts 1999, 76th Legislature, Ch. 396, Sec. 2.11, effective Sept. 1, 1999.

Amended by: Acts 2006, 79th Legislature, 3rd C.S., Ch. 5, Sec. 3.05, effective May 31, 2006.

Acts 2007, 80th Legislature, R.S., Ch. 1058, Sec. 6, effective June 15, 2007.
Acts 2007, 80th Legislature, R.S., Ch. 1340, Sec. 1, effective June 15, 2007.
Acts 2009, 81st Legislature, R.S., Ch. 895, Sec. 26, effective June 19, 2009.

Texas Education Code §7.028(b) (State Law)
Limitation on Compliance Monitoring

(b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

Added by Acts 2003, 78th Legislature, Ch. 201, Sec. 4, effective Sept. 1, 2003.

Renumbered from T.T.C.A., Education Code §7.027 by Acts 2005, 79th Legislature, Ch. 728, Sec. 23.001(9), effective Sept. 1, 2005.

Texas Administrative Code §74.28 (State Board of Education Rule) Students with Dyslexia and Related Disorders

(a) The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district. These procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.

(b) A school district's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating, dyslexia and related disorders. The strategies and techniques are described in *"Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders,"* a set of flexible guidelines for local districts that may be modified by SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening should be done only by individuals/professionals who are trained to assess students for dyslexia and related disorders.

(c) A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders that is aligned with the descriptors found in *"Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."* Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in *"Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."* The professional development activities specified by each district and/or campus planning and decision- making committee shall include these instructional strategies.

(d) Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student's parent or guardian or another person standing in parental relation to the student.

(e) Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute. (f) Each school must provide each identified student access at his or her campus to instructional programs required in subsection (c) of this section and to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus. (g) Because early intervention is critical, a process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available in each district as outlined in *"Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."* (h) Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.

Source: The provisions of this §74.28 adopted to be effective September 1, 1996, 21 TexReg 4311; amended to be effective September 1, 2001, 25 TexReg 7691; amended to be effective August 8, 2006, 31 TexReg 6212; amended to be effective August 24, 2010, 35 TexReg 7211.

Texas Education Code §42.006(a-1) (State Law)
Public Education Information Management System (PEIMS)

(a-1) The commissioner by rule shall require each school district and open-enrollment charter school to report through the Public Education Information Management System information regarding the number of students enrolled in the district or school who are identified as having dyslexia.

Source: Amended by Acts 2013, 83rd Legislature, R.S., Ch. 295 (H.B. 1264), sec. 1. Effective June 14, 2013.

Texas Education Code §21.044 (State Law)
Educator Preparation

(a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction year program. The board shall specify the minimum academic qualifications required for a certificate.

(b) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the curriculum for that degree, instruction in detection and education of students with dyslexia. This subsection does not apply to a person who obtains a certificate through an alternative certification program adopted under Section 21.049.

(c) The instruction under Subsection (b) must:

(1) be developed by a panel of experts in the diagnosis and treatment of dyslexia who are: (A) employed by institutions of higher education; and

(B) approved by the board; and

(2) include information on:

(A) characteristics of dyslexia;

(B) identification of dyslexia; and

(C) effective, multisensory strategies for teaching students with dyslexia.

Source: Added by Acts 1995, 74th Legislature, Ch. 260, Sec. 1, effective May 30 1995. Amended by Acts 2011, 82nd Legislature, R.S, Ch. 635, Sec. 1, effective June 17, 2011

Texas Education Code §21.054 Continuing Education (State Law) Continuing Education

(a) The board shall propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.

(b) Continuing education requirements for an educator who teaches students with dyslexia must include training regarding new research and practices in educating students with dyslexia. (c) The training required under Subsection (b) may be offered in an online course.

Added by Acts 1995, 74th Legislature, ch. 260, Sec. 1, effective May 30, 1995.

Amended by Acts 2005, 79th Legislature, Ch. 675, Sec. 2, effective June 17, 2005; Acts 2009, 81st Legislature, R.S, Ch. 596, Sec. 1, effective September 1, 2009; 81st Legislature, R.S., Ch. 895,

Sec. 67(a), effective June 19, 2009; Acts 2011, 82nd legislature, R.S., Ch. 635, Sec. 2, effective June 17, 2011.

Texas Education Code §51.9701 (State Law)
Assessment for Dyslexia.

Unless otherwise provided by law, an institution of higher education, as defined by Section 61.003, may not reassess a student determined to have dyslexia for the purpose of assessing the student's need for accommodations until the institution of higher education reevaluates the information obtained from previous assessments of the student.

Added by Acts 2011, 82nd Legislature, R.S., Ch. 295 (H.B. 1264), sec. 1, effective June 14, 2013.

The Dyslexia Handbook – Updated 2018: Procedures Concerning Dyslexia and Related Disorders

School Boards <u>MUST</u> ensure the following:

• Procedures for identifying a student with dyslexia or a related disorder are implemented in the district (TAC §74.28)
• Procedures for providing appropriate instructional services to the student are implemented in the district (TAC §74.28)

• The district or school complies with all applicable requirements of state educational programs (TEC §7.028).

School Districts <u>MUST</u> do the following:

• Administer K-2 assessments (TEC §28.006)
• Provide early identification, intervention, and support (TEC §28.006)
• Apply results of early assessment instruments to instruction and report to the Commissioner of Education (TEC §28.006)
• Implement SBOE-approved procedures for students with dyslexia and related disorders (Dyslexia Handbook and TAC §74.28)
• Provide training about dyslexia to educators [TAC §74.28(c)]; (TAC §232.11)
• Ensure the procedures for identification and instruction are in place (§74.28) • Notify parents in writing before an assessment or identification procedure is used with an individual student (TAC §74.28)
• Test for dyslexia at appropriate times (TEC §38.003)
• Ensure that assessment for the purposes of accommodations does not occur until after current testing has been reviewed [TEC §38.003(b-1)]
• Meet the requirements of §504 when assessment for dyslexia is recommended *(The Dyslexia Handbook)*

• Provide treatment (instruction) for students with dyslexia (TEC §38.003)
• Purchase or develop their own programs that include descriptors listed in the Dyslexia Handbook (TAC §74.28)
• Inform parents of all services and options available to students eligible under the §504 (TAC §74.28)
• Provide student with services of a teacher trained in dyslexia (TAC §74.28)

• Provide a parent education program (TAC §74.28)
• Report through PEIMS information regarding the number of students enrolled in the district or school who are identified as having dyslexia [TEC §42.006(a-1)]

Checklist of Procedures to Follow to Ensure Compliance with State and Federal Laws and Rules:

• Notify parents or guardians of proposal to assess student for dyslexia (§504)
• Inform parents or guardians of their rights under §504
• Obtain parent or guardian permission to assess the student for dyslexia [§504 and TEC §26.009(a)(1)]
• Administer measures using only individuals/professionals who are trained in assessment to evaluate students for dyslexia and related disorders (§74.28)
• Ensure identification of dyslexia is made by the §504 committee of persons knowledgeable about the reading process, dyslexia and dyslexia instruction, the assessments used, and the meaning of the collected data
• Provide dyslexia instruction as per TEC §38.003 (instruction is provided regardless of student eligibility for §504)
• Provide ongoing training opportunities for teachers [TEC §21.0054(b)]

Checklist of Written Documentation that is Recommended to Ensure Compliance with §504:

• Documentation that the notice of evaluation has been given to parents or guardians
• Documentation that parents or guardians were given their rights under §504 • Documentation of the parent's or guardian's consent for the evaluation [Letter to Durheim, 27 IDELR 380 (OCR 1997)]
• Documentation of the evaluation data
• Documentation of the decisions made by the committee of knowledgeable persons concerning the disability (whether a disability exists) and, if a disability exists, whether the disability substantially limits a major life activity
• Documentation of the placement options and placement decision.

Section 504 of the Rehabilitation Act of 1973
(Federal Law - selected portions)

Sec. 104.4 Discrimination Prohibited.

(a) General. No qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance. (b) Discriminatory actions prohibited.

(1) A recipient, in providing any aid, benefit, or service, may not, directly or through contractual, licensing, or other arrangements, on the basis of disability:

(i) Deny a qualified person with a disability the opportunity to participate in or benefit from the aid, benefit, or service;

(ii) Afford a qualified person with a disability an opportunity to participate in or benefit from the aid, benefit, or service that is not equal to that afforded others;

(iii) Provide a qualified person with a disability with an aid, benefit, or service that is not as effective as that provided to others;

(iv) Provide different or separate aid, benefits, or services to persons with disabilities or to any class of persons with disabilities unless such action is necessary to provide qualified persons with disabilities with aid, benefits, or services that are as effective as those provided to others;

(v) Aid or perpetuate discrimination against a qualified person with a disability by providing significant assistance to an agency, organization, or person that discriminates on the basis of disability in providing any aid, benefit, or service to beneficiaries of the recipients' program;

(vi) Deny a qualified person with a disability the opportunity to participate as a member of planning or advisory boards; or

(vii)Otherwise limit a qualified person with a disability in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit, or service.

(2) For purposes of this part, aids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for disabled and non- disabled persons, but must afford persons with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

(3) Despite the existence of separate or different programs or activities provided in accordance with this part, a recipient may not deny a qualified person with a disability the opportunity to participate in such programs or activities that are not separate or different.

(4) A recipient may not, directly or through contractual or other arrangements, utilize criteria or methods of administration

(i) that have the effect of subjecting qualified persons with disabilities to discrimination on the basis of disability,

(ii) that have the purpose or effect of defeating or substantially impairing accomplishment of the objectives of the recipient's program with respect to persons with disabilities, or

(iii) that perpetuate the discrimination of another recipient if both recipients are subject to common administrative control or are agencies of the same State.

(5) In determining the site or location of a facility, an applicant for assistance or a recipient

may not make selections

> (i) that have the effect of excluding persons with disabilities from, denying them the benefits of, or otherwise subjecting them to discrimination under any program or activity that receives or benefits from Federal financial assistance or
>
> (ii) that have the purpose or effect of defeating or substantially impairing the accomplishment of the objectives of the program or activity with respect to persons with disabilities.

(6) As used in this section, the aid, benefit, or service provided under a program or activity receiving or benefiting from Federal financial assistance includes any aid, benefit, or service provided in or through a facility that has been constructed, expanded, altered, leased or rented, or otherwise acquired, in whole or in part, with Federal financial assistance.

Subpart D – Preschool, Elementary, and Secondary Education

Sec. 104.31 Application of this subpart.

Subpart D applies to preschool, elementary, secondary, and adult education programs and activities that receive or benefit from Federal financial assistance and to recipients that operate, or that receive or benefit from Federal financial assistance for the operation of, such programs or activities.

Sec. 104.32 Location and notification.

A recipient that operates a public elementary or secondary education program shall annually:

> (a) Undertake to identify and locate every qualified person with a disability residing in the recipient's jurisdiction who is not receiving a public education; and
>
> (b) Take appropriate steps to notify persons with a disability and their parents or guardians of the recipient's duty under this subpart.

Sec. 104.33 Free appropriate public education.

(a) General. A recipient that operates a public elementary or secondary education program shall provide a free appropriate public education to each qualified person with a disability who is in the recipient's jurisdiction, regardless of the nature or severity of the person's disability.

(b) Appropriate education.

> (1) For the purpose of this subpart, the provision of an appropriate education is the provision of regular or special education and related aids and services that
>
>> (i) are designed to meet individual educational needs of disabled persons as adequately as the needs on nondisabled persons are met and
>>
>> (ii) are based upon adherence to procedures that satisfy the requirements of Sections 104.34, 104.35, and 104.36.
>
> (2) Implementation of an individualized education program developed in accordance with the Individuals with Disabilities Education Act is one means of meeting the standard established in paragraph (b)(1)(i) of this section.)
>
> (3) A recipient may place a person with a disability in or refer such person to a program other than the one that it operates as its means of carrying out the requirements of this subpart. If so, the recipient remains responsible for ensuring that the requirements of this subpart

are met with respect to any person with a disability so placed or referred.

(c) Free education.

(1) General. For the purpose of this section, the provision of a free education is the provision of educational and related services without cost to the person with a disability or to his or her parents or guardian, except for those fees that are imposed on nondisabled persons or their parents or guardians. It may consist either of the provision of free services or, if a recipient places a person with a disability in or refers such person to a program not operated by the recipient as its means of carrying out the requirements of this subpart, of payment for the costs of the program. Funds available from any public or private agency may be used to meet the requirements of this subpart. Nothing in this section shall be construed to relieve an insurer or similar third party from an otherwise valid obligation to provide or pay for services provided to a person with a disability.

(2) Transportation…

(3) Residential placement…

(4) Placement of disabled persons by parents. If a recipient has made available, in conformance with the requirements of this section and Section 104.34, a free appropriate public education to a person with a disability and the person's parents or guardian choose to place the person in a private school, the recipient is not required to pay for the person's education in the private school. Disagreements between a parent or guardian and a recipient regarding whether the recipient has made such a program available or otherwise regarding the question of financial responsibility are subject to the due process procedures of Section 104.36.

(d) Compliance. A recipient may not exclude any qualified person with a disability from a public elementary or secondary education after the effective date of this part. A recipient that is not, on the effective date of this regulation, in full compliance with the other requirements of the preceding paragraphs of this section shall meet such requirements at the earliest practicable time and in no event later than September 1, 1978.

Sec. 104.34 Educational setting.

(a) Academic setting. A recipient to which this subpart applies shall educate, or shall provide for the education of, each qualified person with a disability in its jurisdiction with persons who are not disabled to the maximum extent appropriate to the needs of the person with a disability. A recipient shall place a person with a disability in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Whenever a recipient places a person in a setting other than the regular educational environment pursuant to this paragraph, it shall take into account the proximity of the alternate setting to the person's home.

(b) Nonacademic settings. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in Section 104.37(a)(2), a recipient shall ensure that disabled persons participate with nondisabled persons in such activities and services to the maximum extent appropriate to the needs of the person with a disability in question.

(c) Comparable facilities. If a recipient, in compliance with paragraph (a) of this section, operates a facility that is identifiable as being for persons with disabilities, the recipient shall ensure that the facility and the services and activities provided therein are comparable to the other facilities, services, and activities of the recipient.

Sec. 104.35 Evaluation and placement.

(a) Pre-placement evaluation. A recipient that operates a public elementary or secondary education program shall conduct an evaluation in accordance with the requirements of paragraph (b) of this section of any person who, because of disability, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in a regular or special education program and any subsequent significant change in placement.

(b) Evaluation procedures. A recipient to which this subpart applies shall establish standards and procedures for the evaluation and placement of persons who, because of disability, need or are believed to need special education or related services which ensure that:

> (1) Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;

> (2) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

> (3) Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

(c) Placement procedures. In interpreting evaluation data and in making placement decisions, a recipient shall

> (1) Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior,

> (2) Establish procedures to ensure that information obtained from all such sources id documented and carefully considered,

> (3) Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and

> (4) Ensure that the placement decision is made in conformity with Section 104.34.

(d) Reevaluation. A recipient to which this section applies shall establish procedures, in accordance with paragraph (b) of this section, for periodic reevaluation of students who have been provided special education and related services. A revaluation procedure consistent with the Individuals with Disabilities Education Act is one means of meeting this requirement.

Sec. 104.36 Procedural safeguards.

A recipient that operates a public elementary or secondary education program shall establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons, who, because of disability, need or are believed to need special instruction or related services, a system of procedural safeguards that includes notice, an opportunity for the parents or guardian of the person to examine relevant records, an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. Compliance with the procedural safeguards of section 615 of the Individuals with Disabilities Education Act is one means of meeting this requirement.

Sec. 104.37 Nonacademic services.
(a) General.

> (1) A recipient to which this subpart applies shall provide non-academic and extracurricular services and activities in such manner as is necessary to afford students with disabilities an equal opportunity for participation in such services and activities.
> (2) Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the recipients, referrals to agencies which provide assistance to persons with disabilities, and employment of students, including both employment by the recipient and assistance in making available outside employment.

(b) Counseling services. A recipient to which this subpart applies that provides personal, academic, or vocational counseling, guidance, or placement services to its students shall provide these services without discrimination on the basis of disability. The recipient shall ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are nondisabled students with similar interests and abilities.
(c) Physical education and athletics.

> (1) In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient to which this subpart applies may not discriminate on the basis of disability. A recipient that offers physical education courses or that operates or sponsors interscholastic, club, or intramural athletics shall provide to qualified students with disabilities an equal opportunity for participation in these activities.
> (2) A recipient may offer to students with disabilities physical education and athletic activities that are separate or different from those offered to nondisabled students only if separation or differentiation is consistent with the requirements of Section 104.34 and only if no qualified student with a disability is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

Sec. 104.38 Preschool and adult education programs. …

Sec. 104.39 Private education programs. …

Americans with Disabilities Act Amendments Act of 2008
Text of amendments passed September 25, 2008 (selected portions)
Public Law 110-325, September 25, 2008
Effective January 1, 2009

An act to restore the intent and protections of the Americans with Disabilities Act of 1990.

(b) Purposes. The purposes of this Act are -
    (1)   to carry out the ADA's objectives of providing "a clear and comprehensive national mandate for the elimination of discrimination" and "clear, strong, consistent, enforceable standards addressing discrimination" be reinstating a broad scope of protection to be available under the ADA;
    (5) …, to convey that it is the intent of Congress that the primary object of attention in cases brought under the ADA should be whether entities covered under the ADA have complied with their obligations, and to convey that the question of whether an individual's impairment is a disability under the ADA should not demand extensive analysis; and …

Sec. 4. Disability Defined and Rules of Construction.
(a) Definition of Disability. Section 3 of the Americans with Disabilities Act of 1990 is amended to read as follows:
"As used in this Act:
    (1) Disability. The term 'disability' means, with respect to an individual –
        (A) A physical or mental impairment that substantially limits one or more major life activities of such individual;

        (B) A record of such an impairment; or
        (C) Being regarded as having such an impairment (as described in paragraph 3).
    (2) Major Life Activities.
        (A) In general. For purposes of paragraph (1), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
        (B) Major Bodily Functions. For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
    (3) Regarded as Having such an Impairment. For purposes of paragraph (1)(C):
        (A) An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been

subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

(B) Paragraph (1)(C) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

(4) Rules of Construction Regarding the Definition of Disability. The definition of 'disability' in paragraph (1) shall be construed in accordance with the following:

(A) The definition of disability in this Act shall be construed in favor of broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act.

(B) The term 'substantially limits' shall be interpreted consistently with the findings and purposes of the ADA Amendments Act of 2008.

(C) An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.

(D) An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

(E) (i) The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

(I) Medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;

(II) Use of assistive technology;

(III) Reasonable accommodations or auxiliary aids or services; or

(IV) Learned behavioral or adaptive neurological modifications.

(iii) The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.

(iv) As used in this subparagraph –

(I) The term 'ordinary eyeglasses or contact lenses' means lenses that are intended to fully correct visual acuity or eliminate refractive error; and

(II) The term 'low-vision devices' means devices that magnify, enhance, or otherwise augment a visual image."

(b) Conforming Amendment. – The Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) is further amended by adding after section 3 the following:

Sec. 4.   Additional Definitions.
"As used in this Act:

(1) Auxiliary Aids and Services. – The term 'auxiliary aids and services' includes –
> (A) Qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments;
> (B) Qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments;
> (C) Acquisition or modification of equipment or devices; and
> (D) Other similar services and actions. …"

The Americans with Disabilities Act Amendments Act of 2008 specifically states that all of its changes also apply under Section 504 of the Rehabilitation Act.   Section 504 must conform to all new standards.   At this time, the Department of Education is not required to rewrite the implementing federal regulations for Section 504.

Individuals with Disabilities Education Act (Federal Law)
34 C.F.R. Part 300 (selected portions)
Reauthorized 2004, Regulations Issued August 2006.

Subpart A – General.

Sec. 300.8 Child with a Disability.
(a) General.
> (1) Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, **specific learning disability**, deaf-blindness, or multiple disabilities, **and** who, by reason thereof, **needs special education and related services**.
> (2) (i)   Subject to paragraph (a)(2)(ii) of this section, if it is determined, through an appropriate evaluation under §§300.304 through 300.311, that a child has one of the disabilities identified in paragraph (a)(1) of this section, but only needs a related service and not special education, the child is not a child with a disability under this part….

(b) Definitions of disability terms. The terms used in this definition of a child with a disability are defined as follows:
> (10)Specific learning disability –
> > (i) General.   Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia**, and developmental aphasia.
> > (ii) Disorders **not** included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or

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economic disadvantage.

From TEA, *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2007, Updated 2010 & 2018.*

"If a student with dyslexia is referred for special education, districts and charter schools follow the requirements of IDEA 2004.   In IDEA 2004, §1401 (30), dyslexia is considered one of a variety of etiological foundations for "specific learning disability." …

"Although IDEA 2004 indicates that dyslexia is an example of a learning disability, the evaluation requirements for eligibility in §34 C.F.R. 300.309(a)(1) specifically designate the following areas for a learning disability in reading: basic reading skill, reading fluency skills, and/or reading comprehension.

Montague ISD

School Board Policies:
　　Dyslexia And §504

Include copies of all school board policies addressing dyslexia.

Board Policy typically include the following:
• EHB Legal: Curriculum Design – Special Programs
　　　https://pol.tasb.org/Policy/Code/905?filter=EHB
• EKC Legal: Testing Programs – Reading Assessment
　　　https://pol.tasb.org/Policy/Code/905?filter=EKC
• BQ Legal: Planning and Decision-Making Process
　　　https://pol.tasb.org/Policy/Code/905?filter=BQ
• EHBC Legal: Special Programs – Compensatory and Accelerated Services
　　　https://pol.tasb.org/Policy/Code/905?filter=EHBC
• EIE Legal: Academic Achievement – Retention and Promotion
　　　https://pol.tasb.org/Policy/Code/905?filter=EIE
• EKB Legal: Testing Programs – State Assessments
　　　https://pol.tasb.org/Policy/Code/905?filter=EKB
• FB Legal and FB Local: Equal Educational Opportunity – Section 504
　　　https://pol.tasb.org/Policy/Code/905?filter=FB

Montague ISD

State Special Program Compliance Monitoring Except For Special Education

TEA shifted the responsibility from TEA (DEC Monitoring) to the local board of trustees for monitoring state compliance issues related to state programs including but not limited to Dyslexia. A local board of trustees' responsibilities regarding special program compliance monitoring can be found at TEC §7.027(b) – Limitation on Compliance Monitoring.

"(b) The board of trustees of a school district or the governing body of an open enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs."

The Dyslexia Compliance Monitoring Indicators (six), that local boards of trustees are responsible for ensuring compliance with, are listed on the following pages. Local boards of trustees have been responsible for these specific indicators since 2003

Montague ISD

Dyslexia Compliance Monitoring Indicators:
Local Board of Trustees

DYS-1: Implementation of Board Procedures
The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and procedures for providing appropriate instructional services to the student are implemented in the district. [19 TAC §74.28(a)].

Documents Reviewed
Evidence that the district has a written plan outlining procedures and timelines for recommending for assessment, assessing students suspected of having dyslexia, identifying students with dyslexia, and implementing services including instruction for students with dyslexia or related disorders:
- ❑ Staff interviews indicating that staff has received copies of the written plan
- ❑ Written administrative procedures and timelines
- ❑ Written board policies (such as EHB [Legal] and BQ [Legal]).

DYS-2: Early Identification, Intervention, and Support
A program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties is available in the district. (TEC §28.006).

Documents Reviewed
Evidence that the school district has procedures for identifying students who are at risk for dyslexia or other reading difficulties and administers the early reading instruments in Grades K – 2:
- ❑ Name(s) of the Grades K – 2 early reading instrument(s) administered in the district
- ❑ Results of the Grades K – 2 early reading instruments.

Evidence that the district has procedures for identifying the reading instructional needs of the students who are at risk for dyslexia and other reading difficulties and provides accelerated (intensive) reading instruction for students in Grades K – 2 who are determined to be at risk for reading difficulties:
- ❑ List of students with their instructional needs who did not perform at a typical level based on reading instrument(s) and other measures deemed appropriate by the school or district
- ❑ Roster of students receiving accelerated (intensive) instruction based on results of G Grades K – 2 screening.

Evidence that the district has procedures for notifying parents and district administrators of students who are determined, on the basis of the reading instrument results, to be at risk for dyslexia or other reading difficulties:
- ❑ Documentation of parent notification (e.g., letter, phone, conference)

❏ Documentation of superintendent report to the commissioner and the district board of trustees

❏ Description of instruction for students with instructional needs based on the Grades K – 2 screening.

DYS-3: Parent Notification of Assessment

Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student's parent or guardian or another person standing in parental relation to the student. [19 TAC §74.28(d) and *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders,* Revised 2018)].

Documents Reviewed

Evidence that folders of students recommended for assessment for dyslexia contain a parent permission/denial letter signed by parent, guardian, or another person in parental relation to the student:

    ❏ Parent letter granting permission or denial for the assessment
    ❏ Student's permanent record folder or dyslexia folder
    ❏ List of students recommended for assessment.

DYS-4: District Procedures Align with State Board of Education Approved Procedures

A school district's procedures are implemented according to the SBOE approved procedures for

    (a) recommending a student for assessment for dyslexia,
    (b) assessing a student for dyslexia, and
    (c) identifying and determining services for students having dyslexia and related disorders. Evaluation procedures require multiple sources of data. Evaluation is conducted by individuals/professionals who are trained to assess students for dyslexia and related disorders.

[*The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders,* Revised 2018)].

Documents Reviewed

Evidence of alignment between district guidelines and implementation of procedures for the (a) recommendation for assessment, (b) assessment, (c) identification, and (d) determination of instruction and services for students having dyslexia or related disorders with SBOE-approved procedures:

    ❏ Files of students referred for evaluation for dyslexia and related disorders
    ❏ Lists of students identified with dyslexia and related disorders and the services determined for each identified student
    ❏ Documentation of the decisions for each student made by the committee of knowledgeable persons concerning dyslexia.

Evidence of multiple sources of valid data for the assessment and identification of dyslexia:

❑ Documentation of multiple sources of data.

Evidence that staff are trained in how to determine if a student needs to be recommended for assessment for dyslexia and how to support students identified with dyslexia:
❑ Training of person, who assesses the student, meets the state guidelines
❑ District plan for staff development in recommending students for assessment for dyslexia and supporting students identified with dyslexia.

DYS-5: Parents Informed Regarding Section 504 Services and Options
Parents/guardians of students eligible under Section 504 of the Rehabilitation Act of 1973, as amended, are informed of all services and options available to the student under that federal statute. [19 TAC §74.28(e)].

Documents Reviewed
Evidence that parents/guardians were informed of services and options available to students under Section 504:].
❑ Documentation of parent notification of services and options under Section 504 (e.g., letter, pamphlet, handbook, parent conference)
❑ Teacher/parent interviews/discussion.

Evidence that funds are allocated to campuses based on greatest need:
❑ District funding allocation documents
❑ Interviews with district and campus administrators.

DYS-6: Reading Program for Students with Dyslexia
The school district has a reading program for students with dyslexia and related disorders that is characterized by the descriptors found in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders,* Revised 2018). Teachers who teach these students are trained in instructional strategies that use individualized, intensive, multisensory, and phonetic methods to teach reading. The instructional program includes writing and spelling components. [19 TAC §74.28 (c)].

Documents Reviewed
Evidence that reading program(s) contains individualized, multisensory, and phonetic methods to teach reading and contains writing and spelling components:
❑ Reading program(s) used by the district and/or or campus.

Evidence that teachers have received training in individualized, intensive, multisensory, and phonetic methods to teach reading, writing, and spelling:
❑ Professional development record of the teacher(s) of the dyslexia program.

MONTAGUE INDEPENDENT SCHOOL DISTRICT

- Pathway to The Identification and Provision of Instruction for Students with Dyslexia

- Dyslexia Evaluation Timelines Flowchart

- Assessment, Identification, And Placement into A Dyslexia Program

- Guidelines for Transitioning English Language Learners into The Dyslexia Program

- Procedures When Receiving Outside

- Independent Evaluations for Dyslexia

- Procedures for Serving In-State or Out-Of-State Transfers for Students Identified with Dyslexia

- Procedures for Exiting Dyslexia Program

- Dysgraphia

MONTAGUE ISD

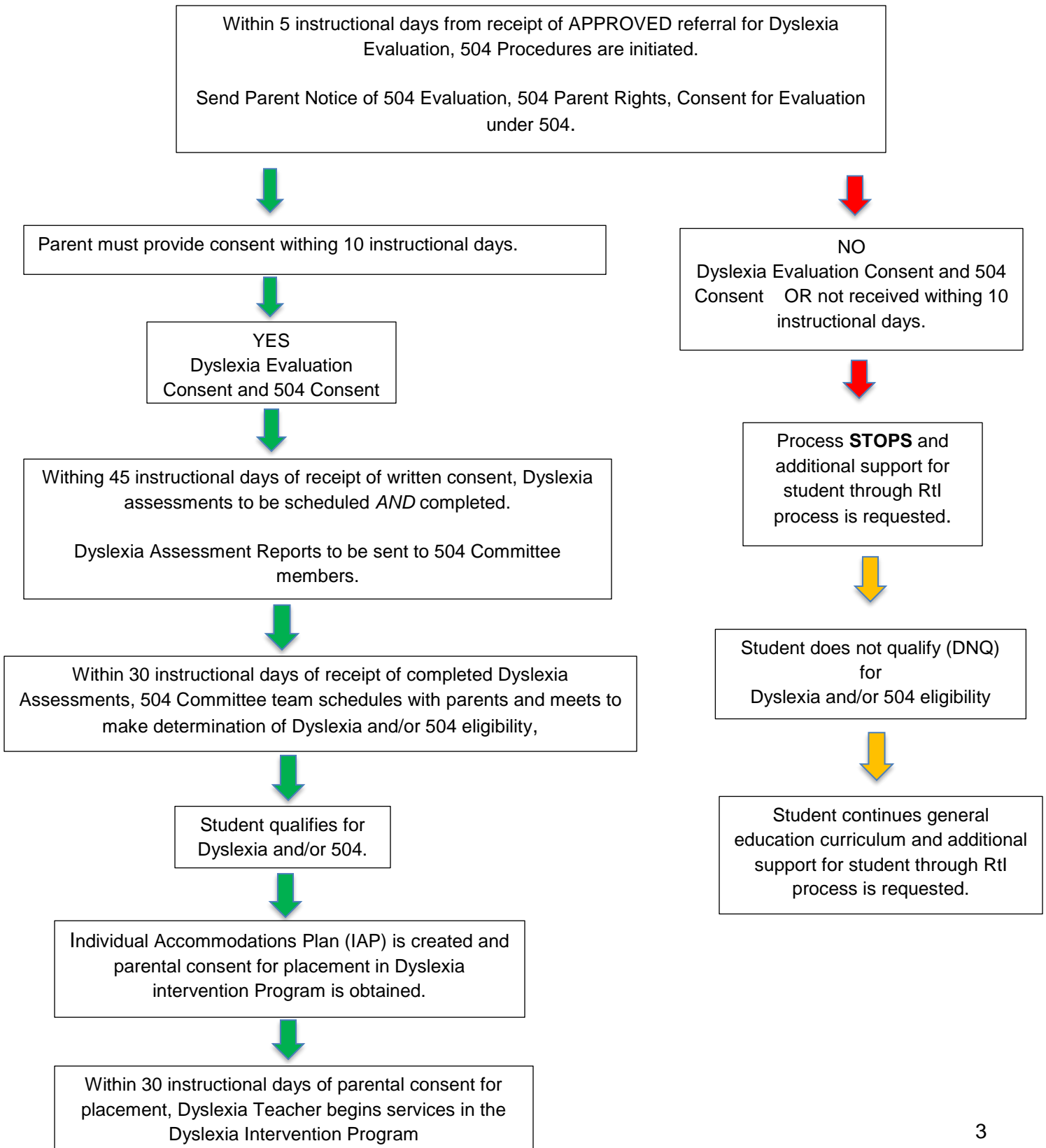**TEA Pathway to The Identification and Provision of Instruction For Students With Dyslexia**

The following flowchart (*Figure 3.8) illustrates a process for determining the instructional support needed by students with dyslexia. While the process may begin with an initial screening, screening is NOT required to proceed through the evaluation and identification process. **A special education evaluation should be conducted whenever it appears to be appropriate, including upon request from the parent/guardian.** Some students will not proceed through all the steps before being referred for an FIE or Section 504 evaluation. A dyslexia evaluation may be incorporated into the FIE through special education.

At any time, regardless of the process in place, a student may be recommended for dyslexia evaluation as accumulated data support a student's continued struggles with one or more of the components of reading. **Parents/guardians have the right to request a referral for dyslexia evaluation at any time.** Districts **must** ensure that evaluation of children suspected of having a disability are not delayed or denied because of implementation of the screening or RTI processes.

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

A team of knowledgeable persons reviews data and existing information and determines an initial evaluation for dyslexia or related disorder should be conducted. The team determines the appropriate pathway for evaluation. Parent can request evaluation at any time. (See Fig. 3.2 and Fig. 3.3, Data Gathering)

Based on data, the team suspects the student has a disability.

Based on data, the team suspects the student has a disability and a need for special education services as a result of the disability.

Obtain parental consent

Obtain parental consent

Evaluate under Section 504 (following procedural safeguards)

Evaluate under IDEA (following procedural safeguards)

1. Do the results of the evaluation show that the student has dyslexia or a related disorder? (Refer to Figure 3.7)
2. Does the dyslexia or related disorder substantially limit one or more of life's major activities such as learning, reading, writing, or spelling?

NO

May need to assess under §504

1. Do the results of the evaluation show that the student has dyslexia or a related disorder that meets the IDEA eligibility criteria for a specific learning disability?
2. Do the results show that the student needs special education because of dyslexia or a related disorder?

NO

Refer to or continue RTI

YES

Additional data needed/data indicates referral for IDEA evaluation necessary

YES

Section 504 Eligible

IDEA Eligible

Student needs services, standard protocol dyslexia instruction, accommodations, and/or related aids specific to his/her disability.

Student receives specially designed instruction, related services, supplementary aids and services, accommodations, or program modifications.

- Section 504 Plan developed by Section 504 committee with parent participation (and student when appropriate).
- Must include staff with expertise in dyslexia.
- Refer to Ch. IV, Critical, Evidence-based Components of Dyslexia Instruction.
- Parent can revoke consent for process or placement at any time.

- IEP developed by ARD committee including parent.
- Must include staff with expertise in dyslexia.
- Refer to Ch. IV, Instruction for Critical, Evidence-based Components of Dyslexia Instruction.
- Parent can revoke consent for process or placement at any time.

FREE APPROPRIATE PUBLIC EDUCATION
meaningful access – equal opportunity when compared to their non-disabled peers

FREE APPROPRIATE PUBLIC EDUCATION
meaningful benefit – IEP must be reasonably calculated to provide educational benefit

If student continues to struggle, referral for IDEA evaluation (FIE) should be initiated.

For more information on IDEA and Section 504 identification, please refer to Appendix D, IDEA/ Section 504 Side by Side.

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MONTAGUE ISD
DYSLEXIA ASSESSMENT TIMELINE
COORDINATION WITH SECTION 504 PROCEDURES

Within 5 instructional days from receipt of APPROVED referral for Dyslexia Evaluation, 504 Procedures are initiated.

Send Parent Notice of 504 Evaluation, 504 Parent Rights, Consent for Evaluation under 504.

Parent must provide consent withing 10 instructional days.

NO
Dyslexia Evaluation Consent and 504 Consent   OR not received withing 10 instructional days.

YES
Dyslexia Evaluation
Consent and 504 Consent

Process **STOPS** and additional support for student through RtI process is requested.

Withing 45 instructional days of receipt of written consent, Dyslexia assessments to be scheduled *AND* completed.

Dyslexia Assessment Reports to be sent to 504 Committee members.

Student does not qualify (DNQ) for
Dyslexia and/or 504 eligibility

Within 30 instructional days of receipt of completed Dyslexia Assessments, 504 Committee team schedules with parents and meets to make determination of Dyslexia and/or 504 eligibility,

Student continues general education curriculum and additional support for student through RtI process is requested.

Student qualifies for
Dyslexia and/or 504.

Individual Accommodations Plan (IAP) is created and parental consent for placement in Dyslexia intervention Program is obtained.

Within 30 instructional days of parental consent for placement, Dyslexia Teacher begins services in the Dyslexia Intervention Program

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MONTAGUE ISD

Assessment, Identification, And Placement into A Dyslexia Instructional Program

For the identification of dyslexia in Texas public schools, all procedures and guidelines outlined in *The Dyslexia Handbook, Revised 2018* should be followed, including data gathering, parent notification, examiner qualifications, test selection and administration, and procedures for English Language Learners.

Procedures Required by State and Federal Law Prior to Formal Assessment In accordance with TEC §28.006, Montague ISD administers early reading instruments in kindergarten, first, and second grades to determine students' reading development and comprehension. If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, the students' parents/guardians are notified. In addition, an accelerated (intensive) scientifically, research-based reading program that appropriately addresses students' reading difficulties and enables them to "catch up" with their typically performing peers is implemented.   Interventions are provided through the district's response to intervention process. Should students continue to struggle with reading, writing, and/or spelling during the intensive reading instruction, then Montague ISD will initiate procedures to recommend these students for assessment of dyslexia. The information from the early reading instruments will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia. Other data to be considered may include, but is not limited to: performance on state mandated test(s), a student's grades/performance in reading and/or written spelling, and teachers' observations of the characteristics of dyslexia, attendance, frequent moves, and/or other available information.

Referral Process
At any time that a student continues to struggle with one or more components of reading, that is unexpected for the student's age and grade, Montague ISD will collect additional information about the student.   This information will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance.

Data Gathering:
Some of the information that Montague ISD will collect is in the student's cumulative folder; other information is available from teachers and parents or guardians. 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. Additional information to be considered includes the results from some or all of the following:

Vision screening	State student assessment program results as described in TEC §39.022
Hearing screening	
Teacher reports of classroom concerns	Observations of instruction provided to the student
Classroom reading assessments	
Accommodations or interventions previously provided	Full individual evaluation (FIE) if available
	Outside evaluation (if available)
Academic progress reports (report cards)	Speech and language assessment
Gifted/talented assessments	School attendance
Samples of schoolwork	Curriculum-based assessment measures
K-2 reading instrument results as required in TEC §28.006	Instructional strategies provided and student's response to the instruction
7th grade reading instrument results as required in TEC §28.006	Universal screening results
	Information from parents/guardians

Data must also be included that supports the student has received conventional (appropriate) instruction and that the difficulties are not primarily the result of sociocultural factors which include language differences, language proficiency, irregular attendance, or lack of experiential background.

If the student is an English language learner (ELL), the district must also gather the following additional information:

- Home language survey
- Assessment related to identification for limited English proficiency (oral language proficiency test and norm-referenced tests – all years available)
- Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- Instructional interventions provided to address language needs
- Information regarding previous schooling inside and/or outside the United States • Type of language program model provided and language of instruction

Among the actions that Montague ISD has available for the student is a recommendation that the student be assessed for dyslexia. Montague 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, and
- Characteristics of dyslexia

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

- The reading/spelling characteristics are most often associated with the following:
  - Segmenting, blending, and manipulating sounds in words (phonemic awareness)
  - Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:
- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

If a student continues to struggle with reading after having participated in an accelerated reading program as required in TEC §28.006 and exhibits the characteristics of dyslexia, the campus referral committee shall review all data and determine the need to initiate a referral to the Section 504 Committee for dyslexia assessment.

Progression through tiered intervention is **_not_** required in order to begin the identification. 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 main priority.

Parents/guardians always maintain the right to request a referral for a dyslexia assessment at any time. Once such as request has been made, the school district is obligated to review the student's data history (including formal and informal data) to determine whether there is a reason to suspect that the student may have a disability and be in needs of services. If the school does not suspect a disability and determines that evaluation would not be indicated, the parents/guardians **must** be given a copy of their due process rights (procedural safeguards). All denials to evaluate should be documented in writing providing the rationale for not evaluating. If the student was referred for a Special Education FIE, denial must be provided via completion of the prior, written Notice.

Procedures for Assessment of Dyslexia
The identification of reading disabilities, including dyslexia, will follow one of two procedures. A district will typically evaluate for dyslexia through §504. If a student is suspected of having a disability within the scope of the IDEA 2004, all special education procedures must be followed.

Students enrolling in Montague ISD 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 parents' or
guardians' input. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28). While earlier is better, students will be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

When formal evaluation is recommended, Montague ISD completes the evaluation process as outlined in Section 504 of the Rehabilitation Act of 1973, as amended.   The procedures followed for assessment include:

- Notify parents or guardians of proposal to assess student for dyslexia (§504)
- Inform parents or guardians of their rights under §504
- Obtain parent or guardian permission to assess the student for dyslexia (§504 and TEC §26.009)
- Assess student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28)

In conformance with §504 and IDEA 2004, test instruments and other evaluation materials must meet the following criteria:

- Be validated for the specific purpose for which the tests, assessments, and other evaluation materials are used
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient
- Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Be selected and administered in a manner that is not racially or culturally discriminatory
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion referenced assessments, results of informal reading inventories, classroom observations)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Be used for the purpose for which the assessment or measures are valid or reliable
- Be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding wheat the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.

Domains to Assess

Montague ISD administers measures that are related to the student's educational needs. Difficulties in the areas of letter knowledge, word decoding, and fluency (rate and accuracy) may be evident depending upon the student's age and stage of reading development. Students with dyslexia may also have difficulty with reading comprehension and written composition.

The following areas related to reading that shall be assessed:

REQUIRED DOMAINS: ACADEMIC SKILLS	REQUIRED DOMAINS: COGNITIVE PROCESSES	ADDITIONAL POSSIBLE AREAS FOR CONSIDERATION OF ASSESSMENT:
• Letter knowledge (name and associated sound) • Reading words in isolation • Decoding unfamiliar words accurately • Reading fluency (both rate and accuracy are assessed) • Reading comprehension • Spelling	• Phonological/phonemic awareness • Rapid naming of symbols or objects *Optional* cognitive process that may be assessed: • Orthographic processing – may be selectively impaired	• 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

Additional assessment when assessing English Language Learners: (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.

Interpretation:
To appropriately understand test results of English Language Learners (ELL), the evaluator/committee of knowledgeable persons must be interpreted in light of the student's: language development [in both English and the student's native language (when possible)], educational history, linguistic background, socioeconomic issues, and any other pertinent factors that affect learning.

Procedures for Identifying Dyslexia
The §504 Committee determines whether the student has dyslexia. (If student either currently being served by Special Education or was referred for a FIE, then the ARD committee determines whether the student has dyslexia.) The §504 committee members **must** be knowledgeable about:
- The student being assessed;
- The assessments used; and
- Meaning of the evaluation data and placement options.

In addition, the §504 committee must include someone with knowledge of the following: • The reading process;
- Dyslexia and related disorders;

- Dyslexia instruction; and
- District, state, and federal guidelines for assessment.

The §504 committee determines the identification of dyslexia after reviewing all accumulated data obtained during the data gathering and formal assessment including the following areas:

- The observations of the teacher, district staff, and parent/guardian
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student)
- Data-based documentation of student progress during instruction/intervention
- The results of administered assessments
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- All other accumulated data regarding the development of the student's learning and his/her educational needs
- Data gathered should include informal data, curriculum-based data, criterion-based data, and norm-referenced data.

§504 Committee Decision Points for Dyslexia Identification
I.   Do the data show a *pattern* of low reading and spelling skills that is *unexpected* for the student in relation to the student's other cognitive abilities and provision of *effective* classroom instruction?
A.   Does the student's difficulties in the area 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?
   o Reading words in isolation
   o Decoding unfamiliar words accurately and automatically words
   o Reading fluency for connected text (both rate and/or accuracy)
   o Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)
B.   The academic difficulties in reading and written spelling will *typically* be the result of a deficit in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling.
- Does the student exhibit a deficit in phonological/phonemic awareness?
- Does the student demonstrate a pattern of evidence with unexpectedly low performance in:
   o segmenting, blending, and manipulating sounds in words (phonemic awareness)
   o learning the names of letters & their associated sounds
   o holding information about sounds and words in memory (phonological memory)
   o rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)
   If the student exhibits reading and spelling difficulties and currently has appropriate phonological/ phonemic processing, it is important to examine the student's history to determine if there is evidence of *previous difficulty* with phonological/ phonemic awareness. It is important to note that because previous effective instruction in phonological/phonemic awareness may remediate phonological awareness skills in isolation, average phonological

awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or spelling.
- If the data does not indicate a deficit in phonological/phonemic awareness, is there a history of the student having difficulty with phonological/phonemic awareness?
- If there is a previous history, is there data to indicate intervention was provided in this area?

C. Are the academic skills and the deficits in the cognitive processes (phonological/ phonemic awareness and/or rapid naming of symbols or objects) **_unexpected _** for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print) and **_unexpected _** in relation to the provision of effective classroom instruction?
- Does the student exhibit age-appropriate oral language skills, including listening comprehension, vocabulary development, the ability to follow directions, and the ability to tell a story?
- Does the student exhibit age-appropriate reading comprehension even though his or her word reading skills in isolation are deficient?
- Is the student's ability to learn in subjects that are not as heavily reliant on reading, such as science, social studies, and math, grade-appropriate? • Is the student's ability to comprehend information read to him/her age appropriate?
- If the student were not asked to read or interact with print, would he/she appear to be age/grade appropriate?
- Is there data to support a student's lack of progress despite having received research-based intervention? (i.e., accelerated reading program)
- Is the student's lack of progress due to sociocultural factors, such as language differences, irregular attendance, or lack of experiential background?

It is not one single indicator but a **_preponderance _** of data (both formal and informal) that provide the §504 committee with evidence for whether these difficulties are unexpected.

II. Does this pattern indicate the student has dyslexia?
III. Does the student have a disability under §504?

A. If it is determined by the §504 Committee that the student meets the criteria for dyslexia, the §504 Committee must then proceed to determine eligibility under §504:
- o Does the student's dyslexia result in a substantial limitation in life's major function of reading/learning?
- o If NO, does this student have any other disability that results in a substantial limitation in one or more of life's major functions?
- o If YES, the need for §504 accommodations, including provision of the supplemental specialized dyslexia intervention program (dyslexia lab) *shall* be considered and documented on §504 Record of Minutes.

Based on the above information and guidelines, the §504 committee first determines whether the student has dyslexia. If the student has dyslexia, the committee also determines whether the student has a disability under §504. **Whether a student is eligible for §504 accommodations is a separate determination from the determination that the student has dyslexia.** A student is considered to have a disability under §504 if the condition substantially limits the student's learning,

including the specific activity of reading. Additionally, the §504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity, **must not consider** the ameliorating effects of any mitigating measures that student is using. Mitigating measures include such things as: use of assistive technology; reasonable accommodations or auxiliary aids or services; readers, taped texts; and/or other interventions/plans. If the committee does not identify dyslexia, but the student has another condition or disability that substantially limits the student's learning, eligibility for §504 services related to the student's other condition or disability should be considered.

Students with additional factors that complicate their dyslexia may require additional support or referral to special education. If a student is already qualified as a student with a disability under special education, the Admission, Review, and Dismissal (ARD) committee should determine the least restrictive environment for delivering the student's dyslexia intervention.

Assessment of Special Education Students

At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education. At times, students will display additional factors/areas complicating their dyslexia and requiring more support than what is available through dyslexia instruction. At other times, students with severe dyslexia or related disorders will be unable to make adequate academic progress within any of the programs for dyslexia or related disorders. In such cases, a referral to special education for evaluation and possible identification as a child with a disability within the Individuals with Disabilities Improvement Act of 2004 (IDEA) will be made as needed.

If a student is already in special education, but exhibits the characteristics of dyslexia or related disorders and is referred for assessment, assessment procedures for students under the Individuals with Disabilities Act (IDEA 2004) shall be followed. Assessment data from prior special education assessments may be utilized, and/or additional assessment may be conducted by personnel trained in assessment to evaluate students for dyslexia and related disorders. In this case, the ARD committee will make determinations for those students.

If the student with dyslexia is found eligible for special education in the area of reading, and the ARD committee determines the student's instructional needs for reading are most appropriately met in a special education placement, the student's Individualized Education Program (IEP) must include appropriate reading instruction. Appropriate reading instruction includes the descriptors listed in *The Dyslexia Handbook* - Revised 2018, Chapter III
"Instruction for Students with Dyslexia."

If a student with dyslexia is referred for special education, Anywhere Texas ISD must follow the requirements of IDEA 2004. In IDEA 2004, §1401(30), dyslexia is considered one of a variety of etiological foundations for "specific learning disability." 34 CFR §300.8(c)(10) states the following:

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations,

including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The term does **_not_** apply to children who have learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disabilities (mental retardation); of emotional disturbance; or of environmental, cultural, or economic disadvantage.

Although the IDEA 2004 indicates that dyslexia is an example of a learning disability, the evaluation requirement for eligibility in 34 CFR §300.309(a)(1) specifically designate the following areas for a learning disability in reading: basic reading skill, reading fluency skills, and/or reading comprehension.

MONTAGUE ISD

Guidelines for Transitioning English Language Learners into The Dyslexia Program

Dyslexia is a language-based learning difference which stems from the inability to fluently unlock the sounds of the written symbols of a language. All languages can be categorized in reference to its orthographic component. Some languages, which are considered to have "transparent orthographies," have almost a perfect one-to-one sound to symbol correlation. Other languages, which are considered to have "opaque orthographies," can have multiple sounds to symbol correlations. The Spanish language is considered to be very transparent. This means that once the student can associate the sound to each symbol (letter of the alphabet), the **process** of decoding words is mastered quickly. The English language is considered to be opaque because the 26 letters of the English alphabet can produce 44 different sounds. The consonant sounds are usually consistent, but the vowel sounds change depending on the vowel's position in the word and/or what letter(s) precedes and/or follows. Just as languages can differ in the complexity of its orthographic component, so does the identification of Dyslexia in English Language Learners (ELL's).

Due to the transparent orthography of the Spanish language, Spanish readers will usually be successful with grade-level language/reading tasks. While decoding, word recognition, accuracy, and spelling are important dyslexia indicators in the English orthography, in more transparent orthographies, such as Spanish, it has less influence. The inability to perform language tasks with automaticity appears to be the more decisive characteristic in the identification process of dyslexia in a language as phonetic as Spanish.

Dyslexia, as defined by both the Texas Education Code and the International Dyslexia Association, is neurological in nature. This means that the individual is born with it. Therefore, it stands to reason that once an individual is identified with Dyslexia, he/she will require continued support, regardless of the language of instruction. The Bilingual Time and Treatment Guidelines in the regular education setting is crucial for all ELL's, but especially so for students who

are exhibiting characteristics of Dyslexia in their native language. A hasty transition into the English reading curriculum may compound the reading difficulties. A student who has been evaluated in Spanish and identified with characteristics of Dyslexia should attend a Spanish Dyslexia Instructional Program. In order to gain benefit from the Spanish therapy, the student should also be receiving Spanish reading instruction in the regular education bilingual classroom. The Spanish Dyslexia Instructional Program extends over a two- year period and to remove the student prematurely would compromise the fidelity of the program. The campus LPAC should be cautious when considering changes to the bilingual category of a student who has been identified with Dyslexia and is attending the Spanish Dyslexia Instructional Program. **When the LPAC has determined that the transition period is appropriate for these students, it is recommended that the _Esperanza Transitional Lessons_ be implemented in the dyslexia instructional program before initiating the English Dyslexia curriculum.**

Since the student must exhibit average to high average English listening comprehension skills, this measure ensures that the English Dyslexia Instructional Program does not become an ESL program.

For ELL's who were **not** considered for Dyslexia evaluation when they were receiving Spanish reading instruction, it is critical that when they transition into English reading that we do not confuse English language learners with students who are dyslexic. They may have some of the same characteristics of dyslexia and require some of the same types of instruction. However, the root of the characteristics is quite different.

MONTAGUE ISD

Procedures for Students Presenting Outside Independent Evaluations for Dyslexia Services

For students whose parents present evidence of outside independent evaluations addressing dyslexia, the following must be considered:

The outside independent evaluation (assessment) must:

- have been administered by an individual certified to conduct an educational evaluation and knowledgeable about dyslexia;
- be considered valid and comparable to the evaluation standards that Anywhere Texas ISD would conduct; and
- comply with the requirements set forth in Section 504 and the TEA requirements specified in TEA's _The Dyslexia Handbook – Revised 2018._

Additionally, §504 regulations and TEA requirements as outlined in _The Dyslexia Handbook – Revised 2018_ have identified certain expectations in regards to the referral process for a dyslexia assessment and/or eligibility. An outside independent evaluation is considered a single source of data. Section 504 and/or the IDEA both require that _**data must be provided from a variety of sources in determining a child's eligibility**_ for services. Case law allows the District to maintain the right to conduct their own evaluation.

In addition to the outside independent evaluation, data that must be submitted for review

before a decision can be rendered concerning the validity of an outside independent evaluation by the District evaluator includes the following:

- The student **has passed** the hearing screening. This screening **must** be current and the student must be able to hear and process sounds normally. *"Students must possess the ability to distinguish the difference between sounds – the sounds of language (phonemes) and the sounds of noise – and the ability of the phonologic module to distinguish speech from non-speech words."* [*Overcoming Dyslexia*, Sally Shaywitz, pg. 48-49.]
- The student has **passed** the vision screening with or without correction (i.e., glasses, contacts). Screening **must** be current and student must be able to see the written word and differentiate between letters. [*Overcoming Dyslexia*, Sally Shaywitz, pg. 50; *Learning Disabilities – From Identification to Intervention*, Jack M. Fletcher, pgs. 92-94.]
- The classroom teacher can provide a list of academic concerns for the student and the student exhibits of the characteristics of dyslexia. The **Teacher Interview for Student At-Risk for Dyslexia (Dyslexia Screening Checklist)** is sufficient to determine general characteristics of dyslexia.

- Effective classroom instruction and interventions have previously been provided by the classroom teacher. Previous interventions, including the receipt of an accelerated reading program as defined by TEC §28.006 should be documented on an Individual Intervention Plan (IIP). The teacher should provide evidence of curriculum-based monitoring indicating student's progress plus data indicating fidelity of implementation. Best practice recommends that scientific, research-based interventions should be attempted before considering a referral for evaluation as well as the student having previously participated in an accelerated (intensive) reading program. [TEC §28.006.]
- All LEP students, depending on their bilingual category, must receive appropriate instruction based on their LEP category. The LPAC Committee determines and documents the student's bilingual category. A current TELPAS, LAS, RPTE, etc. score is necessary. It is the expectation that the LEP student possesses Cognitive Academic Language Proficiency (CALP) **before** being dismissed from the bilingual program. If the student does not possess CALP and/or the additional data being submitted indicates language acquisition as a factor for the student's current concerns, the request for dyslexia assessment may be refused. [*The Dyslexia Handbook – Revised 2018 pg 30.*]
- Parents **must** be provided with written information concerning their child's difficulties in reading and **must** have been informed about the accelerated (intensive) reading program and/or interventions that appropriately addresses the student's reading difficulties and enables them to catch up with their typically performing peers. In addition, parents must provide the school with written consent for **both** a dyslexia assessment as well as the assessment to be conducted under Section 504. [TEC §28.006(g)(h), pgs. 15 & 45; *The Dyslexia Handbook – Revised 2018.*]
- Frequently due to sociocultural factors such as irregular attendance or lack of experiential backgrounds, students will be referred as being a child with a disability. Both Section 504 and the IDEA prohibit referrals for disability based on irregular attendance or lack of experiential background and/or other sociocultural factors. [34 C.F.R. Appendix Part 104 Definitions; 34 C.F.R. 300.306; *The Dyslexia Handbook – Revised 2018.*]

Failure to present the additional data outlined above, in addition to the outside independent evaluation, *may* result in an inability to consider the validity of the outside evaluation.

Eligibility determinations for dyslexia services can only be determined by a duly constituted Section 504 committee who are knowledgeable about the student, the evaluation data (including dyslexia) and the placement options.

For additional questions, contact:

Montague ISD 940-894-2811 and speak to either:

Angela Kleinhans – Principal   angela.kleinhans@montagueisd.org

Candy Bouldin -Dyslexia Intervention and Testing   candy.bouldin@montagueisd.org

MONTAGUE ISD

District Procedures for Serving In-State or Out of State Transfers For Students Identified With Dyslexia

IN-STATE STUDENT TRANSFERS:
For students transferring into Montague ISD who have been diagnosed with *dyslexia* within the same school year by a public- school agency within the state of Texas, the following procedures are to be followed:

- Receiving campus must have written documentation from the previous school district that student has been identified as a student with dyslexia as outlined *The Dyslexia Handbook,* Revised 2018.
- Receiving campus must have written documentation from the previous school district that the student has a current §504 individual accommodation plan (IAP). 3. Montague ISD, upon receipt of the written documentation outlined in items 1 and 2, will provide the student with FAPE (free and appropriate public education) as defined under Section 504 - including services *comparable* to those described in the child's individual accommodation plan) from the previous school district **UNTIL** the current school district either:
  - o Formally adopts the child's individual accommodation plan (IAP) by a duly constituted campus §504 committee pursuant to District procedures implementing §504; or
  - o Develops, adopts and implements a new individual accommodation plan (IAP) that meets the applicable requirements including the determination of whether: i. New or additional testing is required;
    - ▪ Previous testing presented to the current school district is not older than one year;

- Previous testing meets the requirements as outlined in *The Dyslexia Handbook,* Revised 2018; and
- Previous testing meets the standards and procedures implemented by the Montague ISD.
- The timeline for completing the procedures outlined above shall be 30 instructional days from the date the student is verified as being a student with dyslexia and eligible for dyslexia and §504 services.

STUDENTS TRANSFERRING FROM OUT OF STATE:

For students transferring into Montague ISD from a state other than Texas and who have been diagnosed with dyslexia within the same school year by a public- school agency, the following procedures are to be followed:

- Receiving campus must have written documentation from the previous school district that student has been identified as a student with dyslexia.
- Receiving campus must have written documentation from the previous school district that student has a current §504 individual accommodation plan (IAP).
- Montague ISD, upon receipt of the written documentation outlined in items 1 and 2, will provide the student with FAPE (free and appropriate public education as defined under Section 504 - including services *comparable* to those described in the child's individual accommodation plan) from the previous school district **UNTIL** the current school district either:

- Conducts an evaluation pursuant to the procedures outlined in *The Dyslexia Handbook,* Revised 2018, Section 504 and Montague ISD procedures for evaluating students with dyslexia; and
- Develops, adopts and implements a new individual accommodation plan, if appropriate, that meets the applicable requirements pursuant to the procedures outlined in *The Dyslexia Handbook,* Revised 2018 and Section 504.
- The timeline for completing the procedures outlined above shall be 45 instructional days from the date the student is verified as being a student with dyslexia.
- Should the data indicate that additional testing is indicated or not adequately current, §504 regulations and TEA requirements as outlined in *The Dyslexia Handbook,* Revised 2018 have identified certain expectations in regards to the process and data required for a dyslexia assessment. The data accompanying the request for a dyslexia assessment should provide the evaluator with complete and accurate documentation to confirm the need for an assessment or re-assessment (specific to transfer students). Documentation should include but is not limited to the following:
  - The student **has passed** the hearing screening. This screening **must** be current and the student must be able to hear and process sounds normally. *"Students must possess the ability to distinguish the difference between sounds – the sounds of language (phonemes) and the sounds of noise – and the ability of the phonologic module to distinguish speech from non-speech words."* [*Overcoming Dyslexia*, Sally Shaywitz, pg. 48-49.]
  - The student has **passed** the vision screening with or without correction (i.e., glasses, contacts). This screening **must** be current and the student must be able to see the written word and differentiate between letters. [*Overcoming Dyslexia*, Sally

Shaywitz, pg. 50; *Learning Disabilities – From Identification to Intervention*, Jack M. Fletcher, pgs. 92-94.]

- o Data indicating that student's difficulties are not due to LEP issues and/or sociocultural factors such as irregular attendance or lack of experiential backgrounds.

Montague ISD 940-894-2811 and speak to either:

Angela Kleinhans – Principal   angela.kleinhans@montagueisd.org

Candy Bouldin -Dyslexia Intervention and Testing   candy.bouldin@montagueisd.org

Montague Independent School District

Dyslexia Instructional Program Exit Criteria and Monitoring Students After Exiting Program

Student:_____ ID#:_____ DOB:_____ Grade:_____
Campus:_____

Dyslexia instructional program services exit **must** be based on a comprehensive and thorough consideration of a preponderance of student data that meets most or all the criteria outlined below. Either the Campus §504 Committee or the ARD Committee can make the decision to exit a student from the District's dyslexia instructional program if a preponderance of evidence is available to support such decision.

❑ YES ❑ NO 1. Student has met standards on the STAAR/EOC Reading and Writing tests for at least two years;

*A**ND***

❑ YES ❑ NO 2. Student is reading at grade level as measured by a Reading Inventory Measure from the District's dyslexia instructional program and classroom administered fluency checks;

*A**ND***

❑ YES ❑ NO 3. The student has completed/mastered all the objectives in the District's dyslexia instructional program;

*A**ND***

❑ YES ❑ NO 4. Student's reading teacher indicates student's grades and performance in the regular reading program demonstrate that there is no longer an educational need for placement in the dyslexia instructional program;

*A**ND***

❑ YES ❑ NO 5. Student's dyslexia teacher, regular reading program teacher and parent are in agreement that student no longer has an educational need for the dyslexia instructional program.

6. Student demonstrates minimal to no measurable progress in the District's dyslexia program and/or an inability to grasp the concepts taught in the program after consistent implementation *and* is demonstrating regression. **This must be supported by documentation of parent conferences as well as progress reports on the impact of the program's interventions on student learning. This lack of progress must be documented in either the student's §504 committee minutes or ARD minutes. Student must be referred for further evaluation.**

7. Factors such as behavior and/or absenteeism prevent the student from benefiting from the District's dyslexia instructional program. **This must be supported by documentation of parent conferences as well as progress reports on the impact of the program's interventions on student learning. This lack of benefit must be documented in either the student's §504 committee minutes or ARD minutes along with documentation indicating District remediation.**

A student exited from the dyslexia instructional program will continue to be monitored by the dyslexia teacher on a six-week basis and may continue to require an Individual Accommodation Plan to be implemented in the general education classroom. All students receive an annual review by either the Campus §504 Committee or ARD Committee.

A student who has been exited from the dyslexia instructional program and begins to show regression may be reinstated back into the dyslexia instructional program by either the Campus §504 Committee or ARD Committee.

❑ YES ❑ NO 1. This student has met the above exit criteria.

❑ YES ❑ NO 2. The data used for making this decision is on file with this form in the student's §504 or Special Education folder.

❑ YES ❑ NO 3. A parent conference was held prior to this committee decision so as to collect parental input.

❑ YES ❑ NO 4. At this time, the student does NOT meet exit criteria; however, the parent has requested that the student be exited from the dyslexia instructional program. Parent has withdrawn consent.

Based on the above noted data, the §504 Committee or ARD Committee has exited this student from district dyslexia program supplemental support services, effective _____ (date).

THIS PLACEMENT DECISION WAS MADE BY A LEGALLY CONSTITUTED CAMPUS

§504 COMMITTEE OR ARD COMMITTEE. COMMITTEE SIGNATURES:

§504 COMMITTEE MEMBERSHIP: List each member attending the §504 meeting and check the area of knowledge they provide. Each area of knowledge *must* be present on the committee. (This placement decision was made by a group of persons including those knowledgeable about this student, the meaning of the evaluation data, and the placement options. For students being evaluated for Dyslexia, someone who has been trained and is knowledgeable about Dyslexia must also be included. This Committee realizes that §504 does not exempt any student from state-mandated tests and that mastery of the grade level TEKS continues to be a requirement.)

NAME/SIGNATURE	POSITION/TITLE	KNOWLEDGE OF…	
Angela Kleinhans	Principal, 504 Coordinator	❏	Child
		❏	Evaluation data ❏ Reading Process ❏ Dyslexia
		❏	Placement options ❏ Dyslexia Instruction
Candy Bouldin	Dyslexia intervention & testing	❏	Child
		❏	Evaluation data ❏ Reading Process ❏ Dyslexia
		❏	Placement options ❏ Dyslexia Instruction
Teacher(s):		❏	Child
		❏	Evaluation data ❏ Reading Process ❏ Dyslexia
		❏	Placement options ❏ Dyslexia Instruction
Parent(s):		❏	Child
		❏	Evaluation data ❏ Reading Process ❏ Dyslexia
		❏	Placement options ❏ Dyslexia Instruction

DYSLEXIA INSTRUCTIONAL PROGRAM EXIT CRITERIA

Student: _____

Date: _____

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Dysgraphia

Texas state law requires districts and charter schools to identify students who have dyslexia and related disorders. Texas Education Code §38.003 identifies the following examples of related disorders: developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Recent research in the field of dysgraphia has prompted the addition of the following guidance regarding the evaluation, identification, and provision of services for students with dysgraphia.

Definition and Characteristics of Dysgraphia

Difficulty with handwriting frequently occurs in children with dyslexia. When Texas passed dyslexia legislation, the co-existence of poor handwriting with dyslexia was one reason why dysgraphia was called a related disorder. Subsequently, dyslexia and dysgraphia have been found to have diverse co-morbidities, including phonological awareness (Döhla and Heim, 2016). However, dyslexia and dysgraphia are now recognized to be distinct disorders that can exist concurrently or separately. They have different brain mechanisms and identifiable characteristics.

Dysgraphia is related to dyslexia as both are language-based disorders. In dyslexia, the impairment is with word-level skills (decoding, word identification, spelling). Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills—finding, retrieving and producing letters, which is a subword-level language skill. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015).

A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015). Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

The characteristics of dysgraphia include the following:

• Variably shaped and poorly formed letters

• Excessive erasures and cross-outs

• Poor spacing between letters and words

• Letter and number reversals beyond early stages of writing

• Awkward, inconsistent pencil grip

• Heavy pressure and hand fatigue

• Slow writing and copying with legible or illegible handwriting (Andrews & Lombardino, 2014)

Additional consequences of dysgraphia may also include:

• Difficulty with unedited written spelling

• Low volume of written output as well as problems with other aspects of written expression

Dysgraphia is not:

• Evidence of a damaged motor nervous system

• Part of a developmental disability that has fine motor deficits (e.g., intellectual disability, autism, cerebral palsy)

• Secondary to a medical condition (e.g., meningitis, significant head trauma, brain trauma)

• Association with generalized developmental motor or coordination difficulties (Developmental Coordination Disorder)

• Impaired spelling or written expression with typical handwriting (legibility and rate) (Berninger, 2004)

Dysgraphia can be due to:

• Impaired feedback the brain is receiving from the fingers

• Weaknesses using visual processing to coordinate hand movement and organize the use of space

• Problems with motor planning and sequencing

• Difficulty with storage and retrieval of letter forms (Levine, 1999)

Despite the widespread beliefs that handwriting is purely a motor skill or that only multisensory methods are needed to teach handwriting, multiple language processes are also involved in handwriting. Handwriting draws on language by hand (letter production), language by ear (listening to letter names when writing dictated letters), language by mouth (saying letter names), and language by eye (viewing the letters to be copied or reviewing for accuracy the letters that are produced from memory) (Berninger & Wolf, 2016).

Sources for Definition and Characteristics of Dysgraphia

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Berninger, V.W. (2015). *Interdisciplinary frameworks for schools: Best practices for serving the needs of all student.* Washington, D.C.: American Psychological Association.

Berninger, V.W., Richards, T.L. and Abbott, R. D. (2015) *Differential Diagnosis of Dysgraphia, Dyslexia, and OWL LD: Behavioral and Neuroimaging Evidence.* Read Writ. 2015 Oct;28(8):1119-1153.

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Döhla, D. and Heim, S. (2016). *Developmental dyslexia and dysgraphia: What can we learn from the one about the other?* Frontiers in Psychology. 6:2045.

Levine, M.D. (1999). *Developmental Variation and Learning Disorders.* Cambridge, MA: Educators Publishing Service, Inc.

Procedures for Evaluation

The process of identifying dysgraphia will follow one of two procedures. School districts and charter schools may evaluate for dysgraphia through either IDEA or Section 504. If a student is suspected of having a disability within the scope of IDEA and a corresponding need for special education services is suspected, all special education procedures must be followed. These procedural processes require coordination among the teacher, campus administrators, diagnosticians, and other professionals as appropriate when factors such as a student's English language acquisition, previously identified disability, or other special needs are present.

The first step in the evaluation process, data gathering, should be an integral part of the district's or charter school's process for any student exhibiting learning difficulties. Documentation of the following characteristics of dysgraphia could be collected during the data gathering phase:

• 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 accurate 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

While schools must follow federal and state guidelines, they must also develop procedures that address the needs of their student populations. Schools shall recommend evaluation for dysgraphia if the student demonstrates 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

1. Data Gathering

Schools collect data on all students to ensure that instruction is appropriate and scientifically based. Essential components of comprehensive literacy instruction, including writing, are defined in Section 2221(b) of ESSA as explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff.

Any time from kindergarten through grade 12 a student continues to struggle with one or more components of writing, schools must collect additional information about the student. Schools should use previously

collected as well as current information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. The collection of various data, as indicated in Figure 5.1 below, will provide information regarding factors that may be contributing to or primary to the student's struggles with handwriting, spelling, and written expression.

Cumulative Data

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 dysgraphia is not due to lack of appropriate instruction in handwriting, spelling, and written expression. This information should include data that demonstrate that the student was provided appropriate instruction and include data-based documentation of repeated evaluations of achievement at reasonable intervals (progress monitoring), reflecting formal evaluation of student progress during instruction. This cumulative data also include information from parents/guardians. Sources and examples of cumulative data are provided in Figure 5.1. **Figure 5.1. Sources and Examples of Cumulative Data**

• Vision screening	• State student assessment program results as described in TEC §39.022
• Teacher reports of classroom concerns	
• Parent reports of concerns about handwriting, spelling, or written expression	• Observations of instruction provided to the student
• Classroom handwriting assessments	• Full Individual and Initial Evaluation
• Classroom spelling assessments	• Outside evaluations
• Samples of written work (e.g., journal, story responses, writing samples, etc.)	• Speech and language assessment
	• School attendance
• Accommodations or interventions provided	• Curriculum-based assessment measures
• Academic progress reports (report cards)	• Instructional strategies provided and student's response to the instruction
• Gifted/talented assessments	
• Samples of written schoolwork (both timed and untimed)	• Universal screening
	• Parent survey

Initial Evaluation Pathways

The district or charter school must make data-informed decisions that reflect the input of staff and parents for every student on an individual basis, every time. They must consider all resources and services based on student need. The district or charter school should carefully consider all of the relevant student data to gauge the level of impact that a student's specific presentation of dysgraphia will have on his or her ability to access and make progress in the general curriculum. If it is suspected that the student may have dysgraphia and may need special education services because of dysgraphia, the student should be evaluated under IDEA. If the district or school suspects that the student may need interventions and accommodations specific to dysgraphia rather than special education services, then the student should be evaluated under Section 504. Students who are currently eligible under IDEA and have an IEP and who are now suspected of having dysgraphia must undergo a reevaluation under IDEA.

Formal Evaluation

After data gathering, the next step in the process is formal evaluation. This is not a screening; rather, it is an individualized evaluation used to gather evaluation data. Formal evaluation includes both formal and informal data. All data will be used to determine whether the student demonstrates a pattern of evidence for dysgraphia. Information collected from the parents/guardians also provides valuable insight into the student's early years of written language development. This history may help to explain why students come to the evaluation with many different strengths and weaknesses; therefore, findings from the formal evaluation will be different for each child. Professionals conducting evaluations for the identification of dysgraphia will need to look beyond scores on standardized assessments alone and examine the student's classroom writing performance, educational history, and early language experiences to assist with determining handwriting, spelling, and written expression abilities and difficulties.

Notification and Permission

When formal evaluation is recommended, the school completes the evaluation process as outlined in IDEA or Section 504. Procedural safeguards under IDEA and Section 504 must be followed. For more information on procedural safeguards, see Appendix D, IDEA/Section 504 Side-by-Side Comparison, and TEA's Parent Guide to the Admission, Review, and Dismissal Process (Parent's Guide) or OCR's Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools.

The individual needs of the student will determine the appropriate evaluation/identification process to use. The notices and requests for consent must be provided in the native language of parents/guardians or other mode of communication used by parents/guardians unless it is clearly not feasible to do so.

Tests and Other Evaluation Materials

In compliance with IDEA and Section 504, test instruments and other evaluation materials must meet the following criteria:

• Be used for the purpose for which the evaluation or measures are valid or reliable

• Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient

• Be selected and administered to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude, achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills

• Be selected and administered in a manner that is not racially or culturally discriminatory

• Include multiple measures of a student's writing abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion-referenced evaluations, samples of written work, classroom observations)

• Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials

• Be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer

Domains to Assess

Academic Skills

The school administers measures that are related to the student's educational needs. Difficulties in the areas of letter formation, orthographic awareness, and general handwriting skills may be evident dependent on the student's age and writing development. Additionally, many students with dysgraphia may have difficulty with spelling and written expression.

Cognitive Processes

The process of handwriting requires the student to rely on memory for letters or symbol sequences, also known as orthographic processing. Memory for letter patterns, letter sequences, and the letters in whole words may be selectively impaired or may coexist with phonological processing weaknesses. When spelling, a student must not only process both phonological and orthographic information, but also apply their knowledge of morphology and syntax (Berninger & Wolf, 2009).

Areas for Evaluation of Dysgraphia

Academic Skills
•Letter formation
•Handwriting
•Word/sentencedictation (timed anduntimed)
•Copying of text
•Written expression
•Writing fluency (bothaccuracy and fluency)

Cognitive Processes
•Memory for letter orsymbol sequences(orthographic processing)

Possible Additional Areas
•Phonologicalawareness
•Phonological memory
•Working memory
•Letter retrieval
•Letter matching

Berninger, V. W., & Wolf, B. (2009). *Teaching students with dyslexia and dysgraphia lessons from teaching and science*. Baltimore, MD: Paul H. Brookes Publishing.

Procedures for Identification

The identification of dysgraphia is made by either the ARD committee under IDEA or Section 504 committee under Section 504. To make an informed determination, either committee must include members who are knowledgeable about the following:

•Student being assessed

•Evaluation instruments being used

•Interpretation of the data being collected

Additionally, the committee members should have knowledge regarding

•the handwriting process;

•dysgraphia and related disorders;

•dysgraphia instruction, and;

•district or charter school, state, and federal guidelines for evaluation.

Review and Interpretation of Data and Evaluation

To appropriately understand evaluation data, the committee of knowledgeable persons (ARD or Section 504) must interpret tests results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning.

The ARD or Section 504 committee must first determine if a student's difficulties in the areas of writing and spelling reflect a pattern of evidence for 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

Based on the above information and guidelines, should the committee (Section 504 or ARD) determine that the student exhibits weakness in writing 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 differences, irregular attendance, or lack of appropriate and effective instruction. For example, the student may exhibit strengths in areas such as reading comprehension, listening comprehension, oral verbal ability, or math reasoning yet still have difficulty with writing and spelling. **Therefore, 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.**

Dysgraphia Identification

If the student's difficulties are unexpected in relation to other abilities, the Section 504 or ARD committee must then determine if the student has dysgraphia. The list of questions in below must be considered when making a determination regarding dysgraphia.

Questions to Determine the Identification of Dysgraphia

• Do the data show a pattern of low writing and spelling ability that is unexpected for the student in relation to the student's other cognitive abilities and provision of effective classroom instruction?

• Does the pattern indicate the student has dysgraphia?

• Does the student meet eligibility as a student with a disability under Section 504 or IDEA?

Once dysgraphia has been identified, there are further eligibility questions the Section 504 or ARD committee must still consider. These considerations are discussed in greater detail below.

Review of Evaluation by Section 504 Committee

If the Section 504 committee determines the student has dysgraphia, the committee must also determine whether the student has a disability under Section 504. A student has a disability under Section 504 if the physical or mental impairment (dysgraphia) substantially limits one or more major life activities, such as the specific activity of writing. Additionally, the Section 504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity (writing), must not consider the ameliorating effects of any mitigating measures that student is using. If the Section 504 committee does not identify dysgraphia, but the student has another condition or disability that substantially limits the student, eligibility for Section 504 services related to the student's other condition or disability should be considered. The Section 504 committee will also consider whether the student requires additional accommodations and/or related services for the provision of FAPE. Revision of the Section 504 Plan will occur as the student's response to instruction and use of accommodations, if any, is observed. Changes in instruction and/or accommodations must be supported by current data (e.g., classroom performance and dyslexia program monitoring).

Review of Evaluation by the Admission, Review, and Dismissal (ARD) Committee

Within 30 calendar days of completion of the written evaluation report, the ARD committee will determine whether the student who has dysgraphia is eligible under IDEA as a student with a specific learning disability. The student is eligible for services under IDEA if he/she has dysgraphia and, because of the dysgraphia needs special education services. The October 23, 2015 letter from the Office of Special Education and Rehabilitative Services (OSERS) (Dear Colleague: Dyslexia Guidance) states that dyslexia, dyscalculia, and dysgraphia are

conditions that could qualify a child as a child with a specific learning disability under IDEA. The letter further states that there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents. For more information, please visit https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf.

If the student with dysgraphia is found eligible for special education, the student's IEP must include appropriate writing instruction, which might include instruction from a related services provider.

Instruction for Students with Dysgraphia

". . . Done right, early handwriting instruction improves students' writing. Not just its legibility, but its *quantity and quality*." (p. 49)

—S. Graham, Want to Improve Children's Writing? Don't Neglect Their Handwriting, *American Educator*, 2010

Graham and his colleagues describe two reasons for teaching handwriting effectively. The first reason is what they call the Presentation Effect. Research demonstrates that, in general, a reader's evaluation of a composition's quality is influenced by how neatly it is written (Graham, Harris, & Hebert, 2011). The second reason that educational scientists give for teaching handwriting effectively is called the Writer Effect. Research demonstrates that handwriting difficulties interfere with other writing processes such as expression of ideas and organization. In fact, a 2016 meta-analysis showed that handwriting instruction improved students' writing fluency, quantity, and quality. The findings of this research report were dramatic, showing moderate effects on writing fluency and very large effects on the number of words students wrote and the quality of their compositions (Santangelo & Graham, 2016).

Handwriting interferes with other writing processes or consumes an inordinate amount of cognitive resources, at least until handwriting becomes automatic and fluent … Handwriting-instructed students made greater gains than peers who did not receive handwriting instruction in the quality of their writing, how much they wrote, and writing fluency. (p. 226)

—Santangelo & Graham, A Comprehensive Meta-Analysis of Handwriting Instruction, 2016

Supporting Students Struggling with Handwriting

Between 10% and 30% of students struggle with handwriting. Early difficulties in this area are significantly correlated with poorer performance on composition tasks. The following are research-based elements of effective handwriting instruction. These elements, which apply to both manuscript and cursive handwriting, may not necessarily apply to an entire class but instead may be used to support instructional methods delivered in small groups with students whose penmanship is illegible or dysfluent.

1. Show students how to hold a pencil.

2. Model efficient and legible letter formation.

3. Provide multiple opportunities for students to practice effective letter formation.

4. Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.

5. Have students practice writing letters from memory.

6. Provide handwriting fluency practice to build students' automaticity.

7. Practice handwriting in short sessions.

—Adapted from Berninger et al., 1997; Berninger et al., 2006; Denton, Cope, & Moser, 2006; Graham et al., 2012; Graham, Harris, & Fink, 2000; Graham & Weintrub, 1996.

Some students who struggle with handwriting may actually have dysgraphia. Dysgraphia may occur alone, or with dyslexia. An assessment for dysgraphia, as it relates to dyslexia, is important in order to determine whether children need additional explicit, systematic instruction in handwriting only; handwriting and spelling; or handwriting, spelling, and written expression along with word reading and decoding (IDA, 2012).

Texas Education Code §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."

While it is important for students with dysgraphia to receive the research-based elements of handwriting, spelling, and written language instruction as part of the core curriculum, for those students who require additional supports and services for dysgraphia, instructional decisions must be made by a committee (either Section 504 or ARD) that is knowledgeable about the instructional elements and delivery of instruction that is consistent with research-based practice.

Handwriting

The research-based elements for effective instruction of handwriting as stated above for all students are the same for students with dysgraphia. However, the intensity, frequency, and delivery of instruction may need to be adjusted to meet specific student need as determined by the Section 504 or ARD committee. Figure 5.4 below provides a hierarchy of instruction for handwriting as a reference to best practice:

Handwriting Hierarchy of Instruction

Posture	Also known as "Watch Our Writing" (W.O.W)
	• 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 non-writing hand
	• Pencil grip and position correct

Grip	Normal tripod grip with pencil resting on first joint of 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

Spelling

Handwriting supports spelling, a complex process of translating a phoneme (spoken sound) to the corresponding grapheme (orthographic representation) in order to generate written text to express an idea. Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge. Because spelling is meaning driven and draws upon the phonological, orthographic, and morphological aspects of words, students will benefit from systematic, explicit instruction based on the following guiding principles:

• Phoneme-grapheme correspondence
• Letter order and sequence patterns, or orthographic conventions: o   syllable types
o   orthographic rules
o   irregular words

• Position of a phoneme or grapheme in a word
• Meaning (morphology) and part of speech
• Language of origin (Moats, 2005)

Writing

A potential secondary consequence of dysgraphia is difficulty with students expressing themselves in written text. This difficulty may be attributed to deficits in handwriting, spelling, language processing, or the integration of each of those skills. In Chapter IV of this handbook, Moats and Dakin (2008) are quoted as stating:

> *The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved* (p. 55).

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 genre including narrative, informational, compare and contrast, and persuasive compositions (IDA, 2012).

Delivery of Intervention

The way the content is delivered should be consistent with the principles of effective intervention for students with dysgraphia including the following:

• **Simultaneous, multisensory (VAKT)** — "Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning" (Birsh, 2018, p. 19). "Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning" (Moats & Dakin, 2008, p. 58).

• **Systematic and cumulative** — "Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2018, p. 19)**.**

• **Explicit instruction** — "Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print" (Moats & Dakin, 2008, p. 58). Explicit Instruction is "an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, p. 326).

• **Diagnostic teaching to automaticity** — "The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The content presented must be mastered to the degree of automaticity" (Birsh, 2018, p. 27). "This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student" (Moats & Dakin, 2008, p. 58). "When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner" (Berninger & Wolf, 2009, p. 70).

Sources for Critical, Evidence-Based Components and Delivery of Dysgraphia Instruction

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Santangelo, T., & Graham, S. (June 2016). A comprehensive meta-analysis of handwriting instruction. *Educational Psychology Review*, 28(2), 225-265.

Instructional Accommodations for the Student with Dysgraphia

By receiving instruction based on the elements described in this chapter, a student with dysgraphia is better equipped to meet the demands of grade-level or course instruction. In addition to targeted instruction, accommodations provide the student with dysgraphia effective and equitable access to grade-level or course instruction in the general education classroom. **Accommodations are not a one size fits all; rather, the impact of dysgraphia on each individual student determines the accommodation.** When considering accommodations for the student with dysgraphia, 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 (Texas Scottish Rite Hospital for Children, 2018, p. 5).

Listed below are **examples** of reasonable classroom accommodations for a student with dysgraphia based on the above considerations:

• Allow more time for written tasks including note taking, copying, and tests

• Reduce the length requirements 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 student with developing logical steps to complete a writing assignment instead of all at once

• Allow the use of technology (e.g., speech to text software, etc.)

• Allow the student to use cursive or manuscript, whichever is most legible and 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

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year or over several years including beyond graduation.

Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dysgraphia or provide support for the use of an accommodation should not be limited by whether an accommodation is allowable on a state assessment.

In order to make accommodation decisions for students, educators should have knowledge of the Texas Essential Knowledge and Skills (TEKS) and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports from parents and teachers) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine if the accommodation becomes inappropriate or unnecessary over time due to the student's changing needs. Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

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. The *Technology Integration for Students with Dyslexia* online tool (TEC §38.0031) is a resource developed to support school districts and charter schools in making instructional decisions regarding technology that benefit students with dyslexia and related disorders. For more information and to view this source, visit https://www.region10.org/programs/dyslexia/techplan/.

Montague Independent School District

- Role of the dyslexia teacher
- Knowledge and practice standards for teachers of dyslexia
- Compliance/legal issues for the campus and dyslexia teacher
- Districtwide professional development and required training on dyslexia
- Parent awareness

DYSLEXIA TEACHER ROLE

The *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2018* lists and describes the components of instruction that must be a part of a program used for students identified with dyslexia. Teachers (general or special education) who provide instruction for students with dyslexia must have training in the listed components of instruction as well as be trained in instructional strategies that utilize individualized, intensive, and multi-sensory methods.

Texas does not have a certification requirement specific to teachers providing intervention to students identified with dyslexia. School districts must consider the needs of students and the qualification of teachers. It is important that teachers have appropriate training in dyslexia and the relevant instructional components as outlined in Chapter III of *The Dyslexia Handbook*. Certified teachers who have coursework in the areas of reading and reading disabilities should be considered first for assignment to teach students with dyslexia and related disorders. Licensed dyslexia practitioners or licensed dyslexia therapists may also be considered. These teachers should be trained to deliver instruction that is described in Chapter III of *The Dyslexia Handbook*. Certified educational aides, per TAC guidelines [Title I, Section 1119(g)(2)], may perform assigned tasks under the guidance and supervision of a certified teacher or teaching team.

Roles of Dyslexia and/or Itinerant Reading Teachers
The dyslexia and/or itinerant reading teacher will:
- Deliver instructional reading programs (*READING BY DESIGN*) for identified dyslexic students only
- Be assigned to specific campus(es) for purposes of accountability but will NOT be available to assist the campuses with campus responsibilities due to itinerant constraints
- Maintain a teacher/student ratio not to exceed the recommended 1:6 per group
- Administer and gather pre/post instructional data to monitor program effectiveness and student growth in the area of reading
- Communicate with teachers, administrators and parents as needed
- Support and attend the district annual Parent Awareness Meeting
- Conduct parent training sessions
- Stay abreast of current research and development in dyslexia and research-based reading programs
- Assist in organizing and/or conducting in-services at their assigned campuses to facilitate the implementation of the dyslexia program and to ensure general classroom teacher's knowledge on dyslexia
- Maintain all necessary student records required by the dyslexia program
- Comply with all state and federal laws as well as district policies
- Review dyslexia folders
- Dyslexia teacher will review dyslexia referrals/folder for completion of required documentation ***prior*** to testing of a student takes place. This review must be conducted in a timely manner and may only be conducted during your planning period. Time taken to review dyslexia referral

folders shall not under any circumstance prevent the dyslexia teacher from providing their assigned dyslexia therapies. This is a compliance/FAPE issue.

Knowledge and Practice Standards for Teachers of Dyslexia
Executive Summary

READING DIFFICULTIES, INCLUDING DYSLEXIA, ARE VERY COMMON

Reading difficulties are the most common cause of academic failure and underachievement. Learning to read and write is not natural or easy for many – if not most – students, especially those with dyslexia and related language problems. The National Assessment of Educational Progress consistently finds that about 36% of all 4th graders read at a level described as "below basic." Between 15 and 20% of young students are doomed to academic failure because of reading and language processing weaknesses, unless those weaknesses are recognized early and treated skillfully. Another 20 to 30% are at risk for inadequate reading and writing development, depending on how – and how well – they are taught. Most of these at-risk students are ineligible for special education services and are dependent on the instruction given in the regular classroom or other supplementary services. However, of those students who are referred to special education services in public schools, approximately 85% are having severe difficulties with language, reading and writing. Clearly, responsibility for teaching reading and writing must be shared by all teaching personnel.

EFFECTIVE INSTRUCTION IS KEY

Although dyslexia and related reading and language problems may originate with neurobiological differences, they are mainly treated with skilled teaching. Informed and effective classroom instruction, especially in the early grades, can prevent or at least effectively address and limit the severity of reading and writing problems. Potential reading failure can be recognized as early as preschool and kindergarten, if not sooner. A large body of research evidence shows that with appropriate, intensive instruction, all but the most severe reading disabilities can be ameliorated in the early grades and students can get on track toward academic success. For those students with persistent dyslexia who need specialized instruction outside of the regular class, competent intervention from a specialist can lessen the impact of the disorder and help the student overcome and manage the most debilitating symptoms.

What is the nature of effective instruction for students at risk? The methods supported by research are those that are explicit, systematic, cumulative, and multisensory, in that they integrate listening, speaking, reading, and writing. The content of effective instruction emphasizes the structure of language, including the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), meaning relationships among words and their referents (semantics), and the organization of
spoken and written discourse. The strategies emphasize planning, organization, attention to

task, critical thinking, and self-management. While all such aspects of teaching are essential for students with dyslexia, these strategies also enhance the potential of all students.

ARE TEACHERS PREPARED?

Teaching language, reading, and writing effectively, especially to students experiencing difficulty, requires considerable knowledge and skill. Regrettably, the licensing and professional development practices currently endorsed by many states are insufficient for the preparation and support of teachers and specialists. [While Texas has passed licensing standards in the areas of Dyslexia Practitioners and Dyslexia Therapists, Texas Occupations Code Chapter 403, these standards are not at this point required within the public school setting.] Researchers are finding that those with reading specialist and special education

licenses often know no more about research-based, effective practices than those with general education teaching licenses. The majority of practitioners at all levels have not been prepared in sufficient depth to prevent reading problems, to recognize early signs of risk, or to teach students with dyslexia and related learning disabilities successfully. Inquiries into teacher preparation in reading have revealed a pervasive absence of rich content and academic rigor in many courses that lead to certification of teachers and specialists. Analyses of teacher licensing tests show that typically, very few are aligned with current research on effective instruction for students at risk. When test are aligned with scientific research, far too many teacher candidates are unable to pass them. To address these gaps and promote more rigorous, meaningful, and effective teacher preparation and professional development, the International Dyslexia Association has adopted this set of knowledge and practice standards.

STANDARDS FOR PRACTICE

The International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading provide a content framework for courses and course sequences.   In addition, they delineate proficiency requirements for practical application of this content (e.g., interpretation of assessments, delivery of differentiated instruction, and successful intervention with a child or adult with a reading disability).

The first section of this document specifies what all teachers of reading should know and be able to do, as well as ethical standards for the profession.

The second section offers guidelines for the additional practical teaching skills necessary for teaching students with dyslexia and related difficulties. The standards are organized and presented in the following order:

    SECTION 1: KNOWLEDGE AND PRACTICE STANDARDS
        A. Foundation Concepts about Oral and Written Language Learning
        B. Knowledge of the Structure of Language

    C. Knowledge of Dyslexia and Other Learning Disorders
    D. Interpretation and Administration of Assessments for Planning Instruction
    E. Structured Language Teaching:
        1. Phonology
        2. Phonics and Word Study
        3. Fluent, Automatic Reading of Text
        4. Vocabulary
        5. Text Comprehension
        6. Handwriting, Spelling, Written Expression

SECTION 2: GUIDELINES PERTAINING TO SUPERVISED PRACTICE OF TEACHERS OF STUDENTS WITH DOCUMENTED READING DISABILITIES OR DYSLEXIA WHO WORK IN SCHOOL [or Clinical or Private Practice Settings]
    A. Level I expectations for teachers.
    B. Level II expectations for specialists.

GUIDANCE AND SUPPORT FOR TEACHERS

In summary, learning to teach reading, language, and writing is a complex undertaking. The competence and expertise of teachers can be nourished with training that emphasizes the study of reading development, language, and individual differences. In addition, teachers need supervised practice opportunities to be successful, especially if they are responsible for students with dyslexia and other reading difficulties. If teachers are better prepared, the impact of reading difficulties, including dyslexia, will be lessened and many more students will receive the instruction and support that they require to reach their potential.

Knowledge and Practice Standards for Teachers of Reading
International Dyslexia Association, 2010

INTRODUCTION

    PURPOSE OF THESE STANDARDS

The International Dyslexia Association offers these standards to guide the preparation, certification, and professional development of those who teach reading and related literacy

skills in classroom, remedial, and clinical settings. The term teacher is used throughout this document to refer to any person whose responsibilities include reading instruction. The standards aim to specify what any individual responsible for teaching reading should

know and be able to do so that reading difficulties, including dyslexia, may be prevented, alleviated, or remediated. In addition, the standards seek to differentiate classroom teachers from therapists or specialists who are qualified to work with the most challenging students.

Although programs that certify or support teachers, clinicians, or specialists differ in their preparation methodologies

, teaching approaches, and organizational purposes, they should ascribe to a common set of professional standards for the benefit of the students they serve. Compliance with these standards should assure the public that individuals who teach in public schools are prepared to implement scientifically based and clinically proven practices. [Refer below to specific recommendations by the Interim Committee on Dyslexia, January 2011.]

[*Pursuant to HB 461, 81st Texas Legislature, the Interim Committee on Dyslexia and Related Disorders, submitted the following recommendations to Governor Perry in January of 2011:*

Recommendation 1: Require all state universities to instruct education majors in detection and treatment of dyslexia. Perhaps the most commonly raised point at the committee's hearings was that teachers are not properly trained on the subject of dyslexia. All teachers need to be able to recognize the characteristics of dyslexia, whether they teach in kindergarten or in high school. Teachers working with dyslexic students need to be trained in the science of reading and armed with the most up-to-date information. However, the committee was repeatedly told that this is not the case. Dyslexia is often as little understood in some of our schools as it is in the general community. Students with dyslexia pay the price for this lack of knowledge. … **The committee recommends requiring all state universities to include knowledge of dyslexia in their curriculum for education majors.** This curriculum should be compiled by a panel of dyslexia therapists teaching at the university level and should include dyslexia characteristics, dyslexia identification, effective multisensory teaching strategies for children with dyslexia, and classroom accommodations and modifications for children with dyslexia. This could be offered as a mandatory course or incorporated into an existing course. Enacted in 2011, TEC §21.044 Educator Preparation. Effective June 17, 2011.

Recommendation 9: Require minimum in-service for all teachers to learn about dyslexia. Concurrent with HB 157 (69R, 1985), the Legislature passed HB2168 which required development of "an in-service program to train teachers in the recognition of dyslexia and related disorders and in teaching strategies for those students." However, HB2168 did not require this training be available to teachers in every school district. Thus, while excellent programs exist, some districts do not provide this training. Reading difficulties are the most

common cause of academic failure and underachievement, according to the International Dyslexia Association. Determining in any grade whether a child may be dyslexic can make all the difference in a student's academic success and future career. Teachers must be prepared to recognize signs of dyslexia and they should be up to date with the latest discoveries regarding it. **This committee recommends each school district be required to offer in-service training on recognition of dyslexia to new teachers and teachers new to the state of Texas who teach one of the four content areas or in a self contained classroom. Thereafter, this requirement should be for all teachers new to the state of Texas or new to the teaching profession.**
Rules for the training should be determined by the TEA. Enacted in 2011, TEC §21.054 Continuing Education. Effective June 17, 2011.

Recommendation 11: Require ongoing professional development and training for campus dyslexia specialists. Testimony to the committee indicated a wide variance in the qualifications of those treating students with dyslexia around the state. It is not only important that dyslexia instructors have a background in the issue but also that they keep up with new findings and practices. Training is often particularly difficult for teachers in rural areas of the state. But technologies, such as interactive

video conferencing, facilitate distance learning and can greatly expand the training of instructors throughout Texas. **The committee recommends that ongoing professional development and training be required for all campus dyslexia specialists** under rules adopted by the TEA. This would not apply to dyslexia therapists and practitioners licensed under HB461 as they already must meet continuing education requirements (and are not at this time required by TEA in the public school implementation of the state dyslexia plan.)] Enacted in 2011, TEC §21.054 Continuing Education. Effective June 17, 2011.

BACKGROUND: WHY KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING AND DYSLEXIA ARE NECESSARY

Reading difficulties are the most common cause of academic failure and underachievement. The National Assessment of Educational Progress consistently finds that about 36% of all fourth graders read at a level described as "below basic."   Between 15 and 20% of young students demonstrate significant weaknesses with language processes, including but not limited to phonological processing, that are the root cause of dyslexia and related learning difficulties. Of those who are referred to special education services in public schools, approximately 85% are referred because of their problems with language, reading, and/or writing. Informed and effective classroom instruction, especially in the early grades, can prevent and relieve the severity of many of these problems.   For those students with dyslexia who need specialized instruction outside of the regular class, competent intervention from a specialist can lessen the impact of the disorder and help the student overcome the most debilitating symptoms.

Teaching reading effectively, especially to students experiencing difficulty, requires

considerable knowledge and skill. Regrettably, current licensing and professional development practices endorsed by many states are insufficient for the preparation and support of teachers and specialists. Researchers are finding that those with reading specialist and special education licenses often know no more about research-based, effective practices than those with a general education teaching license. The majority of practitioners at all levels have not been prepared in sufficient depth to recognize early signs of risk, to prevent reading problems, or to teach students with dyslexia and related learning disabilities successfully. Inquiries into teacher preparation in reading have revealed a pervasive absence of substantive content and academic rigor in many courses that lead to certification of teachers and specialists. Analyses of teacher licensing tests show that typically, very few are aligned with current research on effective instruction for students at risk. To address these gaps, the International Dyslexia Association has adopted these standards for knowledge, practice, and ethical conduct.

RESEARCH-BASED ASSUMPTIONS ABOUT DYSLEXIA AND OTHER READING DIFFICULTIES

These standards are broadly constructed to address the knowledge and skill base for teaching reading in preventive, intervention and remedial settings. Underlying the standards are assumptions about the nature, prevalence, manifestation, and treatments for dyslexia that are supported by research and by accepted diagnostic guidelines. These assumptions characterize dyslexia in relation to other reading problems and learning difficulties, as follows:

- Dyslexia is a language-based disorder of learning to read and write originating from a core or basic problem with phonological processing intrinsic to the individual. Its primary symptoms are inaccurate and/or slow printed word recognition and poor spelling – problems that in turn affect reading fluency and comprehension and written expression. Other types of reading disabilities include specific difficulties with reading comprehension and/or speed of processing (reading fluency). These problems may exist in relative isolation or may overlap extensively in individuals with reading difficulties.
- Dyslexia often exists in individuals with aptitudes, talents and abilities that enable them to be successful in many domains. • Dyslexia often coexists with other developmental difficulties and disabilities, including problems with attention, memory and executive function.
- Dyslexia exists on a continuum. Many students with milder forms of dyslexia are never officially diagnosed and are not eligible for special education services. They deserve appropriate instruction in the regular classroom and through other intervention programs.
- Appropriate recognition and treatment of dyslexia is the responsibility of all educators and support personnel in a school system, not just the reading or special education teacher.
- Although early intervention is the most effective approach, individuals with dyslexia and other reading difficulties can be helped at any age.

HOW TO USE THESE STANDARDS

The standards outline the 1) content knowledge necessary to teach reading and writing to students with dyslexia or related disorders or who are at risk for reading difficulty; 2)

practices of effective instruction; and 3) ethical conduct expected of professional educators and clinicians. Regular classroom teachers should also have the foundational knowledge of language, literacy development, and individual differences because they share responsibility for preventing and ameliorating reading problems.

HOW TO READ THE STANDARDS

The Standards include two major sections. **Section I** addresses foundation concepts, knowledge of language structure, knowledge of dyslexia and other learning disorders, administration and interpretation of assessments, the principles of structured language teaching, and ethical standards for the profession. **Section II** addresses skills to be demonstrated in supervised practice. In **Section I**, Standards A, B, C, and E are presented in two columns. The column on the left refers to content knowledge that can be learned and tested independent of observed teaching competency. The column on the right delineates the practical skills of teaching that depend on or that are driven by knowledge. The exception to this format is Standard D. It includes a third column on the right that specifies in greater detail what the teacher or specialist should be able to do.

Many of the standards are followed by the designation of (Level 1) or (Level 2). These designations indicate whether the standard should be met by novice teachers in training (Level 1) or by specialists with more experience and greater expertise (Level 2). In **Section II**, the recommended standards for preparation of teachers and specialists are distinguished by these two levels.

SECTION I: KNOWLEDGE AND PRACTICE STANDARDS

CONTENT KNOWLEDGE		Mastery		APPLICATION			Mastery	
		Yes	No				Yes	No
1.	Understand and explain the language processing requirements of proficient reading and writing • Phonological (speech sound) processing • Orthographic (print) processing • Semantic (meaning) processing • Syntactic (sentence level) processing • Discourse (connected text level) processing			1.	a.	Explain the domains of language and their importance to proficient reading and writing (Level 1).		
					b.	Explain a scientifically valid model of the language processes underlying reading and writing (Level 2).		
2.	Understand and explain other aspects of cognition and behavior that affect reading and writing • Attention • Executive function • Memory • Processing speed • Graphomotor control			2.	a.	Recognize that reading difficulties coexist with other cognitive and behavioral problems (Level 1).		
					b.	Explain a scientifically valid model of other cognitive influences on reading and writing, and explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes (Level 2).		
3.	Define and identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).			3.		Identify (Level 1) or explain (Level 2) major research findings regarding the contribution of environmental factors to literacy outcomes.		

4.	Know and identify phases in the typical developmental progression of : • Oral language (semantic, syntactic, pragmatic) • Phonological skill • Printed word recognition			4.		Match examples of student responses and learning behavior to phases in language and literacy development (Level 1).		

	• Spelling • Reading fluency • Reading comprehension • Written expression							
5.	Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.			5.		Explain how a weakness in each component skill of oral language, reading, and writing may affect other related skills and processes across time (Level 2).		
6.	Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).			6.		Identify the most salient instructional needs of students who are at different points of reading and writing development (Level 2).		

7.	Know reasonable goals and expectations for learners at various stages of reading and writing development.			7.		Given case study material, explain why a student is/is not meeting goals and expectations in reading or writing for his or her age/grade (Level 1).		

Explanatory Notes:

An extensive research base exists on the abilities that are important in learning to read and write, including how these abilities interact with each other, how they are influenced by experience, and how they change across development. Teachers' knowledge of this research base is an essential foundation for the competencies and skills described in subsequent sections of this document.

B. KNOWLEDGE OF THE STRUCTURE OF LANGUAGE

CONTENT KNOWLEDGE	Mastery		APPLICATION	Mastery	
	Yes	No		Yes	No
1. **Phonology (The Speech Sound System)** Identify, pronounce, classify, and compare the consonant and vowel phonemes of English.			1. a. Identify similar or contrasting features or contrasting features among phonemes (Level 1). b. Reconstruct the consonant and vowel phoneme inventories and identify the feature differences between and among phonemes (Level 2).		
2. **Orthography (The Spelling System)** Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek.			2. Recognize typical words from the historical layers of English (Anglo-Saxon, Latin/Romance, Greek) (Level 1).		
3. Define *grapheme* as a functional correspondence unit or representation of a phoneme.			3. Accurately map graphemes to phonemes in any English word (Level 1).		
4. Recognize and explain common orthographic rules and patterns in English.			4. Sort words by orthographic "choice" pattern; analyze words by suffix ending patterns and apply suffix ending rules.		

5. Know the difference between "high frequency" and "irregular" words.	5. Identify printed words that are the exception to regular patterns and spelling principles; sort high frequency words into regular and exception words (Level 1).
6. Identify, explain, and categorize six basic syllable types in English spelling.	6. Sort, pronounce, and combine regular written syllables and apply the most productive syllable division principles (Level 1).
Morphology 7. Identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin based prefixes, roots, and derivational suffixes; and Greek-based combining forms.	7. a. Recognize the most common prefixes, roots, suffixes, and combining forms in English content words, and analyze words at both the syllable and morpheme levels (Level 1). b. Recognize advanced morphemes (e.g., chameleon prefixes) (Level 2).
Semantics 8. Understand and identify examples of meaningful word relationships or semantic organization	8. Match or identify examples of word associations, antonyms, synonyms, multiple meanings and uses, semantic overlap, and semantic feature analysis (Level 1).
Syntax 9. Define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure.	9. Construct and deconstruct simple, complex, and compound sentences (Level 1).

10. Identify the parts of speech and the grammatical role of a word in a sentence.	10. a. Identify the basic parts of speech and classify words by their grammatical role in a sentence (Level 1). b. Identify advanced grammatical concepts (e.g., infinitives, gerunds) (Level 2).
Discourse Organization 11. Explain the major differences between narrative and expository discourse.	11. Classify text by genre; identify features that are characteristic of each genre, and identify graphic organizers that characterize typical structures (Level 1).
12. Identify and construct expository paragraphs of varying logical structures (e.g., classification, reason, sequence).	12. Identify main idea sentences, connecting words, and topics that fit each type of expository paragraph organization (Level 2).
13. Identify cohesive devices in text and inferential gaps in the surface language of text.	13. Analyze text for the purpose of identifying the inferences that students must make to comprehend (Level 2)

Explanatory Notes:

Formal knowledge about the structure of language – recognizing, for example, whether words are phonetically regular or irregular; common morphemes in words; and common sentence structures in English – is not an automatic consequence of high levels of adult literacy. However, without this kind of knowledge, teachers may have difficulty interpreting assessments correctly or may provide unintentionally confusing instruction to students. For instance, struggling readers are likely to be confused if they are encouraged to sound out a word that is phonetically irregular (e.g., *some*), or if irregular words, such as *come* and *have*, are used as examples of a syllable type such as "silent e." Similarly, to teach spelling and writing effectively, teachers need a knowledge base about language structure, including sentence and discourse structure. Research suggests that acquiring an understanding of language structure often requires explicit teaching of this information and more than superficial coverage in teacher preparation and professional development.

C. KNOWLEDGE OF DYSLEXIA AND OTHER LEARNING DISORDERS

CONTENT KNOWLEDGE			APPLICATION		
	Mastery			Mastery	
	Yes	No		Yes	No

1. Understand the most common intrinsic differences between good and poor readers (i.e., cognitive,
        neurobiological, and linguistic).
			1. a.
			        Recognize scientifically accepted characteristics of individuals with poor word recognition (e.g., overdependence on context to aid word recognition; inaccurate non-word reading) (Level 1).
			    b.
			        Identify student learning behaviors and test profiles typical of students with dyslexia and related learning difficulties. (Level 2).		

2. Recognize the tenets of the NICHD/IDA definition of dyslexia. (National Institute of Child Health and Human Development/International Dyslexia Assoc.)			2. Explain the reasoning or evidence behind the main points in the definition (Level 1).		
3. Recognize that dyslexia and other reading difficulties exist on a continuum of severity.			3. Recognize levels of instructional intensity, duration, and scope appropriate for mild, moderate, and severe reading disabilities (Level 1).		

4. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.)	4. Match symptoms of the major subgroups of poor readers as established by research, including those with dyslexia, and identify typical case study profiles of those individuals (Level 2).
5. Identify how symptoms of reading difficulty may change over time in response to development and instruction.	5. Identify predictable ways that symptoms might change as students move through the grades (Level 2).

6. Understand federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.	6. a.
	
	    Explain the most fundamental provisions of federal and state laws pertaining to the rights of students with disabilities, especially students' rights to a free, appropriate public education, an individualized education plan (including a Section 504 individual accommodation plan), services in the least restrictive environment, and due process. (Level 1).
	
	    b.
	
	    Appropriately implement federal and state laws in identifying and serving students with learning disabilities, reading disabilities, and dyslexia (Level 2).

Explanatory Notes:

To identify children with dyslexia and other learning disabilities, teachers must understand and recognize the key symptoms of these disorders, as well as how the disorders differ from each other. In order to plan instruction and detect older students with learning disabilities who may have been overlooked in the early grades, teachers also should understand how students' difficulties may change over time, based on developmental patterns, experience, and instruction, as well as on increases in expectations across grades.

D. INTERPRETATION AND ADMINISTRATION OF ASSESSMENTS FOR PLANNING INSTRUCTION

CONTENT KNOWLEDGE	Mastery		APPLICATION	Mastery		OBSERVABLE COMPETENCIES FOR TEACHING STUDENTS WITH DYSLEXIA AND RELATED DISORDERS	Mastery	
	Yes	No		Yes	No		Yes	No
1. Understand the differences among screening, diagnostic, outcome, and progress monitoring assessments.			1. Match each type of assessment and its purpose (Level 1).			1. Administer screenings and progress monitoring assessments (Level 1).		
2. Understand basic principles of test construction, including reliability, validity, and norm referencing, and know the most well-validated screening tests designed to identify students at risk for reading difficulties.			2. Match examples of technically adequate, well validated screening, diagnostic, outcome, and progress-monitoring assessments (Level 1).			2. Explain why individual students are or are not at risk in reading based on their performance on screening assessments (Level 1).		
3. Understand the principles of progress-monitoring and the use of graphs to indicate progress.			3. Using case study data, accurately interpret progress-monitoring graphs to decide whether or not a student is making adequate progress (Level 1).			3. Display progress monitoring data in graphs that are understandable to students and parents (Level 1).		

4. Know the range of skills typically assessed by diagnostic surveys of phonological skills, decoding skills, oral reading skills, spelling, and writing.	4. Using case study data, accurately interpret subtest scores from diagnostic surveys to describe a student's patterns of strengths and weaknesses and instructional needs (Level 2).	4. Administer educational diagnostic assessments using standardized procedures (Level 2).

5. Recognize the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.	5. Find and interpret appropriate print and electronic resources for evaluating tests (Level 1).	5. Write reports that clearly and accurately summarize a student's current skills in important component areas of reading and reading comprehension (Level 2).
6. Interpret measures of reading comprehension and written expression in relation to an individual child's component profile.	6. Using case study data, accurately interpret a student's performance on reading comprehension or written expression measures and make appropriate instructional recommendations.	6. Write appropriate, specific recommendations for instruction and educational programming based on assessment data (Level 2).

Explanatory Notes:

Teachers' ability to administer and interpret assessments accurately is essential both to early identification of students' learning problems and to planning effective instruction. Appropriate assessments enable teachers to recognize early signs that a child may be at risk for dyslexia or other learning disabilities, and the assessments permit teachers to target instruction to meet individual student's needs. Teachers should understand that there are different types of assessments for different purposes (e.g., brief

but frequent assessments to monitor progress versus more lengthy, comprehensive assessments to provide detailed diagnostic information), as well as recognize which type of assessment is called for in a particular situation. Teachers need to know where to find unbiased information about the adequacy of published tests, and to interpret this information correctly, they require an understanding of basic principles of test construction and concepts such as reliability and validity. They also should understand how an individual student's component profile may influence his or her performance on a particular test, especially on broad measures of reading comprehension and written expression. For example, a child with very slow reading is likely to perform better on an untimed measure of reading comprehension than on a stringently timed measure; a child with writing problems may perform especially poorly on a reading comprehension test that requires lengthy written responses to open-ended questions.
Reference: IDA, 2010 – adapted

E-1. STRUCTURED LANGUAGE TEACHING: PHONOLOGY

CONTENT KNOWLEDGE			OBSERVABLE COMPETENCIES FOR TEACHING STUDENTS WITH DYSLEXIA AND RELATED DIFFICULTIES		
	Mastery			Mastery	
	Yes	No		Yes	No
1. Identify the general and specific goals of phonological skill instruction.			1. Explicitly state the goal of any phonological awareness teaching activity (Level 1).		
2. Know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).			2. a. Select and implement activities that match a student's developmental level of phonological skill (Level 1). b. Design and justify the implementation of activities that match a student's developmental		

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	level of phonological skill (Level 2).

3. Identify the differences among various phonological manipulations, including identifying, matching,
    blending, segmenting, substituting, and deleting sounds.
	3. Demonstrate instructional activities that
	    identify, match, blend, segment, substitute, and delete sounds (Level 1).

4. Understand the principles of phonological skill
    instruction; brief, multisensory, conceptual, and auditory-verbal
	4. a.
	    Successfully produce vowel and consonant phonemes (Level 1).
	    b.
	    Teach articulatory features of phonemes and words; use minimally contrasting pairs of sounds and words in instruction; support instruction with manipulative materials and movement (Level 2).

5. Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.	5. a. Direct students' attention to speech sounds during reading, spelling, and vocabulary instruction using a mirror, discussion of articulatory features, and so on as scripted or prompted (Level 1).

	b. Direct students' attention to speech sounds during reading, spelling, and vocabulary instruction without scripting or prompting (Level 2).
6. Understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.	6. Explicitly contrast first and second language phonological systems, as appropriate, to anticipate which sounds may be most challenging for the second language learner (Level 2).

Explanatory Notes:

Phonological awareness, basic print concepts, and knowledge of letter sounds are foundational areas of literacy. Without early, research-based intervention, children who struggle in these areas are likely to continue to have reading difficulties. Furthermore, poor phonological awareness is a core weakness in dyslexia. Ample research exists to inform teaching of phonological awareness, including research on the phonological skills to emphasize in instruction, appropriate sequencing of instruction, and integrating instruction in phonological awareness with instruction in alphabet knowledge. Teachers who understand how to teach these foundational skills effectively can prevent or ameliorate many children's reading problems, including those of students with dyslexia.

E-2. STRUCTURED LANGUAGE TEACHING: PHONICS AND WORD RECOGNITION

CONTENT KNOWLEDGE	Mastery		OBSERVABLE COMPETENCIES FOR TEACHING STUDENTS WITH DYSLEXIA AND RELATED DIFFICULTIES	Mastery	
	Yes	No		Yes	No
1. Know or recognize how to order phonics concepts from easier to more difficult.			1. Plan lessons with a cumulative progression of word recognition skills that build one on another (Level 1).		
2. Understand principles of explicit and direct teaching: model, lead, give guided practice, and review.			2. Explicitly and effectively teach (e.g., information taught is correct, students are attentive, teacher checks for understanding, teacher scaffolds students' learning) concepts of word recognition and phonics; apply concepts to reading single words, phrases, and connected text (Level 1).		
3. State the rationale for multisensory and multimodal techniques.			3. Demonstrate the simultaneous use of two or three learning modalities (to include listening, speaking, movement, touch, reading, and/or writing) to increase engagement and enhance memory (Level 1).		
4. Know the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing.			4. Plan and effectively teach all steps in a decoding lesson, including single-word reading and connected text that is read fluently, accurately, and with appropriate intonation and expression (Level 1).		

5. Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.	5. Adapt the pace, format, content, strategy, or emphasis of instruction according to students' Pattern of response (Level 2).

Explanatory Notes:

The development of accurate word decoding skills – that is, the ability to read unfamiliar words by applying phonics knowledge – is an essential foundation for reading comprehension in all students. Decoding skills often are a central weakness for students with learning disabilities in reading, especially those with dyslexia. Teachers' abilities to provide explicit, systematic, appropriately sequenced instruction in phonics is indispensable to meet the needs of this population, as well as to help prevent reading problems in all beginning readers. Teachers should also understand the usefulness of multisensory, multimodal techniques in focusing students' attention on printed words, engaging students and enhancing memory.

E-3. STRUCTURED LANGUAGE TEACHING: FLUENT, AUTOMATIC READING OF TEXT

CONTENT KNOWLEDGE	Mastery		OBSERVABLE COMPETENCIES FOR TEACHING STUDENTS WITH DYSLEXIA AND RELATED DIFFICULTIES	Mastery	
	Yes	No		Yes	No
1. Understanding the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse, and motivation to read.			1. Assess students' fluency rate and determine reasonable expectations for reading fluency at various stages of reading development, using research-based guidelines and appropriate state and local standards and benchmarks (Level 1).		
2. Understand reading fluency as a stage of normal reading development; as the primary symptom of some reading disorders; and as a consequence of practice and instruction.			2. Determine which students need a fluency oriented approach to instruction, using screening, diagnostic, and progress-monitoring assessments (Level 2).		
3. Define and identify examples of text at a student's frustration, instructional, and independent reading level.			3. Match students with appropriate texts as informed by fluency rate to promote ample independent oral and silent reading (Level 1).		
4. Know sources of activities for building fluency in component reading skills.			4. Design lesson plans that incorporate fluency building activities into instruction at sub-word and word levels (Level 1).		
5. Know which instructional activities and approaches are most likely to improve fluency outcomes.			5. Design lesson plans with a variety of techniques to build reading fluency, such as repeated readings of passages, alternate oral reading with a partner, reading with a tape, or rereading the same passage up to three times. (Level 1).		
6. Understand techniques to enhance student motivation to read.			6. Identify student interests and needs to motivate independent reading (Level 1).		

7. Understand appropriate uses of assistive technology for students with serious limitations in reading fluency.	7. Make appropriate recommendations for use of assistive technology in general education classes for students with different reading profiles (e.g., dyslexia versus language disabilities) (Level 2).

Explanatory Notes:

Reading fluency is the ability to read text effortlessly and quickly as well as accurately. Fluency develops among typical readers in the primary grades. Because fluency is a useful predictor of overall reading competence, especially in elementary-aged students, a variety of fluency tasks have been developed for use in screening and progress-monitoring measures. Furthermore, poor reading fluency is a very common symptom of dyslexia and other reading disabilities; problems with reading fluency can linger even when students' accuracy in word decoding has been improved through effective phonics intervention. Although fluency difficulties may sometimes be associated with processing weaknesses, considerable research supports the role of practice, wide exposure to printed words, and focused instruction in the development and remediation of fluency. To address students' fluency needs, teachers must have a range of competencies, including the ability to interpret fluency-based measures appropriately, to place students in appropriate types and levels of texts for reading instruction, to stimulate students' independent reading, and to provide systematic fluency interventions for students who require them. Assistive technology (e.g., text-to-speech software) is often employed to help students with serious fluency difficulties function in general education settings. Therefore, teachers, and particularly specialists, require knowledge about the appropriate use of this technology

E-4. STRUCTURED LANGUAGE TEACHING: VOCABULARY

CONTENT KNOWLEDGE			OBSERVABLE COMPETENCIES FOR TEACHING STUDENTS WITH DYSLEXIA AND RELATED DIFFICULTIES		
	Mastery			Mastery	
	Yes	No		Yes	No
1. Understand the role of vocabulary development and vocabulary knowledge in comprehension.			1. Teach word meanings directly using contextual examples, structural (morpheme) analysis, antonyms and synonyms, definitions, connotations, multiple meanings, and semantic feature analysis (Levels 1 and 2).		
2. Understand the role and characteristics of direct and indirect (contextual methods of vocabulary instruction.			2. Lesson planning reflects: A. Selection of material for read-alouds and independent reading that will expand students' vocabulary.		
3. Know varied techniques for vocabulary instruction before, during, and after reading.			B. Identification of words necessary for direct teaching that should be known before the passage is read.		
4. Understand that word knowledge is multifaceted.			C. Repeated encounters with new words and multiple opportunities to use new words orally and in writing.		
5. Understand the sources of wide differences in students' vocabularies.			D. Recurring practice and opportunities to use new words in writing and speaking.		

Explanatory Notes:

Vocabulary, or knowledge of word meanings, plays a key role in reading comprehension. Knowledge of words is multifaceted, ranging from partial recognition of the meaning of a word to deep knowledge and the ability to use the word effectively in speech or writing. Research supports both explicit, systematic teaching of word meanings and indirect methods of instruction such as those involving inferring meanings of words from sentence context or from word parts (e.g., common roots and affixes). Teachers should know how to develop students' vocabulary knowledge through both direct and indirect methods. They also should understand the importance of wide exposure to words, both orally and through reading, in students' vocabulary development. For example, although oral vocabulary knowledge frequently is a strength for students with dyslexia, over time, low volume of reading may tend to reduce these students' exposure to rich vocabulary relative to their typical peers; explicit teaching of word meanings and encouragement of wide independent reading in appropriate texts are two ways to help increase this exposure

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E-5. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

CONTENT KNOWLEDGE	Mastery		OBSERVABLE COMPETENCIES FOR TEACHING STUDENTS WITH DYSLEXIA AND RELATED DIFFICULTIES	Mastery	
	Yes	No		Yes	No

1. Be familiar with teaching strategies that are appropriate before during, and after reading and that promote reflective reading.			1. a.
			
			    State purpose for reading, elicit or provide background knowledge, and explore key vocabulary (Level 1).
			
			  b.
			
			    Query during text reading to foster attention to detail, inference-making, and mental model construction (Level 1).
			
			  c.
			
			    Use graphic organizers, note-taking strategies, retelling and summarizing, and cross-text comparisons (Level 1).		

2. Contrast the characteristics of major text genres, including narration, exposition, and argumentation.			2. Lesson plans reflect a range of genres, with emphasis on narrative and expository texts (Level 1).		

3. Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.	3. Model, practice, and share written responses to text; foster explicit connections between new learning and what was already known (Level 1).
4. Identify in any text the phrases, clauses, sentences, paragraphs and "academic language" that could be a source of miscomprehension.	4. Anticipate confusions and teach comprehension of figurative language, complex sentence forms, cohesive devices, and unfamiliar features of text (Level 2).
5. Understand levels of comprehension including the surface code, text base, and mental model (situation model).	5. Plan lessons to foster comprehension of the surface code (the language), the text base (the underlying ideas), and a mental model (the larger context for the ideas) (Level 2).

6. Understand factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability knowledge of literacy structures and conventions, and use of skills and strategies for close reading of text.	6. Adjust the emphasis of lessons to accommodate learners' strengths and weaknesses and pace of learning (Level 2).

Explanatory Notes:

Good reading comprehension is the ultimate goal of reading instruction. Reading comprehension depends not only upon the component abilities discussed in previous sections, but also upon other factors, such as background knowledge and knowledge of text structure. In order to plan effective instruction and intervention in reading comprehension, teachers must understand the array of abilities that contribute to reading comprehension and use assessments to help pinpoint students' weaknesses. For instance, a typical student with dyslexia, whose reading comprehension problems are associated mainly with poor decoding and dysfluent reading, will need different emphases in intervention than will a student with poor comprehension whose problems

revolve around broad weaknesses in vocabulary and oral comprehension. In addition, teachers must be able to model and teach research-based comprehension strategies, such as summarization and the use of graphic organizers, as well as use methods that promote reflective reading and engagement. Oral comprehension, but wide reading also contributes to the development of oral comprehension, especially in older students. Teachers should understand the relationships among oral language, reading comprehension, and written expression, and they should be able to use appropriate writing activities to build students' comprehension.

E-6. STRUCTURED LANGUAGE TEACHING: HANDWRITING, SPELLING, AND WRITTEN EXPRESSION

CONTENT KNOWLEDGE	Mastery		OBSERVABLE COMPETENCIES FOR TEACHING STUDENTS WITH DYSLEXIA AND RELATED DIFFICULTIES	Mastery	
	Yes	No		Yes	No
Handwriting 1. Know research-based principles for teaching letter naming and letter formation, both manuscript and cursive.			**Handwriting** 1. Use multisensory techniques to teach letter naming and letter formation in manuscript and cursive forms (Level 1).		
2. Know techniques for teaching handwriting fluency.			2. Implement strategies to build fluency in letter formation, and copying and transcription of written language (Level 1).		
Spelling 1. Recognize and explain the relationship between transcription skills and written expression.			**Spelling** 1. Explicitly and effectively teach (e.g., information taught is correct, students are attentive, teacher checks for understanding, teacher scaffolds students' learning) concepts related to spelling (e.g., a rule for adding suffixes to base words) (Level 1).		

2. Identify students' levels of spelling development and orthographic knowledge.	2. Select materials and/or create lessons that address students' skill levels (Level 1).
3. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling.	3. Analyze a student's spelling errors to determine his or her instructional needs (e.g., development of phonological skills versus learning spelling rules versus application of orthographic or morphemic knowledge in spelling) (Level 2).

Written Expression 1. Understand the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).	**Written Expression** 1. Integrate basic skill instruction with composition in writing lessons.

2. Know grade and developmental expectations for students' writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.	2. a. Select and design activities to teach important components of writing, including mechanics/conventions of writing, composition, and revision and editing processes. b. Analyze students' writing to determine specific instructional needs. c. Provide specific, constructive feedback to students targeted to students' most critical needs in writing. d. Teach research-based writing strategies such as those for planning, revising, and editing text. e. Teach writing (discourse) knowledge, such as the importance of writing for the intended audience, use of formal versus informal language, and various schemas for writing (e.g., reports versus narratives versus arguments).
3. Understand appropriate uses of assistive technology in written expression.	3. Make appropriate written recommendations for the use of assistive technology in writing.

Explanatory Notes:

Just as teachers need to understand the component abilities that contribute to reading comprehension, they also need a componential view of written expression. Important component abilities in writing include basic writing (transcription) skills such as handwriting, keyboarding, spelling, capitalization, punctuation, and grammatical sentence structure; text generation (composition) processes that involve translating ideas into language, such as appropriate word choice, writing clear sentences, and

developing an idea across multiple sentences and paragraphs; and planning, revision and editing processes. Effective instruction and intervention in written expression depend on pinpointing an individual student's specific weaknesses in these different component areas of writing, as well as on teachers' abilities to provide explicit, systematic teaching in each area. Teachers must also be able to teach research-base strategies in written expression, such as those involving strategies for planning and revising compositions, and they should understand students with writing difficulties. Teachers should recognize the appropriate uses of technology in writing (e.g., spell-checkers can be valuable but do not replace spelling instruction and have limited utility for students whose misspellings are not recognizable). Specialists should have even greater levels of knowledge about technology.

Section Ii: Guidelines Pertaining to Supervised Practice of Teachers of Students with Documented Reading Disabilities or Dyslexia Who Work in School [Clinical or Private Practice Settings]

Training programs for individuals who are learning to work with challenging students often distinguish levels of expertise by the skills and experience of the individual and the amount of supervised practice required for certification. These levels are labeled differently by various programs and are distinguished here by the designation of "Level I" and "Level II".

> A. Level I individuals are practitioners with basic knowledge who:
>   1. Demonstrate proficiency to instruct individuals with a documented reading disability or dyslexia;
>   2. Implement an appropriate program with fidelity; and
>   3. Formulate and implement an appropriate lesson plan.
> B. Level II individuals are specialists with advanced knowledge who:
>   1. May work in private practice settings, clinics, or schools;
>   2. Demonstrate proficiency in assessment and instruction of
> students with documented reading
>   disabilities or dyslexia; 3. Implement and adapt research-based programs to
> meet the needs of individuals.

To attain Level I status, an individual must:
   • Pass an approved basic knowledge proficiency exam;
   • Complete a one-to-one practicum with a student or small group of one to three well-matched students who have a documented reading disability.   A recognized, certified instructor* provides consistent oversight and observations of instruction delivered to the same student(s) over time, and the practicum continues until expected proficiency is reached.**
   • Demonstrate (over time) instructional proficiency in all Level I areas outlined on the IDA *Knowledge and Practice Standards*, Section I that is responsive to student needs.
   • Document significant student progress with formal and informal assessments as a result of the instruction.

To attain Level II status, an individual must:
   • Pass an approved advanced knowledge proficiency exam;
   • Complete a 1:1 practicum with a student or small group of well-matched students (1-3) who have a documented reading disability. A recognized, certified instructor* provides consistent oversight and observations of instruction delivered to the same student(s) over time, and the practicum continues until expected proficiency is reached.**
   • Demonstrate (over time) diagnostic instructional proficiency in all Level 1 and 2 areas outlined on IDA Standards document,
       Section I. • Provide successful instruction to several individuals with dyslexia who

demonstrate varying needs and

document significant student progress with formal and informal assessments as a result of the instruction.
- Complete an approved educational assessment of a student with dyslexia and/or language-based reading disability, including student history and comprehensive recommendations.

*A recognized or certified instructor is an individual who has met all of the requirements of the level they supervise but who has additional content knowledge and experience in implementing and observing instruction for students with dyslexia and other reading difficulties in varied settings.   A recognized instructor has been recommended by or certified by an approved trainer mentorship program that meets these standards. The trainer mentorship program has been reviewed by and approved by the IDA Standards and Practices Committee.

**Documentation of proficiency must be:
- Completed by a recognized/certified instructor providing oversight in the specified program;
- Completed during full (not partial) lesson observations; and
- Must occur at various intervals throughout the instructional period with a student.

Montague ISD

Compliance and Legal Issues the Campus and Dyslexia Teacher

Provision of a Free Appropriate Public Education (FAPE):
A recipient that operates a public elementary or secondary education program or activity **shall** provide a free appropriate public education to each qualified person with a disability who is in the recipient's jurisdiction, regardless of the nature or severity of the person's disability.   34 CFR §104.33

A school district's Section 504 compliance with the obligation to provide FAPE hinges on its following specific procedures in the provision of services to students with disabilities. Section 504 regulations at 34 CFR §104.33(b)(1)(ii) establish the procedural component of FAPE by requiring "adherence to procedures that satisfy the requirements of §104.34, §104.35, and §104.36."

District violated §504 by failing to maintain guidelines for providing services to students with disabilities. [*School Admin. Unit No. 6* (1994)].

FAPE under §504 is NOT bound by a cost-sensitive standard, such as reasonable accommodation. [*Response to Zirkel* (1993); *ADAAA*, (2009)].

Insufficient staff, heavy workloads, and inadequate pay are NOT acceptable excuses for failing to provide students with disabilities with FAPE. [*Department of Public Instruction* (1988); *Sherry* (1979)].

Violation of §504 resulted from failure of student's teachers to consistently implement certain accommodations, including progress reports, provided for under §504 plan. [*Inglewood* (2008)].

Student deprived of FAPE when district did not provide him with class notes as required by §504 plan; two teachers did not receive copy of plan until a month into school year. [*Barlow County* (2009)].

Kindergarten student, who missed 30-minute block of inclusion time for at least two months, did NOT receive FAPE; shortage in time called for by the student's plan constituted material plan implementation failure. [*Norton* (2009)].

District failed to properly implement the student's §504 plan when it failed to provide accommodations for use during the state assessment. [*Lake County* (2008)].

District inconsistently implemented services student's plan, as paraprofessional assigned to the student confirmed she was sometimes unavailable due to staffing shortages; district also did not fully disseminate copy of plan to all employees responsible for provision of services to student. [*Toltec* (2008)].
District denied FAPE to a student with ADHD because the §504 plan lacked specificity and was not distributed to staff responsible for implementing it. [*Corunna* (2005)].

In implementation cases, a denial of the FAPE regulation is triggered by substantial or fundamental alteration of a basic element of the student's program or in the level of services to the student; in this case, a failure to provide 20 percent of the child's plan for the school year met this standard. [*Minneapolis* (2003)].

Significant persons responsible for a student's accommodation plan lacked requisite knowledge and training, resulting in denial of FAPE in violation of §504. [*Ocean View* (1995)].

Compensatory Education:

Although the majority of federal courts have held that compensatory damages are an available remedy under §504, they are divided on whether an award of damages must be conditioned on a showing of intentional discrimination. There is however some disagreement as to whether punitive damages are available under §504.

Compensatory damages are available remedy under §504. [*Breanne C.* (2009); *A.W. v. Jersey City* (2007); *Butler* (2000); *Garrett* (1996); *W.B.* (1995)].

Because §504 claim relied on the district's denial of FAPE and nothing in record indicated injury as a result of anything other than denial of FAPE, the appropriate remedy was compensatory education, not monetary damages. [*School District of Philadelphia* (2009)].

Parents have the right to sue districts for alleged FAPE violations, as the definition of FAPE provided in the regulations further the statute's nondiscriminatory aims; parents also can seek monetary damages under §504 for a denial of FAPE. [*Mark H.* (2008)].

Fidelity of Program Implementation:

Fidelity of implementation – means carry out an instructional program in the manner in which it was designed. All campus teams, from the RtI core team, §504 committee and/or ARD committee, are not able to analyze data and provide support if it cannot determine the appropriateness of the instruction within the classroom.

"Fidelity means that district and campus staff apply the intervention in the manner it was intended, based on how it was researched and validated. If the intervention requires a minimum of three 30-minute sessions per week and you have decided that you don't have time but for two 30-minute sessions per week, then you have NOT met fidelity. You cannot reduce the total time or time per session, or alter the materials and still maintain fidelity." [John McCook, The RtI *Guide* (2006)].

District level teams must outline the assessments to be used in the RtI, §504 and/or Special Education process; devise a user-friendly format for presenting the data; articulate the interventions endorsed by the district; create a system for analyzing the data; and outline methods for accountability – particularly when intervention non-compliance occurs. [Andrea Ogonosky, *The Response to Intervention Handbook* (2008)].

Lack of fidelity/treatment integrity compromises (1) our assessment of student progress and (2) our ability to determine the efficacy of the intervention. [Brown-Chidsey and Steege, *Response to Intervention* (2010), pg. 45].

The reauthorized Elementary and Secondary Education Act, commonly referred to as NCLB, states that all reading intervention should be research based. In order to be a valid research based methodology, material, or strategy, the intervention must be delivered to replicate the intervention cited in the research. If it is not provided with fidelity, the intervention is no longer research based and, thus, is out of compliance with that component of the law. The delivery of a dyslexia program **must be in accordance with the way the program was designed to be delivered.** Therefore, when a district has purchased a program, the amount of time for instruction/intervention reflected in the author's/publisher's program mandates the amount of time required to deliver the instruction. (*The Dyslexia Handbook*, Revised 2018).

Montague Independent School District

District Wide Professional Development and Required Training

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2018.
School Districts **MUST** do the following:
… "Provide *training* about dyslexia *to educators*."

Texas Administrative Code 19 TAC§74.28(c)
… "Teachers who screen and treat these students (dyslexia) must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in *'Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.'* The professional development activities specified by each district and/or campus planning and decision making committee shall include these instructional strategies."

Texas Administrative Code 19 TAC §74.28(f)
"*Each school must provide* each identified student access at his or her campus to instructional programs required in subsection (c) of this section and to the *services of a teacher trained in dyslexia and related disorders.* …"

Texas Education Code §21.044
… "(b) Any *minimum academic qualifications for a certificate* specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the curriculum for that degree, instruction in detection and education of students with dyslexia."
"(c) The instruction under Subsection (b) **must**: … (2) include information on: (A) characteristics of dyslexia; (B) identification of dyslexia; and (C) effective, multisensory strategies for teaching students with dyslexia."

Texas Education Code §21.054(b)(c)
"(b) *Continuing education requirements* for an educator who teaches students with dyslexia **must** include training regarding new research and practices in educating students with dyslexia."
"(c) The training required under Subsection (b) may be offered in an online course.

Montague ISD

Section 504 – Dyslexia Department 2020-2021 Activities

- Teacher Professional Development – August 11, 2020 (sign-in sheets attached)

- Teacher Update Reminder Training – January 4, 2021 (handouts from training included)

Provision of Parent Awareness on Dyslexia

LEGAL REQUIREMENTS
The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2018. "School districts MUST:
... "Provide a parent education program."

Texas Administrative Code 19 TAC§74.28(h)
"(h) Each school district **shall** provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: awareness of characteristics of dyslexia and related disorders, information on testing and diagnosis of dyslexia, information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.

RECOGNIZING DYSLEXIA

Dyslexia is:
• One of several distinct learning disabilities.
• Of constitutional origin and is NOT the result of a generalized developmental delay or sensory impairment.
• Is language-based. There is a weak sensitivity to the sounds of language (insufficient phonological processing ability).
• Characterized by having difficulty reading or decoding single words. This difficulty is unexpected for the age and in comparison to other cognitive and academic abilities. Other language skills are often variably and conspicuously impaired, particularly writing and spelling.
• 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 usually 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 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, November 12, 2002).
• Manifested by difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity.

Characteristics of Dyslexia:
• Difficulty saying the alphabet correctly in sequence
• Difficulty forming the shapes of the letters
• Difficulty writing the alphabet correctly in sequence

- Errors in naming letters
- Difficulty in learning and remembering printed words
- Repeated spelling errors
- Difficulty in handwriting
- Slow rate of writing
- Difficulty with reading comprehension

Characteristics, which may be associated with dyslexia:
- Delay in spoken language
- Difficulty pronouncing words with sounds in the right order
- Difficulty finding the "right" word
- Late establishing preferred writing handedness
- Late learning right, left, and other directionality components
- Problems learning concept of time and temporal sequencing
- Family history of similar problems

OTHER FACTORS TO CONSIDER

Trends and Tendencies:
- Grades slip downward year-to-year
- Inconsistent grades from day-to-day
- Inconsistent performance on standardized tests
- Confusion with math symbols, but not computation
- Math computation is better than word problems
- Memorized spelling is better than spontaneous spelling
- Homework is better quality than classwork
- Inordinate time spent on homework
- Deteriorated organization and study habits
- Deteriorating motivation and self-esteem
- Good grades but too much struggle is evident
- Chooses oral performance over written when given chance
- Compensation by use of pictures, prompt from teacher, etc.
- Stress reflected by irregular writing and uneven pencil pressure

Frequent, Common or Typical Behaviors:
- Short attention span
- Posture indicative of poor self-esteem
- Anxiety results inappropriate behaviors
- Withdrawal
- Inordinate stress during performance time
- Cheating
- Overcompensation through pseudo-confidence
- Poor motivation resulting from lack of success
- Situational behaviors manifested in specific situation (child/teacher conflict) though not characteristic of student's general behavior

These students may exhibit intellectual ability, mechanical ability, and talent in non-academic areas, social skills, and other strengths.

WHAT CAN A PARENT DO TO HELP A CHILD WITH DYSLEXIA?

Help your child understand the nature of his/her difficulty:
• Read books or view videos about dyslexia
• Emphasize the child's abilities instead of "disabilities"

Help other members of the family:
• Help others recognize and understand your child's learning disability. Family members often ask "who, what, where, and when" questions to get the necessary information.

Help your child locate and develop other talents:
• Sports, art, music, mechanics, hobbies, etc.
• Help improve your child's self-image by giving your child tasks he/she can master: • Give the child chores to do (e.g., setting the table for supper, clearing the dishes, and making the beds).
• Make short lists of tasks to help the child remember. A list is impersonal and reduces irritations. The child will gain satisfaction as he checks off tasks completed. • Often children do not process multiple requests quickly or accurately. State your ideas in simple, clear, one-concept commands and ask the child to repeat what was said.   Speaking at a slower rate of speed to the child is often helpful.

Structure the child's life at home:
• Stick to a regular routine for meals, play, TV, chores, homework, etc.
• Keep belongings in the same place.   Help the child remember where to put them. • Keep instructions simple – one at a time.
• Break tasks into small parts or steps.
• Relieve stress in weak areas.
• Guard against negative remarks, especially those referring to laziness or lack of effort. • Avoid threats of punishment for such things as low grades, their need for repetition of directions, ineptness at simple tasks, etc.
• Set standards, goals, and expectations of achievement within reach of your child's abilities.

How Can Parents Build Self-Esteem?
• Praise your child often and sincerely
• Don't constantly nag or criticize
• Catch your child doing well
• Give your child opportunities to succeed
• Tell your child you believe in him or her
• Give your child lots of hugs and kisses
• Praise efforts that are working towards a goal
• Don't compare your child with anyone else
• Look for ways to make your child feel capable
• Encourage your child to make age appropriate decisions
• Give your child a chance to solve problems before jumping in
• Listen to your child's thoughts, feelings, and ideas without judging or criticizing

What Strengths Are We Likely to See in Individuals with Dyslexia?
• Highly creative
• Links previously unrelated ideas, processes
• Finds new ways to do old things
• Problem solver
• Inventor
• Builder
• Diplomat
• Good sense of humor
• Likes and enjoys helping people
• May anticipate people's emotions
• Excels at individual sports
• Works better alone than with team
• Understands animals, plants, living things
• Mechanically inclined
• Wants to know how things work
• Likes to repair or make things better
• Enjoys working with hands
• Likes building things
• Scientific thinker
• Very curious and observant
• A good motivator
• Has high energy
• Enthusiastic
• Is open-minded

Parent Suggestions for Student Success:
• Parent(s) establish good study habits for the child. Consider a regular study schedule and a quiet study environment to address possible attention interference. Monitor nightly study to verify work is progressing or is completed.
• Work closely with your child's teacher. Regular communication between parent and teacher is necessary.
• Parent(s) consider reading to a child 15 minutes a day or acquiring audiotapes of books for read along.
• Help children develop a positive attitude and understanding of self-worth. • Read Chapters 15, 16, and 17 in *Overcoming Dyslexia* by Sally Shaywitz for additional reading support.

RESOURCES

1. *Parenting a Struggling Reader* by Hall, S. & Moats, L. (2002) Broadway Books 2. *Learning Outside the Lines* by Mooney, J. & Cole, D.: Simon & Schuster 3. *Overcoming Dyslexia* by Shaywitz, Sally
4. The International Dyslexia Association – www.interdys.org

5. LD-Online - www.ldonline.org
6. Texas Scottish Rite Hospital – www.tsrhc.org/p_child_development.cfm
 7. Recording for the Blind and Dyslexic - www.rfbd.org
8. Talking Book Program, State of Texas – www.tsl.state.tx.us/tbp/

Spanish Resources:
1. www.interdys.org - Refer to the following fact sheets:
• Definition of Dyslexia
• Dyslexia Basics
• Dyslexia and Related Disorders
• Multi-sensory Teaching

2. www.colorincolorado.org - Refer to the following:
• Families
o What you can do at home
o Helping your child succeed at school
o Let's read

3. www.elbalero.com.mx

4. www.kokone.com.mx

MISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

Montague ISD
DYSLEXIA READING PROGRAM

Montague ISD

Instruction for Students with Dyslexia

Once it has been determined that a student has dyslexia, Montague ISD will provide an appropriate instructional program for the student as required in TEC §38.003.

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.

The following procedures must be followed:

- Instructional decisions for a student with dyslexia are made by either the campus §504 committee or the ARD committee. The §504 committee must be composed of individuals that are knowledgeable about the student, the meaning of the evaluation information, and instructional components and approaches for students with dyslexia.
- Montague ISD will utilize *Reading by Design* Curriculum for students with dyslexia and Related disorders. This program is aligned with the descriptors found *The Dyslexia Handbook,* Revised 2018. The descriptors include the components of phonemic awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension and reading fluency. Instructional approaches to be used with students identified as having dyslexia include simultaneous, multisensory instruction, systematic and cumulative instruction, explicit instruction, diagnostic teaching to automaticity, and synthetic and analytic instruction as required by TAC §74.28. The components of instruction and instructional approaches are described in *The Dyslexia Handbook,* Revised 2018.
- The Montague ISD campus must provide each identified student access to an instructional program that meets the requirement in TAC §74.28(c) as well as the services of a teacher trained in dyslexia and related disorders. Teachers must meet the standards established by TEA and TEC §21.054.Montague ISD, with the written consent of a student's parents or guardians, may offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus as per TAC 74.28.
- Parents/guardians of students eligible under §504 will be informed of all services and options available to the student under that federal statute.
- Teachers who provide the appropriate instruction for students with dyslexia must be trained in instructional strategies that utilize simultaneous, multisensory instruction, systematic and cumulative instruction, explicit instruction, diagnostic teaching to automaticity, and synthetic and analytic instruction as required by TAC §74.28 and *The Dyslexia Handbook,* Revised 2018.
- Teachers who provide the appropriate instruction for students with dyslexia must be

trained in the professional development activities specified by Montague ISD including training required by the dyslexia program developer and local district policy for implementation of their programs. Training must include the instructional strategies indicated in *The Dyslexia Handbook,* Revised 2018.

Components of Instruction
The instructional program offered by Montague ISD shall be offered in small group arrangements (1:1 – 1:6) and includes reading, writing, and spelling as appropriate. The major instructional strategies utilize individualized, intensive and multisensory methods as appropriate.

Components of instruction, as determined appropriate for the reading needs of the student, include the following:
- Phonological awareness – "Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes", (Birsh, 2011, pg. 19).
- Sound-symbol association – Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2011, pg. 19). "Explicit phonics refers to an organized program in which these sound symbol correspondences are taught systematically" (Berninger & Wolf, 2009, pg. 53).
- Syllabication – "A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following: closed, open, vowel consonant-e, r-controlled, vowel pair (or vowel team), and consonant i.e. (or final stable syllable). Rules for dividing syllables must be directly taught in relation to the word structure (Birsh, 2011, pg. 19).
- Orthography – Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.
- Morphology – "Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words. A morpheme is the smallest unit of meaning in a given language" (Birsh, 2011, pg. 19).
- Syntax – "Syntax is the sequence and function of words in a sentence in order to convey meaning. This includes grammar and sentence variation and affects choices regarding mechanics of a given language" (Birsh, 2011, pg. 19).
- Reading comprehension – Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader's skill in reading comprehension depends upon the development of accurate and fluent word

recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader's interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2011, pgs. 9 and 368; Snow, 2002).

- Reading fluency – "Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension." (Moats & Dakin, 2008, pg. 52). Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages). (Henry, 2010, pg. 104).

Instructional Approaches

It is critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include **<u>all</u>** of the following:

- Simultaneous, multisensory – "Multisensory instruction utilizes all learning pathways in the brain (visual, auditory, tactile kinesthetic) simultaneously in order to enhance memory and learning" (Birsh, 2011, pg. 19).
- Systematic and cumulative – "Systematic and cumulative instruction requires the organization of material follow order of the language. The sequence must begin with the easiest concepts and progress methodically to more difficult concepts. Each step must also be based on elements previously learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2011, pg. 19).
- Explicit instruction – "Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print" (Moats & Dakin, 2008, pg. 58). Explicit instruction is "an approach that involves direct instruction. The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, pg. 326).
- Diagnostic teaching to automaticity – "Diagnostic teaching is knowledge of prescriptive instruction that will meet individual student needs of language and print concepts. The teaching plan is based on continual assessment of the student's retention and application of skills" (Birsh, 2011, pg. 19). "This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student" (Moats & Dakin, 2008, pg. 58). "When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner" (Berninger & Wolf, 2009, pg. 70).
- Synthetic instruction – "synthetic instruction presents the parts of any alphabetic language (morphemes) to teach how the word parts work together to form a whole (e.g., base word, derivative)" (Birsh, 2011, pg. 19).
- Analytic instruction – "Analytic instruction presents the whole (e.g., base word, derivative) and teaches how the whole word can be broken into its component parts

  (e.g., base word, prefix, root, and suffix)" (Birsh, 2011, pg. 19).

Teachers of students with dyslexia shall be prepared to utilize these techniques and strategies. These teachers may also serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and/or special education teachers **so long as such duties do not**

prevent the provision of a free appropriate public education (FAPE) in accordance with the student's individual accommodation plan (IAP). All individual accommodation plans <u>must</u> be implemented as written meeting fidelity standards for the teacher. The delivery of a dyslexia program must be in accordance with the way the program was designed to be delivered. The amount of time for instruction/intervention reflected in the author's /publisher's program mandates the amount of time required to deliver the instruction. (*The Dyslexia Handbook***,** Revised 2018, Question # 41, pg. 72). **Any and all dyslexia services specified in the student's written plan shall be made up with the exception of absences due to student illness or school cancellation. Teacher absences due to illness, meetings and/or trainings shall require said services for student to be scheduled for makeup. This is an issue of FAPE!**

Montague Independent School District

DYSLEXIA INSTRUCTIONAL PROGRAM DESCRIPTION

READING BY DESIGN
An Individualized Literacy Intervention
By: Region 4 Education Service Center

The proceeding information is quoted from the program descriptions.

Reading by Design: An Individualized Literacy Intervention is a systematic, multisensory approach aligned with research-based practices for developing literacy. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels. This comprehensive program addresses the following components:

- Phonological Awareness
- Sound-Symbol Association
- Six Syllable Types
- Written Spelling Patterns
- Morphology
- Syntax
- Reading Fluency
- Comprehension

Progress monitoring and review lessons are embedded throughout the program to inform student progress and promote reading and writing automaticity. A teacher using the *Reading By Design* program must attend training sessions to ensure fidelity.

The *Reading by Design* program consists of:

- Volumes 1,2,3,4,5
- Appropriate for students in Kindergarten through 12th grade
- Grouping: small, homogeneous
- Designed to complete one lesson daily, but may need to be adjusted to meet group size, frequency of intervention, and duration of each session
- Predictable routine of lesson consisting of:
  - Phonological awareness practice
  - Alphabet activities
  - Review of high-frequency words
  - Reading rules
  - New learning
  - Reading practice
  - Handwriting
  - Spelling
  - Components of language
    - Montague Independent School District

LESSONS for:

READING BY DESIGN
Individualized Literacy Intervention

MATERIALS NEEDED FOR LESSONS:

- Alphabet Strip (1 per student)
- Alphabet Arc and letters (1 per student)
- Counters (10 per student)
- Elkonin Boxes (1 per student)
- SOS Procedure poster
- WOW Procedure poster
- Small mirror (1 per student)
- Linking Spelling to Reading Dictionary (1 per student)
- Handwriting paper (1 per student)
- Reading Deck cards
- Spelling Deck cards
- High-Frequency Word Deck cards

Predictable Lesson Routine

PHONOLOGICAL AWARENESS:

Understand linguistic structure of words through four (4) developmental levels:
1. Word
2. Syllable
3. Onset-rime
4. Phoneme

As students progress through the levels, they learn through various activities to blend, segment, and manipulate words, syllables, onset-rimes, and phonemes.

ALPHABET:
- Activities promote development in alphabetic knowledge of letter names and letter shapes.
- Alphabet Arc used to match letters with increased fluency and automaticity.
- Students learn to use the alphabet as a sequence tool to transfer to dictionary skills.

- Letter names and shapes knowledge serve as a prerequisite for mastery of sound-symbol association (alphabetic principle).

HIGH-FREQUENCY WORD DECK:
- Words that frequently appear in text and should be coded by sight.
- Some words are irregular having an uncommon sound-symbol association and cannot be phonetically decoded.
- High-frequency word deck is reviewed daily for automaticity

READING DECK:
Each card includes: letter name, key word, & sound represented by letter(s)

Deck is divided into sections:
- Consonants
- Vowels (closed & open syllable)
- Consonant combination
- Vowel -consonant -e syllable
- Vowel pair syllable
- Vowel-r syllable
- Final stable syllable
- Special situations

Only those graphemes that have been taught are reviewed daily; this review is designed to move from symbol-sound recognition to automaticity.

NEW LEARNING:
- New concept taught through multisensory (auditory, visual, kinesthetic) discoveries.
- Letter is linked with the sound and keyword to help master the sound-symbol relationship.
- Scope and Sequence, of New Learning, follow the continuum of literacy and includes:
  - *Sound-symbol association
  - *Syllabication
  - *Rules for dividing syllables in multisyllabic words
  - *Synthetic & analytic instruction to teach morphology

AUDITORY DISCOVERY:
Students discover:
- Phoneme by repeating a series of words that contain a new phoneme while looking at his/her mouth in a mirror.
- Through articulation of the phoneme, a student analyzes if it is a vowel or consonant, voiced or unvoiced.

VISUAL DISCOVERY:

Students discover the grapheme is linked to the phoneme in the initial, medial, and final positions with words containing new learning of the sound-symbol relationship.

RIDDLE:

Students listen and answer the riddle to discover the key word that links the new phoneme to the grapheme.

LINKAGES:

Students link the grapheme to the phoneme by skywriting the strokes before linking the formation of the letter to the name of the letter.

READING PRACTICE:

Explicit instruction of new learning is modeled and explained by the teacher before students apply the new learning in a highly decodable text. This practice progresses from reading words to reading phrases and sentences to increase reading fluency.

HANDWRITING:

- Begins with manuscript lowercase and uppercase letters
- Progresses to cursive lowercase and uppercase letters
- Taught by modeling, skywriting, and tracing the strokes of the letter prior to independent practice.

SPELLING

Students are explicitly taught the regularity of the orthographic patterns of the English language with systematic, regular review.

SPELLING DECK:

- Cards have spelling rules and regular sound-symbol patterns
- Teacher says the phoneme and students echo.name, and write the associated grapheme.
- Daily review of spelling deck, designed to move sound-symbol recognition toward automaticity.

LINKAGE:

The purpose of the spelling linkage box is to link the key word to the sound as students write the letter.

AUDITORY DISCRIMINATION:

Students listen to words with the new phoneme and discriminate where they hear the phoneme.

PRACTICE:

Students apply current and previously taught sound-symbol relationships by spelling regular words.

COMPONENTS OF LANGUAGE:

Students work on a variety of activities such as:
- BEGINNING: Listening Comprehension and interactive writing
- PROGRESSING to: Fluency, reading comprehension, and independent writing.

- GENRES PROGRESS from nursery rhymes to expository text to allow students to be exposed to a variety of text structures. Weekly repeated readings of the text with different targeted lessons foster the development of accurate and fluent word recognition, oral language development, background knowledge, syntax, and use of strategies to aid reading comprehension.

INDIVIDUALIZED INSTRUCTION

MASTERY CHECKS:

Periodic mastery checks of previously taught concepts are completed throughout the program. Students who have not mastered skills will require diagnostic teaching to meet individual student needs in language and print concepts. Prescriptive instruction to remediate student weaknesses should take place before teaching new lessons. Mastery checks should be incorporated in the frequent progress monitoring used to assess students' academic performance and the effectiveness of instruction.

BRIDGE LESSONS:

Bridge lessons are included at the beginning of Volumes 2-5 to serve as a cumulative review of previously taught concepts. This review is critical for students who begin the intervention at a subsequent volume of the series to ensure that prerequisite concepts are mastered before beginning new lessons.

REVIEW:

Periodic cumulative reviews are incorporated throughout the intervention to review previously taught concepts, with an emphasis on concepts that are difficult for students, to ensure student mastery.

PREASSESSMENT:

Preassessment purpose to assess a student's prior knowledge and skills before beginning the intervention.

PLACEMENT:
Preassessment data can be used to determine the student's appropriate placement in the intervention program based on his or her strengths and weaknesses. Some students may need to start his/her intervention with Volume 1, while other students may need to begin with a later volume to best meet their needs.

GROUPING:
Preassessment data can be used to determine which students have similar strengths and weaknesses and can be grouped homogeneously to begin the intervention program at the most appropriate lesson.

INDIVIDUALIZED:
Preassessment data can be used to individualize the intervention program based on a student's strengths and weaknesses. For example, if a student has an academic need in the area of orthography, he or she can benefit greatly from the components of the lesson that address letter patterns, word automaticity, and handwriting practice - such as High-Frequency Word Deck, new learning, linkage exercises, reading practice, handwriting, and spelling.

READING BY DESIGN
Individualized Literacy Intervention

Volume (1-5)		New Learning covered by Volume
Volume 1		i, t, p, n, s/s/ Review: Lessons 1-5
		a, s/z/, l, d, f Mastery Check: Lessons 1-10
		h, g/g/, o, k, c/k/ Review Lessons 1-17
		m, r, b, e, y Mastery Check: Lessons 1-23
		j/j/, u, w, v, x/ks/ Review: Lessons 1-29
		z, qu/kw/ Mastery Check: Lessons 1-32
Volume 2	Bridge Lesson	ck/k/, VC'ICV , ng/ng, suffix ing, th (voiced & unvoiced) ee Review: Lessons 1-6
		n/ng/, a-e, i-e, o-e, u-e, Mastery Check: Lessons 1-12
		VCICV', e-e, y-e, c/s/, g/j/ Review: Lessons 1-18
		oo (short), sh, Open Syllable, a V'ICV, e V'ICV, i V'ICV Mastery Check: Lessons 1-25
		O V'ICV, u V'ICV, y/i/, ch/ch, Suffix ed=/ed/ /d/ /t/ Review: Lessons 1-31

tch /ch/ , oo (long), Suffix -es
Mastery Check:Lessons 1-35

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VOLUME		New Learning covered by Volume
Volume 3	Bridge Lesson	er /er/, ir/er, ur/er/, Suffixes -er,-est,-en Review: Lessons 1-5
		Igh /i/, ai /a/, ay /a/, ar /ar/, or /or/ Mastery Check: Lessons 1-11
		ar /er/, or /er/, or after w /er, a after w /a/ [ble, [dle,
		[ple, [gle,[fle, [tle, [kle,[sle, [cle, [zle Review: Lessons 1-17
		S[tle, oi /oi/ , oy /oy/, Prefixes mis & un, y /e/, ea /e/ Mastery Check: Lessons 1-24
		Wh /hw/, ou /ou/, ow /ou/, vc'lv, Silent Consonants: wr,kn, gn,mb,mn Review: Lessons 1-30
		Doubling Rule, ow /o/, oa /o/ oe /o/ Dropping Rule, Mastery Check: Lessons 1-36
Volume 4	Bridge Lesson	schwa /ə/, scribal o /ə/, V'lCCV, au /au/, Review: Lessons 1-6
		a/au/, ea /e/, dge /j/, ge /j/, Suffixes ly & y, Mastery Check: Lessons 1-12
		ue/u/, ie /e/, VC' l CCV, VC / CCV', ie /i/, Review: Lessons 1-18
		[tion, [sion /zhun/, [age, [ture, Suffix- ful, Prefix Re-, Mastery Check: Lessons 1-24
		Wild Old Words, ei & ey /e/, eu /u/, ew /u/, u-e & ue, u /u/ /yoo/ or /oo/, Review: Lessons 1-30
		Ea /a/, ei & ey /a/, eigh /a/, ou /oo/, ui /oo/ Mastery Check: Lessons 1-36
Volume 5	Bridge Lesson: What is Morphology?	un-, non-, mis- , in- (il-, ir-, im-), port struct (stru,stry), How Latin is Constructed, ject duct (duc,duce) pon (pos,pound), plic(ply), -ion, -able, -ible, Review
		a-, ab-, ad-, dis- (dif-), de-, dys-, cede (ceed, cess), script (scrib), spect (spec,spic), sect

11

(seg), form, flect (flex), -less, Review
Lessons 1-16 Mastery Check
Sub-, super-, fore-, pre-, post-, fer,fac
(fact,fect,fic), mit 9mis), mob (mot,mov), mis-,
tract, rupt, vers (vert), -ive, -ic, -ar, Review
Em (en-), inter-, mid-, cept (cap,cip,ceit,ceive),
dict (dic), min, tend (tens,tent), -ous
(-ious,-cious, -tious), Review
Lessons 18-32 Mastery Check
Trans-, re-, anti-, con- (co-,col-,com-,cor-), pro-,

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Volume 5 -continued

ex-, aud, ped. Ten (tain,tin,tinu), sist
(sta,stat,stit), -al, -ial, -ty (-ity), -ment, -ness
Review
Tele, phon (phone,phono), photo, How Greek
is Constructed, astro (ast), bio, geo, logy
(ology), cracy (crat), cycl cyclo), hydra
(hydr,hydro), graph (gram), meter (metr),
micro,macro,scope, lex morph, phobia,therm
(thermo), auto,chron (chrono), biblio, poly,
sphere, hemi (demi, semi) Review
Mastery Check: Lessons 34-49

At the conclusion of Volume 5, then the dyslexia teacher, classroom teacher(s), and 504
or ARD committee would meet to see if student has achieved the criteria and skill level to
exit a formal dyslexia program, and make a monitoring plan for that student.

Montague ISD

DYSLEXIA TEACHER FORMS
AND
REQUIRED DOCUMENTATION

Montague Independent School District

DYSLEXIA TEACHER CONTACT PROCEDURE:

The dyslexia teacher will contact each student's general education teacher(s) for updates in the following areas:

MONTHLY:
- Monthly ISIP report from Istation (Reading, Math)
- Six Weeks Grades (below 70%)
- 3rd week of 6 weeks, Coordination Sheet Updates to Special Education teacher for shared students.

WEEKLY:
- Spelling
- Reading growth and/or concerns
- Handwriting
- Writing
- Curriculum areas needing more support during dyslexia remediation.

NOTE: Our campus consists of Pre-K through 8th grade without a high school. There are times that classroom teachers and the dyslexia teacher meet daily, if not weekly to discuss areas of growth and/or concerns for a student.

MONTAGUE INDEPENDENT SCHOOL DISTRICT
Dyslexia Teacher Schedule   2020-2021

Classes are held Monday – Thursday, Friday is makeup day if dyslexia teacher is absent.

Each group or individual has their own record sheet to allow for notes on
student's strengths or weaknesses, lesson number, and activity we are
practicing.

SAMPLE

5th -6 Weeks   Feb. 22 – April 9, 2021   *Spring Break March15-19

Student(s) 1st grade –grp 1 Clara Marleigh	Dates of Group for 6 wks & Time 9:30-9:55	Notes: RbD Bk 1 I make handwritten notes each day.
✓ Check mark if present Ab if absent Z=Zoom/remote	Mon 2-22	Lesson 3 VC/CV Count Syllb. Alphab.Strip Hi-Freq words New Learning STOP @ Reading lesson RM 3
	Tues 2-23	
	Wed 2-24	
	Th 2-25	
	Fr 2-26	
	Mon 3-1	
	Tu 3-2	
	Wed 3-3	
	Th 3-4	
	Fri 3-5	
	Mon 3-8	
	Tues 3-9	
	Wed 3-10	
	Th 3-11	
	Fr 3-12	

MONTAGUE ISD

SAMPLE FOLDER OF REQUIRED DOCUMENTATION FOR DYSLEXIA EVALUATION

Section 504 Annual Review

(Short-form for Annual, "As Needed," and Some Periodic Re-Evaluations)

Student:		Student ID #:		Date of Birth:	
Grade:	Campus:		Today's Date:		
Student's Impairments:					
Type of Evaluation: Annual Review		"As Needed"		Periodic Re-Evaluation (every 3 years)	

Use of "Annual Review" Form. Although an Annual Review is not required by federal law, the school believes that conducting Annual Reviews (or Annual Re-Evaluations) for some students with 504 Services Plans is a best practice to ensure that needs are met on an on-going basis and that changes to either the .Student's condition or need for services are recognized and addressed expeditiously. Whether a particular student will receive an Annual Review is determined, each year, by the protocol included in the 504 Operational Guidelines. This form may be appropriate for other reviews as warranted by changes in the student's condition or need for services ("As Needed" Reviews or Re-Evaluations). This form may also be used for Periodic Re-Evaluations, as long as each of the screening questions below are answered in the affirmative. If both answers arc not "yes," the Annual Review Form is inappropriate for the periodic re-evaluation rind Form 10 should be used instead (or Form 16 for students identified as dyslexic in Texas).

§504 Committee Membership:
By regulation, the Section 504 Committee is a group of knowledgeable people. Within the group, each required type of knowlcdge must be present. List each member attending and check the area of knowledge each provides (attach an additional sheet if necessary). Each required area of knowledge must be present on the committee.

Name	Position/Title	This member has knowledge of ….	
		Tile Chipd	
		The meanin f Ihe evaluation data	
		The placement options	
		The Child	
		The meaning of the evaluai ion data	
		The placement options	
		The Child	
		Tile meaning of the evaluation data	
		The placement options	
		The Child	
		The meaning of the evoluetion date	
		The placement options	
		The Child	
		The meaning of the evaluation claIa	
		The placement options	

Dyslexia Instructions. When the student's identification as dyslexic is being re-considered by the §504 Committee, Form 16 should be used instead of Form 14. When no ne\v dyslexia assessment is being reviewed, a member with knowledge of the following may be invited but is not required by the Orange Book.

Name	Position/Title	This member has knowledge of.. …	
		The dyslexia assessment	
		The reading process	
		Dyslexia and related d sorderr	
		Dyslexia in.st mclion	
		D)slrJct or cIJai1er school, state & Federal guidelines Foi assessment	

Procedural Checklist:
In addition to proper membership, lour things must be verified before the Annual Review can be completed. (Questions 1-4). Please verify by checkmark that each requirement is completed before proceeding.

1. Verify that the §504 Committee is a group, including a person with knowledge in each of the required areas.				
2. Verify that the parent received Notice of Parent Rights under §504				
3. Verify how the parent was informed of the date, time, and place for this evaluation (check one)				
In writing	By Phone	In Person	Other:	
4. Verify that use of the Annual Review form is appropriate by completing the following screening questions.				

Section 504 Eligibility Determination
As directed by Congress ih the ADAAA, the Section 504 Committee understands that the definition of disability "shall be construed in favor of broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act."

(A) Generally speaking, does the Student's most recent evaluation accurately reflect all of the Student's physical or mental impairments, including impairments that are episodic and impairments in remission? If yes, the 5tudent remains Section 504 eligible. If the answer is no, the Committee should conduct a full Re-Evaluation using Form 10.	Appropriateness of Short Form Question 4A	
	YES	No

(B) Generally speaking, does the Student's **most recent** evaluation **accurately reflect the impact of the student's physical or mental impairments, including impairments that are episodic or in remission, on the student's ability to access and participate in** the **school's programs and activities?** If yes, and the student has a Section 504 Services Plan in place, the student will continue to receive a Section 504 Services Plan. If the answer is no, the Committee should conduct a full Re-Evaluation using Form 10.	Appropriateness of Short Form Question 4B	
	Yes	No

Analyzing the Results: If the answer to screening questions A & B are both Yes, and the procedural steps are complete, proceed to evaluate using this form. Should either answer be "No," Form 10 should be used instead of this form (or Form 16 when the student is dyslexic under Texas law).

Evaluation **Data** Considered **from a Variety of** Sources
The Committee reviewed and carefully considered data gathered from a variety of sources, including the Referral Document. [Please check each type of data reviewed by the Committee or attach copies of the data.]

Parent input		Student work portfolio	
Teacher/Administrator Input & Recommendations		Special education records (specify)	
Aptitude and Achievement Tests		Social or cultural background	
Other Tests		Disciplinary records/referrals	
Early Intervention data		Mitigating measures	
Grade reports		Adaptive behavior	
School Health Information		Other	
Medical evaluations/diagnoses/physical condition		Other	
Dyslexia assessment/dyslexia progress dnta		Other	

NOTE: If information from a conversation or other data in unwritten form was considered, please document that oral data relied upon by attaching written notes summarizing the conversation or data.)

Changes since the last evaluation:
Please describe any changes in the Student's impairments or changes in the student's disability-relatcd needs since the last full evaluation: _____

_____
_____
_____
_____
_____
_____
_____
_____
_____

If you disagree with the Committee

Section **504 Committee** Action (select the appropriate action by checkmark)	
No changes to 504 Plan. No changes to the current Section 504 Services Plan are necessary at this time. The student's existing Section 504 Services Plan will remain in place as written, subject to future Annual Reviews, periodic Re-Evaluations, or other reviews, should changes in the student's impairments or need for services so require.	
Changes to 504 **Plan.** Changes to the Section 504 Services Plan are necessary. The Section 504 Committee wiI1 proceed to make appropriate changes to the Services Plan.	
No 504 Plan (In Remission). The student remains eligible under Section 504 but will not require a Section 504 Services Plan because the physical or mental impairment is in remission, and there is no current need for services. The student will receive manifestation determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the nondiscrimination protections of Section 504. Should need for a Plan develop, the Section 504 Committee shall reconvene and develop an appropriate Section 504 Services Plan.	
No 504 Plan (Mitigating Measures). The student is eligible under Section 504 but will not require a Section 504 Services Plan because the student's needs are met as adequately as his nondisabled peers due to the positive effect of mitigating measures currently in use. The student will receive manifestation determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the nondiscrimination protections of Section 504. Should need for a Plan develop, the Section 504 Committee shaI1 reconvene and develop an appropriate Section 504 Services Plan. This result applies when the mitigating measures are neither provided by nor implemented by the School.	
§504 **Eligible** + No **Implemented Plan** (Refusal/Revocation of Consent for Services). The Student is eligible under §504 but will not be served under a §504 Services Plan at this time because the Student's Parent has either refused consent for initial Section 504 Services or has revoked consent for continued Section 504 Services. The Parent's action is documented in Form 12. The Committee will complete the Section 504 Services Plan (Form 13), but the Plan will not be implemented due to the Parent's refusal to consent or revocation of consent. The Student will receive manifestation determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the nondiscrimination protections of §504. Should the Parent desire Section 504 Services for *the* Student, the Parent will notify the §504 Coordinator to convene a Section 504 Meeting.	

Additional notes or explanations by the Committee:

Section 504 Student Services Plan

Date:	
Student Name:	Date of Birrh:
Student ID:	Phone:
School:	Grade:
Student's Impairments:	

Type of meeting generating initial Plan or changes to Section 504 Services Plan		
Initial Evaluation	Manifestation Determination Evaluation	
Annual Review/ As Needed Review	Periodic Re-Evaluation (every three years)	
Other:		

Certificate of Plan **Distribution** (Please indicate date distributed to parent and each person responsible for Plan implementation, or N/A as appropriate. Each person initials to indicate receipt of Plan, understanding of his or her responsibility to implement the Plan, and knowledge of what to do if he/she has questions about implementation or the student refuses services. This plan is confidential and should only be shared and distributed as allowed by FERPA.)

Person Responsible	Date & Initials	Person Responsible	Date & Initials	
Parcnt/Adult Student		Administrator		
EnglishfLanguage Arts teacher		Counselor		
Math teacher		Testing Coordinator		
Science teacher		Dyslexia Teacher		
Social Studies teacher		Other:		
PE teacher		Other:		
Fine Arts teacher		Other:		
CATE teacher		Othcr:		
Signature of 504 Coordinator or other person verifying delivery of Plan:				

Pre -Planning for Appropriate Services. Please use the followin**s** tool to outline broad areas of student need identified in the evaluation, and match those needs with specific services, which will be marked and more fully explained on the next few pages of the Services Plan. (Attach additional pages where necessary).	
Identify broad areas of need, as illuminated by the evaluation. (F-or example: student is inattentive, with off-task behavior and poor organization skills).	In light of these needs, what services, accommodations, etc., are necessary to provide equal opportunity to participate and benefit in the school's programs and activities? (For example, proximity seating, verbal redirection. assistance with an assignment notebook).
2.	
3.	
4.	
6.	
7.	

Student Name:	Student ID:
Campus:	Grade:

Student's physical or mental impairments:

Circle either WILL BE or WILL NOT:

This Plan **WILL** BE implemented, beginning on:_____, and will continue until the Plan is replaced or student is exited.

This Plan WILL NOT be implemented due to the parent's refusal ot consent for initial Section 504 services or revocation of consent for continued Section 504 services received on_____(date)

Required Services & Accommodations (by course). The following form is used to document the student's placement under Section 504. While checklist forms are convenient, they are also subject to confusion. Eligibility for a Plan does not mean that every sor vice or accommodation available under Section 504 is appropriate f0r every child. Individual needs determined during evaluation should guide services decisions. **For questions or concerns about** the **$504 Plan, contact** _____, the designated §504 administrator or designated §504 coordinator.

As the descriptions used here are brief, please use the notes **and explanation space on** the **next page to ensure appropriate understanding and implementation for items checked.** Note also that the following items are not the only services or accommodations available under §504. Attach additional pages if necessary.	List **courses from student's** schedule **and indicate services and accommodations required for** each class.							
Oral Testing								
Oral Response								
Other Testing Accommodations(te?)								
Taped Texts								
Taped lecture								
Note-taking assistance								
Extended Time (by '7o, or explain)								
Shortened Assi 6nment (by 'fo, or explain)								
Peer assistance/tutoring								
Reduced paper/pencil tasks								
Use of calculator								
Preferential seating								
Assignment notebook								
Organizational strategies (type?)								
Re-teach difficult concepts								
Use of manipulatives								
Team teaching								
Supplemental materials								
Cooling-off period								
Progress reports (frequency?)								
Technology (type?)								

STAAR/Statewide Assessment: Based on the accommodations and services the student receives routinely in the classroom, evidence of success ot such accommodations and scr vices, and appropriate review of state criteria for accommodations on the STAAR/Statewide Assessment, the student should receive thc following:

ADA Effective Communication *(Complete this section for studenls with vision, hearing or syeech impairments.)*

In addition to the Section 504 free ayyi'opriate yuhlic e6lucaiion, these students are also entitled to effective communication nuder ADA Title II. NOTE: For as IDEA-eligible student, this arialysis and the deterininaiion of sei'vices should be yart of the IEP process and should not conducted hy the Section 504 Committee.

Background: The ADA Title II regulations require that:

    1. The District must "ensurc that communications with applicants, participants, and members of the public with disabilities arc as effective as communications with others." 28 C.F.R. §35.160(a)(I).

    2. The District must 'furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity." 28 C.F.R. §35.160(b)(1).

    3. In determining what type of auxiliary aid and service is necessary, a school "shall give primary consideration to the requests of the individual with disabilities." 28 C.F.R. §35.160(b)(2).

    4. The District need not, under Title 11, "take any action that it can demonstrate would result in a fundamental alteration in the nature of a scrvice, program, or activity or in undue financial and administrative burdens." 28 C.F.R. §35. 164.

Section 504 Committee Analysis:

  1. Is the student's communication with school employees, peers and others in the school environment as cffective as the communication experienced by his nondisabled peers? If not, how is his communication less effective?

  2. If his communication is not as effective as that of peers (i.e., there is a deficit), what aids and services has the student or parent requested to address the deficit?

3. Do the requested aids and services appropriately address the deficit? That is, with the requested aids and services, is the student's communication as effective as that of nondisabled peers? If so, the school will provide sec/t aids arid services on the Section 504 Services Plan unless alternatives are proven equally effective under- Question 4 or art exception applies under Question 5.

  4. Does evaluation data prove that there are other equally effective aids or services that could address the deficit? If so, plcase describe the proof.

*Once alternative aids arid services have been biro*rem *equally effective,* fee *Committee may provide such aids and services on the Section 504 Services Plan instead of those aids and services yreferreJ hy the student and or parent.*

  5. Does the Committee believe, and can it prove that its provision of the aids and services requested by the student or parent would result in a "fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens"?

If no, their the exception does trot appl y, and aids and:I services are determined tinde r questions 3 and 4.

If yes, tlje Committee should tiniely notifi! the suyeriritendent of schools or lier7his designee of that belief. The superintendent of schools or hei/his Jesignee stay their determine whether fundamental alteration or undue financial or admlnisti-ative hurdeti would result "nftei' consideriyg all resources available for use in the Junditig and operation. of the service, j:mogrant, or activit y. " This dete riiiinatioii "must be accompanied hy a written statement of the reasons for reaching that conclusion." 28 C.F.R. §35.164. The Committee will thev he required to yrovide such aids any services on the Section 504 Services Plan that will ensure effective coiiiinunication, hut do yot result in [undainerital alteration, or utidue financial or administrative hut-den.

*Service **Animal** (Complete this section for a student* briii6ing *a senice animal to sclioo I)*

In addition to the free appropriate yublic educotioii nuder Section 504, the parent or at:lult student may also choose to utilize o service antin al pursuant to the E g uol Access requirements o/ Section 504 and the Americans with Disabilities Act (ADA). The Section 504 Committee does not make this choice for the student bul will accommodate the choice helow. For an IDEA-eli gihle student, the deteriliination of services should be yart of the AMDC or IEP process and shoulid yot conducted hy the Section 504 Committee.

Background.' *To meet the requirements of the ADA, the service animal must: he a dog or a miniature h.orse arid must biro vide "work" or "yet form tasks" for the student with the disahility. Note that state law may identify other animals as j:Potential service animals as well.*

"Examples of work or' tasks include, hut are not limited to, assistin g individuals who are blind or leave low vision with navigation and other' tasks, alerting individuals who are deaf or hard of hearirig to the presence of yeople or sounds, providin.g non-violent protection or rescue work, yelling a wheelchair, assisting an individual durin$ a seizure, alertin.g individuals to the yi'esence of allergens, retrie ving itents such as medicine or the telephone, j:mo viding physical support and assistance with balance and stability to inJividuals with mohility disabilities, and defying persons with ysychiatric and iieurological disabilities hy pre ventiii8 or interruptiri g impulsive or destructive behaviors. The crime deterrerit effects of an animal's j:Presence and the yrovision of emotional stij:iport, well-being, comfo't, or coniyan.tonality do not constitute work or tasks for the purposes of this definition." 28 C.F.R. §35.104.

An ADA-qualifying service animal may only be excluded from school if the "animal is out of control and the animal's handler does not take effective action to control it" or is riot liousehroken. §35.I36(b)(I)-(2).

Section 504 **Committee Analysis:** (Attach additional pages if necessary)
1. Is the service animal required to meet the educational needs of the student with disability as adequately as the educational needs of nondisabled students are met? Yes   No

Note Ihat it is unusual for a student to tieed a service animal for FAPE. If this answer is yes, talk with your school attorne5 to discuss the school's additional resyonsihilit y for the altiinal. If the answer is "no" proceed to the next question as Section 504 and the ADA j:movide the student with equal access ri8lits to the service animal regardless of FAPE.

2. What services, accommodations and **changes to school policy, practice, and procedure are necessary to enable** the **service animal to serve the student throughout the school day and throughout the school's programs and activities?** *Possible discussion items should include logistics with respect to school bus ti'anspoi-iation, field triys, arid extracurricular ociivities, desi8nation of on area at school for the service animal to urinate and defecate, school assistance required hy the disabled student to utilize the service animal, accommodation of students and staff with dog daiider allei'gies, chariqcs to school signage yrohihiting animals on xchool yroyei'ty, trainin$ for school staff and students, etc.*

Does the student need a behavior plan? Yes   No   [If yes, page 6 of the Plan must be completed and attached]

Does thc student require reasonable modification of District policies, practices or procedures? Yes   No   . [If yes, please explain below in the notes and explanation section]

Does the student receive health plan services? Ycs   No   [If yes, please attach the student's health ptrim]

Related services: (provide details in additional notes and explanation section)

Tutorials	[Counseling	Transportation	Other

General Education Homebound (Form 17):   Hours per week of homebound instruction pursuant to Form 17.

Food Substitution (complete this section only if the student presents documentation from a state licensed healthcare professional regarding a need to substitute or modfy foods available as part of the USDA school meal programs.)

 1. Identity the **food(s) ror which substitution/modification is necessary due to the student's disability**

 2. Identify the **foods which will** substitute **for those listed above, as identified by the** health care **professional:**

Annual Review required by **the 504 Committee?** Yes   No   (check the appropriate rationale for review)

_____ the student has a complex or intricate Section 504 Plan; OR

the student has life-threatening impairments or impairments that, if improperly addressed, could result in serious bodily injury; OR

the student is moving to a new campus the following year.

_____   _____

Statement on Least Restrictive **Environment (choose one)**

The Section 04 Committee has determined that the services and accommodations required by the student to receive a free appropi iate public education can be provided in the regular classroom. OR

The Section 504 Committee has determined that with the exception of the following, the services and accommodations required by the student to receive a free appropriate public education can be provided in the regular classroom.

Services and/or accommodations that *cannot* be provided in the regular classroom:
_____

Why can the school not provide these services and/or accommodations in the regular classroom?
_____

Where will thesc services and/or accommodations be provided?
_____

Texas Dyslexia Services (required by Form 16): For students eligible under the Texas dyslexia law, is standard protocol dyslexia instruction required? Yes No.
If yes, the school will provide hours per day/week/month/semester of standard protocol dyslexia instruction. (Please add the number of hours and circle the appropriate time frame, using the notes and explanation space below to provide any additional detail.) If the student is only receiving accommodations and services, AND no standard protocol dyslexia instruction, the accommodations and services should be documented on the grid, or elsewhere as appropriate on the 504 Services Plah form, and no time commitment is required here.

Additional Notes and Explanation

While chccklist foi'ms are convenient, they can also lead to confusion. Please use this page to ensure that the decisions of the Section 504 Committee are clear to school personnel and anyone else yho has responsibility to implement the Plan or supervise its implementation.

- For example, where extended time for assignments is checked, indicate the amount of exlcnded time to be provided (by number of minutes or by percentage, for example).
- Where other testing accommodation is checked, provide detail as to how the test should be adapted or the student's testing experience is to be accommodated.
- When a reasonable modification to certain policies, practices or procedures is required, indicate which policy, etc., and how it is to be modified (Student has extra day to complcte written assignments without normal grade penalty under school's late-work policy).

This space should be used to document any decision, accommodation or service that docs not "fit" the Service Plan grid, and to explain or provide detail for any item or issue where an entry on the Services Plan is unclear or subject to confusion. Attach additional pages if necessary.

Section 504 Behavior Intervention Plan

Student Name:	Student lD:	
School:		
Date of Plan:		
Please list below each behavior, reinforcement, consequence and person responsible for administering the reinforcement or consequence. Appropriate intervention is based on assessment data, discipline history, social history, parent reports and other data.		
Behaviors targeted for intervention:		

Please select or add the appropriate behavior interventions for this student. Please use the notes and information page to explain choices and to ensure compliance.

Clearly defined limits	Journal of daily behaviors	Proximity seating	
Frequent reminder of rules	Reinforce appropriate behavior	Cooling off period	
Reduce distracting stimuli	Supervised unstructured time	Peer intervention	
Consistent routine	Behavioral contract (attach)	Other	
Other	Other	Other	

Communicate behavioral progress or status with parents through (check one):

Weekly tracking form	Notes home	Phone call	
Daily tracking form	Email	Parent conference	

When a communication other than a tracking form is chosen, describe the frequency of required contact here (when particular behaviors occur, every two weeks, etc.).

When a targeted behavior occurs, the following occurs:

Targeted Behavior	Reward for desired behavior	Consequence for undesired behavior	Person responsible for Reward or consequence

Initial as completed
2 copies sent to Parent _____
1 copy signed and returned _____

Parental **Consent for** *Section* **504** *Servicec*
Form 12, page 1 of 1

Parental Consent for Section 504 Services

Date Sent/Mailed:	Student's Name:	
Campus:	Grade:	Student ID #:
Parents:		
Address:		
Home Phone:	Work Phone:	

Parent Consents to Section 504 Services.

I have been provided a copy of the Section 504 Student Services Plan for my Student together with Notice of my Parent Rights under Section 504. 1 understand my rights and the offer of services in the Services Plan.

_____I **CONSENT** to my Student's receipt of services offered in the attached Section 504 Student Services Plan.

_____   _____   _____
Parent/Guardian signature   Parent/Guardian printed name   Date

Parent Refuses Consent or Revokes Consent for Section 504 Services.

I have been provided a copy of the Section 504 Student Services Plan for my Student together with Notice of my Pareht Rights under Section 504. I understand my rights and the offer of services in the Services Plan. I understand that thc District wiI1 assume that I consent to my Student's receipt of Section 504 Services as indicated on the attached Section 504 Student Services Plan unless I indicate my refusal to consent or revocation of consent on this form, sign this form, and return this form to_____. (Coordinator named below).

_____I REFUSE **CONSENT** for my Student's receipt of services offered in the attached Section 504 Student Services Plan. (Initial provision of Section 504 Services).

_____I **REVOKE** CONSENT for my Student's continued receipt of services offered in the attached Section 504 Student Services Plan. (Student is currently receiving Section 504 Services).

I understand that because I have refused consent for Section 504 sei vices or revoked consent for continued Section 504 services, the attached Section 504 Student Services Plan will not be distributed to school staff, and that the services and accommodations listed on the Plan will not be implemented for my Student.

I understand that the school's offer of a Section 504 Student Services Plan remains open to me as long as my child remains eligible for services under Section 504, and that at any time I can provide consent for my Student's receipt of services by contacting the District's Section 504 Coordinator_____(name) at _____ (phone) to schedule a Section 504 Committee meeting.

_____   _____   _____
Parent/Guardian signature   Parent/Guardian printed name   Date

The parent has made clear his/her refusal to consent to the initial provision of Section 504 Services or revocation of consent for continued Section 504 Services but refuses to sign. The employee signature is provided by a witness to that refusal or revocation.

_____   _____   _____
Name   Title   Date

Notice of Section 504 Evaluation Results

Date _____

Dear Parent/Guardian/Adult Student,

This letter is to inform you that the Section 504 Committee had a meeting on_____to discuss your Student_____(student's name). A copy of the evaluation form is attached. After careful review of relevant evaluation data, the Section 504 Committee analyzed the data to answer the Section 504 eligibility questions. While the evaluation document provides more detail on the Committee's decision, by way of summary, the Committee determined that

_____

_____(provide brief summary of decision)

If the Section 504 Committee identified an impairment as part of its evaluation, this identification is an educational determination only as permitted by Section 504, and not a medical diagnosis for purposes of treatment.

For Section 504-eligible Students who are in need of a Section 504 Student Services Plan: If your Student was determined §504-eligible, and in need of Section 504 Services Plan, a copy of your Student's §504 Services Plan is also attached. **You have the right to consent or** refuse consent **for Section 504** Services for your Student. The District will assume that you consent for your Student to receive Section 504 Services as indicated on the attached Section 504 Services Plan. You may also confirm your consent for services on the attached form should you desire. You have the right to refuse that consent (if your student is receiving a Section 504 Services Plan following an initial evaluation) or to revoke that consent (if your student is currently receiving Section 504 Services pursuant to a Section 504 Student Services Plan). Exercise that right in writing on the attached Parent Consent for Section 504 Services Form. **Section 504 Services** will **be provided to your Student pursuant to the attached** Plan **until such** time **as** a written, **signed refusal or revocation on the attached Consent Form is received by the Coordinator identified** below. You may revoke consent for services at any time and may give consent for Section 504 services at any time as long as your Student remains Section 504-eligible, and in need of a Section 504 Student Services Plan.

If you have any questions concerning this decision or your rights to consent to services, please call me at 940-894-2811. I will be more than happy to discuss any questions that you may have.

Sincerely,

Campus or District Section 504 Coordinator
Enc1.   (1) Initial Evaluation, Annual Review or Re-Evaluation (Form 10, Form 14, or Form 16)
         (2) Section 504 Services Plan, if Section 504-eligible, and in need of a Plan (Form 13)
         (3) Parent Consent for Section 504 Services (Form 12)

Notice of Section 504 Meeting

Date: _____

_____
Student's Name   1D#   Campus

Dear Mr./Mrs.fMs. _____
Parent/Guardian/Surrogate/Adult Student

This letter is to inform you that the Section 504 Committee is planning a meeting to discuss your child's educational needs. We have scheduled a meeting at (time)_____, on (date)_____, at (location)_____. As the district has elected to invite parents as participants of the §504 Committee, please notify Angela Kleinhans at 940-894-2811 if you are not available for this meeting *so* that we may re-schedule. Your insights and contributions will be quite helpful to us in effecting the best decisions possible.

The meeting is scheduled for the following reason[s]:
_____ Initial evaluation for eligibility
_____ Annual Review (no Periodic Re-Evaluation is due)
_____ Periodic Re-Evaluation (every three years)
_____ Manifestation Determination (prior to disciplinary removal constituting a change in placement)
Other: _____

Following the meeting, we will notify you of the Section 504 Committee's decision in writing. Please call me at_____if you have any questions.

<div style="text-align:center">Sincerely,</div>

Angela Kleinhans Section 504 Coordinator

Teacher Input for Section 504 Evaluation

Student Name:	Student ID #:		Grade:
Teacher's Name:	Subject Matter:	Date:	

Instructional Rating

Rate the concerns you have about this student. For each skill, mark: 1= Poor 2=Below Average 3=Average 4=Above Average 5=Superior N=Not observed

	1	2	3	4	5	N		1	2	3	4	5	N
Readin Skills _							Tests						
Math Skills							Follows oral directions						
Written Expression							Follows written directions						
spelling							Organizational skills						
Classroom work							Interaction with siat'f						
Homework													

Behavioral Rating

Rate this student's behavior in relation to other students of the same AGE. For each behavior mark'

1= Poor 2=BeIow Average 3=Average 4=Above Average 5=Superior N=Not observed

	2	3	4	5	N
Generally cooperates or complies with teacher requests.					
Adapts to new situations without getting upset.					
Accepts responsibility for own actions.					
Makes and keeps friends at school.					
Works cooperatr' ve1y w'ith others. _					
Has an even, usually happy, disposition.					
Appropriate attention and concentration					
Compliance with teacher directives					
Brings necessary materials to clas's					
Sits still and controls body movemCnt					
Completes tasks on time					
Stays on task is easily redirected					
Remains seatcd					
Takes turns, waits for turn					

What have you done differently in your classroom to meet this student's educational/behavioral needs?
What were the results of these efforts?
What is the Student's current grade in this class?
If failing, what assignments, tests or projects are problematic?

Teacher Signature_____Date _____

Parent Input for Section 504 Evaluation

The information requested will greatly assist the §504 Committee in evaluation of your child. If you have additional information that you want the Committee to consider (and that is not requested here) please feel free to attach additional pages. Please disregard any question that makes you uncomfortable. If you would prefer to provide this information by phone, please contact _____

at _____

Student Name:	Date of Birth:
Address:	Phone:
School:	Grade:

General Information

Mother's Name:	
Occupation:	Level of Education:
Father's Name	
Occupation:	Level of Education:
With whom does the child live?	Relationship to child:

Other Children in the Home (attach additional page if necessary)

Name	Age	Relationship

Other Adults in the student's Home	Relationship to student	

Do any family members have learning problems? If yes, please explain

Compared to other children in the family, this child's development was: (check one)

Slower		About the same		Faster	

At what age, in months, was the student able to do the following:

Sat without support		Crawled		Walked without support	
Used spoon fairly well		First word		Reasonably well-toilet trained	

The Student's Friends & Activities

Does the student prefer to play/socialize with	Girls		Boys		No preference	
Does the student have friends his/her own age?				Yes	No	
Does the student have friends who are younger than the student?				Yes	No	
Does the student have friends who are older than the student?				Yes	No	

The Student at Home

Please check each item available for the student's use at home: _____

Computer	Books	Tape recorder	] CD player	
Video games	Television	Educational toys	] Radio	

What kinds of activities does your family do together? (Read, play games, camp, etc.)

Have there been any important changes within the family during the last three years (For example, job changes, moves, births, deaths, serious illnesses, separations, divorce)

With whom in the family is the student particularly close?

Has the student ever been separated from the family due to family problem, health reasons, etc? If yes, please explain.

How did the student react to the separation?

Describe the student's behavior at home with peers, siblings, neighbors, and parents. For example, is the student generally well-behaved? Social? Affectionate? Withdrawn?

What methods of discipline are used with this student at home? For example, spanking, extra chores, early bedtimes, taking away of privileges; is he/she given rewards for good behavior?

How does the student react to discipline?

Who usually disciplines the student at home?

The primary language in the home is:

HOw long has the student lived in the United States?

What time does the student go to bed at night?   Does the student eat breakfast?

What does the student do when not in school? (Please list the student's common indoor and outdoor activities.)

Does your student have a part-time job after school or on weekends? If yes, **please** provide the average number of hours worked per week.

The Student at School

Do you think your student is having difficulties at school?	Yes		No	
Have you discussed these difficulties with your student?	Yes		No	

What type of difficulties is your student experiencing?

What do you think is causing the student's difficulties at school?

When did you first notice the difficulties?

If you have discussed these concerns with the school, please indicate when and with whom you shared your concerns:

If your student qualifies for Section 504, what services or accommodations do you think are necessary so that the student can participate and benefit from school?

Childhood & Medical History

Has your student ever had the followin g?	Never	Began at age?	Ended at age?_	Still has problem
Frequent fevers				
Frequent earaches				
Frcquent vomiting				
Thumb sucking				
Nightmares				
Sleepwalking				
Head banging				
Rocking of body				
Teeth grinding				
Bedwetting				
Fingernail biting				
Temper tantrums				
Run away from home				
Breathing Issues				
Lost consciousness				
Convulsions				

Current Medical Treatment & Medication

Doctor's reports, letters and diagnoses can be very helpful to the 504 Committee. Please attach the student's medical records so that the Committee can have a more complete picture of your child. If you would prefer, you may give the District written consent to seek those records from your doctors directly.
Please notify _____ (504 Coordinator) at _____ to get the necessary form.

Please identify any medical problem for which your student is currently receiving medical care:

Does your student appear to have any other physical health problems for which the student is not currently receiving medical care?

Please !ist all medications currently taken by your student (over the counter and prescription).

Please describe any side effects the student experiences from these medications.

Please identify any medication(s) taken by your student for over 1 year:

Please describe any hospital stays by your student, including the date, reason for the stay, the duration, and the result of treatment.

What precautions do you take at home, in the community, on vacation or when your student is with friends or others to address his/her medical condition oz i Ilness?

Does your child have a medical condition or illness with symptoms that are sometimes more serious than other times? 11 yes, please answer the following questions:

What is the name of the condition or illness?

When and how oftcn is the condltion or illness a problem for your child?

How does the condition or illness affect your child when the symptoms are most serious? (Are there things that lie cannot do or things that are more difficult because of the condition or illness?)

Did your child used to have a serious medical condition or illness that has gone away? If yes, plcasc answer the following questions:

What is the hame of the condition or illness that your child used to have?

When did your child suffer from the condition or illness?

How did the condition or illness affect your child when the symptoms were most serious? (Were there things that hc could not do or things that were more difficult because of the condition or illness?)

Is the condition or illness likely to return?

1s there any other information about your student or family that you would like the Section 504 Committee to consider when evaluating your student for Section 504 eligibility? If so, please provide it here.

_____

Signature of Parent   Date

_____

Signature and Position of   Date
pcrson assisting (it any)

*S OF*fn *6, page 1 of 2*

Notice of Rights & Procedural Safeguards for Disabled Students and their Parents Under §504 of the Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly known in the schools as "Section 504," is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance. In the public schools specifically, §504 applies to cnsure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

Under §504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more major life activities. Section 504 also protects students with a record of an impairment, or who are regarded as having an impairment from discrimination on the basis of disability. Students can be considered disabled, and can receive services under §504, including regular or special education and related aids and services, even if they do not qualify for, or receive, special education services under the IDEA.

The purpose of this Notice is to inform parents and students of the rights granted them under §504. The federal regulations that irriplement §504 are found at Title 34, Part 104 of the Code of Federal Regulations (CFR) and entitle eligible student and their parents, to the following rights:

1. You have a right to be informed about your rights under §504. [34 CFR 104.32] The School District must provide you with written notice of your rights under §504 (this document represents written notice of rights as required under §504). If you need further explanation or clarification of any of the rights described in this Notice, contact appropriate staff persons at the District's §504 Office and they will assist you in understanding your rights.

2. Under §504, your child has the right to an appropriate education designed to meet his or her educational needs as adequately as the needs of non-disabled students are met. [34 **CFR** 104.33]. You have the right to refuse consent for services at any timc.

3. Your child has the right to free educational services, with the exception of certain costs normally also paid by the parents of non-disabled students. Insurance companies and other similar third parties are not relieved of any existing obligation to provide or pay for services to a student that becomes eligible for services under §504. [34 CFR 104.33].

4. To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the District demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services. (34 CFR 104.34].

5. Your child has the right to services, facilities, and activities comparable to those provided to non-disabled students. [34 CFR 104.34].

6. The School District must undertake an evaluation of your child prior *to* determining his or her appropriate educational placement or program of services under §504, and also before every subsequent significant change in placement. [34 CFR 104.35]. You have the right to refuse consent for initial evaluation.

7. It formal assessment instruments are used as part of an evaluation, procedures used to administer assessments and other instruments must comply with the requirements of §504 regarding test validity, proper method of administration, and appropriate test selection. [34 CFR 104.35]. The District will appropriately consider information from a variety of sources in making its determinations, including, for example: aptitude and achievement tests, teacher recommendations, reports of physical condition, social and cultural background, adaptive behavior, health records, report cards, progress notes, parent observations, statewide assessment scores, and mitigating measures, among others. [34 **CFR** 104.35].

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8. Placement decisions regarding your child must be made by a group of persons (a §504 committee) knowledgeable about your child, the meaning of the evaluation data, possible placement options, and the requirement that to the maximum extent appropriate, disabled children should be educated with non-disabled children. [34 CFR 104.35j.

9. If your child is eligible under §504, he or she has a right to periodic reevaluations. A reevaluation must take place at least every three years. [34 CFR 104.35].

10. You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child. [34 CFR 104.36]

11. You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of yout child under §504). [34 CF-R 104.36).

12. You have the right to an impartial due process hearing if you wish to contest any action of the District with regard to your child's identification, evaluation, or placement under §504. [34 CFR 104.36]. You have the right to participate personally at the hearing, and to be represented by an attorney, if you wish to hire one.

13. If you wish to contest an action taken by the §504 Committee by means of an impartial due process hearing, you must submit a Notice of Appeal or a Request for Hearing to the District's §504 Coordinator at the address below. In Texas, you must submit the required notice or request in writing within one year of the action or omission giving rise to your complaint. Failure to make a timely request will result in the loss of your opportunity to pursue a due process hearing on that action or omission.

[Districts in other states should replace the Texas limitation period with the appropriate time limit which could be the state's timeline for filing of a special education due process hearing.J

A date will be set for the hearing and an impartial hearing officer will be appointed. You will then be notified in writing of the hearing date, time, and place.

Angela Kleinhans 8020 State HWY 175
Montague, **TX 76251**
940-894-2811

14. If you disagree with the decision of the hearing officer, you have a right to seek a review of the decision by making a written request to the District's Section 504 Coordinator, and/or you may seek relief in state or federal court as allowed by law.

15. You also have a right to present a grievance or complaint through the District's local grievance process. The District will investigate the situation, take into account the nature of the complaint and all necessary factors, and respond appropriately to you within a reasonable time. Parents may contact the District's Section 504 Coordinator for more information about the District's grievance process.

16. You also have a right to file a complaint with the Office for Civil Rights (OCR) of the Department of Education. The address of the OCR Regional Oftice that covers this school district is:

Director, Office for Civil Rights, Region VI
1999 Bryan Street, Suite 1620, Dallas, Texas 75201-6810, Tel. 214-661-9600

[IF YOU ARE NOT IN REGION VI OF OCR, WHITE OUT, INSERT TYPED NAME, ADDRESS &
PHONE OP OCR REGIONAL OFFICE COVERING YOUR AREA, AND COPYJ

Initial as completed
2 Copies sent to Parent
   1 Copy signed & returned
Notice of Section 504 Rights Included Annual
Texas Learning Difficulty Notices

Notice and Consent for Texac DJsfexia*Acsessment*
Form 5-Supplement, page 1 of 2

Notice and Consent for Texas Dyslexia Assessment

Date Sent/Mailed:	Student's Name:	
*By rule, the notice must be provided five **school days prior to the dyslexia assessment.**		
Campus:	Grade:	Student ID #:
Parents:		
Address:		
Home Phone:	Work Phone:	

We have carefully reviewed your child's school records and information from teachers. Additional information is necessary to determine your child's educational needs and whether he/she might be eligible for reading assistance provided through the state's dyslexia program. We ask that you consent to an evaluation under §504 for the following reasons _____

_____
_____

The following information is provided to assist you in understanding the assessment the district desires to conduct.

(1) Description of the evaluation procedure to be used for your student. Dyslexia assessment includes both formal and informa! data examining academic skills, cognitive processes, and potential additional areas, which are collectively used to determine whether the student demonstrates a pattern of performance indicating dyslexia. Specific areas of assessment will include letter knowledge, reading words in isolation, decoding unfamiliar words, reading fluency, reading comprehension, spelling, phonological/phonemic awareness, rapid naming, and may include additional areas such as vocabulary, listening comprehension, written expression, handwriting, orthographic processing, math processing, phonological memory, verbal working memory, and/or processing speed.

(2) What interventions and strategies has the school attempted, and what has it learned from those efforts?

_____
_____
_____
_____
_____
_____

(3) **How** long **will it take to complete the evaluation?** At most, the dyslexia assessment will be completed in 45 school days. Typically, these types of assessments are completed in about _____ school days.

Notice and Consent for Tex:as Dyslexia Assecsment

(4) If you have questions about the assessment or want additional information, the following is your campus point of contact: _____

_____

_____

The following links provide relevant parent training and information projects, and other parent resources you might find heIpfuI.

- Legal Framework for the Child-Centered Special Education Process: https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en
- Partners Resource Network: https://prntexas.org
- Special Education Information Center: https://www.spedtex.org
- Texas Project First: http://www.texasprojectfirst.org

Please review the enclosed document entitled "Notice of Patent Rights," which informs you of your rights under Section 504. If you CONSENT to the dyslexia assessment and evaluation, please check the "consent" statement, sign and return one copy of this letter. If you REFUSE consent for the dyslexia assessment and evaluation, please check the "refuse consent" statement, sign and return one copy of this letter. Keep the other copy of this letter and the Notice of Parent Rights for future reference.

As the parent/legal guardian of the above referenced student, I have received notice of my Section 504 parent rights. I understand that this is *not* an offer of a Special Education evaluation.

_____ I hereby CONSENT to a dyslexia assessment and evaluation under Section 504.
_____ I hereby REFUSE consent to a dyslexia assessment and evaluation under Section 504.

_____   _____   _____
Parent/Guardian signature   Parent/Guardian printed name   Date

Initial as completed
 2 Copies sent to Parent
1 Copy signed & returned
Notice of Section 504 Rights Included
Form S Dyslexia Supplement included

Section 504 Notice *and Consent for* initiaf *Evaluation*
Form S, page 1 of 1

Notice and Consent for Initial Section 504 Evaluation

Date Sent/Mailed:		Student's Name:	
Campus:	Grade:		Student ID #:
Parents:			
Address:			
Home Phone:		Work Phone:	

We have carefully reviewed your child's school records and information from teachers. Additional information is necessary to determine your child's educational needs and whether he/she might be eligible for assistance in the regular classroom under Section 504. We ask that you consent to an evaluation under §504 for the following reasons _____

_____

_____

In many cases, the §504 evaluation may simply consist of the Section 504 Committee reviewing and interpreting existing school records, including anecdotal evidence, observations, prior testing, grades, standardized test scores, and other data, in order to determine if your child qualifies for accommodations in the regular classroom. For students who have been involved in the early intervention process, the §504 evaluation will include a review of the classroom assistance and interventions provided, the results of those efforts, and any other data generated by that process. In addition to reviewing the data described above, the district desires to conduct the following assessments:

_____

_____

_____

Please review the enclosed document entitled "Notice of Parent Rights," which informs you of your rights under Section 504. If you CONSENT to the evaluation, please check the "consent" statement, sign and return one copy of this letter. If you REFUSE consent, please check the "refuse consent" statement, sign and return one copy of this letter. Keep the other copy of this letter and the Notice of Parent Rights for future reference.

Please caII_____(Coordinator) at_____if you have any questions.

As the parent/legal guardian of the above referenced student, I have received notice of my Section 504 parent rights. I understand that this is *not* an offer of a Special Education evaluation.

I hereby CONSENT to an evaluation under Section 504.
I hereby REFUSE consent to an evaluation under Section 504.

_____   _____   _____
Parent/Guardian signature   Parent/Guardian printed name   Date

Initial as completed

Section 504 Referral

Student:		Student ID #:		Date of Birth:
Grade:	Referral Date:	Campus:		
Referred by:		Position/Relation to Student:		
Reason for Referral (attach additional pages if necessary):				

Attendance

Is this student enrolled in school?	Yes		No		If No, explain:

This student has been absent_____days out of_____school days this school year. Reason(s):

This student was absent_____days out of_____school days last school year. Reason(s):

List schools previously attended:

Student Grade Reports

Current Year Grade Report by Grading Period								Year Grades		Year Grades	
Subject	1	2	3	4	5	6	Final	Subject		Subject	

Over time, this student's grades: (check the appropriate box)

have become higher each year		stayed about the same each year		have become lower each year	
dropped suddenly in _____ grade		Data not available			

Compared with most of the other students in this school, this student's grades: (check the box)

are better		are about the same		are worse	
data not available					

Has the student ever been retained?_____If YES, list grade level(s) where retention occurred and reason for retention(s)

Discipline Information (Attach copies of any behaviora) plan or contract)

Identify the behaviors exhibited by the student (check all that apply)

Poor attention and concentration	Shifts from one uncompleted task to another	
Often loses things necessary for tasks	Interrupts or intrudes on others	
Excessively high/low activity level	Difficulty working with peers	
Difficulty following directions	Difficulty remaining seated	
Fidgets, squirms or seems restless	Confrontational/assaultive	
Dress code violations	Leaves class without permission	
Brings inappropriate items to school	Other	

In response to these behaviors, what behavior management techniques have been attempted?

Results of these techniques:

Has this student been suspended, expelled or removed to DAEP during the previous or current school year?	No		Yes (see below)	

Ii' yes, explain and attach copies of all disciplinary referrals (including those that resulted in discipline other than suspension, expulsion, or DAEP), and PEIMS report totaling removal days.

Early Intervention & Alternative Programs (attach relevant plans or other documentation)
What types of efforts have been attempted to meet the student's needs? (check all that apply)

Alternative Learning Setting	Title I	Summer School	Dyslexia	
EL/Bilingual Ed. Program	Tutoring	TAKS/STAAR Remediation	Gifted & Talented	
Mentoring	Other			

If the student received assistance from the campus' early intervention team (CST, SST, Core Team), please attach plans created for the student and data gathered on student's response.

List services or programs considered and rejected for this student? Why?

Has the student ever been special education eligible?	No	Yes, please attach dismissal ARD	
Has the student ever been referred to special education?	No	Yes, please attach eligibility ARD	

Mitigating Measures (Identify any mitigating measures currently in use or provided for the student's benefit. Check all that apply, describe the measure(s) in use.	
Medication:	
Medical supplies, equipment, or apliances:	
Low-vision devices (which do not include ordinary eyeglasses or contact lenses):	
Prosthetics including limbs and devices:	
Hearing aids and cochlear implants or other implantable hearing devices:	
Mobility devices:	
Oxygen therapy equipment and supplies:	
Assistive technology:	
Reasonable accommodations (includes Carl y intervention, RTI, differentiated instruction and informal help from teachers):	
Auxiliary aids or services (includes health plans, emergency plans):	
Learned behavioral or adaptive neurological modifications (including dyslexia and remedial instruction):	
Other:	
Identify any mitigating measure checked above that is neither provided by thc school nor implemented by the school:	

Evaluation Data from State Assessment (STAAR)										
STAAR Latest Administration School Year:				STAAR Prcvious School Year:				STAAR Previous School Year:		
Subject	Pass? (Y/N)	Scaled Score		Subject	Pass? (Y/N)	Scaled Score		Subjₑct	Pass? (Y/N)	Scaled ScOt
Reading				Reading				Reading		
Mathematics				Mathematics				Mathematics		
Writing				Writing				Writing		
Science				Science				Science		
Social Studies				5ocial Studies				Social Studies		
English/LA				English/LA				English/LA		

Over time, this student's test scores: (check the appropriate box)			
have become better each year	have stayed about the same each year		have become worse each year
dropped suddenly in trade	data not available		

Compared to the mean of the district/campus/classroom, this student's test scores: (circle comparison group and check th a ropriate box)				
improved each year	stayed about the same each year		worsened each year	Other:

Health Information Person conducting screening:		
Attach information relating to any doctor's order, diagnoses, or evaluation pertaining to disability (example, medical reports, psychological reports, ADD/ADHD diagnostic information, etc.)		

Does student exhibit any signs of health or medical problems? If yes, attach observations.	No	Yes
Is there a need for further assessment of referral of a medical problem?	No	Yes

If further assessment is necessary, please describe what new data is necessary.

Is student receiving any medication at school?	No	Yes, list medications:	
Does the student require adaptive equipment or facility adaptation?	No	Yes, attach list of needs	
Does the student currently have a health plan?	No	Yes, attach a copy of the plan.	

.   '')" ")"   '   +"""'   :"'‹   .. :^ !".   '‹.'.   ""'..‹. ^".\'/   ,:,   '..:'

Does the student have a physical or mental impairmsnf that is episodic?	No	Yes

If yes, please describe the condition, when and how often it is active, and its impact on the student whcn it is active.

Does the student have a physical or mental impairment that is in remission?	No	Yes

If yes, please describe the condition, when it was active, at what point it went into remission, and its impact on the student when it was active.

CESD §504 Compliance System, November 12, 2019   Final CESD Forms   Page 21 of 83

Vision	Type of screening:		Date of screening			
(Vision examination met move *been administered within a year from the date of referral)*						
Visual acuity before correction:		Right_____	Left _____			
Visual acuity with correction:		Right	Left			
Interpretation of results:						
Does the student exhibit any known difficulty with near-vision? Yes. If Yes, attach explanation.				No		Yes
Does student exhibit any signs of health or medical problems? If yes, attach observations.				No		Yes
Is there a need ror further assessment of a medical problem?				No		Yes
If further assessment is necessary, please describe what new data is necessary.						
As a result of the screening, is there any indication of a need for further assessment or adjustment? If Yes, please explain.				No		Yes
Has any folIow-up treatment been recommended? If Yes, please explain.				No		Yes

Hearing	Date of most recent screening:		Type of screening:			
Results:						
Interpretation of results:						
As a result of the screening, is there any indication of a need for further assessment or adjustment? If yes, please explain.				No		Yes
Has any follow-up treatment been recommended? If Yes, please explain.				No		Yes

Home Language Survey						
1. Identify the language most frequently used in the student's home:						
English	Spanish		English and Spanish		Other:	
2. Identify the language most frequently used by the student's parents:						
English	Spanish		] English and Spanish		Other:	
3. Identify the language most frequently used by the student:						
English	Spanish		English and Spanish		Othet:	
4. Is an **LPAC** in place for this student? If yes, please attach relevant **LPAC** records for Section 504 Committee review during eval uation.				No		Yes

Annual Notice for Texas Section 504 Students with Learning Difficulties

Student's Name:			
Campus:	Grade:	**Sude**	**ID#:**
Parents:			
Address:			
Delivery: During Section 504 Meeting on (date):	OR	Via email/mail (date);	

Your student is currently receiving Section 504 accommodations and services to address learning difficulties. As required by state law, the following notice is provided annually to assist your understanding of the services the school provides and the options available to you. We encourage you to discuss any questions or concerns with respect to your child's services with the Section 504 Coordinator at any time. You can reach the campus coordinator Angela Kleinhans at the following phone number 940-894-8211.

1. Description of the assistance provided your child, including any instructional strategies. The assistance, accommodations and services provided to your student under Section 504 were developed to meet your student's individual needs. These services are listed on the Section 504 Services Plan on a grid on page 2 of the Plan, and in paragraphs that follow on the remaining pages of the Plan. Should you have questions about the accommodations or services, or the manner in which they are described on the Plan, please contact your campus coordinator.

2. Information collected regarding any intervention strategies used with your child. Prior to determining that your student was eligible for Section 504, the 504 Committee evaluated your child's needs by gathering and reviewing data from multiple sources. That data from school records, parent input, teacher input, and other sources provided evidence not only of need for services, but also helped the Committee determine what previous efforts had been successful, and those efforts or strategies that were not. Previous intervention's successes and failures provide the school with information on what *to* do next. The initial Section 504 Evaluation document in your student's records document those findings. Subsequent Periodic Re-evaluations and Annual Review (if necessary) will further update those findings and identify areas where your student needs assistance. Should you have questions about your student's disability related needs, the manner in which they are addressed, or the evaluation documents or process, please contact your campus coordinator.

3. An estimate of the duration of time for intervention strategies. Once a Section 504 Services Plan is in place, it will remain in place until there are changes in the student's impairments or need for services that require a change. The school will not simply make changes based on the calendar, but instead will monitor the student to ensure that the Plan is functioning, and your student's needs ate met. At most, and if the Plan is successful, three years will pass between Section 504 meetings for your child and possible changes to the Plan. The school will call for a Section 504 meeting when it believes that changes are necessary. As the parent, however, you may request a Section 504 meeting at any time.

4. Dates on which a report of the child's progress will be provide to you as the parent. Unless the Section 504 Services Plan requires otherwise, you will receive progress reports and student grades reports at the intervals and on the same calendar as all other parents at the school. You are always invited to

contact individual teachers to discuss your student's progress, and the campus coordinator is available as a resource as well.

To further assist your understanding, we have attached a copy of a document created by the Texas Education Agency to assist parents with students experiencing learning difficulties entitled "Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services." We hope that you find it helpful.

We appreciate the opportunity to work with you and your student. Do not hesitate to contact me if you have any questions.

Angela Kleinhans

Attached: TEA's "Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services."

Date: _____

_____
Student's Name   ID #   Campus

Dear Mr./Mrs./Ms. _____
Parent/Guardian/Surrogate/Adult Student

Every year, as Section 504 Coordinator for Montague ISD, I review the status of each Section 504 student we serve with a 504 Services Plan. We refer to this review as a "snapshot." To accomplish a snapshot of your student, I focus on the following areas of performance: attendance; grades and classroom performance; State assessment and benchmarks testing; disciplinary record (including number of removal days); and informal inquiries with the counselor and teachers (and school nurse, where appropriate) regarding the student's performance, health, and social/emotional well-being. You will also recall that I contacted you via phone/email/visit to discuss any thoughts or concerns you had about the student's eligibility and services under Section 504.

Based on that snapshot review, I have determined that there is no need for a formal annual review by the Section 504 Committee this year. Should problems or concerns develop that require a meeting, the Committee will meet to address those concerns. And of course, the required periodic three-year re-evaluation will be held at the appropriate time.

We appreciate the opportunity to work with you and encourage you to contact me should you have any questions or concerns.

Sincerely,

Angela Kleinhans Section 504 Coordinator

Notice of Denial of Parent Request for Section 504 Evaluation

Date: _____

_____

Student's Name   ID f   Campus

Dear Mr./Mrs./Ms. _____
Parent/Guardian/Surrogate/Adult Student

This letter is to inform you that the District has decided to decline your request for a Section 504 evaluation of _____. Attached is a copy of the Notice of Rights and Procedural Safeguards under Section 504. The reasons why your request for Section 504 evaluation is being declined are the following:

_____

_____

_____

_____

Please contact me if you have any questions in this regard.

Sincerely,

Section 504 Coordinator

Attached: Notice of Section 504 Parent Rights

Texas General Education Homebound Supplement

Date:	
Student Name:	Date of Birth:
Student ID:	Phone:
School:	Grade:
Student Address:	

GEH Committee Membership.
While §504 eligibility is determined by a group of knowledgeable persons, including persons with knowledge of the child, the meaning of the evaluation data, and the placement options, the discussion of homebound (a highly segregated/restrictive setting) may require more specialized knowledge than the typical evaluation. For example, since the student's confinement to home is based on a physical or mental impairment, understanding the student's condition and resulting limitations may require thc presence of individuals who can help interpret medical data (a nurse, for example). Further, Texas General Education Homebound eligibility and placement requires the attendancc of three specific people: (1) a Campus Administrator; (2) a Teacher of the Student; and (3) a Parent or Guardian of the Student. The required groups can and should overlap to satisfy requirements under both §504 and GEH. Check the boxes to indicate compliance with attendance requirements.

§504 Committee Membership: documented on Form 10	
GEH Committee Membership Requirements (provide name of person attendinp•)	

Campus Administrator		
Teacher of the Student		
Parent/Guardian of the Studcnt		

Eligibility for General Education Homebound. In order to ensure that a student is educated in the least restrictivc environmcnt, and is only excluded from the regular classroom due to impairment when his/her educational needs cannot be met there (even with supplementary aids and services), the following must be answered to determine a homebound placement, supplemented with requirements from the 2019-2020 Student Attendance Accounting Handbook [Handbook] p. 64, which must be answered to determine GEH eligibility.

Yes		No		
				The Committee has received, and attaches to this form, a document from a physician licensed to practice in the United States, which document: (1) Indicates that the above-referenced student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive. (2) Indicates that the confinement is for medical reasons only.
Yes		No		
				Based on the physician's document, together with the Committee's review of current evaluation data (including Parent input, teacher/administrator input, grade reports, work samples, results of standardized tests, ctc., as indicated on the §504 evaluation form (Form 10)), the Committee determines that the Student is eligible for general education homebound services, and that such services shall be provided to thc Student as indicated below. Pursuant to Handbook instructions, "documentation from the licensed physician is not the sole determining factor in the committee's decision-making process." *Id, y. 64.*

Results: Where both questions are answered with "Yes," the student is eligible for General Education Homebound, and the Committee shall determine the type(s) and amount of instruction to be provided. If the student is also Section **504** eligible, the committee should also consider whether services on Form 13 arc appropriate in addition to the homebound services on page 2 of this form. If either question is answered "No," the student is not eligible for **GEH** services, but may be Section 504 eligible, if so, determined pursuant to Form 10, resulting in the need for a 504 Services Plan using Form 13.

General Education Homebound Services.

General Education Instruction will be provided by a certified regular education teacher. *Pursuant to 2019-2020 Handbook requirements (p.64),* Over the period of his or her confinement, "the student must be provided instruction in all core academic subject atea courses in which the student is enrolled and, if possible, should be provided instruction in all other courses in which the student is enrolled." The student will be provided instruction in the following subject at-eas (list all subject areas to be addressed by homebound instruction):

for a total of ___ (#) hours per week of direct one-to-one instruction. [Students served at horne through GEH will earn eligible days in attendance based on the number of hours the student is served at home per week by a certified regular education teacher. One hour of instruction equals one day in attendance for the first three hours of GEH instruction each week. When four or more hours of GEH instruction are provided, the student earns an entire week (five full days) of attendance. [See current Student Attendance Accounting Handbook for more detail]

Optional services to be considered in addition to direct instruction. Check all those that apply:

	Access to textbooks, assignments, projects and tests for self-study **in the following** subject **areas:**
	Access to classroom teachers by phone in the following subject areas:
	Extended time for completion of projects in the following subject areas:
	Access to Novanet, Plato, educational software, distance learning, correspondence courses, or other on-line instruction. If yes, please detail services to be made available to the student:
	Other
	Formal transition from General Education Homebound to the classroom. If the Committee believes that a formal transition period is required for the student's return to school, please detail the transition calendar or steps for the transition here. [Note, the 504 Committee should complete a 504 Services Plan (Form 13) prior to the student's return to school from homebound should the student remain eligible upon his return to school.]

Additional documentation required for attendance accounting purposes:

General Education Homebound services begin on (date):
General Education Homebound services terminate on (date):
The teacher providing General Education Homebound instruction will maintain a log of contact hours and other appropriate documentation related to the provision of these services. [See current Student Attendance Accounting Handbook for more detail on documentation requirements.]

Accommodations for Extracurricular Athletics

Date:	
Student Name:	Date of Birth:
Student ID:	Phone:
School:	Grade:
Student Address:	
Student's physical and mental impairments:	
Extracurricular activity for which accommodations are sought:	
Names of individuals making the decision (attach additional page if necessary):	
Parent	
Coach or other representative of athletic dept.	
Other:	

Overview of Section **504 with respect to extracurricular activities:**
1. The Section 504 student has right to equal participation in extracurricular athletics.
2. Thc student must meet legitimate nondiscriminatory requirements that apply to all students to earn a place on the team (including demonstration of skills during tryouts and providing evidence of medical clearance to play).
3. Once a member of the team, the student must meet performance standards (including disciplinary and attendance

rules) applicable to all students to remain on the team.
4. The Section 504 right to participation in extracurricular athletics does not mean:
   - that the student will play in games. The team coach has discretion to play members of the team that in the coach's judgment, place the team in the best posture to compete and win;
   - that student safety is compromised;
   - that the student with disability has an unfair advantage over the student's competitors;
   - accommodations or other changes are required that affect the fundamental nature of the game.

The process for determining Section 504 accommodations, aids and services **for extracurricular activities:** "What is called for is a reasonable, timely, good-faith effort by the individuals with the appropriate knowledge and expertise to determine whether there are reasonable modifications or aids and services that would provide that student with cqual access to the particular activity."

"Examples of such modifications and aids and services include using a light along yith a starter pistol so that a deat runner can compete and assisting with the administration of needed medicine like insulin so a student

Section **504 accommodations, aids and services agreed to:**

Section 504 Manifestation Determination Evaluation

Student:	Student ID #:
Campus:	Date of Evaluation:

Procedural Checklist:
The method of notifying the parent of the evaluation, verification of the proper Committee members, and school's provision of a Notice of Parent Rights under Section 504 must be verified before proceeding to the evaluation.

1 Verify how the parent was informed of the date, time, and place for this evaluation					
in writing		by phone		in person	Other?

2. Verify that the §504 Committee is a group, including a person with knowledge in each of the required areas. (See below)	

3. Verify that the Parent was provided a copy of the Section 504 Notice of Parent Rights (Form 6)	

§504 Committee Membership:
By regulation, the Section 504 Committee is a group of knowledgeable people. Within the group, each required type *ot* knowledge must be present. List each member attending and check the area of knowledge each provides (attach an additional sheet if necessary). Each required area of knowledge must be present on the committee.

Name	Position/Title	Knowledge of	
		The Child	
		The meaning of tJae evaluation data	
		The placement options	
		The Child	
		he meaning of the evaluation data	
		The placement options	
		The Child	
		The meaning of flue evaluation data	
		The placement opuons	
		The Child	
		The meaning of the evaluation data	
		The placement options	
		T e Child	
		The ineaning of the evaluation data	
		The placement opüons	

Evaluation Data Considered from a Variety of Sources
The Committee reviewed and carefully considered data gathered from a variety of sources, recent enough to afford an understanding of the behavior and disability, including the Referral Document. [Please check each type of data reviewed by the Committee or attach copies of the data.]

Parent input		SIndent work portfolio	
Teacher/Administrator Input & Recommendations		Special education records (specify)	
Aptitude and Achievement Tests		Social or cultural background	
Other Tests		Disciplinary records/referrals	
Early Intervention data		Mitigating measures	
Grade reports		Adaptive behavior	
School Health Information		Disciplinary Records/referrals	
Medical evaluations/diagnoses/physical condition		Witness statements	
Other		Other	

NOTE: If information from a conversation or other data in unwritten form was considered, please document that oral data relied upon by attaching written notes summarizing the conversation or data.)

Behavior subject to disciplinary action (The 504 Committee does not address whether or not the alleged behavior occurred):

List each of the student's physical or mental impairments:

The Section 504 Committee reviewed and discussed the data **listed** above. **Based on** this **review,** the Committee has made the following **determinations:**

Question #1: Was the conduct in question caused by, or directly and substantially related to the student's disabilities?	Yes		No	
Question #2: Was the conduct in question the direct result of the school's failure to implement the student's Section 504 plan, if there was any such failure?	Yes		*No*	

Analyzing the Results: If either of the questions are answered "yes," the behavior must be considered to be a manifestation of the student's disability. In that event, the student cannot be expelled or placed in the school's disciplinary alternative education setting (DAEP) for more than 10 school days.

Note: Regardless of the result of the manifestation determination, the parents and school can agree on a disciplinary placement. The parents' agreement must be informed, voluntary, and not coerced.

Committee Notes:

Notice of Section 504 Manifestation Determination Evaluation Results

Date

Dear Parent/Guardian/Adult Student,

This letter is to inform you that the Section 504 Committee had a meeting on _____ to discuss your Student _____ (student's name). A copy of the manifestation determination evaluation form is attached. After careful review of relevant evaluation data indicated on page 1, the Section 504 Committee analyzed the data to answer the manifestation determination questions on page 2. While the evaluation document provides more detail on the Committee's decision, by way of summary, the Committee determined that _____

_____ (provide brief summary of decision)

A copy of the 504 Committee's manifestation determination evaluation is enclosed. If your student's Section 504 plan was changed during the meeting, a copy of the new §504 Plan is also attached.

If you have any questions concerning this decision, please call me at 940-894-2811. I will be more than happy to discuss any questions that you may have.

Sincerely,

Angela Kleinhans

Enc1.   (1) Completed Manifestation Determination Evaluation Form
          (2) §504 Services Plan (if the student had a Plan and if the Plan was changed)
          (3) Copy of the Section 504 Notice of Rights

NOTICE OF PARENT AND STUDENT RIGHTS UNDER
SECTION 504 OF THE REHABILITATION ACT OF 1973

STUDENT: _____

On this date, I received the information regarding rights and procedures under Section 504. I understand if I have questions concerning the information in these documents I may contact Angela Kleinhans, the district 504 coordinator.

Date:_____Signature: _____

Texas Dyslexia Law and Section 504 Initial Evaluation & Periodic Re-Evaluation

Student:	Student ID #:		Date of Birth:
Grade:	Campus:	Previous Campus:	
Referred by:		Position/Relation to Student:	
Date of Referral:		Today's Date:	
Type of Evaluation: Initial	Periodic (3YR) Re-Evaluation	Other:	

Required Texas Dyslexia Law and §504 Committee Membership:

By regulation, the Section 504 Committee is a group of knowledgeable people. List each member attending and check the area of knowledge each provides. Use this chart to document proper attendance. *Each type of knowledge must he present for the Committee to he properly constituted unde i' Texas law for d yslexia fiurposes, and Federal law for Section 504 pur;›oses.* Note that Committee members can have more than one type of knowledge. For each member, check all boxes of knowledge that apply. (Attach an additional sheet if necessary).

Name of Committee Member	Position/Title	This member has knowledge of.. ..	
		The Child	
		The Meaning of the Evaluation Data & the dyslexia assessment	
		The Placement Options	
		The reading process	
		Dyslexia end related disor‹lcrs	
		Dyslexia instruction	
		District or charter school, state & federal guidelines for assess ment	
		The CJ ild	
		The Meaning of the Evaluation Data & the dyslexia assessment	
		The Placement Options	
		The reading process	
		Dy1 m«ndmamddnodcn	
		Dyslexia instruction	
		District or charter school, state & federal guidelines for assessment	
		The ChiIN	
		The Means ng of the Evaluation Data & the dyslexia assessment	
		The Placement Options	
		The reading process	
		Dyslexia and related tiisordeis	
		Dyslexia instruction	
		District or charter school, state & federal guidelines for assessment	
		The Child	
		The Meaning of the Evaluation Da la & the dyslexia assessment	
		The Placement Options	
		The i'eatting process	
		Dyslex ia and related disorders	
		Dyslet ia instruction	
		District or charter school, state & federal guidelines for assessment	
		The Child	
		The Meaning of the Evaluation Data & the dyslexia assessment	
		The Placement Opi ions	
		The reading process	
		Dyslexia and re1aie‹t disorders	
		Dyslexia instruction	
		District or charter school, state & federal guidelines for assessment	

Procedural Checklist: For an Initial §504 & Dyslexia Evaluation, complete Questions 1-5. If this is a §504 Re-Evaluation AND an initial evaluation for dyslexia eligibility, parental consent is required, so complete Questions 1-5. If this is a Re-Evaluation, there is no requirement for parental consent (mark Question 1 "N/A" and complete the other four questions). Please verify by checkmark that each requirement is completed before proceeding.

1. Verify that the parent consented to §504 *initial* evaluation, Form S *(Does not ayyl y to re-evaluations)*	
2. Verify that the §504 Committec is a group, including a person with knowledge in each of the required areas.	
3. Verify the Student's dominant language: Dominant language of the home:	
4. Verify that the parent received Notice of Parent Rights under §504	
5. Verify *how* the parent was informed of the date, time, and place for this evaluation (check one)	

In writing		By Phone		In Person		Other:	

NOTE on current special education eligibility, pending special education evaluation, or special education referral: If the student being assessed is (1) currently eligible under special education (regardless of eligibility category); (2) is currently undergoing special education evaluation; or (3) is suspected of having a learning disability and in need of specially designed instruction, a dyslexia evaluation only under Section 504 is inappropriate. A dyslexia assessment (preceded by special education referral and conscnt under circumstance #3) should be pursued under the authority of IDEA and pursuant to the IDEA procedural safeguards.

Texas Dyslexia Evaluation Data.
Pursuant to the 2018 Dyslexia Hand book, (Orange Book) instructions, the Section 504 Committee will begin the evaluation by determining the student's eligibility under the Texas Dyslexia Law. The evaluation data reviewed by the §504 Committee to make the dyslexia eligibility decision included data trom the following areas (mark with a check to document that each area of required data was reviewed.)

Observations of the teacher, district or charter school staff, and/or parent	
Data gathered from the classroom (including student work and results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student).	
The results of administered assessments (including both formal and informal measures) appropriate for the student's lcvel of reading development, including: reading real words in isolation; decoding nonsense words; phonological awareness; letter knowledge (name and associated sound); rapid naming; orthographic processing; fluency/rate and accuracy; reading comprehension; and written spelling. Previously administered dyslexia assessments must also be reviewed. (Tex. Educ. Code §38.003(b-1)).	
Data-based documentation of student progress during instruction and intermention	
LPAC documentation (where applicable)	
All other accumulated data regarding the development of the student's learning and educational needs.	

Texas **Dyslexia** Law Eligibility. In making the determination of dyslexia eligibility, the Committee reviewed the evaluation data identified above (including the formal dyslexia assessment), and considered the factors required by the Orange Book as fully described therein. Based on that data, mark each area of consideration with "Agree" or "Disagree."

	Agree	**Disagree**
The student has experienced an unexpected lack of appropriate progress in the areas of reading and written spelling in relation to other abilities		
The student has adequate intelligence (an averagc ability to learn in the absence of print or in other academic areas). *This element is not intended to require ati I.Q. score.*		
The student's lack of progress was not due to sociocultural factors such as language differences, irregular attendance or lack of experiential background.		
Do the data show the following characteristics **of dyslexia?**		
Difficulty with accurate and/or fiuent word reading?		
Poor spelling skills?		
Poor decoding ability?		
Do these difficulties (typically) arise from a deficit in the phonological component of language? Please be mindful that average phonological scores at one do not rule out dyslcxia.		
Are these difficulties unexpected for the student's age in relation to the student's other cognitive abilities and provision of effective classroom instruction? It is not one single indicator, but a preponderance of data (both informal and formal) that provides the committee with evidence for whether these difficulties are unexpected.		

Results of Texas Dyslexia **Evaluation.** If the Committee marked "Agree" in response to each of the preceding statements, the student is identified as having dyslexia and is eligible for services under the Texas Dyslexia Law. If the Committee answered any of the previous statements with "Disagree," the student is not eligible under the dyslexia law based on Orange Book criteria and can only receive dyslexia services through action of a Section 504 Committee or ARD Committee when such services are required to provide the student with a free appropriate public education (FAPE). Note that a student can be identified as having dyslexia by a Section 504 Committee or ARD Committee even if Texas Dyslexia Law requirements are not met. This is not, however, a common result.

Based on the evaluation data reviewed, and the answers to the required statements, the Committee has determined that (check one):

The student is ELIGIBLE under the Texas Dyslexia Law.	The student is **NOT** ELIGIBLE under the Texas Dyslexia Law.	

Section 504 Eligibility. While eligibility under the Texas Dyslexia Law commonly creates eligibility under Section 504, eligibility under Section 504 is determined based on federal eligibility requirements and the analysis below. That analysis must address the impact ot' the student's dyslexia on the major life activity of "reading" (in addition to the broader major life activity of "learning"). Should the school suspect that the student has any other impairment(s) in addition to dyslexia, the Section 504 Evaluation should address that/those impairments as well.

Evaluation Data Considered from a Variety of Sources
The Committee reviewed and carefully considered data gathered from a variety of sources, including the Referral Document. (Please check each type of data reviewed by the Committee or attach copies of the data.]

Parent input		Student work portfolio	
Teacher/Administrator Input & Recommendations		Special education records (specify)	
Aptitude and Achievement Tests		Social or cultural background	
Other Tests		Disciplinary records/ret'errals	
Early Intervention data		Mitigating measures	
Grade reports		Adaptive behavior	
School Health Information		Dyslexia assessment/Dyslexia progress data	
Medical evaluations/diagnoses/physical condition		Other	

NOTE: If information from a conversation or other data in unwritten form was considered, please document that oral data relied upon by attaching written notes summarizing the conversation or data.)

Section 504 Eligibility Determination. As directed by Congress in the ADAAA, the Section 504 Committee understands that the definition of disability "shall be construed in favor of broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act."

1. Does the student have a physical or mental impairment? It so, please identity the impairment(s) in the box below. *Notes (I) This is ati educational determiriation on1y, and riot a nieJical diagnosis for ywj:roses of treatment. (2) Impairments that are episodic, in remission or mitigated should also he listed. (3) OCT guidance indicates that in "vii'tyall y ever y case," diabetes, epileps), hipolar disoldcr and autism will result fI1. 6ffgfbili5 HNder Section 504. Extensive documentation or analysis should not he required for these four iinpaii-iiierils. (4) A student who lfas been diagnosed with ADHD*	Eligibility **Question #1**	
following a coniy relierisive evaluation by a licensed clinician, soch as a yediatrician, psychologist, or ys)chiatrist with expertise iti ADHD and iit accordance with NIMH standards for comp›i-ehensive evaluations is aresumed eli8ible unless t.here is data to the contrary. (5) For a student with. multiple impairments, use additional copies o[this pnge i(iiecessary, [or clarit y.	Yes	No
If you answered "yes" to Question 1, identify the impairment(s) here.		

	Etigibitity Question #2		
2. Does the physical or mental impairment affect one or more major life activities (including major bodily functions)? Identify the major life activity or major bodily function by checking the appropriate box or boxes. *Note: For an impairment that is episodic, in remission, or mitigated, identify the activity affected when the disahilit)› was present or' active.*			
		Yes	No

Major Life Activities include, but are **not limited to:**

Caring for oneself	Eating	Lifting	Learning	Communicating
Performing manual tasks	Sleeping	Bending	Reading	Working
Seeing	Walking	Speaking	Concentrating	Writing
Hearing	Standing	Breathing	Thinking	Brain function
Interacting with others	Respiratory function		Circulatory function	Bladder function
F-auctions of immune system	Normal cell growth		Digestive function	Bowel function
Neurological function	Reproductive function		Endocrine function	Other:

	Eligibility Question #3		
3. Does the physical or mental impairment _cubstaiitially limit_ a major life activity? *Notes.- (I) "Substantially limits" does not mean "sigliificaiitly restricted." (2) This question asks whether the pe rson evaluated is substantially limited in yerforinin$ a major life activity as compared to the "ave rag e student" of the same grade or age or as compared to "most students" of the saiiie grade or age. (3) The ADAAA i-equires thai when niakirig this determination, the Committee should not coitside i- the anieliorati ve (helpful or positive) effects of mitigatitig measures (exceyt for ordinary e yeglasses or contact lenses). (4) The fact thai the impairment is episodic (the impact of the impairment is sometimes substalitiall y limiting, lout not always), or in remission, does not preclude eli6 ihility if the impairment would suhstaritiall y limit a major life activity when active. (5) If at the conclusion of the evaluation the Committee is urice rtain as to whether the student is sufficientl y impacted hy the impairment to he substantially limited (but has been ahle to identify iInpairnieIit(s) and int¿2acf ta olie or more major life activities), then due to Congress' exj:messed desire for exjyanded eligihilit y arid the less demaridili g substantial limitation standard after the ADAAA, the student should be coriside red suhstantiall5 limited.* **If Eligibility Question 3 is answered "no," explain** why **the student is not substantially limited and describe how the committee addressed the positive impact of mitigating measures (what measures are used by/for** the **student, and what was their impact?):**			
		Ves	No

	Plan **& Placement** Question		
Section 504 Plan & Placement (completed only if each of the threc preceding questions were answered "Yes."). **Does the student need Section 504 services in order for his/her educational needs to be met as adequately as those of non-disabled peers?** *Notes.' (I) If the student's needs are so extreme as to require sj›ecial education and related sei'vices, a referral to special education should be considered. (2) If f/ie student's ini¡iairinent is in remission, arid creates no neetl for servicez or accommodations, the student is not in need of a §504 Services Plan. (3) IQ the student's needs are currentl y aJdi'essed by initigatin g measures with no need for additional services or acconwiodations, and the mitigating measures are provided or- implemented hy the student or parents, with no action required by the school, the student is trot in. need of a §504 Services Plan.* **If the Plan and Placement question is answered "no," explain** why the student does not need a Section 504 Services Plan:			
		Yes	No

Analyzing the results of the Committee's answers
  1. If all four questions are answered "YES", the student is eligible for both the nondiscrimination ahd FAPE (Section 504 Services Plah) protections of Section 504. The Section 504 Committee will create a Section 504 Services plan for this student.
  2. If only the first three questions are answered "YE5", the student is eligible for the nondiscrimination protections of Section 504, together with manifestation determination, procedural safeguards, and periodic Re-Evaluation (at least every three years) or more often as needed. The Section 504 Committee will not create a Section 504 Services Plan at this time as the student's needs are currently being met as adequately as his nondisabled peers. Should such a need develop, the §504 Committee shall re-convene and develop an appropriate 5ection 504 Services Plan at that time.
  3. If any of the first three answers is "NO", the student is not eligible for Section 504 nondiscrimination protection and is not eligi ble for a Section 504 Services Plan.

Special instructions for implementing the decision:
  1. F-or students eligible under both the Texas dyslexia law and Section 504: The Committee should develop appropriate Services using Form 13.
  2. For students determined eligible for Section 504, but not under the Texas dyslexia law: The Committee should consider appropriate services utilizing Form 13.
  3. For students cligible under the Texas dyslexia law but not eligible for Section 504: The Committee should consider appropriate accommodations and services including standard protocol dyslexia instruction. These accommodations and services should be documented on the appropriate local form. *Do not use Form. 13 for a student who is not §504-eli8ihle.*

Section 504 Committee's Decision
The Section 504 Committee's analysis of the eligibility criteria as applied to the evaluation data indicates that at this time (check the appropriate box or boxes):

Not §504 **Eligible.** The student is not eligible under Section 504.	
§504 Eligible + Plan + Dyslexia Services. The student is identified as dyslexic, is eligible under Section 504, and will receive a Section 504 Services Plan that governs the provision of a free appropriate public education to the student. The Plan will include standard protocol dyslexia instruction services. The student will receive manifestation determination, procedural safe6•ards, periodic re-evaluation (at least ever three years) or more often as needed, ss well as the nondiscrimination protections of Section 504.	
§504 Eligible + Plan + No Standard Protocol Dyslexia Instruction. The student is eligible under Section 504 and will receive a Section 504 5ervices Plan that governs the provision of a free appropriate public education to the student. The student will receive manifestation determination, procedural safeguards, periodic re-eval uation (at least every *ihroe* years) or more often as needed, as wcll as the nondiscrimination protections of Section 504.	
§504 Eligible + No Plan (In Remission). The student is eligible under Section 504 but will not require a Section 504 Services Plan because the physical or mental impairment is in remission, and there is no current need for services. The student will receive manifestation determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the nondiscrimination protections of Section 504. Should need for a Plan develop, the Section 504 Committee shall reconvene and develop an appropriate Section 504 Services Plan.	
§504 Eligible + No Plan (Mitigating Measures). The student is eligible under §504 but will not require a §504 Services Plan because the student's needs are met as adequately as his nondisabled peers due to the positive effect of mitigating measurcs currently in use. The student will receive manifestation determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the nondiscrimination protections of §504. Should need for a Plan develop, the §504 Committee shall reconvene and develop an appropriate §504 Services Plan. This result applies when the mitigating measures are neither provided by nor implemented by the School.	

§504 Eligible + No Implemented Plan (Refusal/Revocation of Consent for Services). The Student is eligible under §504 but will not be served under a §504 Services Plan at this time because the Student's Parent has either refused consent for initial Section 504 Services or has revoked consent for continued Section 504 Services. The Parent's action is documented in Form 12. The Committee wi11 complete the Section 504 Services Plan (Form 13), but the Plan will not be implemented due to the Parent's refusal to consent or revocation of consent. The Student will receive manifestation determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the nondiscrimination protections of §504. Should the Parent dcsire Section 504 Services for the S tudent, the Parent will notify the §504 Coordinator to convenc a Section 504 Meeting.	
Continued §504 Eligibility. The student remains eligible under Section 504 ahd wiII receive an updated Section 504 Services Plan that governs the provision of a free appropriate public education to the student. The student will receive manifestation determination, procedural safeguards, periodic re-evaluation (at least ever three years) or more often as needed, as well as the nondiscrimination protections of §504. (For use with Re-Evaluations).	
Dismissal from §504. The student is no longer eligible for Section 504 and is exited from the program. The student will now receive regular education without Section 504 services. The student will receive the nondiscrimination protections of Section 504 as a student with a record of an impairment, together with procedural safeguards, but wiI1 not receive manifestation determination, or per iodic re-evaluation (at least ever three years).	
IDEA Eligible & §504 Dismissal. The student has been determined special education eligible by an ARD Committee/IEP Team. Consequently, the student is no longer served through a Section 504 Committee and is exited from the program. The student will receive a free appropriate education through the ARD Committee/IEP Team, together with the nondiscrimination protections and procedural safeguards of Section 504.	
Other (please describe)	

Additional notes or explanations by the Committee:

Annual Notice for Texas Section 504 Students witii Learning Difficulties

Student's Name:			
Campus:		Grade:	Student ID #:
Parents:			
Address:			
Delivery: During Section 504 Meeting on (date):		OR	Via email/mail (date):

Your student is currently receiving Section 504 accommodations and services to address learning difficulties. As beguiled by state law, the following notice is provided annually to assist your understanding of the services the school provides and the options available to you. We encourage you to discuss any questions or concerns with respect to your child's services with the Section 504 Coordinator at nny time. You can reach the campus coordinator Angela Kleinhans at the following phone number 940-894-8211.

1. **Description of the assistance provided your child, including any instructional strategies.** The assistance, accommodations and services provided to your student under Section 504 were developed to meet your student's individual needs. These services are listed on the Section 504 Services Plan on a grid on page 2 of the Plan, and in paragraphs that follow on the remaining pages of the Plan. Should you have questions about the accommodations or services, or the manner in which they are described on the Plan, please contact your campus coordinator.

2. **Information collected regarding any intervention strategies used with your** child. Prior to determining that your student was eligible for Section 504, the 504 Committee evaluated your child's needs by gathering and reviewing data from multiple sources. That data from school records, parent input, teacher input, and other sources provided evidence not only of need for services, but also helped the Committee determine what previous efforts had been successful, and those efforts or strategies that v/ere not. Previous intervention's successes and failures provide the school with information on what to do next. The initial Section 504 Evaluation document in your student's records document those findings. Subsequent Periodic Re-evaluations and Annual Review (if necessary) will further update those findings and identify areas where your student needs assistance. Should you have questions about your student's disability related needs, the manner in which they are addressed, or the evaluation documents or process, please contact your campus coordinator.

3. An estimate of the duration of time for intervention strategies. Once a Section 504 Services Plan is in place, it will remain in place until there are changes in the student's impairments or need for services that require a change. The school will not simply make changes based on the calendar, but instead will monitor the student to ensure that the Plan is functioning, and your student's needs are met. At most, and if the Plan is successful, three years will pass between Section 504 meetings for your child and possible changes to the Plan. The school will call for a Section 504 meeting when it believes that changes are necessary. As the parent, however, you may request a Section 504 meeting at any time.

4. **Dates on which a report of the child's progress will be provide to you as the parent.** Unless the Section 504 Services Plan requires otherwise, you will receive progress reports and student grades reports at the intervals and on the same calendar as all other parents at the school. You are always invited to

contact individual teachers to discuss your student's progress, and the campus coordinator is available as a resource as well.

To further assist your understanding, we have attached a copy of a document created by the Texas Education Agency to assist parents with students experiencing learning difficulties entitled "Aiding Students Who Have Learning= Difficulties or Who Need Special Education or Section 504 Services." We hope that you find it helpful.

We appreciate the opportunity to work with you and your student. Do not hesitate to contact me if you have any questions.

Angela Kleinhans

Attached: TEA's "Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services."

DYSLEXIA PARENT INFORMATION FORM
FOR ENGLISH (NON-LEP) SPEAKING STUDENTS

Student: _____ DOB: _____ ID#: _____ Grade: _____ Campus: _____

Date: _____

DIRECTIONS: To aid in assessing the problems your child is experiencing in school and to detect the possibility of the presence of dyslexia, please complete the following questions.

Parent(s) Name:_____ Address: _____

Home Phone #: _____ Mobile Phone #: _____

Mother's Work #:_____ Father's Work #: _____

Educational level completed by: Mother:_____   Father: _____

How many siblings does the child have?   _____Brothers   _____Sisters
How many siblings are living in the home?   _____

Do any family members have a history of learning or speech problems?   ❑❑ Yes   ❑❑ No
If "Yes", please explain: _____

Have there been any important changes within the family during the last three
(3) years (i.e., job changes, deaths, births, illnesses, separations, divorce?   ❑❑Yes   ❑❑ No
If "Yes", please explain: _____

Compared to other children in the family, is this child's ability to learn information taught at school:
    ❑❑ slower   ❑❑ about the same   ❑❑ better developed

Compared to other children in the family, did this child reach developmental milestones at:
    ❑❑ slower rate   ❑❑ about the same rate   ❑❑ faster rate

Has your child ever been retained ?   ❑❑ Yes   ❑❑ No
If "Yes", what grade? _____

Do you feel that your child is experiencing problems in school?   ❑❑ Yes   ❑❑ No
If "Yes", please describe the problem(s):
    ❑❑ Learning/Academic: _____
    ❑❑ Behavior: _____
    ❑❑ Speech: _____
    ❑❑ Medical/Physical: _____
    ❑❑ Other: _____

MEDICAL HISTORY:

Were there any problems before, during or immediately after your pregnancy? ❑❑ Yes ❑❑ No
If "Yes", please explain: _____

Did your child have multiple episodes of middle ear fluid build‑up? ❑❑ Yes ❑❑ No
If "Yes", please explain: _____

Does your child have chronic earaches (otitis media) or ear tubes? ❑❑ Yes ❑❑ No
If "Yes", please explain: _____

Has your child been examined for vision problems or glasses? ❑❑ Yes ❑❑ No
If "Yes", please explain: _____

Is your child currently prescribed glasses to correct their vision problem? ❑❑ Yes ❑❑ No
If "Yes", please explain: _____

Does your child have any other physical/health problems, such as
allergies, asthma, ADHD, etc.? ❑❑ Yes ❑❑ No
If "Yes", please explain: _____

Is your child currently under the care of a physician and/or taking
prescription medications? ❑❑ Yes ❑❑ No
If "Yes", please explain: _____

ADDITIONAL EARLY CHILDHOOD INFORMATION:

Began saying their first words at: ❑❑ 1 year +/‑ ❑❑ 2 years
Began to speak in phrases: ❑❑ 1 ½ to 2 years ❑❑ 2 years +

Did your child have mild speech or articulation problems? ❑❑ Yes ❑❑ No
If "Yes", please explain: _____

Did your child have trouble rhyming words? ❑❑ Yes ❑❑ No
If "Yes", please explain: _____

Did you read to your child from books or magazines before they attended school? ❑❑ Yes ❑❑ No Was

your child able to recognize and name colors before they attended school? ❑❑ Yes ❑❑ No Was your

child able to count to 10 independently before they attended school? ❑❑ Yes ❑❑ No

Was your child able to put puzzles together independently before they attended
school? ❑❑ Yes ❑❑ No

Did your child attend pre‑school (public or private)? ❑❑ Yes ❑❑ No
If "Yes", did the pre‑school provide a structured curriculum for reading and writing? ❑❑ Yes ❑❑ No

Did your child attend kindergarten (public or private)? ❑❑ Yes ❑❑ No
If "Yes", did the kindergarten provide a structured curriculum for reading
and writing? ❑❑ Yes ❑❑ No

If your child attended either pre-school and/or kindergarten, did the teacher ever mention or indicate that your child was experiencing any reading or writing difficulties? ☐☐ Yes   ☐☐ No

If "Yes", please explain: _____

INTERESTS AND STRENGTHS:

Does your child enjoy: (check all that apply)

☐☐ Reading books	☐☐ Poetry	☐☐ Journal writing
☐☐ Coloring	☐☐ Science	☐☐ Computers/technology
☐☐ Drawing	☐☐ Math	☐☐ Playing with their friends
☐☐ Other: (specify) _____		☐☐ Other: (specify) _____
☐☐ Other: (specify) _____		☐☐ Other: (specify) _____

Does your child participate in or play: (check all that apply)

☐☐ Sports	☐☐ Card games	☐☐ Musical instrument
☐☐ Karate	☐☐ Computer games	☐☐ Singing
☐☐ Board games	☐☐ Acting	☐☐ Debate
☐☐ Other: (specify) _____		☐☐ Other: (specify) _____
☐☐ Other: (specify) _____		☐☐ Other: (specify) _____

Please complete the following questions by checking either the **"YES"** or **"NO"**.

EARLY YEARS:

YES	NO	
☐☐	☐☐	Talked later than his/her siblings or peers
☐☐	☐☐	Used *"baby talk"* that continued past the normal stage
☐☐	☐☐	Had difficulty pronouncing words. (i.e., *"busgetti"* for *"spaghetti"*, *"mawn lower"* for *"lawn mower"*)
☐☐	☐☐	Did not enjoy listening to books with rhyme
☐☐	☐☐	Unable to recite popular nursery rhymes
☐☐	☐☐	Unable to recall the right word. Child may *"talk around the word."* (*"Um, um, um… I forgot"*)
☐☐	☐☐	Had difficulty learning/saying a new vocabulary word
☐☐	☐☐	Overuses vague words like *"stuff"* or *"that thing"*
☐☐	☐☐	Hard to follow the conversation because the sentences are filled with pronouns or words lacking in specificity. (i.e., *"The things were all mixed up, but I got the stuff anyway."*)
☐☐	☐☐	Has difficulty telling and/or retelling stories in correct sequence
☐☐	☐☐	Able to easily express him/herself with correct articulation

BEFORE THE CHILD STARTED SCHOOL:

☐☐	☐☐	Had trouble learning the alphabet, numbers, days of the week, colors and shapes
☐☐	☐☐	Had trouble learning to spell and write his/her name
☐☐	☐☐	Had difficulty reciting the alphabet **without** singing the song
☐☐	☐☐	Had difficulty identifying letters when presented at random

⬜⬜	⬜⬜	Had difficulty learning the sounds that letters make

ONCE ENROLLED IN SCHOOL:

☐☐	☐☐	Child spends more time than is expected or normal on homework
☐☐	☐☐	Child needs an extraordinary amount of help with homework
☐☐	☐☐	Child prefers to be read to rather than reading to you

FAMILY HISTORY OF DYSLEXIA:

☐☐	☐☐	Other family members have been diagnosed with dyslexia and/or learning problems If "Yes": ☐☐ Father ☐☐ Mother ☐☐ Brother ☐☐ Sister If "Yes", who diagnosed the dyslexia? _____

Please include all additional information that might assist us in helping your child.

Return this form with the Parent Consent for Evaluation to:

_____
_____

DYSLEXIA PARENT INFORMATION FORM
FOR SPANISH SPEAKING STUDENTS

Student: _____ DOB: _____ ID#: _____ Grade: _____ Campus: _____

Date: _____

DIRECTIONS: To aid in assessing the problems your child is experiencing in school and to detect the possibility of the presence of dyslexia, please complete the following questions.

Parent(s) Name:_____ Address: _____

Home Phone #: _____ Mobile Phone #: _____

Mother's Work #:_____ Father's Work #: _____

Educational level completed by: Mother: _____ Father: _____

What is the primary language spoken: At home: _____ By child: _____

If the child speaks **both** Spanish and English:

    1. Do both parent speak Spanish **and** English? ❑❑ Yes   ❑❑ No
       If "No": ❑❑ No, only Father   ❑❑ No, only Mother
    2. Which language did the child begin speaking first? ❑❑ Spanish   ❑❑ English
    3. Did the child learn to speak English from an older sibling? ❑❑ Yes   ❑❑ No

How many siblings does the child have? _____Brothers _____Sisters
How many siblings are living in the home? _____

Do any family members have a history of learning or speech problems? ❑❑ Yes   ❑❑ No
If "Yes", please explain: _____

Have there been any important changes within the family during the last three
(3) years (i.e., job changes, deaths, births, illnesses, separations, divorce? ❑❑ Yes   ❑❑ No
If "Yes", please explain: _____

Compared to other children in the family, is this child's ability to learn information taught at school:
    ❑❑ slower   ❑❑ about the same   ❑❑ better developed

Compared to other children in the family, did this child reach developmental milestones at:
    ❑❑ slower rate   ❑❑ about the same rate   ❑❑ faster rate

Has your child ever been retained ? ❑❑ Yes   ❑❑ No
If "Yes", what grade? _____

Do you feel that your child is experiencing problems in school?   ❑❑ Yes   ❑❑ No
If "Yes", please describe the problem(s):
      ❑❑   Learning/Academic: _____
      ❑❑   Behavior: _____
      ❑❑   Speech: _____
      ❑❑   Medical/Physical: _____
      ❑❑   Other: _____

MEDICAL HISTORY:

Were there any problems before, during or immediately after your pregnancy?   ❑❑ Yes   ❑❑ No
If "Yes", please explain: _____

Did your child have multiple episodes of middle ear fluid build-up?   ❑❑ Yes   ❑❑ No
If "Yes", please explain: _____

Does your child have chronic earaches (otitis media) or ear tubes?   ❑❑ Yes   ❑❑ No
If "Yes", please explain: _____

Has your child been examined for vision problems or glasses?   ❑❑ Yes   ❑❑ No
If "Yes", please explain: _____

Is your child currently prescribed glasses to correct their vision problem?   ❑❑ Yes   ❑❑ No
If "Yes", please explain: _____

Does your child have any other physical/health problems, such as
allergies, asthma, ADHD, etc.?   ❑❑ Yes   ❑❑ No
If "Yes", please explain: _____

Is your child currently under the care of a physician and/or taking
prescription medications?   ❑❑ Yes   ❑❑ No
If "Yes", please explain: _____

ADDITIONAL EARLY CHILDHOOD INFORMATION:
      Began saying their first words at: ❑❑ 1 year +/-   ❑❑ 2 years
      Began to speak in phrases: ❑❑ 1 ½ to 2 years   ❑❑ 2 years +

Did your child have mild speech or articulation problems?   ❑❑ Yes   ❑❑ No
If "Yes", please explain: _____

Did your child have trouble rhyming words?   ❑❑ Yes   ❑❑ No
If "Yes", please explain: _____

Did you read to your child from books or magazines before they attended school?   ❑❑ Yes   ❑❑ No

Was your child able to recognize and name colors before they attended school?   ❑❑ Yes   ❑❑ No

Was your child able to count to 10 independently before they attended school?   ❑❑ Yes   ❑❑ No

Was your child able to put puzzles together independently before they attended
school?   ❑❑ Yes   ❑❑ No

Did your child attend pre-school (public or private)? ❑❑ Yes ❑❑ No
If "Yes", did the pre-school provide a structured curriculum for reading and writing? ❑❑ Yes ❑❑ No

Did your child attend kindergarten (public or private)? ❑❑ Yes ❑❑ No
If "Yes", did the kindergarten provide a structured curriculum for reading and writing? ❑❑ Yes ❑❑ No

If your child attended either pre-school and/or kindergarten, did the teacher ever mention or indicate that your child was experiencing any reading or writing difficulties? ❑❑ Yes ❑❑ No

If "Yes", please explain: _____

INTERESTS AND STRENGTHS:

Does your child enjoy: (check all that apply)

❑❑ Reading books ❑❑ Poetry ❑❑ Journal writing
❑❑ Coloring ❑❑ Science ❑❑ Computers/technology
❑❑ Drawing ❑❑ Math ❑❑ Playing with their friends
❑❑ Other: (specify) _____ ❑❑ Other: (specify) _____
❑❑ Other: (specify) _____ ❑❑ Other: (specify) _____

Does your child participate in or play: (check all that apply)

❑❑ Sports ❑❑ Card games ❑❑ Musical instrument
❑❑ Karate ❑❑ Computer games ❑❑ Singing
❑❑ Board games ❑❑ Acting ❑❑ Debate
❑❑ Other: (specify) _____ ❑❑ Other: (specify) _____
❑❑ Other: (specify) _____ ❑❑ Other: (specify) _____

Please complete the following questions by checking either the **"YES"** or **"NO"**.

EARLY YEARS:

YES	NO	
❑❑	❑❑	Talked later than his/her siblings or peers (after 2 years of age)
❑❑	❑❑	Used *"baby talk"* that continued past the normal stage (after 3 years of age)
❑❑	❑❑	Had difficulty pronouncing words. (i.e., *"ten"* for *"tren", "fante"* for *"elefante")* (ages 4 and 5)
❑❑	❑❑	Unable to recite popular nursery rhymes (rimas)
❑❑	❑❑	Unable to recall the right word. Child may *"talk around the word."* ("Um, um, um… I forgot") ("ha, ha… como se dice")
❑❑	❑❑	Had difficulty learning/saying a new vocabulary word
❑❑	❑❑	Overuses vague words like *"stuff"* or *"that thing"* ("cosas", "este", "esta")
❑❑	❑❑	Hard to follow the conversation because the sentences are filled with pronouns or words lacking in specificity. (i.e., *"The things were all mixed up, but I got the stuff anyway."*) ("eso, el y nosotros")

BEFORE THE CHILD STARTED SCHOOL:

☐☐	☐☐	Had difficulty telling and/or retelling stories in correct sequence
☐☐	☐☐	Had trouble learning the alphabet, numbers, days of the week, colors and shapes
☐☐	☐☐	Had trouble learning to spell and write his/her name

☐☐	☐☐	Had difficulty reciting the alphabet *without* singing the song
☐☐	☐☐	Had difficulty identifying letters when presented at random
☐☐	☐☐	Had difficulty learning the sounds that letters make

ONCE ENROLLED IN SCHOOL:

☐☐	☐☐	Child spends more time than is expected or normal on homework
☐☐	☐☐	Child needs an extraordinary amount of help with homework
☐☐	☐☐	Child prefers to be read to rather than reading to you

FAMILY HISTORY OF DYSLEXIA:

☐☐	☐☐	Other family members have been diagnosed with dyslexia and/or learning problems If "Yes": ☐☐ Father ☐☐ Mother ☐☐ Brother ☐☐ Sister If "Yes", who diagnosed the dyslexia? _____

Please include all additional information that might assist us in helping your child.

Return this form with the Parent Consent for Evaluation to:

_____
_____

```
┌─────────────────────────────────────────────────────────────────────┐
│                                                                       │
│                     DYSLEXIA DEPARTMENT                                │
│         NOTIFICATION TO CAMPUS OF DECISION NOT TO ASSESS               │
│                                                                       │
└─────────────────────────────────────────────────────────────────────┘
```

A DYSLEXIA REFERRAL REQUEST FOR EVALUATION WAS SUBMITTED ON THE FOLLOWING STUDENT:

NAME: _____   GRADE: _____

CAMPUS: _____   DATE: _____

§504 regulations and TEA requirements as outlined in *The Dyslexia Handbook – Revised 2014* have identified certain expectations in regards to the referral process for a dyslexia evaluation. The data accompanying the request for a dyslexia evaluation should provide the evaluator with complete and accurate documentation to confirm the need for evaluation.

After careful review and consideration of the documentation submitted, it is the decision of the dyslexia department _NOT_ to evaluate at this time. The data accompanying the request for a dyslexia evaluation *did not provide* the evaluator with complete and accurate documentation in one or more of the following areas:

- The student **has passed** the hearing screening. This screening **must** be current and the student must be able to hear and process sounds normally. *"Students must possess the ability to distinguish the difference between sounds – the sounds of language (phonemes) and the sounds of noise – and the ability of the phonologic module to distinguish speech from non-speech words."* [*Overcoming Dyslexia*, Sally Shaywitz, pg. 48-49.]

  - ☐☐ Data indicates that **student exhibits deficits** in hearing; therefore the student **_cannot_** be evaluated for dyslexia at this time.

- The student has **passed** the vision screening with or without correction (i.e., glasses, contacts). This screening **must** be current and the student must be able to see the written word and differentiate between letters. [*Overcoming Dyslexia*, Sally Shaywitz, pg. 50; *Learning Disabilities – From Identification to Intervention*, Jack M. Fletcher, pgs. 92-94.]

  - ☐☐ Data indicates that **student exhibits deficits** in his/her vision screening beyond the issue of distance; therefore the student **_cannot_** be evaluated for dyslexia at this time.

- The classroom teacher can provide a list of academic concerns for the student and the student exhibits a majority of characteristics of dyslexia. The *Teacher Interview for the English (or Spanish) Speaking Student At-Risk for Dyslexia (Dyslexia Screening Checklist)* is sufficient to determine general characteristics of dyslexia.

  - ☐☐ Data indicates that student **did not exhibit** at least **50%** of the overall criteria listed over a sustained period of time and/or the **form was not completed correctly**; therefore the student **_cannot_** be evaluated for dyslexia at this time.

- The provision of effective classroom instruction has previously been provided by the classroom teacher. These interventions have been documented on a student intervention plan. This intervention plan should have been implemented and/or monitored using progress monitoring data (curriculum‑based monitoring) for a recommended period of _____ weeks or more depending on the student's needs and fidelity in implementing the intervention. Best practice indicates that several scientific, research‑based interventions should be considered before considering a referral as well as student having previously participated in an accelerated (intensive) reading program. [TEC §28.006.]

  ❑❑ Data indicates that student has ***not*** received effective classroom instruction or participated in an accelerated (intensive) reading program before being referred for a dyslexia evaluation and/or the student intervention plan lacks evidence of implementation of scientific, research‑based interventions addressing the student's reading deficits as well as evidence of progress monitoring data; therefore the student ***<u>cannot</u>*** be evaluated for dyslexia at this time.

- Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single‑word reading, reading fluency, and spelling. Consequences identified as having dyslexia occur in phonemic awareness and manipulation, single‑word decoding, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are *"unexpected for the student's age, educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties."* [*The Dyslexia Handbook – Revised 2014*, pg. 8]

  ❑❑ Data indicates that the student does ***not*** demonstrate a pattern of unexpectedness in relation to the student's age, educational level, or cognitive skills (including a pattern of strengths and weaknesses); therefore the student ***<u>cannot</u>*** be evaluated for dyslexia at this time.

- All LEP students, depending on their bilingual category, must receive appropriate instruction based on their LEP category. The LPAC Committee decides and documents the student's bilingual category. A current TELPAS score is necessary. It is the expectation that the LEP student possesses Cognitive Academic Language Proficiency (CALP) ***before*** being dismissed from the bilingual program. If the student does not possess CALP and/or the additional data being submitted indicates language acquisition as a factor for the student's struggles, the request for dyslexia evaluation ***may*** be refused. [*The Dyslexia Handbook – Revised 2014*, pgs. 17‑18.]

  ❑❑ Data indicates that student ***does not possess*** Cognitive Academic Language Proficiency (CALP) in his/her native language and the teacher checklist for characteristics of dyslexia for the Spanish speaking student as well as other available data ***does not indicate*** sufficient evidence of need in the area of characteristics of dyslexia; therefore the student ***<u>cannot</u>*** be evaluated for dyslexia at this time.

- Frequently due to sociocultural factors such as irregular attendance or lack of experiential backgrounds, students will be referred as being a child with a disability. Both Section 504 and the IDEA prohibit referrals for disability based on irregular attendance or lack of experiential background and/or other sociocultural factors. [34 C.F.R. Appendix Part 104 Definitions; 34 C.F.R. 300.306; *The Dyslexia Handbook – Revised 2014,* pgs. 17, 19.]

  ❑❑ Data indicates that the student has irregular attendance, excessive absences and/or lack of experiential background including gaps in the student's education; therefore the

student ***cannot*** be evaluated for dyslexia at this time.

ADDITIONAL COMMENTS: _____

_____

_____

_____

_____

_____
Dyslexia Department Representative

ADDITIONAL INFORMATION

- Copy of State Assessment Scores – if applicable
- Copy of Attendance
- Copy of K--2 Reading Screening
- LPAC Information
- Copy of Current Year Grades
- Student Work Samples
- Observational Data

MONTAGUE ISD

DYSLEXIA EVALUATION RESULTS

EVALUATOR REPORTS

*This form serves as a sample document that **could** be used in your district to record dyslexia assessment information. Alterations to this form can and should be made in accordance with district policies and procedures for dyslexia.*

MONTAGUE INDEPENDENT SCHOOL DISTRICT

DYSLEXIA REPORT
FOR ENGLISH (NON‑LEP) SPEAKING STUDENTS

Student: _____   ID#: _____   DOB: _____   Gr: _____

Campus: _____   Date of Assessment: _____

REASON FOR REFERRAL: Page 1 and top part of page 2 of this form **must** be completed by the referring campus before sending referral to dyslexia evaluator. Provide or attach educational background data including but not limited to previous screenings, universal screeners, curriculum‑based/progress monitoring, information from classroom teacher(s), parent information, and student information. ***The remainder of the profile is to be completed by the dyslexia evaluator.***

SPECIFIC REASON FOR REFERRAL:
_____
_____
_____

PREVIOUS SCREENING INFORMATION (*Include TPRI, Istation, STAR Early Literacy scores, benchmarks, state assessment results if available, etc*.):
_____
_____
_____

PARENT INFORMATION:
_____
_____
_____

TEACHER INFORMATION (*Include observational data, writing samples, checklists, etc.*):
_____
_____
_____

THE FOLLOWING FACTORS WERE CONSIDERED AND _EXCLUDED_ AS PRIMARY CONTRIBUTORS TO STUDENT'S _WORD READING AND SPELLING_ DIFFICULTIES (*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 17, 22, and 69*):

❑❑ **VISION** – Explain: _____
_____

❑❑ **HEARING** – Explain: _____
_____

❑❑ **HEALTH‑RELATED CONCERNS** (*e.g., brain injury, disease, or surgery that interferes with learning*) – Explain: _____

❏❏ **ATTENDANCE** *(e.g., frequent change of schools or districts, irregular attendance, and/or frequent tardies, etc.)* – Explain: _____

_____

❏❏ **EXPERIENTIAL BACKGROUND** – Explain: _____

_____

◆◆◆

EVALUATION SUMMARY AND PROFILE – TO BE COMPLETED BY DYSLEXIA EVALUATOR

ACADEMIC SKILLS --- AREAS FOR ASSESSMENT:

The committee (§504 or ARD) **must** first determine whether a student's difficulties in the areas of **word 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 (*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22*):

PRIMARY CHARACTERISTICS OF DYSLEXIA	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
WORD READING – [Reading words in isolation]		❏❏ Composite ❏❏ Subtest				
DECODING UNFAMILIAR WORDS ACCURATELY		❏❏ Composite ❏❏ Subtest				
SPELLING – [An isolated difficulty in spelling would **NOT** be sufficient to identify dyslexia.]		❏❏ Composite ❏❏ Subtest				

LETTER KNOWLEDGE AND LETTER-SOUND CORRESPONDENCE: Informal and/or observational data.
- Can the student name the letters of the alphabet without singing the *"alphabet song"*?
- How quickly can the student accurately name random letters of the alphabet?
- How accurately can the student identify the corresponding sound of the letter?

_____

_____

_____

READING FLUENCY --- [Rate, Accuracy, and Prosody must be reported separately]	ASSESSMENT INSTRUMENT	WCPM [Rate]	% CORRECT [Accuracy]	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
ACCURACY – [Reading words in text with no errors]							
RATE – [Words correct per minute]							
OBSERVED PROSODY: [Pitch, tone, volume, emphasis, & rhythm]							
OTHER FLUENCY INDICATORS [specify]: _____ _____							

Fluency scores can be obtained through curriculum-based measures.

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QUALITATIVE DATA – Information from classroom to include curriculum-based monitoring data (*e.g., TPRI, Istation, etc.*); reading and spelling inventories; and independent writing samples.

_____
_____
_____

*If using subtest scores rather than a composite score, what additional data exists to validate subtest scores?

_____
_____
_____

Based on professional judgment in reviewing student's qualitative and quantitative data, the evaluator has included assessment data in the following areas: **reading comprehension**, **mathematics**, and **written expression**. Measures used may be formal or informal.

(*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 20 – 22.*)

SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT [If formal, what assessment instrument was utilized?]	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION ❑❑ Formal ❑❑ Informal		❑❑ Composite ❑❑ Subtest				
MATHEMATICS ❑❑ Formal ❑❑ Informal		❑❑ Composite ❑❑ Subtest				
WRITTEN EXPRESSION [Informal writing samples]		❑❑ Composite ❑❑ Subtest				

QUALITATIVE DATA – If providing informal data only, information from classroom should include informal inventories, progress-monitoring data, and/or independent work samples.

_____
_____
_____

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

_____
_____
_____

COGNITIVE PROCESSES UNDERLYING ACADEMIC WEAKNESSES – AREAS FOR ASSESSMENT:

Difficulties in **phonological** and **phonemic awareness** are typically seen in students with dyslexia.

(*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 20.*)

DIFFICULTIES: UNDERLYING CAUSE	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
PHONOLOGICAL AWARENESS		❑❑ Composite ❑❑ Subtest				

RAPID NAMING		❑❑ Composite ❑❑ Subtest				

If phonological awareness is within the average range, consider the following:

- **If a composite score is reported, look at the individual subtests that may reflect specific skill deficits reported in the composite score.**
- **Has the student received intervention that may have normalized the score? If so, it is important to note that because previous effective instruction in phonological/phonemic awareness may remediate phonological skills in isolation, average phonological awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or spelling.** (*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22.*)

Based on professional judgment in reviewing the student's qualitative and quantitative data, the evaluator has included the following assessments: phonological memory, orthographic processing, verbal working memory, and/or processing speed.
(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 20 – 21.)

SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT [If formal, what assessment instrument was utilized?]	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
PHONOLOGICAL MEMORY ❑❑ Formal ❑❑ Informal		❑❑ Composite ❑❑ Subtest				
ORTHOGRAPHIC PROCESSING ❑❑ Formal ❑❑ Informal		❑❑ Composite ❑❑ Subtest				
VERBAL WORKING MEMORY ❑❑ Formal ❑❑ Informal		❑❑ Composite ❑❑ Subtest				
PROCESSING SPEED ❑❑ Formal ❑❑ Informal		❑❑ Composite ❑❑ Subtest				

QUALITATIVE DATA – Information from early reading screeners (*e.g., TPRI, DIBELS, etc.*), reading and spelling inventories, information from the teacher(s) and parent(s).

_____
_____
_____

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

_____
_____
_____

UNEXPECTEDNESS – AREAS FOR ASSESSMENT:

Based on the above information and *The Dyslexia Handbook* guidelines, should the committee (§504 or ARD) determine that the student exhibits weaknesses in **_word reading and spelling_**, the committee **_must_** 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. *"The student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning or verbal ability yet still have difficulty*

*This form serves as a sample document that **could** be used in your district to record dyslexia assessment information. Alterations to this form can and should be made in accordance with district policies and procedures for dyslexia.*

> with reading and spelling. Therefore, <u>**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.**</u>"
>
> (*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22*.)

A. In the absence of print, is the student's listening comprehension (ability to comprehend what he or she is listening to) age and grade appropriate? ❑❑ Yes ❑❑ No

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
LISTENING COMPREHENSION		❑❑ Composite ❑❑ Subtest				

LACK OF FOCUS AND/OR ATTENTION: Additional factors impacting **listening comprehension** may include background knowledge, vocabulary, syntax, semantics, and pragmatics. Teacher and parent observation may provide informal data to support these possible factors affecting score for listening comprehension.

QUALITATIVE DATA – Information from informal inventories, teacher(s), parent(s), and student.
_____
_____
_____

*If using subtest scores rather than a composite score, what additional data validates subtest scores?
_____
_____
_____

B. Is the student's reading comprehension age and grade appropriate? ❑❑ Yes ❑❑ No
C. Is the student's math reasoning age and grade appropriate? ❑❑ Yes ❑❑ No

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION		❑❑ Composite ❑❑ Subtest				
MATH REASONING		❑❑ Composite ❑❑ Subtest				

D. Is the student's verbal expression age and grade appropriate? ❑❑ Yes ❑❑ No

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
ORAL EXPRESSION		❑❑ Composite ❑❑ Subtest				
VOCABULARY KNOWLEDGE		❑❑ Composite ❑❑ Subtest				

QUALITATIVE DATA – Information from informal inventories, teacher(s), parent(s), and student.
_____
_____
_____

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---

*If using subtest scores rather than a composite score, what additional data validates subtest scores?
_____
_____
_____

ASSOCIATED ACADEMIC DIFFICULTIES AND OTHER (CO-OCCURRING) CONDITIONS should be included in the summary and conclusions narrative following this section.

(*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 11*.)

☐☐	**ATTENTION**	Describe: _____ _____
☐☐	**HANDWRITING**	Describe: _____ _____
☐☐	**FAMILY HISTORY OF READING DIFFICULTIES**	Describe: _____ _____
☐☐	**BEHAVIOR ISSUES**	Describe: _____ _____
☐☐	**MOTIVATION**	Describe: _____ _____
☐☐	**SPEECH ISSUES**	Describe: _____ _____
☐☐	**OTHER:**	Describe: _____ _____
☐☐	**OTHER:**	Describe: _____ _____

SUMMARY AND CONCLUSIONS NARRATIVE – [attach additional page(s) if necessary]:

DYSLEXIA EVALUATION COMPLETED BY:

_____
Signature of Dyslexia Evaluator

[1] **STANDARD ERROR OF MEASURE** --- The standard error is the estimated standard deviation or measure of variability in the sampling distribution of a statistic. A low standard error means there is relatively less spread in the sampling distribution. The standard error indicates the likely accuracy of the sample mean as compared with the population mean. The standard error decreases as the sample size increases and approaches the size of the population.

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(ORAL) CLOZE PROCEDURE: _____

_____

_____

_____

ACADEMIC SKILLS – AREAS FOR ASSESSMENT:

The committee (§504 or ARD) <u>**must**</u> first determine whether a student's difficulties in the areas of <u>**word reading and spelling**</u> reflect a pattern of evidence for the primary characteristics of dyslexia with <u>**unexpectedly**</u> low performance for the student's age and educational level in some or all of the following areas (*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22*):*

PRIMARY CHARACTERISTICS OF DYSLEXIA	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
WORD READING – [Reading words in isolation]	E: S:	❏❏ Composite ❏❏ Subtest	E: S:	E: S:	E: S:	E: S:
DECODING UNFAMILIAR WORDS ACCURATELY	E: S:	❏❏ Composite ❏❏ Subtest	E: S:	E: S:	E: S:	E: S:
SPELLING – [An isolated difficulty in spelling would <u>**NOT**</u> be sufficient to identify dyslexia.]	E: S:	❏❏ Composite ❏❏ Subtest	E: S:	E: S:	E: S:	E: S:
LETTER KNOWLEDGE AND LETTER-SOUND CORRESPONDENCE: Informal and/or observational data.			E: S:	E: S:	E: S:	E: S:

*Because phonological decoding is easier to master in Spanish than in English, phonological dyslexics are harder to detect. Differences between good readers and the reading disabled become more apparent when pseudo-words or words with low frequency are used. For this reason, pseudo-word reading is the most commonly used task in Spanish to select dyslexic children characterized by difficulties in using the phonological route. (Carmen López-Escribano and Tami Katzir, "Are Phonological Processes Separate from the Processes Underlying Naming Speed in a Shallow Orthography." Journal of Research in Educational Psychology, Vol. 6(3), pg. 646, 2008. [Citing R. Guzmán, "Evaluación de la velocidad lectora de nombrar en las dificultades de aprendizaje de la lectura." Psycotherma, 16, 442-447, 2004 and J. E. Jiménez, "Do the effects of computer-assisted practice differ for children with and without IQ-achievement discrepancy." Journal of Learning Disabilities, Vol. 36, 2003]).

The main observation is that the difficulties of Spanish dyslexic children are more noticeable when time is measured than when accuracy is measured. In other words, the deficit of the Spanish dyslexic children in terms of reading procedures and phonological ~~*processing skills becomes clearer when performance time is considered. (F. Serrano, S. Defior, "Dyslexia Speed Problems in a Transparent Orthography." Annals of Dyslexia, Vol. 58, pg. 90, 2008)*~~ _____

_____

_____
_____
_____

*This form serves as a sample document that **could** be used in your district to record dyslexia assessment information. Alterations to this form can and should be made in accordance with district policies and procedures for dyslexia.*

FLUENCY*
Slow, inaccurate, or labored oral reading.

READING FLUENCY --- [Rate, Accuracy, and Prosody must be reported separately]	ASSESSMENT INSTRUMENT	WCPM [Rate]	% CORRECT [Accuracy]	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
ACCURACY – [Reading words in text with no errors]	E: S:		E: S:	E: S:	E: S:	E: S:	E: S:
RATE – [Words correct per minute]	E: S:	E: S:		E: S:	E: S:	E: S:	E: S:
OBSERVED PROSODY: [Pitch, tone, volume, emphasis, & rhythm]	E: S:			E: S:	E: S:	E: S:	E: S:
OTHER FLUENCY INDICATORS [specify]: _____ _____	E: S:			E: S:	E: S:	E: S:	E: S:

*Fluency scores obtained through curriculum-based measures.   Rate (words correct per minute), and accuracy level based on percent of words read correctly.

"A Spanish-speaking child with a mild-to-moderate difficulty in phonological awareness may acquire word reading skills in Spanish with minimal difficulty, but manifest difficulties in fluency because of the more transparent orthography of Spanish relative to other alphabetic languages, such as English." (R.K. Wagner, D.J. & R.D. Morris, "Identifying English Language Learners with Disabilities: Key Challenges and Possible Approaches." Learning Disabilities Research & Practice, Vol. 20, pgs. 6–15, 2005.)

While decoding, word recognition, accuracy, and spelling are important dyslexia indicators in the English orthography, in more transparent orthographies, such as Spanish, it has less influence. Spanish-speaking children usually have more problems related to reading speed and orthographic knowledge. Their main reading problem is slow, laborious decoding of words when task demand increases. (Carmen López-Escribano and Tami Katzir, "Are Phonological Processes Separate from the Processes Underlying Naming Speed in a Shallow Orthography." Journal of Research in Educational Psychology, Vol. 6(3), pgs. 641–666, 2008.)

QUALITATIVE DATA – Information from classroom to include curriculum-based monitoring data (*e.g., TPRI/Tejas LEE, Istation, etc.*); reading and spelling inventories; and independent writing samples.
_____
_____
_____

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

_____

*This form serves as a sample document that **could** be used in your district to record dyslexia assessment information. Alterations to this form can and should be made in accordance with district policies and procedures for dyslexia.*

Based on professional judgment in reviewing the student's qualitative and quantitative data, the evaluator has included the following assessments: **reading comprehension**, **mathematics**, and **written expression**. Measures used may be formal or informal.

(*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 20 – 22*.)

SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT [If formal, what assessment instrument was utilized?]	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION ❑❑ Formal ❑❑ Informal	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:
MATHEMATICS ❑❑ Formal ❑❑ Informal	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:
WRITTEN EXPRESSION [Informal writing samples]	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:

QUALITATIVE DATA – If providing informal data only, information from classroom should include: informal inventories, progress monitoring data and/or independent work samples.

_____
_____
_____

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

_____
_____
_____

COGNITIVE PROCESSES UNDERLYING ACADEMIC WEAKNESSES – AREAS FOR ASSESSMENT:

Difficulties in **phonological** and **phonemic awareness** are typically seen in students with dyslexia.
(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 20.)

DIFFICULTIES: UNDERLYING CAUSE	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
PHONOLOGICAL AWARENESS	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:
RAPID NAMING	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:

If phonological awareness is within the average range, consider the following:
- **If a composite score is reported, look at the individual subtests that may reflect specific skill deficits reported in the composite score.**
- **Has the student received intervention that may have normalized the score? If so, it is important to note that because previous effective instruction in phonological/phonemic awareness may remediate phonological skills in isolation. Average phonological awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or spelling.** (*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22.*)

*This form serves as a sample document that **could** be used in your district to record dyslexia assessment information. Alterations to this form can and should be made in accordance with district policies and procedures for dyslexia.*

Developmental dyslexia in Spanish seems to be associated with reading-related cognitive deficits that involve verbal working-memory, naming speed, and impairment in two main phonological skills related to learning to read, phonemic awareness, and phonological short-term memory. (These results lend support to the subgroup of dyslexics who experience the double-deficit phonological impairment plus impairment in naming speed which is the most serious dyslexic subgroup.) (Manuel Soriano and Lana Miranda, "Developmental Dyslexia in a Transparent Orthography: A Study of Spanish Dyslexic Children." Advances in Learning and Behavior Differences, Vol. 23, pg. 95, 2010.)

Letter Knowledge – name and associated sound are key to learning how to read and are not of and by themselves an indicator of dyslexia.

Depending on the nature of the writing system in the student's L1, rapid naming may be a better indicator of underlying cognitive deficits. (Carmen López-Escribano and Tami Katzir, "Are Phonological Processes Separate from the Processes Underlying Naming Speed in a Shallow Orthography." Journal of Research in Educational Psychology, Vol. 6(3), pg. 647, 2008.)

QUALITATIVE DATA – Information from classroom to include: early reading screeners, reading and spelling inventories, and information from teacher(s) and parents.

_____
_____
_____

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

_____
_____
_____

UNEXPECTEDNESS – AREAS FOR ASSESSMENT:

Based on the above information and *The Dyslexia Handbook* guidelines, should the committee (§504 or ARD) determine that the student exhibits weaknesses in **_word reading and spelling_**, the committee **_must_** 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. *"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 underlined.**"*

(*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22*.)

A. Is the student's listening comprehension (ability to comprehend what he/she is listening to) age and grade appropriate in either their native or second language (or both)?	❑❑ Yes	❑❑ No
B. Is the student's listening comprehension in the absence of print age and grade appropriate in either their native or second language (or both)?	❑❑ Yes	❑❑ No
C. Is the student's verbal expression age and grade appropriate in either their native or second language (or both)?	❑❑ Yes	❑❑ No

AREA EVALUATED	**ASSESSMENT INSTRUMENT**	**COMPOSITE OR SUBTEST***	**STANDARD ERROR OF MEASURE**[1]	**BELOW AVERAGE SS**	**AVERAGE SS**	**ABOVE AVERAGE SS**
ORAL EXPRESSION	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:
VOCABULARY KNOWLEDGE	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:

*This form serves as a sample document that **could** be used in your district to record dyslexia assessment information. Alterations to this form can and should be made in accordance with district policies and procedures for dyslexia.*

QUALITATIVE DATA – Information from informal inventories, teacher(s), parent(s), and student.

_____
_____
_____

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

_____
_____
_____

D. Is the student's reading comprehension age and grade appropriate in either their native or second language (or both)?   ❑❑ Yes   ❑❑ No

E. Is the student's math reasoning age and grade appropriate in either their native or second language (or both)?   ❑❑ Yes   ❑❑ No

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:
MATH REASONING	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:

QUALITATIVE DATA – Information from informal inventories, teacher(s), parent(s), and student.

_____
_____
_____

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

_____
_____
_____

ADDITIONAL ASSESSMENT: Based on professional judgment in reviewing the student's qualitative and quantitative data, the evaluator has included the following assessments related to word reading and spelling: phonological memory, orthographic processing, verbal working memory, and/or processing speed.

(*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 20 - 21*.)

SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT [If formal, what assessment instrument was utilized?]	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
PHONOLOGICAL MEMORY ❑❑ Formal ❑❑ Informal	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:
ORTHOGRAPHIC PROCESSING ❑❑ Formal ❑❑ Informal	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:

VERBAL WORKING MEMORY ❑❑ Formal ❑❑ Informal	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:
PROCESSING SPEED ❑❑ Formal ❑❑ Informal	E: S:	❑❑ Composite ❑❑ Subtest	E: S:	E: S:	E: S:	E: S:

QUALITATIVE DATA – Information from informal inventories, teacher(s), parents(s), and student:

_____
_____
_____

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

_____
_____
_____

ASSOCIATED ACADEMIC DIFFICULTIES AND OTHER (CO‑OCCURRING) CONDITIONS should be included in the summary and conclusions narrative following this section. (*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 11*.)		
❑❑	**ATTENTION**	Describe: _____ _____
❑❑	**HANDWRITING**	Describe: _____ _____
❑❑	**FAMILY HISTORY OF READING DIFFICULTIES**	Describe: _____ _____
❑❑	**BEHAVIOR ISSUES**	Describe: _____ _____
❑❑	**MOTIVATION**	Describe: _____ _____
❑❑	**SPEECH ISSUES**	Describe: _____ _____
❑❑	**OTHER:**	Describe: _____ _____
❑❑	**OTHER:**	Describe: _____ _____

SUMMARY AND CONCLUSIONS NARRATIVE – [attach additional page(s) if necessary]:

DYSLEXIA EVALUATION COMPLETED BY:

_____
Signature of Dyslexia Evaluator

[1] **STANDARD ERROR OF MEASURE** --- The standard error is the estimated standard deviation or measure of variability in the sampling distribution of a statistic. A low standard error means there is relatively less spread in the sampling distribution. The standard error indicates the likely accuracy of the sample mean as compared with the population mean. The standard error decreases as the sample size increases and approaches the size of the population.

MONTAGUE INDEPENDENT SCHOOL DISTRICT

SUGGESTIONS FOR STUDENT SUCCESS
SUGGESTION DETAILS FOUND IN SECTION 9
(ALSO FOUND IN SECTION 6 OF DYSLEXIA MANUAL)

DIRECTIONS: These suggestions are to reflect the State required full day of instruction that must be addressed for the student identified as *"at-risk for dyslexia"*. These interventions/accommodations are to be used in one of three ways: **(1)** for students identified *"not eligible for the dyslexia therapy services"* and **not** §504 but still in need of assistance, the RtI core team shall consider those areas indicated by the diagnostician as an area of need and implement appropriate interventions throughout the full day of instruction; **(2)** for students identified as *"dyslexic"* and eligible for services under either §504 or Special Education including the dyslexia therapy services, the §504 or ARD committee shall consider those areas indicated by the diagnostician as an area of need **and** implement appropriate accommodations or modifications throughout the full day of instruction in addition to the therapy services; *or* **(3)** for students identified as *"dyslexic"* and §504 eligible but **not** in need of the dyslexia therapy services, the §504 committee shall consider those areas indicated by the diagnostician as an area of need and implement appropriate accommodations throughout the full day of instruction. All students identified as *"dyslexic"* **must** also have the Instructional Components detailed below integrated into their §504 IAP or Special Education IEP.

INSTRUCTIONAL COMPONENTS FOR STUDENTS IDENTIFIED AS "AT-RISK FOR DYSLEXIA":

"**COMPONENTS OF INSTRUCTION** include: phonemic awareness instruction; graphophonemic knowledge (phonics) instruction; language structure instruction; linguistic instruction; and process-oriented instruction."

"**INSTRUCTIONAL APPROACHES** include: explicit, direct instruction that is systematic, sequential, and cumulative; individualized instruction that meets the needs of each individual student in a small group setting; intensive, highly concentrated instruction that contains the Components of Instruction; meaning-based instruction; and multisensory instruction that incorporates the simultaneous use of two or more sensory pathways."

(The Dyslexia Handbook – Revised 2014 -– Procedures Concerning Dyslexia and Related Disorders, TEA.)

SUGGESTIONS FOR STUDENT SUCCESS: (At School)

- [ ] Consider oral testing. Student can "tell" you what is known better than in written format. Oral testing does not negate written forms of testing. Student must learn to be more proficient at written testing.
- [ ] Consider adjusting test format
  - Extended time on multiple choice test or quiet separate room
  - Short essays
  - Alternate testing formats such as short essay, oral testing or projects
  - Arrange choices vertically in one column rather than two columns
  - Avoid putting too much on one page
  - Use lines or boxes to separate types of questions
  - For multiple choice questions, use capital letter for choices
- [ ] Consider adjusting the accelerated reader program to allow for student's reading deficiencies
- [ ] Consider providing extended time on tests that require reading. Extended time must be defined.
- [ ] Consider oral administration for state assessments on math, science and/or social studies (related testing procedures). Must be used routinely and proven to be effective. Any optional test administration procedure must be documented on student's IIP, IAP or IEP. Refer to TEA website.

The items checked below are to help teachers support the student. The staff is not limited to the checked (X) items to serve the student. They may choose additional items in the list or use other instructional support methods that will strengthen student skills.

- [ ] Use graphing paper to teach spacing for penmanship (fine motor skills)
- [ ] Read with marker below the lines, window boxes, ruler
- [ ] Recorded materials, purchased or made, must utilize quality articulation
- [ ] Consider 15 minutes minimum daily reading to the student by a fluent reader only to build sounds of words within context and develop hearing of the rhythm of reading (fluency) – Refer to *Reading Strategies and Activities Resources Book for Students At-Risk for Reading Difficulties Including Dyslexia.*
www.texasreading.org/utcrla/materials/primary_dyslexia.asp

☐ For students identified as "dyslexic", consider oral reading of stem questions/answers and/or extended time on Reading portion of state assessment. Must be used routinely and proven to be effective for the student. Must be documented on student's IIP, IAP, or IEP.	<u>RESOURCES FOR ADDITIONAL INFORMATION:</u> *Effective Instruction for Struggling Readers: Research-Based Practices* (SERP Document – Texas Reading Project) *Reading Strategies and Activities Resource Book for Students At-Risk for Reading Difficulties including Dyslexia* www.texasreading.org/utcrla/meterials/primary_dyslexia.asp

☐ Refer to the District Dyslexia Handbook, **Section 6**, to select specific additional suggestions to support student's reading improvement in the following areas as indicated by assessment results:
- ☐ Demonstrates difficulty with visual processing
- ☐ Does not know all the letters of the alphabet
- ☐ Reverses letters when reading
- ☐ Omits, adds, substitutes, or reverses letters, words, or sounds when reading aloud
- ☐ Demonstrates difficulty with phonic skills when reading
- ☐ Fails to demonstrate word attack skills
- ☐ Does not comprehend what he/she reads
- ☐ Demonstrates difficulty with reading fluency
- ☐ Demonstrates difficulty with spelling
- ☐ Demonstrates difficulty with handwriting
- ☐ Demonstrates difficulty with written expression
- ☐ Demonstrates difficulty with orthographic processing
- ☐ Demonstrates difficulty with auditory processing
- ☐ Demonstrates difficulty with auditory memory
- ☐ Demonstrates difficulty with auditory perception
- ☐ Demonstrates difficulty with listening comprehension
- ☐ Demonstrates difficulty with auditory synthesis
- ☐ Demonstrates difficulty with long-term retrieval
- ☐ Demonstrates difficulty with processing speed
- ☐ Demonstrates difficulty with fluid reasoning
- ☐ Dysgraphia
- ☐ Dyscalculia

Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program (Texas Center for Reading and Language Arts)

Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders (Judith Higgins, Kathleen McConnell, James Patton, Gail Ryson) Pro-Ed 800-89703202

How to Reach and Teach Students with Dyslexia: Practical Strategies and Activities for Helping Students with Dyslexia (Cynthia M. Stowe) The Center for Applied Research in Education ISBN: 0-13-013571-2

The Source for Dyslexia and Dysgraphia (Regina Richards) ISBN: 0-7606-0308-1

Interventions from website titled: *"The Reading Genie"* www.auburn.edu/%7Emurraba

Interventions from website titled*: "Word Finding Difficulties"* www.wordfinding.com

Estrellita – Accelerated Beginning Spanish Reading www.estrellita.com

"Biliteracy Instruction for Spanish-Speaking Students" (Chapter 11 – Elsa Cardenas-Hagen) *Multi-Sensory Teaching of Basic Language Skills* – 3rd Edition www.brookespublishing.com

PARENTAL REQUEST FOR EXIT FROM
DYSLEXIA SUPPORT SERVICES

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Student:_____ DOB: _____ Grade: _____ Campus: _____

My child is currently receiving dyslexia therapy services through the ATISD dyslexia program.

At this time, I am requesting that my child be *removed and no longer receive* dyslexia therapy services.

Explanation: _____

_____

_____

_____

Please initial the following ***declining*** further services in the dyslexia therapy program.

_____ (Parent Initials ***Declining*** continued dyslexia therapy services)

My signature below indicates that I have been provided with information concerning placement options and the provision of services to meet my child's continued dyslexia-related needs. My child will be removed from dyslexia therapy services. If in the future my child needs additional services, I understand that my child will be re-evaluated to determine appropriate services and placement.

_____   _____
Signature of Parent   Date

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MONTAGUE ISD
SUGGESTIONS FOR SUCCESS
ACCOMMODATIONS AND INTERVENTIONS

Suggestions for Student Success: Accommodations and/or Interventions

The following accommodations and/or interventions are to be used with the Suggestions for Student Success. These accommodations and/or interventions may also be used on a student's IIP who has characteristics of dyslexia but is not eligible for §504.

PROBLEM: **DEMONSTRATES DIFFICULTY WITH VISUAL PROCESSING**

(e.g., Visual processing is the ability to make sense of information taken in through the eyes. The problem is not with a person's eyesight but with the way the brain processes visual information. Reading and mathematics are two subjects that are greatly affected by visual processing disorders. Both subjects require the accurate perception of symbols (letters, numbers, punctuation, math signs.)

STRATEGIES AND ACCOMMODATIONS:

1. The student is likely to experience extreme difficulty in copying material from chalkboards or textbooks and completing tasks that involve aligning information, such as writing basic math problems. Provide the student with a copy of notes from the board, as well as textbooks that she/he can write in.

2. Limit near- or far-point copying activities. When copying is necessary, do not require speed or accuracy.

3. Do not require the student to copy problems from his/her math or other textbooks. Instead, provide the student with clear worksheets that contain only a few problems and plenty of white space.

4. When the student is working on a worksheet with different sections, and activities, enhance the spatial organization of the page by using colors and frames. Use the following suggestions separately to avoid adding to the visual confusion:

    a. Draw a frame or border around each major section with a marker or highlighter.
    b. Place boxes on the paper in the places where the student will write important information.
    c. Number the items, in a different color, on the worksheet in the order in which the student is to do them.

5. When the student is copying math problems onto his/her paper, have him/her write the problem itself with a colored, fine-point marker but work the problem in pencil. The color contrast will help distinguish between the digits in the problem and his/her own computation.

6. Provide verbal information to support information the student receives visually.

7. Allow the student to use a place marker or follow with his/her finger.

8. Provide repeated exposures to printed visuals.

NOTE: Of all of the cognitive abilities, visual processing is *least* related to academic performance. Thus, students with weaknesses in visual processing may not require any accommodations.

PROBLEM: DOES NOT KNOW ALL THE LETTERS OF THE ALPHABET

The following activities and recommended materials are drawn from the work and writings of Gillingham and Sillman; Cox and the teaching staff of the Language Laboratory of the Scottish Rite Hospital in Dallas, Texas; Hogan and Smith of Edmar Educational Associates in Frney, Texas; and the staff of the Neuhaus Education Center in Bellaire, Texas.

MATERIALS FOR INSTRUCTION:
1. Classroom uppercase alphabet strip
2. A set of 3-D plastic uppercase block letters for each student
3. Individual uppercase alphabet strip for each student

SCHEDULE:
1. Allot 5-7 minutes within a 50- to 60- minute lesson for letter identification
2. Activities should be taught through a multi-sensory letter introduction procedure

ACTIVITIES:

1. ALPHABET BATTLE
    *Individual alphabet strip and 3-D letter set for each pair of students

    Students are divided into pairs. Simultaneously, both players draw a letter from the set of 3-D letters without looking at the letters. Each player places his or her letter on the desk and says the name of the letter. The player whose letter is closer in the alphabetical order to "Z" wins both letters. The student must say, for example, "U is after G, I win the letters." The winner is the player with the most letters at the end of the game.

    Variation: The player whose letter is closer to "A" wins the letters (e.g., "J is before T. I win the letters").

2. ALPHABET BINGO
    *Individual alphabet strip (for reference) and 3-D letter set for each student
    *3-D letter set for the teacher

    Each student selects any seven letters from his or her container of letters and places them on the desk in a vertical column on the left-hand side. The other letters are put away. The teacher selects one letter from another container, shows it to the students, and names it. Students repeat the name. If they have the letter on their desk, they move it to the right-hand side of the desk to form a second vertical column. The first person to move all seven letters to the right side of the desk is the winner. The teacher checks for accuracy by having the winner name the seven letters. For a faster game, start with fewer than seven letters.

3. GUESS WHAT?
   *3-D letter set for each pair of students

   A student, with eyes closed, draws a letter from a container. The student tries to identify the letter by its shape. If successful, the student keeps the letter and his or her opponent takes a turn. If unsuccessful, the student returns the letter to the container and his or her opponent takes a turn. Play continues until all 26 letters have been named or time runs out. The student with the most letters at the end of play is the winner.

4. DON'T SAY Z
   *Individual alphabet strip for each pair of students

   Two players alternate saying letters of the alphabet in sequence. Each player may choose to say two or three letters in one turn. For example, if Player 1 says, "AB" and Players 2 says, "CDE", Then Player 1 can say, "FG" or "FGH', and so forth. The object is to avoid saying "Z".

   Variation: The game can be changed to Catch the Z in which the object is to be the player who says, "Z".

5. SUPER SLEUTH
   *One individual alphabet strip (for reference) and 3-D letter set for each pair of students
   *pencil and paper

   The students work together in pairs to arrange the 3-D letters in an arc. The first student closes his or her eyes while the second student removes on letter and closes the gap left in the arc. The first student then must discover the missing letter. After the missing letter has been identified, it is replaced in the arc and other student gets the chance to identify a missing letter. Students may keep track of correct guesses to determine the winner. The game continues until time runs out.

PROBLEM: REVERSES LETTERS WHEN READING
Letter reversals and letter transpositions are commonly associated with beginning readers, and students with dyslexia often continue to reverse and transpose letters within words. When students misidentify *"b"* as *"d"* or *"p"*, visual perception or visual memory are not the sources of the difficulty. The students may not have made a stable or fixed association between the letter name or sound and the spatial orientation of the letter. For many students, it is only through extensive practice that secure associations are formed between the visual form and its verbal label.

STRATEGIES AND ACCOMMODATIONS:

MULTISENSORY PROCEDURE FOR INTRODUCING A LETTER OR LETTER CLUSTER:
Letter-sound relationships are introduced through discovery teaching and multisensory structured procedure.

1.   The teacher reads five or six discovery words that contain the new letter sound.

2.   Students repeat each word while looking in a mirror and listening for the sound that is the same in all of the words.

3.   While looking in the mirror, students repeat the sound and discover the position of the mouth. Is it opened or is it blocked or partially blocked by the tongue, teeth, or lips?

4.   While placing their fingers on their vocal cords, students repeat the sound to discover whether the sound is voiced (cord will vibrate) or unvoiced.

5.   Students determine whether the new sound is a vowel or a consonant sound. Vowel sounds are open and voiced. Consonants sounds are blocked or partially blocked by the tongue, teeth, or lips. They may be voiced or unvoiced.

6.   Students guess the key word for the new sound by listening to a riddle or by feeling an object obscured in a container. The key word holds the new sound in memory.

7.   The teacher writes the discovery words on the board.

8.   Students determine the letter that is the same in all of the words and that represents the new sound.

9.   The teacher shows a card with the new letter on it.

10.   Students name the letter, say the key word, and give the sound.

11. The teacher names the new letter just before writing a large model of the letter on the board.

12. The teacher names the letter and then demonstrates sky writing. The teacher describes the letter strokes while sky writing the letter.

13. Students stand and sky write, naming the letter before writing.

14. The teacher distributes papers with a large model of the new letter.

15. Students trace the model three times with the pointer finger of the writing hand and three times with a pencil. Students name the letter each time before writing.

16. Students turn the model over, and the teacher dictates the name of the letter.

17. Students repeat the letter name and write the letter.

18. The teacher shows the letter card again as students name the letter, say the key word, and produce the sound.

During the various steps in this procedure, the four properties of the letter--name, sound, shape, and fell--are being connected through the use of the auditory, visual and kinesthetic modalities. This multisensory teaching reinforces the discovery information and builds associations in memory.

PROBLEM: **OMITS, ADDS, SUBSTITUTES, OR REVERSES LETTERS, WORDS, OR SOUNDS WHEN READING ALOUD**

Accurate reading of words is key to associating pronunciations with correct orthographic patterns as well as to facilitating comprehension. The teacher can use the following strategies to guide a student to the accurate decoding of a word or to correct a mistake when he or she is reading.

STRATEGIES AND ACCOMMODATIONS:

1.   MISREADING OR SKIPPING LETTERS:
If a student misreads a letter in a word (e.g., lid for lip) or skips a letter in a word (e.g., pat for past), then the teacher directs the student to name the letters in the word. The naming of the letters focuses the student's attention on the letters and also strengthens the orthographic identity of the word.

2.   MISREADING A WORD:
If a student misreads a word (e.g., pane for plant) the teacher directs the student to use a backing-up procedure. The student identifies the syllable type, determines the vowel sound (short or long), and codes the vowel accordingly (i.e., marks it with a breve or a macron). The student produces the appropriate vowel sound and blends it with the consonant sound immediately after the vowel. He or she blends this unit with any remaining consonant sounds after the vowel, adding sounds one at a time. The reader then blends the vowel and all of the consonant sounds after the vowel with the consonant sound immediately before the vowel. Any remaining consonants that precede the vowel are blended on one at a time. The backing-up procedure with the word *plant* looks like this:

Step l: The student codes *a* with a breve and says /a/	plant
Step 2: The student blends */a/* with */n/*	plant
Step 3: The student blends */an/* with */t/*	plant
Step 4: The student blends */l/* with */ant/*	plant
Step 5: The student blends whole word	plant

AUDITORY SYNTHESIS: The student may be quite familiar with the individual sound elements, but cannot blend them to make a smooth pronunciation of the word. The student may sound only the first symbol or two in a word and guess at the rest. He or she may sequence the sounds or syllables oddly. Recognition of the same sounds in different words will present a problem.

3.   Have the student count the number of syllables in a word while the teacher says it slowly. The student can also tap the syllables and accent the word as it is being said by the teacher. Vocabulary familiar to the student should be used.

4. Use a sight word vocabulary approach in order to teach the student key words and phrases when reading directions and instructions (e.g., key words such as "circle", "underline", "match", etc.).

5. Tape record pronunciations of words on which the student commonly makes errors in order that he/she can hear all the sounds.

6. Have the student point to syllables as he/she reads them in order to help him/her recognize omissions, additions, substitutions, or reversals.

7. Have the student place his/her finger under each letter as it is sounded out and then sweep his/her finger under the whole word as the sounds are blended together to say the complete word.

8. Consider using the GLASS ANALYSIS METHOD (*Easier to Learn*, Box 329, Garden City, NY 11530)

    a. Identify the whole word and the letters and sound of the target cluster (on a word card)
    b. Give the sound(s) and ask for the letter or letters
    c. Give the letter or letters and ask for the sound(s)
    d. Take away letters and ask for the remaining sound
    e. Say the whole word

    STEPS IN GLASS ANALYSIS

    a. The word is *carpenter*
    b. What letters make the */er/* sound? The */ar/* sound? The */car/*sound?
    c. What sound does the letters "ar" make? "ter"? "en"?
    d. Say *carpenter* without the */c/* sound. Say *carpenter* without the */ter/* sound.
    e. The word is *carpenter.*

    This intervention is usually done in a small group for 10 minutes.

PROBLEM: **DEMONSTRATES DIFFICULTY WITH PHONIC SKILLS WHEN READING**

(Once the students have identified the letter-sound relationships of a word, they must meld the sounds to produce a word. The blending of the sounds in a word is a critical component of learning sound-symbol correspondences. Fluid blending of letter sounds aids students in producing recognizable words.)

STRATEGIES AND ACCOMMODATIONS:

1. Before students begin reading words, they should have opportunities to blend sounds together orally with the use of manipulative (e.g., blocks, buttons, pennies).

2. SAY IT SLOWLY:
   Using one set of letter cards or lettered tiles, the teacher sets out *m, e, and t.* The teacher demonstrates how to say the word *met* slowly by blending the sounds together in units--by saying */m/, then /me/, then /met/,* not by say /m/--/e/--/t/.

3. SAY IT FASTER, MOVE IT CLOSER:
   Using one set of letter cards or lettered tiles, the teacher sets out *s* and, separated by a wide space, *a.* The teacher points to the first letter. Students say */s/* and hold it until the teacher points to the second letter and students produce */a/.* The letters are moved closer together and the procedure is repeated, with students blending the sounds together faster. The letters are moved closer together and sounds are produced together faster until students can produce the two sounds as a single unit, */sa/.* A final consonant is added and blended with the unit to produce a word (e.g., *sat, sad, sap).*

4. ONSETS AND RIMES:
   Using letter cards or lettered tiles, the teacher sets out *a* and *t.* Students blend the letter sounds to produce */at/.* This */at/* unit is the rime, the combination of the vowel and the consonant(s) that comes after it in a syllable. The teacher places the letter *m* before the rime. This is the onset, the consonant(s) of a syllable before the vowel. Students blend */m/* and */a/* to produce */mat/.* The teacher changes the onset to create new words that students blend and read (e.g., *sat, rat, fat, bat*). Other rimes for practice include the following: *in, it, at, am, op, ang, ing, and link.*

5. PLAYING WITH SOUNDS:
   Using one set of letter cards or lettered tiles, the teacher set out *a* and *t.* The student blends the letter sounds to produce */at/.* The teacher asks the student to change */at/* to */sat/.* The student adds the card or tile with *s* and reads */sat/.* The teacher asks the student to read new words by changing or adding new letter sounds (e.g., change *sat* to *mat, mat to map, map to mop, mop to top, top to stop*).

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6. TAPPING OUT:
    The teacher lays out or displays letter cards or lettered tiles to form a word such as *mat.* Using one hand, students quickly tap the pointer finger to the thumb and say the sound of the first letter, */m/.* In quick succession, they tap the middle finger to the thumb and say the sound of the second letter, */a/.* Finally, they tap the ring finger to the thumb and say the sound of the final letter, */t/.* When all of the letter sounds have been tapped out, students say the word as they drag the thumb across their fingers, beginning with the index finger.

7. TAPPING AND SWEEPING:
    The teacher lays out letter cards or lettered tiles to form a word such as *mat.* Each student takes a turn. He or she makes a fist and taps under the *m* as he or she says the sound */m/,* Next, he or she taps under the *a* and says */a/.* Finally, he or she taps under the *t* and says */t/.* After the student has said each sound, he or she sweeps a fist under the letters and says the word.

8. Three programs that are based on research and research-based principles and that stress the transitions from phonemes to graphemes, as well as mastery of sound blending and sound-symbol connections, are *Road to the Code, Phonic Reading Lessons, and Phoneme-Grapheme Mapping.*

9. Examples of Systematic Phonics Approaches
    - Corrective Reading (www.sraonline.com)
    - Explode the Code (www.epsbooks.com)
    - Foundations (www.wilsonlanguaage.com)
    - Phonics Reading Lessons (www.academictherapy.com)
    - Touch Phonics (www.epsbooks.com)

PROBLEM: **FAILS TO DEMONSTRATE WORD ATTACK SKILLS**
Children with dyslexia have extraordinary difficulty in using word attack skills to read new words as well as trouble committing decoded words to memory.

STRATEGIES AND ACCOMMODATIONS:

1. AUDITORY AWARENESS OF SYLLABLES: The following activities promote awareness of syllables in words.
    a. Syllable awareness begins early, with students identifying or generating short words (*farm, feet, fat, fork, food*) and long words (*February, firefighter, fisherman*). The chosen words might begin with a certain sound or pertain to a particular unit of study (*plants, animals, ocean, United States*)
    b. Students repeat words dictated by the teacher. They clap or tap out the number of syllables. The teacher starts with compound words (*playground, flashlight, cowboy*), then moves on to two-syllable words (*velvet, plastic, mascot)* and then on to words with three or more syllables (*fantastic, investment, invitation).*
    c. Students repeat words dictated by the teacher and move a counter (e.g., *block, button, penny)* for each syllable they hear. The use of the counters provides a visual and kinesthetic anchor for the sounds.
    d. Students repeat a word with two or more syllables dictated by the teacher. Students are asked to repeat the word again, omitting a designated syllable as illustrated in the following dialogue:
        Teacher: Say "transportation"
        Students: *Transportation*
        Teacher: Say "transportation" without "trans"
        Students: *Portation*
        Teacher: Say "transportation" without "tion" (sh) (u) (n)
        Students: *Transporta*

        This activity is effective in helping students with the correct pronunciations of words and becomes important reinforcement for reading and spelling words of more than one syllable.

2. SIX TYPES OF SYLLABLES:
    A complicating factor in learning the sound-symbol correspondence of written English is the instability of the vowels --- they have more than one sound. Knowledge of syllable types is an important organizing tool for decoding unknown words. Students can group letters into known syllable types that give clues about the sounds of the vowels. There are six orthographic types of syllables.
    a. Closed Syllable   (it, bed, and, lost)
    b. Open Syllable   (no, me, she, we, he)
    c. Vowel-Consonant-e Syllable   (name, five, slope, these)
    d. Vowel-Pair(Vowel Team) Syllable   (each, boil, sweet, tray)

e. Vowel-r (R-Controlled) Syllable   (fern, burn, thirst, star, bird, dollar, doctor)

f. Consonant-le (Final Stable) Syllable (-dle, -fle, -gle-, -ple, -age, -sion, -tion, -ture)

A high percentage of the more than 600,000 words of English can be categorized as one of these syllable types or as a composite of different syllable types.

3.   MORPHOLOGY

The study of morphemes not only provides a springboard for vocabulary development and spelling and bridges the gap between alphabetic reading and comprehension.

a.   MULTISENSORY INTRODUCTION OF AFFIXES

Quite often the means to reading multisyllabic words is identifying affixes that are part of the word. Students may be able to recognize an unfamiliar word simply by identifying the affixes and then the remaining base word or root. Affixes can be introduced using a multisensory guided discovery approach:

1.   The teacher reads a list of five or six derivatives that have a common trait as students repeat each word (e.g., *joyful, careful, helpful, graceful, cheerful*).

2.   Students discover what sounds the same in each word.

3.   The teacher writes the derivatives on the board.

4.   Students discover which letters are the same in each word and where the letters are found.

5.   Students discover whether the same letters (the affix) are a suffix or a prefix, and they discover the meaning of the affix.

6.   Students verbalize what they have discovered (e.g., -*ful* is a consonant suffix that means *full of*).

7.   The teacher writes the new affix on an index card and adds it to an affix deck that is systematically reviewed. During review, students identify and spell the affix, give a key word, give the pronunciation, and give the meaning of the affix (e.g., when looking at the affix cared for suffix –*ful,* students say, "Consonant suffix *f-u-l, hopeful, /ful/, full of* ").

The four most frequent prefixes:

Dis-   opposite

In-, im-, il-, ir-   not

Re-   again

Un-   not

58% of prefixed words in English

The four most common suffixes

-ed   past tense verb

-ing   verb form

-ly   characteristic of

-s, -es   more than one

72% of suffixed words in English

b. SYLLABLE DIVISION
Skilled readers are able to sense where to divide longer words because they have an awareness of syllables and internalized the orthographic patters of the language. The following activities heighten students' visual awareness of syllables and syllable division patterns.

i. SEPARATED SYLLABLES
Students identify syllable types of separated syllables, join them into words, and read the words aloud:

Cac/tus	*mas/cot*	*ban/dit*	*nut/meg*
Mag/net	*gob/let*	*prob/lem*	*nap/kin*

ii. MANIPULATION OF MULTISYLLABIC WORDS
Students identify syllables written on individual cards, arrange them into words, and read the words aloud.

iii. SCOOPING THE SYLLABLES
As students read multisyllabic words on a worksheet, they call attention to the syllables in the words by scooping the syllables. Using a pencil, students "scoop" (i.e., draw an arc underneath) the syllables from left to right, identify the syllable type, place a syllable code under each syllable (e.g., *o* for open, *r* for r-controlled) and code the vowel.

iv. COMMON PATTERNS FOR DIVIDING WORDS INTO SYLLABLES
There are four major patterns in English that indicate that a word will be divided into syllables according to how it is pronounced:
- VCCV–Two Consonants between two vowels
  - **VC`/**CV, VC/**CV`, V`/**CC\
- VCV–One Consonant between two vowels
  - **V`/**CV, V/**CV`, VC`/C**
- VCCCV–Three Consonants Between Two Vowels
  - **VC`/**CCV, VC/**CCV`, VVC`/**CV
- VV–Two Adjacent Vowels
  - **V`/**V, V/**V`**

4. PROCEDURE FOR DIVIDING WORDS
A structured procedure provides readers with a systematic approach for reading long, unfamiliar words and builds an orthographic memory for syllable-division patterns. Dyslexic students may need additional visual and kinesthetic information to build the memory of these patterns.

a. *Touch the vowels:* Using the index fingers of both hands, students touch the sounded vowels or vowel pairs and identify them.

b. *Count the consonants:* Students count the number of consonants between the two vowels or vowel pairs and identify the division pattern.

c. *Code:* Students identify each syllable type and code the vowels accordingly.

d. *Read:* Students reach each syllable without accenting either syllable.

e. *Read again:* Students read the syllables together with the appropriate accent.

f. *Adjust:* Students adjust the accent or division of the word is not recognizable. Adjusting the accent or the division to produce a recognizable word teaches students to be flexible with language.

5. PROGRAMS FOR MULTISYLLABIC WORD READING
   - *Decoding Multisyllabic Words* (www.scholastic.com)
   - *Glass Analysis* (www.glassanalysis.com)
   - *Mega-words* (www.epsbooks.com)
   - *Patterns for Success in Reading and Spelling* (www.proedinc.com)
   - *WORDS* (www.proedinc.com)
   - *REWARDS* (www.rewardsreading.com)

6. WEBSITES WITH INFORMATION ON BASIC READING SKILLS
   - *Cambridge Online Dictionary* (http://dictionary.cambridge.org)
   - *Dolch Sight Words* (www.createdby teachers.com)
   - *Read Well* (www.readwell.net)
   - *Starfall* (www.Starfall.com)
   - *Vaughn Gross Center for Reading and Language Arts* (www.texasreading.org)

PROBLEM: DOES NOT COMPREHEND WHAT HE/SHE READS

CHOOSING RESEARCH-VALIDATED STRATEGIES FOR COMPREHENSION INSTRUCTION
The NRP identified 16 categories of comprehension instruction, 7 of which appear to have a strong scientific basis for concluding that they improve comprehension in typical readers:

1. Comprehension monitoring, in which readers learn how to be aware of their level of understanding as they read.

2. Cooperative learning, in which students work together in pairs or small groups as they learn reading strategies.

3. Graphic and semantic organizers (including story maps) that help students make graphic representations of the material they are reading in order to bolster comprehension.

4. Question answering, in which teachers ask questions and students receive immediate feedback about their responses.

5. Question generation, in which students ask themselves questions to clarify understanding.

6. Story structure, in which students learn how to use the structure of the text to help them recall content to answer questions about what they have read.

7. Summarization, to encapsulate and remember important ideas from the text.

The reading comprehension instructional approaches that follow take advantage of the above mentioned methods. Keep in mind that the National Reading Panel subgroup on comprehension did not include studies of students with disabilities in its meta-analysis. While the strategy instruction methods presented below are appropriate for students with dyslexia (i.e., with decoding problems but with average or above oral language and verbal intelligence), they may not be appropriate for students with more global oral language disorders.

8. Reciprocal Teaching is an instructional model designed to teach metacognitive strategies (a) generating questions about the text prior to reading; (b) summarizing portions of the text; (c) predicting what will happen next; and (d) clarifying and evaluating after reading the text.

9. Transactional Strategies Instruction is designed to provide students with direct instruction in a number of comprehension strategies and are encouraged to talk about and choose a strategy for understanding as they read. Teachers model their own thinking aloud and encourage students to do this for each other.

10. Book Clubs are student-led discussions in a heterogeneous, small group setting within the classroom in which students share their ideals about what they have read.

11. Questioning the Author is a comprehension approach that is based on ideas about constructing one's own learning when presented with new material.

12. Comprehension through Imagery, for example *Visualizing and Verbalizing for Language Comprehension and Thinking* developed by Lindamood-Bell or *The Visual Imagery Strategy* developed at the University of Kansas Center for Research on Learning.

MOST EFFECTIVE TEACHING METHODS AND INSTRUCTION COMPONENTS FOR READING COMPREHENSION

1. Directed response/questioning--The teacher asks questions, encourages students to ask questions, teacher-student dialogue.

2. Control difficulty of processing demands of task--The teacher provides assistance as needed, gives simplified demonstration, sequences steps from easy to difficult and presents in that order, allows student to control level of difficulty, keeps activities short.

3. Elaboration--Activities provide students with additional information and explanation about skills/steps, use redundant text or repetition within text.

4. Modeling of steps by teacher--The teacher demonstrates the steps students are to follow.

5. Group Instruction--Instruction or interaction between teacher and students occurs in small groups with 6 or fewer students.

6. Strategy Cues--The teacher reminds students to use strategies or steps, explains steps or procedures, uses a think-aloud model, identifies benefits of strategy use.

COMMERCIALLY AVAILABLE PROGRAMS (WITH POTENTIALLY POSITIVE EFFECTS; SEE WHAT WORKS CLEARINGHOUSE WEB SITE)

- *Early Intervention in Reading* (www.earlyinterventionreading.com)
- *Failure Free Reading* (www.failurefreereading.com)
- *Start Making a Reader Today* (www.getsmartoregion.org)

PROBLEM: **DEMONSTRATES DIFFICULTY WITH READING FLUENCY**

Fluency is the rapid, prosodic flow with which a skilled reader reads. Lack of fluency is marked by a slow, halting, spasmodic pace; mistakes; poor phrasing, and inadequate intonation. A slow, labored rate of reading seriously impairs comprehension because it diverts attention away from the meaning of the text and overloads working memory at the word level so that this memory is not available for understanding the meaning of the text.

STRATEGIES AND ACCOMMODATIONS:

1. RECOGNITION OF IRREGULAR WORDS

    A multisensory structured procedure helps students to achieve permanent memorization of irregular words.
    - The teacher writes an irregular word on the board, such as *said.*
    - Students identify the syllable type and code the word according to the regular patterns of reading. Students read the word and discover it does not follow the reliable patterns of the language: */sad/.*
    - The teacher erases the coded word and rewrites the word on the board: *said.* Beside the word, the teacher writes the pronunciation in parentheses: */sed/.*
    - Students compare the word and the pronunciation. They decide which part is irregular.
    - The teacher circles the irregular part.
    - The teacher writes the word on the front of a 4" X 6" index card. On the back of the card, the teacher writes the pronunciation. The teacher cuts off the upper left--hand corner of the front of the card. The irregular shape of the card cues students that the word printed on it is an irregular word.
    - The teacher holds up the card so that students see the front of the card. Students read the word aloud.
    - The teacher turns the card around, and students read the pronunciation aloud.
    - The teacher slowly turns the card from front to back four or five times as students read the word and then read the pronunciation aloud.
    - The new card is added to a deck of irregular words that is reviewed daily.

2. REVIEW OF IRREGULAR WORDS
    Use of a rapid word-recognition chart can build instant recognition of high frequency irregular words.

3. EFFECTIVE INSTRUCTION
    Chard et al. reviewed the results of 24 studies that investigated the application of reading fluency interventions for students with reading disabilities. Their findings indicate that effective fluency interventions included:

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- Provision of an explicit model of fluent reading
- Multiple readings of text with corrective feedback on missed words
- Established performance criteria for increasing the difficulty level of the text
- Instruction and practice recognizing larger orthographic units quickly enhanced fluency

4. CHOOSING TEXT FOR REPEATED READINGS
    - Choose a selection of 50–100 words at the student's instructional reading level.
    - If the student takes more than 2 minutes or makes more than 5–10 errors, the passage is too difficult.
    - Determine the number of WCPM.
    - When the student is able to read 80–85 WCPM, increase the difficulty level of the passages.
    - Consider *QuickReads* (www.quickreads.org)

5. RATE–BUILDING
    - Every two weeks, have the student read a passage at their independent level of similar difficulty to passages in rate–building exercise.
    - If rate has improved, the teacher sets new target rate on the new rate plus 40%.
    - Conducted in a small group setting in two 15 to 20 minute sessions daily.

6. READING FLUENCY PROGRAMS AND RELATED WEB SITES
    - Concept Phonics (http://wwwoxtonhouse.com)
    - Great Leaps (www.greatleaps.com)
    - One Minute Reader (www.oneminutereader.com)
    - Read Well (www.readwell.net)

PROBLEM: **DEMONSTRATES DIFFICULTY WITH SPELLING**

Many researchers have provided evidence that early spelling is the link between phonemic awareness and reading. Regularities in these spellings are an indication of the developing awareness of the phonemic structure of spoken language, an important prerequisite to early reading.

Frith's stage theory is supported by research indicating that spelling precedes reading at what she calls the *alphabetic phase* of reading acquisition. To spell, one needs to use a left-to-right, letter-by-letter strategy, the very strategy that is so important to the acquisition of the *alphabetic or cipher* decoding strategy. According to Frith, it is the transition to the alphabetic stage through the strategies practiced in spelling by ear that is such a struggle for children with dyslexia.

Systematic spelling instruction is critical for students with dyslexia.

STRATEGIES AND ACCOMMODATIONS:

1. PRINCIPLES OF SPELLING INSTRUCTION
    Louisa Moats, author of *Spelling Development, Disability, and Instruction,* provides a comprehensive overview of teaching spelling and of using misspellings to shed light on student's linguistic development.

2. MULTISENSORY REMEDIAL SPELLING INSTRUCTION
    The two best know approaches being the *Orton-Gillingham and the Fernald Methods.*

3. SPELLING LESSONS FOR DYSLEXIC STUDENTS
    Pages 287-292 discuss and outline the process by Suzanne Carreker in the book, *Multisensory Teaching of Basic Language Skills; second edition.*

4. ELEMENTS OF EFFECTIVE SPELLING INSTRUCTION
    *   Segmenting spoken words into their sounds
    *   Matching the sounds to the letter correspondences
    *   Spelling common orthographic patterns
    *   Learning and practicing common spelling rules
    *   Spelling irregular words with emphasis on the irregular parts
    *   Adding affixes to words
    *   Spelling different syllable types
    *   Spelling word derivatives
    *   Learning about word origins

5. FIVE MAJOR ENGLISH SPELLING RULES
   - The rule for doubling the final consonant (the Floss rule)
   - The rule for doubling the medial consonant (the Rabbit rule)
   - The doubling rule
   - The dropping rule
   - The changing rule

6. FERNALD MULTISENSORY SPELLING METHOD
   - Write the word on a chalkboard or piece of paper
   - Say the word clearly and ask the student to look at the word and pronounce it clearly
   - Ask the student to study the word and try to develop a visual image of the word. The student may try to picture the word; may say the word, and/or may trace the word with the index finger. The student studies the word until he or she can make a mental picture
   - When the student indicates that he/she knows how to spell the word, erase the word and then have the student attempt to write the word from memory
   - Erase the word or turn the paper over and ask the student to write the word two more times correctly from memory

7. CARREKER MULTISENSORY SPELLING METHOD
   - Write the word in large letters and have the student circle the irregular part of the word
   - Have the student trace the word three times, saying the word and naming the letters while tracing
   - Have the student write the word three times with the word in view, naming each letter while writing
   - With eyes closed, have the student spell the word, then check the model; repeat this step three times
   - Remove the model, have the student say the word, then write the word three times, naming the letters while writing

8. COMMERCIAL PROGRAMS FOR EXPLICIT SPELLING INSTRUCTION
   - Phoneme-Grapheme Mapping (Sopris West)
   - Scholastic Spelling (Scholastic)
   - Sitton Spelling (Educators Publishing Service)
   - Spellbound and the Spell of Words (Educators Publishing Service)
   - Spellography (Sopris West)
   - Spellwell (Educators Publishing Service)

9. SPELLING-RELATED WEB SITES
   - www.wordcentral.com (on-line dictionary, thesaurus, games)
   - www.spellingcity.com (educational site to help children improve spelling)

- www.gamequarium.com/spelling
- www.funbrain.com/spellroo
- www.kidspell.co,
- www.resourceroom.net
- www.everydayspelling.com
- www.eduplace.com

PROBLEM: **DEMONSTRATES DIFFICULTY WITH HANDWRITING**

The development of handwriting involves the acquisition of both legibility and fluency, which are analogs of reading accuracy and reading fluency. Handwriting is more complex than reading, though, because it involves recognizing letter shapes, names, and sounds, as well as integrating spelling and motor planning in order to produce formations that can be read by others.

Regina Cicci, in addressing the writing problems of students with dyslexia, listed seven possible underlying difficulties that could lead to poor handwriting: (a) incorrect pencil grasp, (b) excessive tension in pencil grasp, (c) incorrect position of paper, (d) inappropriate size and spacing of letters and words, (e) poor visual memory for letter formations, (f) slow rate, and (g) poor fine-motor coordination or dysgraphia. Not all children with dyslexia have handwriting difficulties and not all children with handwriting difficulties are dyslexic.

GENERAL PRINCIPLES IN THE MULTISENSORY TEACHING OF HANDWRITING

- Alphabet wall cards provide easy reference for children.
- Good Posture
- Proper Pencil Grasp: An awkward pencil grip can indicate finger agnosia. The use of an auxiliary plastic pencil grip can aid in changing the fatiguing grip to a normal, less tiring one. Children may need to experiment with pencil grips to determine which one works for them. Many become frustrated with these implements once the novelty has worn off. The pencil should point toward the shoulder of the writing arm for both left- and right-handed students.
- Writing Implement: While the child is writing, he or she is receiving feedback in the form of pressure and the pull of the pencil against the paper. A No. 2 or softer pencil should be used. Pencils with soft lead require less pressure from the child, thereby reducing fatigue.
- Paper: Handwriting instruction begins with activities that involve gross motor movements so that children may feel the movement in the shoulder and arm and improve their kinesthetic memory. Tracing at the chalkboard is the first step. Paper patterns also should be large and gradually become smaller as children become proficient with letter forms. Initially, letter forms should be taught using a chalkboard or dry erase board, then using unlined paper, then wide-lined paper (1" between rows), next primary-grade lined paper, and finally regular lined notebook paper.
- It is neither necessary nor desirable to keep the alphabet in sequence while teaching handwriting.
- There are many forms of print writing, but the one most often recommended for dyslexic children is one that utilizes a continuous stroke whenever possible.
- Group printed letters by similar strokes such as *the h group.* The print letter form

introduces the idea of continuous stroke. Its basic arm movement is also used in such letters as *b, m, n, r, and p.* Be prepared to spend considerable time on the letter **b** because of the confusions between **b and d.** *The a group* consists of letters that start with the same movement as the letter *a. It includes a, c, d, g, o, q, and s.* These letters begin at the 2 o'clock position just below the mid-line.   Other groups such as the letters, *i, j, k, l, and t* begin with straight downstrokes, whereas the letters, *v, w, and x* start with slight slants. The letters *e, u, y, and z* do not belong to a particular group. Lowercase letters are taught first in cursive handwriting.

CAN HANDWRITING BE IMPROVED?

Handwriting is not one of the areas investigated by the National Reading Panel (2000), but both clinicians and researchers who carry out training studies suggest that instruction in this area is worthwhile. Handwriting instruction can improve both legibility and automaticity.

Cox (1992) claims that handwriting retraining for dyslexic students who are not identified early is more difficult and time-consuming than reading remediation. However, King(1985) states that true dysgraphia is extremely rare, despite the fact that the diagnosis is frequently made. King and Cox both urge that students with dyslexia learn to type, in addition to, but not in lieu of, developing handwriting skills.

SUGGESTIONS FOR HANDWRITING INSTRUCTION

The following suggestions are taken from a variety of sources and programs and tend to represent best practice.
- Begin early. It is difficult to change a child's awkward pencil grip once it has become a habit. Begin encouraging the three-finger grip in kindergarten.
- Look for fat pencils or soft pencil grips to accommodate individual needs. Some children do well with thin-tip colored markers for handwriting practice because they flow much more easily than pencils.
- Make handwriting instruction multisensory. Trace, copy, and use words to describe strokes. Write letters from memory and say the sound as the letter is formed.
- Teach letters by similarities in formation.
- Build sequences of mastered letters into words. With cursive writing, learning the connecting strokes is just as important as the formations.
- Combine practice in spelling with practice in handwriting. Dictate words in which both formations and letter sounds have been taught.
- Just as reading practice involves accuracy first and then fluency, practice letters until they are consistently legible and then practice them for speed.
- Words can be a scaffold for remembering patterns.   Be consistent in your

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terminology. Adapting a school-wide program ensures consistent terms from year to year.

- Handwriting usually takes several years to become automatic. For example, if cursive is begun in Grade 3, it will need to be reviewed and made automatic in Grade 4.
- Some children may become legible writers but may continue to be slow.
- Cicci suggest compensatory modifications such as using parents as scribes and proofreaders, accepting taped or oral reports, and reducing length of written assignments.
- Use of the computer has become a significant help to children who struggle with handwriting.

PROBLEM: **DEMONSTRATES DIFFICULTY WITH WRITTEN EXPRESSION**

Writing is a complex task that requires the integration of multiple cognitive, linguistic, and motor abilities. In fact, writing may be the most complex task students are asked to perform in school because it requires the integration of so many different skills. For example, good oral language and background knowledge underlie good writing; but this is not enough. Many students with writing difficulties can formulate clear, coherent ideas, but they then have trouble translating these thoughts into written form. The process of integrating the various language demands with the memory and motor demands can easily overload a student's ability to attend and concentrate, and, thus the written output suffers. A problem in any one aspect of writing, including spelling or handwriting, can have a detrimental effect on the quality of written expression.

The achievement domain of written language has not received the same intensity of focus from researchers, educators, or legislators as has reading, or even mathematics for the matter. In fact, writing has been called the "Neglected R" (National Commission on Writing in America's Schools and Colleges, 2003).

EXAMPLES OF HOW VARIOUS DIFFICULTIES IMPACT WRITING PERFORMANCE

WEAKNESS	IMPACT ON WRITING PERFORMANCE
GRAPHOMOTOR	Slow writing, difficulty forming letters, awkward pencil grip, limited output on writing tasks
ATTENTION	Difficulty in initiation writing tasks, careless errors, inconsistent legibility, poor planning
SPATIAL	Poor use of lines on paper, uneven spacing, organizational problems, misspellings
MEMORY	Poor vocabulary, misspellings, frequent errors in transcription skills
LANGUAGE	Difficulty with sentence structure and word order, or vocabulary, poor spelling

The National Writing Project, designed for teachers of writing at all grades, is a professional development network that strives to improve student achievement by improving the teaching of writing. For more information see www.nwp.org.

EXAMPLE ACCOMMODATIONS OF INSTRUCTIONAL MATERIALS

- Highlight key words or phrases
- Simplify language used in writing prompts
- Use graphic organizers and procedural checklists
- Display mnemonic strategies in the classroom so students can access these cues
- Develop individual spelling lists and have students keep personal dictionaries of troublesome words
- Provide (as needed) pencil grips, raised- or color-line paper, personal alphabet strips, and paper positioning marks on a student's desk

EXAMPLE MODIFICATIONS OF TASK DEMANDS

- Increase time to complete writing tasks
- Decrease length or complexity of writing assignment
- Use text frames (i.e. partially completed text)
- Reduce or eliminate copying tasks
- Permit use of dictation or a scribe
- Permit use of word processors (requires keyboarding skills)
- Use technology to support writing (e.g., spell checker, voice recognition, semantic mapping, outlining software)
- Allow other means of demonstrating assignment (e.g., oral versus written)

6 TRAITS OF WRITING

- www.edina.k12.mn.us
- www.greatsource.com

PROBLEM: **DEMONSTRATES DIFFICULTY WITH ORTHOGRAPHIC PROCESSING**

A number of cognitive correlates for basic reading skills have been identified by researchers, including phonemic awareness, associative memory, rapid naming, orthographic processing, perceptual speed, and working memory. Students struggling with acquiring sound-symbol relationships often do so because of limited phonemic awareness. In addition, students often have difficulty storing and retrieving accurate representations of phoneme-grapheme relationships and words, implicating weaknesses in associative memory, working memory, and/or orthographic processing. Some students will demonstrate pronounced problems with the phonological aspects of reading, whereas others will have more difficulty with the visual, or orthographic, aspects of reading.

Children acquire orthographic knowledge and processing skills through repeated exposure to printed words, which enables them to develop stable visual representations of letter sequences, word parts, and whole words in long-term memory. Recently, there has been increasing interest in orthographic processing as a possible second contributor to reading ability in view of the consistent finding that phonological skills do not account for all of the variance in word recognition.

Developing readers must know phoneme-grapheme relationships before they can gather a substantial sight vocabulary. Thus, most promising approaches to increasing word recognition skills seem to focus first on developing accuracy in word reading, and then they work on improving fluency and rate.

SIGHT WORD INSTRUCTION

One systematic way to practice high-frequency words is to use a carefully developed list of words, such as Edward Fry's list of 300 Instant Words. This list of words makes up about 65% of the words used in written material and it may be used for both reading and spelling instruction. The first 100 words make up about 50% of words used in written materials. As an informal assessment, a student may attempt to read or spell the words starting at the beginning of the list and continue until an error is made. Instruction can then begin at the point where the student does not immediately recognize or does not know how to spell a word. The student can continue working on the list until all 300 words have been mastered.

RAPID WORD RECOGNITION CHART

Another simple way to improve speed of recognition for words with an irregular element is the use of a rapid word recognition chart. The chart is a matrix that contains five rows of six irregular words, with each row containing the same six words in a different order. After a brief review of the words and a warm up in which the teacher points randomly to eight to ten words on the chart, students are timed for 1 minute (or until they complete the chart) as they read each word in the squares aloud. Students can then count and record the number of words they read correctly.

SPEED DRILLS

To conduct a speed drill, the student reads a list of words for 1 minute as someone records the number of errors. The list may be a high-frequency word list or the sample speed drills provided in a program like *Concept Phonics*, where lists are provide for 1-minute timings. The purpose of these drills is to help students develop automatic sight recognition of words. The general guidelines for reading lists of words at the desired rate are as follows:

- 30 correct wpm for first- and second-grade children
- 40 correct wpm for third-grade children
- 60 correct wpm for mid-third-grade children
- 80 wpm for students in fourth grade and higher

SPELLING DEVELOPMENT

Similar linguistic processes are involved in pronouncing and spelling words, but spelling much more difficult. Reading a word requires only recognition, whereas spelling requires the complete recall of every letter in the correct sequence. A weakness in phonemic awareness is often found in poor spellers in the early grades. However, in the later grades, the primary characteristics of a poor speller include difficulty understanding spelling rules, word structure, and letter patterns. Poor spellers are thought to have a visual memory problem specific to letters and words. This specific problem is referred to as *orthographic memory* because the student's visual memory for other material may be intact. Poor spelling is a common characteristic of dyslexia. Knowledge of the spelling patterns (orthography) is required for quick production of common letter strings and letter patterns. Thus, memory of orthographic letter patterns and representations is a key component of accurate spelling. In fact, problems in phonology or orthography are two different impairments that can affect a student's ability to learn to spell.

QUESTIONS TO ASK WHEN ANALYZING SPELLING ERRORS

Does the student:

- Put the sounds of words in the correct sequence?
- Add or omit certain sounds from words?
- Spell the irregular elements of words correctly?
- Have vowels in every syllable?
- Spell homophones correctly?
- Spell common affixes correctly?
- Understand how to form plurals and change verb tenses?

Spelling instruction should engage students in active, reflective thinking about the reliable patterns and rules, and not be focused on copying and memorizing lists of individual words.

ELEMENTS OF EFFECTIVE SPELLING INSTRUCTION

Provide instruction in:

- Segmenting spoken words into their sounds
- Matching the sounds to the letter correspondences

- Spelling common orthographic patterns
- Learning and practicing common spelling rules
- Spelling irregular words with emphasis on the irregular parts
- Adding affixes to words
- Spelling different syllable types
- Spelling word derivatives
- Learning about word origins

WORD SORTS

One easy way to help children acquire knowledge of spelling patterns is to have them engage in word sorts. Students can be given a group of words to sort and then asked to figure out various spelling patterns. Word sorts for alternative spellings of the same phoneme are also effective. More advanced sorts can involve different syllable types, common affixes, or sorting into Greek or Latin origins.

SPELLING FLOW LISTS

Students who struggle with spelling need a considerable amount of practice and review to master the spellings of words. Some research suggests that daily spelling tests are more effective than weekly spelling tests for these students. The procedure for keeping track of words has been referred to as a *spelling flow list, or add-a-word list.* This type of procedure provides students with sufficient repetition and review.

TEACHER RESOURCES

- www.readwritethink.org
- www.everydayspelling.com
- www.eduplace.com

PROBLEM: **DEMONSTRATES DIFFICULTY WITH AUDITORY PROCESSING IN THE REGULAR EDUCATION CLASSROOM**

Auditory processing disorder is the inability to make sense of information taken in through the ears. The problem is not with a student's hearing but with the way the brain processes auditory information. Auditory processing disorders can affect all areas of language, including reading and writing. Some specific auditory disorders include:

- Auditory discrimination--the ability to recognize differences in sounds
- Auditory memory--the ability to store and recall information given verbally
- Auditory sequencing--the ability to remember information in order
- Auditory blending--the process of putting together sounds to form words (The student can sound the letters out, but cannot blend the sound together to form a word e.g., */i/ plus /t/ makes it).*

A student with auditory perception difficulties often struggles with the following:
- Analyzing information taken in through the ears
- Making sense of auditory information
- Processing and interpreting auditory information (The teacher may say one thing, but the students interprets his or her words as something totally different).

STRATEGIES AND ACCOMMODATIONS:

ADAPT SETTING:
- Allow time for sorting activities, which help build auditory processing skills
- Schedule brief meetings with the student to help fill in gaps in understanding
- Plan frequent breaks to help the student make sense of the information

ADAPT INSTRUCTION
- Keep oral questions brief.   If possible, supplement oral instructions with written instructions.
- Slow the rate of speech.
- Make sure the student is attending before giving directions or important ideas.
- Rephrase information (say it differently) if the student does not understand. (Do not just restate.)
- Pre-teach when starting a new activity (discuss vocabulary, main ideas, or highlights of activity prior to starting).
- Provide visual aids such as writing key words on the board, provide written/picture outlines of lectures, provide hardcopies of other oral information such as audiotapes, class discussion, etc.
- Read aloud material that is written on chalkboards or on overheads.
- Provide oral and written directions.

PROBLEM: **DEMONSTRATES DIFFICULTY WITH AUDITORY MEMORY**
(e.g., cannot remember information received auditorily)

STRATEGIES AND ACCOMMODATIONS:

1. Make certain the student's hearing has been recently checked.

2. Reinforce the student for remembering information received auditorily:
    a. Give the student a tangible reward (e.g., special privileges, line leading, passing out materials, five minutes free time, etc.) when he/she remembers information received auditorily, or
    b. Give the student an intangible reward (e.g., praise, handshake, smile, etc.) for remembering information received auditorily.

3. Evaluate the appropriateness of the task to determine if:
    a. the task is too difficult (e.g., too much information to remember); or
    b. the length of time required for the student to remember is inappropriate (e.g., presentation of information was too brief or time lapse between presentation of material and request for recall was too long).

4. Draw the student's attention to key aspects of auditory communications as they occur (e.g., repeat important points, call the student by name, tell the student which information is particularly important, etc.).

5. Provide the student with more than one source of directions, explanations, instructions, etc., before requiring him/her to remember.

6. When the student is required to recall information, provide him/her with auditory cues to help his/her remember the information previously presented (e.g., say, "Remember yesterday when I said…," etc.).

7. Provide visual information to support information the student receives auditorily.

8. Teach the student to learn sequences and lists of information in segments (e.g., telephone numbers are learned as 314, then 442, then 7094).

9. Have the student follow verbal one-, two-, and three-step directions.

10. Provide the student with verbal directions, rules, lists, etc. Reinforce the student for being able to recall the information in verbal form.

11. Write stories, directions, etc., so the student may listen as he/she reads along.

12. Tell the student what to listen for before delivering auditory information.

13. Send the student on errands to deliver verbal messages to other teachers in the building.

14. Be certain that auditory information is presented slowly enough for the student to know what is being communicated.

15. While reading a story to the student, stop on occasion to ask questions about the plot, main characters, events in the story, etc.

16. Have the student pretend he/she is a waiter/waitress. Have the student recall what he/she can from an order given to him/her.

17. Have the student paraphrase directions, explanations, and instructions soon after hearing them.

18. Use as much visual information as possible when teaching (e.g., chalkboard, projections, pictures, etc.).

19. Have the student tape record directions, explanations, and instructions in order that he/she may replay needed information.

20. Use simple concise sentences to convey information to the student.

21. Have the student recall names of friends, days of the week, months of the year, addresses, telephone numbers, etc.

22. After listening to a tape, story, record, etc., have the student recall characters, main events, sequence of events, etc.

23. Provide the student with study guides for listening activities.

24. Provide assistance with note taking

PROBLEM: **DEMONSTRATES DIFFICULTY WITH AUDITORY DISCRIMINATION**
Auditory discrimination is necessary for learning the phonemic structure of oral language. Auditory discrimination for word sounds can be weak and faulty in children whose hearing, as measured by acuity tests, is within the normal range.

STRATEGIES AND ACCOMMODATIONS:

1. Place the following objects in four identical glass jars: wooden beads, glass beads, pebbles, and a spoon. The child is to watch as the teacher demonstrates the sound of each. The child turns his/her back and listens, and then tries to duplicate the sound he heard.

2. Tell the child he/she is to clap whenever he hears a sound, for example "f". Utilizing both visual and auditory cues, have him/her perform sample exercises. Explain now that you're going to try to fool him/her by mixing the sound with others, such as "b, m, f, s, th". When trying to fool the student, the teacher should place a white card before her mouth to limit visual clues.

3. The teacher reads orally a silly sentence, for example, "Sally smiles sweetly at Sue." Which word does not begin with the "s" sound? Initially, tell the children what to look for.

4. Teach discrimination of phonetic elements. Begin with consonants, then long vowels, blends, and short vowels. Have the children recognize the sounds, not the letters names. For example, say a series of short vowel sounds:

   - "a-i-a-o-i-a-a"
     Have the children raise their hands when they hear the "a" sound.
   - "ai"; "o-a"; "a-a"   Later: "hat-hit"; "hat-hat"
     Have the children raise their hands if the pairs are alike in sound.
   - "ab-ib-ob-ab" (nonsense)
     Have the children raise their hands when they hear the "ab" sound.
   - "ib-ab"; "ab-ab"
     Have the children tell if the pairs alike. Later use short "e" and "u" sounds.

5. Show the child some pictures and ask him/her to mark the one that does not start with a particular letter.

6. Have the child sort pictures according to the sounds he hears at the beginning, middle, or end of the words.

7. Have index cards prepared with letter, dipthongs, blends, diagraphs, etc. When the child hears the sound, he/she holds up the index card with the appropriate sound.

8.   When teaching words that have sounds that are alike, color code those sounds that are alike with the same color.

9.   On a list of rhyming words, ask the child to circle the parts of the words that are alike. This draws attention to the point that rhyming words have parts that are said and spelling in a similar way.

10.   Have the child make up a riddle whose answer begins with the last letter of the answer to the previous riddle. For example, "I say meow……cat. I am the opposite of bottom…..top. I am a green round vegetable that comes in a pod…….pea."

11.   Tell the child to listen for a specific sound in a word. Say a word and ask, "Is the sound at the beginning or end of this word?"

12.   Read a sentence to the child with a missing word and ask the child to fill in the missing word with a word that rhymes with it. For example, "The bird was sitting on its____. The word I'm looking for rhymes with vest."

13.   Pass blank papers to the children. A typical lesson might be: "I will say a word twice. After I say it twice, I want you to write….(1) the first sound (2) the long vowel (3) the beginning blend (4) the last sound (5) a rhyming word.

14.   The children are to listen to a series of sentences and act out the one that is different. For example, "Touch your arm. Touch your arm. Wave your hand. Touch your arm."

15.   Use cards with symbols and pictures to help teach sounds. Have the child listen for a sound and then select a picture which represents the sound.

PROBLEM: **DEMONSTRATES DIFFICULTY WITH AUDITORY PERCEPTION**

Auditory perception is defined as the ability to receive and understand sounds and words. Auditory perception has a key role in the development of efficient reading skills, processing incoming verbal information, basic communication, social relationships, and in the ability to respond in an appropriate and safe manner to the environment.

STRATEGIES AND ACCOMMODATIONS:

1. Teachers should use one–concept phrases and sentences. Ask only short questions; use experience charts in reading, and give visual cues whenever possible.

2. Use listening games, such as "Simon Says," and recordings such as "Let's Listen."

3. Ask the child to answer "yes", "no", or "maybe" to questions: "Can you pick up a house?, Is a brick heavy? Do girls grow beards?" This will increase receptive vocabulary.

4. Book exercises. For example, "Find page 29. Show me the fourth paragraph on page 24. Point to the last word in the second paragraph."

5. Use a series of pictures. As the teacher describes an object (for example, a picture), or tells a story about the picture, the child holds up the appropriate picture(s).

6. The teacher reads aloud poems or parts of a funny story, such as the Dr. Seuss series. Who? Where? When? Why? And How? Questions are asked of the child.

7. Have the child clap or raise his hand when he/she hears a word that belongs to a particular category. For example, "Clap your hands when you hear the name of a vegetable."

8. Read a description of a scene to the student. Encourage the student to draw a picture from what he/she heard.

9. After hearing a song, ask the student to describe orally the story behind the song's words.

10. To continue building a receptive vocabulary, this exercise may be used. The child is asked to recognize subtle differences in words when the teacher gives a sentence verbally that contains an inappropriate word. The student picks out the inappropriate word or words, and substitutes the correct word for the incorrect. For example, "Mr. Jones dove his par into the garage."

11.   Use a series of pictures. As the teacher describes the picture or tells a story about the picture, the child holds up the appropriate picture.

PROBLEM: **DEMONSTRATES DIFFICULTY WITH LISTENING COMPREHENSION**

Dyslexia is *"characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities"* (NICHD/IDA 2002). According to this definition, listening comprehension should not be an area of deficit. As definitions of dyslexia have become more and more specific, and more driven by the NICHD's insistence on careful descriptions of research participants, listening comprehension presents as a skill that should be average to strong in individuals with dyslexia. However, there are a number of individual differences across the dyslexic population and evidence of listening problems for some of these individuals.

Children with specific listening comprehension problems have normal hearing and average or above average nonverbal intelligence, but have problems comprehending vocabulary, sentences, or connected language. Some have difficulty perceiving words correctly and others have problems remembering what they hear.

Any of these problems may have an impact on expressive language and higher levels of learning including reading comprehension, written expression, and verbal aspects of mathematics. Problems may also interfere with social interactions.

STRATEGIES AND ACCOMMODATIONS:

- Make certain the child is attending before giving instructions.
- Speak slowly so the child has time to process each word.
- Repeat instructions and ask the child to restate them. Provide visual supports and written instructions as needed.
- Reword questions and material that is too difficult for the child to understand.
- Teach the vocabulary that is needed for all courses and help students use various strategies to acquire word meanings.
- Help the child understand idioms and figures of speech.
- Provide breaks or rest periods after extensive listening tasks.
- Teach the child to be an active listener. Encourage paraphrasing, not simple repetition.
- Teach abstract concepts with visual supports.
- Help students listen for tone of voice and inflectional patterns that convey meaning.
- Encourage students to think about the speaker's intent of a message not just the words.
- Teach conversational skills including turn taking, topic initiation, and appropriate responses.
- Emphasize meaning.   Do not ask children to read or spell words they do not

understand.
- Encourage students to activate background knowledge.
- Teach strategies to aid recall, such as rehearsal, chunking and categorization.
- Include work on linguistic awareness as needed.
- Help students' abstract significant ideas from lectures and to take good notes.

PROBLEM: **DEMONSTRATES DIFFICULTY WITH AUDITORY SYNTHESIS**
(e.g., has difficulty with the ability to combine smoothly all the sounds or syllables of words to make them a whole, or the ability to analyze a word into its separate sounds)

STRATEGIES AND ACCOMMODATIONS:

1. Have the child count the number of syllables in a word while the teacher says the word slowly. The child can also tap the syllables and accent as he/she hears them. Tokens or chips can be used to show how many sounds are heard. Vocabulary familiar to the child should be used.

2. Have the child listen to the word while being pronounced in parts such as, "pa-per, cray-on, bas-ket-ball, " etc. Then have the child point to the objects in the room and say the name as it is usually pronounced. He/she may also point to pictures.

3. Use kinesthetic letters (sandpaper, velour, pipecleaner), and have the child trace the letters as he sounds them. Cursive script which is connected would be more appropriate than manuscript for the blending principle.

4. The teacher begins by repeating a riddle such as one of these indicated below. The student listens to each riddle, give the answer word, and spell the word. If the student is capable, he/she may compose similar riddles on his/her own.
   For example, "I am thinking of an animal. It is a short-i word. It begins with "p". It ends with "g". What is the word? (pig)

5. Plastic letters or cutout letters can be pushed together as the child is blending the sounds orally.

6. A strong sight word vocabulary should be developed.

7. Language Master cards may be used in the remedial exercises.

8. A word wheel can also be used showing blends and phonograms. The child would rotate the inner circle and read the words as they appear.

9. New Zoo is a game like approach to auditory synthesis which young children enjoy. The names of two familiar animals are blended to make a new word. For example, turtle and turkey could become a turkle, a lion and a goose could become a gion. The child can then draw a picture of the new animal. The exercise offers an opportunity for the student to use sounds in different way.

10. Have the student draw a word card from a group of cards all representing words containing blends. Ask the student to say the word selected and give another word which begins with the same blend.

PROBLEM: DEMONSTRATES DIFFICULTY WITH LONG-TERM RETRIEVAL
Long-term storage and retrieval is the ability to store information in and fluently retrieve new or previously acquired information (e.g., concepts, ideas, items, names) from long-term memory.

STRATEGIES AND ACCOMMODATIONS:

1.   Sequence materials from simple to more complex.

2.   Provide intensive review, repetition, and over-learning at each step.

3.   Introduce only as many facts, words, etc., as the student is able to learn in a session.

4.   Provide frequent opportunities for practice and review. Provide systematic review within a few hours of learning and review previous information in each lesson.

5.   Provide the student with mnemonic aids or strategies for retention, such as the use of verbal mediation or rehearsal.

6.   Provide the student with a list of steps that will help organize behavior and, subsequently, facilitate recall.

7.   Provide immediate feedback of results. This may be accomplished with small group instruction, programmed learning materials, or a microcomputer.

8.   Provide advance organizers.

9.   Post outcomes or key results areas.

10. Use bracketing.

11. Eliminate distractors.

12. Ask for expectations.

13. Generate previous experiences related to the topic.

14. While a wide variety of different activities may serve as memory facilitators, key features cluster into four categories. The "Big 4" memory facilitators are: active learning, structured activities, systematic presentation, and sensory modalities.
     - Consider structuring an activity using the concept of a pattern
     - Use colored pencils or pens to enhance critical features
     - Consider music

For more information refer to source titled, "*The Source for Learning & Memory Strategies*" by Regina G. Richards (800-776-4332)

PROBLEM: **DEMONSTRATES DIFFICULTY WITH SHORT-TERM MEMORY**

Short-term memory is the ability to apprehend and hold information in immediate awareness and then use it within a few seconds. *Gsm* is a limited-capacity system, as most students can retain only seven *chunks* of information (plus or minus two chunks) in this system at one time.

STRATEGIES AND ACCOMMODATIONS:

1. Use short, simple sentences when speaking to the student. Be sure to keep verbal instructions at the student's vocabulary level.

2. Present one instruction at a time.

3. Ask the student to paraphrase instructions or to repeat the directions to the teacher before beginning an assignment.

4. Repeat directions as many times as necessary.

5. Provide the student with assignments written on index cards.

6. Have responsible peer record assignments for the student.

7. Have assignments on a tape recorder so that the student can hit the pause button or replay the assignment as many times as needed.

8. Check frequently to ensure that the student understands the task.

9. Use visual aids combined with verbal instruction whenever possible.

10. Teach specific memory strategies and techniques that will improve immediate recall, such as the use of verbal rehearsal, grouping or chunking of information, making visual images and mnemonics. The memory strategies should be taught within a context for which they may be used.

11. Teach specific learning or study strategies for each area of difficulty.

12. Ensure that the student continually reviews vocabulary words, math facts, or any information that requires extended practice for retention. Materials should be reviewed within hours of learning and then daily until mastery is insured.

PROBLEM: **DEMONSTRATES DIFFICULTY WITH PROCESSING SPEED**
Strategies that will help reduce distractions and enable students to work more rapidly and efficiently include:

STRATEGIES AND ACCOMMODATIONS:

1. Provide clearly duplicated worksheets that contain only a few problems and plenty of white space. Double-space all printed directions. If needed, type words in large letters with extra spaces in between.

2. Seat the student in the front row near the chalkboard for all copying activities.

3. Eliminate copying or limit the amount of material that a student is required to copy from the chalkboard or from a text book. Do not require speed or accuracy in copying.

4. Cut a window or box in a piece of cardboard so the student can frame and separate each problem as needed or have student cover the part of the page that is not being worked on.

5. Point to all words and phrases while reading from the board.

6. Allow the student to use an index card or finger for keeping his or her place in reading.

7. Encourage the use of graph paper in mathematics.

8. Extend the time for completing assignments.

9. Provide ample time for responding on written tasks.

10. Shorten assignments so that they may be accomplished in a reasonable time period.

11. Use visual clues to organize worksheets, such as instructing the student to place each answer in a box.

PROBLEM: **DEMONSTRATES DIFFICULTY WITH FLUID REASONING**

Fluid reasoning is required for both reading comprehension and math problem solving. Students with a deficit in this area are likely to have difficulty developing concepts, organizing and classifying ideas, sequence steps in a problem logically, or succeeding with tasks that require multiple associations.

Strategies for students who have difficulties formulating concepts must relate tasks to information that the student already knows. In order to comprehend concepts and rules, the student must organize new information into his or her existing system of knowledge about the world. The classroom tasks must be matched to the student's reasoning level.

STRATEGIES AND ACCOMMODATIONS:

1. Encourage the use of manipulatives to develop concepts.

2. Attempt to teach concepts in a concrete manner. Use concrete cues in all directions, telling the student exactly what to do at each step.

3. Limit the amount of material presented at one time.

4. Select structured materials that are carefully sequenced.

5. Engage the student in demonstrations of the concept.

6. Have the student verbalize what he or she has learned.

7. Provide ample opportunities for repetition and review.

8. Provide the student with a list of procedures to follow when working with tasks that involve problem solving.

9. Teach problem-solving techniques in the contexts in which they are most likely to be applied.

11. Provide cue sheets or prompts, such as a written copy of the steps in a process, to prevent the student from getting "bogged down" in the sequencing. This enables the student to process at higher levels.

12. Provide concrete examples of concepts before teaching the abstract.

13. Provide daily review of facts, rules, and formulas that are or will be applied to complex activities.

ADAPT SETTING:

1.   Use study carrels or other means of proving privacy for reading thinking aloud.

2.   Seat the student in an area as free of distractions as possible.

3.   Allow the student to select his or her seating.

4.   Provide time daily for the student to write in learning logs to reinforce concepts learned.

ADAPT ASSESSMENT:

1.   Reduce amount of print on page.

2.   Break test into parts and have student complete parts at different times.

3.   Allow extra time for testing.

4.   Allow testing in private for thinking aloud or reading aloud.

5.   Simplify wording and keep directions as simple as possible.

PROBLEM: **DYSGRAPHIA**

STRATEGIES AND ACCOMMODATIONS:

1. Student should write with hard lead pencils that do not become dull quickly. Using a 4-F pencil instead of a #2 pencil prevents smudged, messy writing.

2. Student should double space all writing. It also may be necessary to teach the student who is dysgraphic to lay a finger between words to make sure that the student does not inadvertently write the words too close together.

3. Student must be reminded where to start on the page. A starting mark, such as a brightly colored dot or a star, should be placed where writing should begin on each page. The student should be taught to touch the starting place before he/she starts to write.

4. Student must be coached repeatedly in left-to-right, top-to-bottom orientation. As the student writes, he/she must be reminded to move the pencil systematically from left to right, and he/she must be reminded to check his/her work for anything he/she may have written backwards or upside down.

5. Student must show clearly marked paper margins. A felt-tip pen should be used to draw margin lines down the left and right sides of the paper. Student must be coached in "bumping the margin" as he/she writes.

6. Student must have a study buddy who patiently guides the writer in reviewing each written activity. Together they should find any reversed or upside-down letters or numerals, and they should talk about pencil strokes that can cut through the line or float above the line. As a team they can practice bumping the left margin and keeping the pencil inside the correct spaces. Over time, these coaching strategies teach learners who are dysgraphic how to monitor their own work and correct most of their errors in directionality.

7. Encourage student to outline his/her thoughts. It is important to get the main ideas down on paper without having to struggle with the details of spelling, punctuation, etc.

8. Have student draw a picture of a thought for each paragraph.

9. Have student dictate his/her ideas into a tape recorder and then listen and write them down later.

10. Have the student practice keyboarding skills. It may be difficult at first, but after

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he/she has learned the pattern of the keys, typing will be faster and clearer than handwriting.

11. Have a computer available for student to organize information and check spelling. Even if their keyboarding skills aren't great, a computer can help with the details.

12. Have the student continue practicing handwriting. There will be times through a student's life that they will need to be able to write things down and maybe even share their handwriting with others. It will continue to improve as long as the student keeps working at it.

13. Encourage student to talk aloud as they write. This may provide valuable auditory feedback.

14. Allow more time for written tasks including note-taking, copying and tests.

15. Outline the particular demands of the course assignments/continuous assessment, exams, computer literacy, etc., so that likely problems can be foreseen.

16. Give and allow student to begin projects or assignments early.

17. Include time in the student's schedule for being a "library assistant" or "office assistant" that could also be used for catching up or getting ahead on written work, or doing alternative activities related to the material being learned.

18. Instead of having the student write a complete set of notes, provide a partially completed outline so the student can fill in the details under major headings (or provide the details and have the student provide the headings).

19. Allow the student to dictate some assignments or tests (or parts thereof) to a "scribe". Have the scribe to write what the student says verbatim and then allow the student to make changes, without assistance from the scribe.

20. Remove neatness or spelling (or both) as grading criteria for some assignments, or design assignments to be evaluated on specific parts of the writing process.

21. With the students, allow abbreviations in some writing (such b/c for because). Have the student develop a repertoire of abbreviations in a notebook. These will come in hand in future note-taking situations.

22. Reduce copying aspects of work. For example, in Math, provide a worksheet with the problems already on it instead of having the student copy the problems.

23. Separate the writing into stages and then teach students to do the same. Teach the

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stages of the writing process (brainstorming, drafting, editing, and proofreading, etc.). Consider grading these stages even on some "one-sitting" written exercises, so that points are awarded on a short essay for brainstorming and a rough draft, as well as the final product.

24. On a computer, the student can produce a rough draft, copy it, and then revise the copy, so that both the rough draft and final product can be evaluated without extra typing.

25. Encourage the student to use a spellchecker and, if possible, have someone else proofread his work. Speaking spellcheckers are recommended, especially if the student may not be able to recognize the correct word.

26. Allow the student to use cursive or manuscript, whichever is most legible.

27. Encourage primary students to use paper with the raised lines to keep writing on the line.

28. Allow older students to use the line width of their choice. Keep in mind that some students use small writing to disguise its messiness or spelling.

29. Allow students to use paper or writing instruments of different colors.

30. Allow student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns of numbers.

31. Allow the student to use the writing instrument that is most comfortable for them.

32. If copying is laborious, allow the student to make some editing marks rather than recopying the whole paper.

33. Consider whether use of speech recognition software will be helpful. If the student and teacher are willing to invest time and effort in training the software to the student's voice and learning to use it, the student can be freed from the motor processes of writing or keyboarding.

34. Develop cooperative writing projects where different students can take on roles such as the "brainstormer", "organizer of information", "writer", "proofreader", and "illustrator".

35. Provide extra structure and use intermittent deadlines for long-term assignments. Discuss with the student and parents the possibility of enforcing the due dates by working after school with the teacher in the event a deadline arrives and the work is not up-to-date.

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36. Build handwriting instruction into the student's schedule. The details and degree of independence will depend on the student's age and attitude, but many students would like to have better handwriting.

37. Keep in mind that handwriting habits are entrenched early. Before engaging in a battle over a student's grip or whether they should be writing in cursive or print, consider whether enforcing a change in habits will eventually make the writing task a lot easier for the student, or whether this is a chance for the student to make his or her own choices. Beware of overload and remember that the student has other tasks and courses.

38. Teach alternative handwriting methods such as "Handwriting Without Tears."
www.hwtears.com/inro.htm

39. Writing just one key word or phrase for each paragraph, and then going back later to fill in the details may be effective.

40. Multi-sensory techniques should be utilized for teaching both manuscript and cursive writing. The techniques need to be practiced substantially so that the letters are fairly automatic before the student is asked to use these skills to communicate ideas.

41. Have the students use visual graphic organizers. For example, you can create a mind map so that the main idea is placed in a circle in the center of the page and supporting facts are written on lines coming out of the main circle, similar to the arms of a spider or spokes on a wheel.

42. Do papers and assignments in a logical step-wise sequence. An easy way to remember these steps is to think of the word POWER:
P – plan your paper
O – organize your thoughts and ideas
W – write your draft
E – edit your work
R – revise your work, producing a final draft

43. If a student becomes fatigued, have them try the following:
a. Shake hands fast, but not violently.
b. Rub hands together and focus on the feeling of warmth.
c. Rub hands on the carpet in circles (or, if wearing clothing with some mild texture, rub hands on thighs, close to knees).
d. Use the thumb of the dominant hand to click the top of a ballpoint pen while holding it in that hand. Repeat using the index finger.
e. Perform sitting pushups by placing each palm on the chair with fingers facing

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forward. Students push down on their hands, lifting their body slightly off the chair.

44. Allow student to tape record important assignments and/or take oral tests.

45. Prioritize certain task components during a complex activity. For example, students can focus on using descriptive words in one assignment, and in another, focus on using compound sentences.

46. Reinforce the positive aspects of student's efforts.

Be patient and encourage student to be patient with himself.

PROBLEM: **MATHEMATICS (DYSCALCULIA)**

According to von Aster (2000), the *triple code model* of numeric representation provides a theoretical foundation for three possible subtypes of developmental dyscalculia. Once subtype of dyscalculia can be referred to as the **verbal subtype,** and consists of students who have difficulties with counting and rapid number identification skills, and deficits retrieving or recalling stored mathematic facts of over-learned information.   In essence, the *verbal subtype* of dyscalculia represents a disorder of the verbal representations of numbers, and the inability to use language-based procedures to assist in arithmetic fact retrieval skills. In fact, these students may also have difficulties in reading and spelling. (Sound familiar) *Verbal dyscalculia* does not hinder a student's ability to appreciate numeric qualities, understand mathematical concepts, or detract from making comparisons between numbers, but does hinder a student's ability to encode and retrieve math facts stored in a verbal format automatically most notable multiplication and addition.

The second subtype of dyscalculia can be labeled the **procedural subtype,** and represents a disorder in the ability to transcode numeric systems into a meaningful language system. Just as students must ultimately link phonemes with graphemes in order to learn the phonological code to reading, children must also learn the language of mathematics by linking the verbal name of a numeral with its numeric representation. According to von Aster (2000), children who fall into this subtype often have difficulty reading numbers aloud, and may struggle to write numbers from dictation as well. Children with a *procedural error subtype* tend to have learning difficulties solely related to math.

The third subtype of dyscalculia is referred to as the **semantic subtype,** and reflects an inability to decipher magnitude representations among numbers. There is a fourth type of dyscalculia called the **visual-spatial subtype.**

EFFECTIVE MANAGEMENT STRATEGIES FOR MATHEMATICS

Instruction in mathematics, just as in language, must be multisensory, explicit, cumulative, sequential, and presented in small increments. Bley and Thornton (1989) focus on ten general techniques that are valuable in planning and implementing an appropriate program of instruction and have found success in many programs. These are:

- Use visuals and manipulative to illustrate new and important ideas and concepts;
- Use visual cueing (boxes, circles, and lines);
- Assign fewer problems and minimize or eliminate copying from textbook or board;
- Use visual cueing, code by color
- Alter, adjust, or reinforce the standard text presentation when this meets a special need;

- Allow children to finger trace or use other tactile cues;
- Capitalize on patterns and other associations to promote understanding or retention;
- Use auditory cueing
- Make samples for students who need them;
- Carefully sequence instruction in small steps, with adequate provision for practice and review
- In addition to the above strategies, the use of technology may also assist the student. This includes the use of calculators, software programs, and computers. It is important to use technology to assist the student in understanding concepts and not just as a tool to reach an answer.

For the individual with dyslexia it is important that these stages are linked through language. There are three kinds of language that allow the student to fully integrate mathematical learning.

- First, is the student's own language. No matter how imperfect this language is, it is important that the individual discusses, questions, and states what he or she has learned.

- Second, is the language of the instructor which corrects or clarifies the student's own language, and links to the third language, the language of mathematics.

- This language includes not only the vocabulary of mathematics, but the efficient uses of symbols to express mathematical ideas and concepts. It can be as simple as being able to use not only the symbols 1 + 1 = 2 or (x)(x + 3) = 28 to express an idea, but also the vocabulary to discuss what one has written.

5 Ways to Facilitate Working Memory in the Classroom

- TEACH MULTIPLE WAYS TO PROBLEM SOLVING. Research indicates that students who utilize both visual-spatial and/or verbal strategies to solve problems tend to outperform those who over-rely on just a single strategy.

- AVOID SKILL DRILLS. Speed and competition are a sure-fire way to create anxiety in students. Fluency and automatic retrieval of over-learned math facts can be ascertained without classroom competition.

- LINK PROBLEM SOLVING WITH PASSION. Whether its calculating batting averages in baseball, determining life points in Yu-Gi-Oh, or simply making change from a shopping spree, students to be more active learners when personal meaning is attached to the cold harshness of problem solving.

- SET ALGORITHMIC PROCEDURES TO A SONG. Math calculation exercises, from subtraction with regrouping to diving fractions often involve a series of problem solving steps that seem devoid of logic and meaning. Students frequently lose track of the necessary sequences of steps to arrive at the answer, and tend to panic in mid-drift. Verbalizing strategies by way of song can be a key memory enhancer that can often bail out students while simultaneously reducing their fear of failure.

- ENCOURAGE VISUAL CUES.   Most students prefer to problem solve in their head, rather than make an effort to jot down the equations on scratch paper. "Mental math" requires strong working memory skills. When anxiety is a factor, the cognitive counterspace required to calculate equations in our minds diminishes, thus heightening anxiety levels. As Hopko et al. (1998) noted, the *central executive system* in the prefrontal cortex is the main filter that allows us to sustain attention in the face of negative distractors. This mechanism lies particularly vulnerable in the anxious brain of a math student. Being preoccupied by worrisome or anxious thoughts ultimately leads to the detriment of *working memory* systems being able to contribute to more higher level cortical functioning.

MATH WEBSITES

- www.aaamath.com
- www.aplusmath.com
- www.funbrain.com
- www.math.com
- www.multiplication.com

INSTRUCTIONAL PROCESSES WITH STRONG EVIDENCE OF EFFECTIVENESS

- Classwide Peer Tutoring (CPT) : Paired learning approach Students take turns as teacher and learner (greenwood@ku.edu)
- Peer-Assisted Learning Strategies (PALS):   Structured pair learning strategy (www.kc.vanderbilt.edu/pals)
- Student Teams-Achievement Divisions (STAD):   Structured cooperative learning program Students work in teams of four (nmadden@jhu.edu)
- Team Accelerated Instruction Math (TAI Math): Structured cooperative learning program   Explicit instruction by teacher   Students work in four-member teams (www.charlesbridge.com)

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MONTAGUE ISD

APPENDIX:

DESCRIPTORS OF ASSESSMENT

ASSOCIATED TERMS

and

RELATED DISORDERS

MONTAGUE ISD

DESCRIPTORS OF ASSESSMENT

Comprehensive List of Possible Tests

Montague ISD uses the following assessments for dyslexia eligibility:

- **CTOPP - 2**
- **GORT - 5**
- **WRMT - 3**
- **TWS - 5**

DESCRIPTORS OF ASSESSMENT

**CTOPP‑2, COMPREHENSIVE TEST OF PHONOLOGICAL PROCESSING, 2ND EDITION, is an individually administered assessment of phonological awareness, phonological memory and rapid naming in English. A deficit in one or more of these kinds of phonological processing abilities is viewed as the most common cause of learning disabilities in general, and of dyslexia in particular. The CTOPP‑2 has four principal uses: (1) to identify individuals who are significantly below their peers in important phonological abilities, (2) to determine strengths and weaknesses among developed phonological processes, (3) to document individuals' progress in phonological processing as a consequence of special intervention programs, and (4) to serve as a measurement device in research studies investigating phonological processing. There are two versions of the test so that it may be used for students ages 4 years ‑0 months through 24 years‑11 months.

**GORT‑5, GRAY ORAL READING TEST, 5TH EDITION, is an individually administered test for assessing   and identifying students with reading difficulties. The GORT‑5 can be used in identifying students

who may need more intensive or explicit instruction in reading in order to make adequate progress in reading facility and/or comprehension. The GORT-5 is also used for diagnosing reading disabilities. The test can be used as part of a battery of tests for diagnosis of specific reading disabilities in children through young adults.   Finally, the GORT-5 is used in determining strengths and weaknesses and comparing intra-individual reading skills (e.g., reading rate vs. comprehension) and to help tailor interventions to the student's specific needs. It may be used for students ages 6 years -0 months through 23 years -11 months.

** WRMT 3 - Woodcock Reading Mastery Tests III, 3RD E_{DITION}, is an individually administered assessment that measures cognitive ability and academic achievement abilities. The following subtests make up the Standard Battery of the WJ-III: letter-word identification;   word attack, passage comprehension, and listening comprehension. This test is a useful measure for the assessment of school performance across a wide range of academic areas and ages.

**TWS 5 - Test of Written Spelling ,5th Edition , is an individually administered norm referenced test of spelling. The test is administered using a dictated word format. It is used to identify students whose spelling is poor and needs special instruction in spelling.   There are two formats, A or B, that can be used to test students from the age of 6 years -0 months through 18 years -11 months.

Other Assessments and Testing used in assessing dyslexia:

KABC-II, KAUFMAN **A**SSESSMENT **B**ATTERY FOR **C**HILDREN**, 2**ND **E**DITION, is an individually administered   measure of the processing and cognitive abilities of children and adolescents aged three through eighteen.

KTEA, KAUFMAN **T**EST OF **E**DUCATIONAL **A**CHIEVEMENT, is an individually administered achievement test for subjects in grades 1 – 12. The test is intended to screen students on global achievement skills to determine the need for follow-up testing and evaluation. The subtests consist of: reading decoding, mathematics applications, spelling, reading comprehension, and mathematics computation.

TOWRE-2, TEST OF **W**ORD **R**EADING **E**FFICIENCY**, 2**ND **E**DITION, is a quick measure of efficient printed   word recognition of real words and non-words that can be used with individuals between the ages of 6-0 through 24-11.

TPAS, TEST OF **P**HONOLOGICAL **A**WARENESS IN **S**PANISH, is an individually administered assessment of phonological awareness in Spanish speaking children. The test may be used for students aged 4-0 through 10-11.

WOODCOCK-**M**UÑOZ **III** is an individually administered assessment of word identification, word attack, reading comprehension, spelling, written expression, sound awareness, listening comprehension, and applied math problem solving.

BAT-III, BATERIA **W**OODCOCK-**M**UÑOZ **P**RUEBAS DE **H**ABILIDAD **C**OGNITIVA Y **A**PROVECHAMIENTO, **3**RD **E**DITION,

is an individually administered assessment of phonological awareness, phonological memory, listening comprehension and rapid naming in Spanish. The BAT-III is a wide-range, comprehensive set of individually administered tests for measuring cognitive ability and scholastic achievement. The tests may be used with individuals ranging from 2 --- 90+ years of age. The battery of tests in the Bateria III measure the areas of Reading, Mathematics, and Written Language.

OTHERS – as determined appropriate to address the student's individual needs

Montague Independent School District

Dyslexia – Associated Terms

ACCELERATED **R**EADING **I**NSTRUCTION**:** Intensified, research-based, reading instruction that addresses the student's reading needs that were determined by the K-2 Reading Instruments (TEC§28.006).   This intensive research-based instruction is provided for students determined to be at risk for dyslexia or other reading difficulties. The district or charter school determines the form, content, and timing of the intensive instruction that is designed to meet students' needs (e.g., instruction in phonemic awareness, alphabetic principle, word analysis strategies, fluency, and/or reading comprehension).

ACCOMMODATION**:** Changing or altering the learning environment, materials, delivery method, or response mode. Modifications/changes should not be made to the state curriculum standards known as the Texas Essential Knowledge and Skills (TEKS).

ADAPTIVE **B**EHAVIOR**:** The effectiveness with which the student meets the standards of personal independence and social responsibility expected of his or her age and cultural group.

ALPHABETIC **P**RINCIPLE**:** The understanding that the sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words.

ASSISTIVE **T**ECHNOLOGY: Any item, place of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability (IDEA).

AT-**R**ISK FOR **D**YSLEXIA**:** A term used to describe students who are not making adequate progress   in the areas of reading and/or reading development but who have not yet been identified as students with dyslexia. The students considered at risk are at the pre-identification level.

These students must be provided accelerated reading instruction (intensive, research-based instruction that addresses the reading needs of the student).

CHILD **F**IND: A school district's system for identifying, locating, and evaluating individuals with disabilities (birth through 21 years of age) who reside in its jurisdiction and who may need special education and related services.

COGNATE: A word in one language that looks and means the same as a word in another language [family (English)/familia (Spanish)/familia (Portugese)/famiglia (Italian)/famille (French)/familia (Catalan)/familie (Romanian)].

CROSS-**L**INGUISTIC: Relates to the comparison of different languages and the influence that knowledge of one language has on an individual's learning or use of another language.

DEVELOPMENTAL **A**UDITORY **I**MPERCEPTION: The inability to receive and understand sounds and words.

DEVELOPMENTAL **D**YSGRAPHIA: An inability to write legibly. This may or may not occur in addition to other difficulties in written language. Visual-motor coordination skills are frequently within the average range and are not the primary cause of dysgraphia.

DEVELOPMENTAL **S**PELLING **D**ISORDER: Significant difficulty learning to spell. This occurs in the absence of reading or other written language difficulties.

DIFFERENTIATED **I**NSTRUCTION: A process used to recognize students' varying background knowledge, readiness, language, preferences in learning, and interests. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

Dominant Language: The language of an individual that is strongest and most developed.

Dyslexia: 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 (International Dyslexia Association, 2002).

Dysphasia: A delay in the development of comprehension and/or expression of oral language; terms commonly used to describe this condition include "developmental language disorder" and "specific language impairment."

Evaluation: The use of multiple methods in evaluating a variety of data to guide establishment of appropriate interventions. For the identification of a student with dyslexia, the data for evaluation should include the teacher's observations, the developmental and academic history of the student, the results of a variety of reading assessments, and all other information relevant to the identification of dyslexia.

Evidence-Based Reading Instruction: Programs or instructional practices that have a record of success. This will include reliable, trustworthy, and valid evidence suggesting that when the program is used with a given group of students, the students can be expected to make adequate gains in reading achievement. Other terms that are sometimes used to convey the same idea are "research-based instruction" and "scientifically-based research."

Explicit, Direct Instruction: Instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement.

Free Appropriate Public Education (FAPE): An educational right of a child with disabilities in the United States to be provided with an education, including specialized instruction and related services, that prepares the child for further education, employment, and independent living. In 1975, Congress passed Public Law 94-142, also known as the Education for All Handicapped Children Act, which defined and outlined that all public schools should provide all students with a free appropriate public education at public expense without additional charges to parents or students and must be under public supervision and be appropriate for the child's needs.

Fluency: The ability to read with speed, accuracy, and proper expression. Fluency is one of several critical factors necessary for reading comprehension.

Graphophonemic Knowledge (phonics) Instruction: 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. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.

Individualized Instruction: Instruction that meets the specific learning needs of an individual student. Materials and methods are matched to each student's individual ability level.

Intervention: A change in instruction in the area of learning difficulty to improve performance and achieve adequate progress.

Language Proficiency: The level of skill in a language. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language.

Language Structure Instruction: Instruction that encompasses morphology, semantics, syntax, and pragmatics.

LINGUISTIC INSTRUCTION: Instruction that is directed toward proficiency and fluency with patterns of language so that words and sentences are the carriers of meaning.

MEANING-BASED INSTRUCTION: Instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition.

MORPHEME: A meaningful linguistic unit that cannot be divided into smaller meaningful elements, as the word *book*. A morpheme is also a component of a word, as *"s"* in books.

MORPHOLOGY: The study of the structure and form of words in a language, including inflection, derivation, and the formation of compounds. Knowledge of morphemes facilitates decoding, spelling, and vocabulary development.

MORPHOSYLLABIC WRITING SYSTEMS: Writing systems composed of several thousand characters that are visually complex and each represents a morpheme not a phoneme. An example of a morphosyllabic writing system is Japanese Kanji or Chinese Hanzi.

MULTISENSORY INSTRUCTION: Instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentation and student practice.

ORTHOGRAPHIC AWARENESS: The ability to perceive and manipulate aspects of a writing system and the visual aspects of reading and spelling, such as letters, letter patterns, and words.

ORTHOGRAPHIC MEMORY: The memory for letter patterns and words spellings.

ORTHOGRAPHY: The writing system of a language, including the spelling, punctuation, and capitalization rules.

PHONEMIC **A**WARENESS**:** The insight that spoken words can be conceived as a sequence of sounds; the ability to manipulate the sounds within words (e.g., segmenting or blending).

PHONICS**:** A method of teaching reading that helps students build understanding of sound symbol relationships and spelling patterns.

PHONOLOGY**:** The sound structure of speech and in particular the perception, representation, and production of speech sounds.

PHONOLOGICAL **M**EMORY**:** Passive short-term memory that briefly stores speech-based information in phonological form.

PROGRESS **M**ONITORING**:** A scientifically based practice used to assess students' academic progress and/or performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Progress monitoring is a quick (less than five minutes) probe that is done frequently (weekly or biweekly) in order to make instructional changes in a timely fashion.

RECOMMENDATION FOR **A**SSESSMENT FOR **D**YSLEXIA**:** Recommendation by the teacher, district or charter school staff, and/or the parent or guardian that a student be assessed for dyslexia. Following the recommendation, the district or charter school must adhere to its written procedures and the procedures found in TEA's *The Dyslexia Handbook – Procedures Concerning Dyslexia and Related Disorders – Revised 2007, Updated 2010.*

RESPONSE TO **I**NTERVENTION**:** A multistep, or tiered, approach to providing services and interventions at increasing levels of intensity to students who struggle with learning. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to

make decisions about the need for further research-based instruction and/or intervention in general education, in specialized instructional settings or both.

Sᴄɪᴇɴᴛɪꜰɪᴄᴀʟʟʏ Bᴀꜱᴇᴅ Rᴇꜱᴇᴀʀᴄʜ: The required standard in professional development and the foundation of academic instruction called for in the guidelines of the Elementary and Secondary Education Act (ESEA). Under the ESEA definition, scientifically based research must meet the following criteria:

- Employ systematic, empirical methods that draw on observation or experiment;
- Involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions;
- Rely on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations;
- Be accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review.

Sᴇᴍᴇᴛɪᴄ Wʀɪᴛɪɴɢ Sʏꜱᴛᴇᴍ: A writing system where each symbol usually stands for a consonant sound and the reader must supply the appropriate vowel sound. Examples of Semitic languages are Hebrew and Arabic.

Sᴘᴇᴄɪꜰɪᴄ Dᴇᴠᴇʟᴏᴘᴍᴇɴᴛᴀʟ Dʏꜱʟᴇxɪᴀ: Another term for dyslexia.

Sᴛʀᴀᴛᴇɢʏ-Oʀɪᴇɴᴛᴇᴅ Iɴꜱᴛʀᴜᴄᴛɪᴏɴ: Thoughtfully ordered step-by-step instruction in the strategies that students need to become independent readers, including strategies for decoding, encoding, word recognition, fluency, and comprehension.

Sʏʟʟᴀʙɪᴄ Wʀɪᴛɪɴɢ Sʏꜱᴛᴇᴍ: Writing systems in which each symbol represents a syllable. Examples of syllabic writing systems are Japanese Kana, Korean, Hangual, and many of the Asian-Indian languages.

Sʏɴᴛᴀx: The study of rules and patterns for the formation of grammatical sentences and phrases in a language.

Uɴɪᴠᴇʀsᴀʟ Sᴄʀᴇᴇɴɪɴɢ: A step taken by school personnel to determine which students are at risk for not meeting grade-level standards. Universal screening can be accomplished by administering an academic screening to all students in a given grade level. Students whose scores fall below a certain cutoff point are identified as needing closer monitoring or intervention.

MONTAGUE ISD

RELATED DISORDERS

DYSLEXIA AND RELATED DISORDERS

DISORDER	TEA DEFINITION	CHARACTERISTICS	ASSESSED BY	STRATEGIES
DYSLEXIA	TEA: *Disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.*	• Difficulty reading words in isolation • Difficulty accurately decoding unfamiliar words • Difficulty with oral reading (slow, inaccurate, or labored) • Difficulty spelling	Someone who is trained in dyslexia and the reading process. Subject to testing protocols used by district.	Refer to Dyslexia Handbook, Revised 2014.

DEVELOPMENTAL AUDITORY IMPERCEPTION	TEA: *The inability to receive and understand sounds and words.* <u>Additional Information</u>: Disturbance of auditory processing in children. Includes "speech and sound discrimination tasks varying in one or more dimensions, auditory figure-ground selection, and sound localization." Generally referred to as central auditory processing disorder, congenital auditory imperception, word deafness (IDC10). From: *Developmental Neuropsychology, Language Disorders* – Oxford University Press, pg. 419	• Difficulty understanding spoken language in competing messages, noisy backgrounds, or in reverberant environments • Misunderstanding messages • Inconsistent or inappropriate responses • Frequent requests for repetitions • Taking longer than his/her average peers to respond in oral communication situations • Difficulty paying attention • Difficulty following complex auditory directions or commands • Difficulty localizing sound • Difficulty learning songs or nursery rhymes • Poor musical and singing skills • Associated reading, spelling, and learning problems	Audiologists and Speech-Language Pathologists as per ICD10	Refer to Speech Language Pathologist in district for suggestions. Possible interventions: • Direct skills remediation or auditory training • Strengthening higher-order central resources (language, memory, attention) • Metalinguistic strategies such as schema induction and discourse cohesion devices; context-derived vocabulary building; phonological awareness; and semantic network expansion • Metacognitive strategies including: self-instruction, cognitive problem solving and assertiveness training • Environmental strategies including: enhancement of the signal and listening environment; classroom and instructional management approaches designed to improve access to information presented in the classroom; preferential seating; use of visual aids; reduction of

				competing signals; use of assistive listening systems; pause more often; emphasize key words
				• Technology that improves audibility and clarifies the acoustic signal **MAY** be indicated for some individuals
				From: *(Central) Auditory Processing Disorders – Intervention,* pgs. 19–23. www.asha.org/docs/html/TR2005-0043.html
DYSPHASIA	TEA: *A delay in the development of comprehension and/or expression of oral language; terms commonly used to describe this condition include "developmental language disorder" and "specific language impairment."* Additional Information: One in a group of speech disorders in which there is impairment of the power of expression by speech, writing, or signs, or impairment of the power of comprehension of spoken or written language. A condition related to abnormal speech and language such as expressive or receptive speech difficulties. Common cause is damage or trauma to the brain. From: *National Institute of Health – National Institute on Deafness and Other Communication Disorders,* March 2011.	• Difficulty remembering words • Difficulty naming objects and/or people • Difficulty speaking in complete and/or meaningful sentences • Difficulty speaking in any fashion • Difficulty reading or writing • Difficulty expressing thoughts and feelings • Difficulty understanding spoken language • Using incorrect or jumbled words • Using words in the wrong order	Speech-Language Pathologist	• Speak in short sentences • Use simple language • Speak slowly • Give the person extra time to answer • Speak in normal adult voice • Speak at normal volume • Repeat your message or say it another way if needed • Highlight the important words in your message From: *Dysphasia Brochure* by Speech Pathology Department of Western Health, 2010.

SPECIFIC DEVELOPMENTAL DYSLEXIA	TEA: *Another term for dyslexia.* Additional Information: A disorder manifested by difficulty learning to read, despite conventional instruction, adequate	Refer to Dyslexia	Someone who is trained in dyslexia and the reading process. Subject to testing protocols used by district.	Refer to Dyslexia Handbook, Revised 2014.

	intelligence and sociocultural opportunity. It is dependent upon fundamental cognitive disabilities that are frequently of constitutional origin. From: *World Federation of Neurology*, 1968 as quoted in *Annals of Dyslexia*, Vol. 39, 1989.			

| DEVELOPMENTAL DYSGRAPHIA | TEA: *an inability to write legibly.*

Additional Information:

The condition of impaired letter writing by hand, that is, disabled handwriting. Impaired handwriting can interfere with learning to spell words in writing and speed of writing text. Children with dysgraphia may have only impaired handwriting, impaired spelling (without reading problems), or both impaired handwriting and impaired spelling.

From: *Understanding Dysgraphia Fact Sheet*, IDA, 2012. | • Unsure of handedness

• Poor or slow handwriting

• Messy and unorganized papers

• Difficulty copying

• Difficulty remembering the kinesthetic movements to form letters correctly | Someone who is trained in dyslexia and the reading process. Subject to testing protocols used by district.

Data should include formal or informal assessment in the areas of legibility, automaticity, orthographic processing, spelling and optional keyboarding. | Learning to form letters by:

• Playing with clay to strengthen hand muscles

• Keeping lines within mazes to develop motor control

• Connecting dots or dashes to create complete letter forms

• Tracing letters with index finger or eraser end of pencil

• Imitating the teacher modeling sequential strokes in letter formation

• Copying letters from models

Explicit instruction Strategies for composition including:

• Planning, generating, reviewing/evaluating, and revising compositions of different genre including narrative, informational, compare and contrast, and persuasive

• Self-regulation strategies for managing complex executive functions involved in composing

From: *Understanding Dysgraphia Fact Sheet*, IDA, 2012. |

| DEVELOPMENTAL SPELLING DISORDER | **TEA:** *Significant difficulty learning to spell. This occurs in the absence of reading or other written-language difficulties.*

Additional Information:

Most resources use the term Specific Spelling Disorder. A specific developmental disorder characterized by a significant impairment in the development of spelling skills without any history of a reading disorder, the deficit **NOT** being attributable to neurological or sensory impairment, mental retardation, or environmental deprivation.

From: *A Dictionary of Psychology – 2nd Edition* by Andrew M. Colman, Oxford University Press, 2008. | | Someone who is trained in dyslexia and the reading process. Subject to testing protocols used by district. | • Practice segmenting words into sounds and linking them to symbols

• Work on acquiring the rules for conventional spelling and understanding word structure

• Dictation should begin at sound level, continue words and end with words in sentences

• Provide immediate feedback and link back to sound patterns and rules

• Introduce irregular words only one or two at a time

• Homophones should **NOT** be taught together – allow student to master one before introducing the second or third

• Teach atypical spellings by using VAKT techniques

• Have student develop spelling notebooks to provide an organized system for reviewing spelling patterns and irregular words

• Do **NOT** use word walls or lists of words posted in the classroom that are based on letter symbols |

				From: *Reading Assessment – Linking Language, Literacy, and Cognition* by Melissa Lee Farrall, 2012, pgs. 302–303.

- Is the related disorder language-based at the level of phonology, word reading and/or spelling?
- If the related disorder is language-based at the level of phonology, word reading and/or spelling, does the related disorder manifest in *"unexpectedness"* when compared to the student's other cognitive abilities, age and grade? If yes…
- Does the student *need* instruction/intervention as a direct result of their related disorder?

Related disorders are **not** the same as associated academic difficulties and other conditions (co-occurring disorders).   Students can have two different disorders, but they may not be related to each other. The most common co-occurring disorders with dyslexia are attention deficit hyperactivity disorder (ADHD) and specific developmental language disorders. "*Besides academic struggles, some students with dyslexia may exhibit other complex conditions and/or behaviors. Some, though not all, students with dyslexia **may** also experience symptoms such as anxiety, anger, depression, lack of motivation, or low self-esteem.   In such instances, appropriate instructional/referral services need to be provided. These additional conditions can have significant impact on the effectiveness of instruction provided to students with dyslexia.*"[1] In other words, while a student may also have ADHD, Tourette's, specific developmental language disorders, etc., they are **NOT** considered to be related to dyslexia but may co-occur with dyslexia.

"Besides academic struggles, some students with dyslexia may exhibit other complex conditions and/or behaviors."[1]

"It is not unusual for students to be diagnosed with dyslexia and another condition. There are also conditions that can look like dyslexia because they have some of the same symptoms. Here are some conditions that can coincide with or be mistaken for dyslexia: "[2]

- ADHD[1, 2, 3]
- Specific Developmental Language Disorders[1]
- Executive Functioning Disorders[2]
- Auditory Processing Disorders[2]
- Dyspraxia[3]

[1]*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders*, pg. 11.

[2]*LD Online –Understood – Understanding Dyslexia: What conditions are related to dyslexia?,* by Emily Lapkin.
   www.understood.org/en/learning-attention-issues/child-learning-disabilities/dslexia/understanding-dyslexia

[3]*Just the Facts – Dyslexia and Related Disorders,* Fact Sheet #63 International Dyslexia Association by Suzanne Carreker, 2003.

DYSLEXIA RELATED DISORDERS IDENTIFICATION PROCESS FLOWCHART

§504
Consider §504 for: Specific Developmental Dyslexia✦, Developmental Dysgraphia✦, or Developmental Spelling Disorder✦
✦ May also be assessed through Special Education

Referral is initiated due to a Dyslexia Related Disorder:
Specific Developmental Dyslexia, Developmental Dysgraphia, Developmental Spelling Disorder, Developmental Auditory Imperception , or Dysphasia

Special Education
Consider IDEA Disability Categories for: Developmental Auditory Imperception (disturbance of auditory processing) or Dysphasia (developmental language disorder)

34 CFR §104.35(1) indicates that the evaluation is administered by trained personnel in conformance with the instructions provided by the test producer.
TAC §74.28(b) specifies that dyslexia screening should be done only by professionals who are trained to assess students for dyslexia and related disorders.

Team that identifies: §504 or ARD

TAC §89.1040 indicates that a MDT that collects and reviews evaluation data must include, but is not limited to a LSSP, Diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability.
(Students in Special Education: Special Education procedures *must* be followed if assessing for Dyslexia Related Disorders.)

Dyslexia Specialist or Diagnostician

Conduct evaluation and report results

Diagnostician or LSSP *and* SLP

Review findings at meeting: variety of informal and formal data *must* be considered

§504 Meeting

ARD Meeting

Dyslexia Related Disorder

§504 or ARD Team determines whether condition is present

IDEA Disability Category with Dyslexia Related Disorder

Not Eligible:
Refer to Intervention Team for consideration of need

§504 or ARD Team determines eligibility

Not Eligible:
Refer to §504 or Intervention Team for consideration

Eligible

- Is the related disorder language-based at the level of phonology, word reading, and/or spelling?
- If YES, does the related disorder manifest in *"unexpectedness"* when compared to the student's other cognitive abilities, age and grade?
- Is there a substantial limitation or an educational need?
- If YES, does the student need instruction/intervention as a direct result of his/her related disorder?

Eligible

§504 Dyslexia Related Disorders Services

§504 or ARD develops a plan for services addressing the dyslexia related disorder needs of student

Special Education Services

DYSLEXIA AND RELATED DISORDERS

HISTORICAL TIMELINE

1885	L. Lichteim presents interesting comments and anatomical diagrams on aphasia with the concept of "word deafness" and its possible anatomical substrate. "On Aphasia." *Brain* January 1885: 433-484.
1900	J. Kerr introduces term "congenital pure word deafness" for a child who could not understand speech and required training to learn to speak "Sensory Aphasia." *British Medical Journal* 1 (1900): 1231.
1952	I.M Allen's *"The History of Congenital Auditory Imperception"* is presented in some detail with appropriate comments. *New Zealand Medical Journal* 51 (1952): 239-247.
1957	Muriel E. Morley discusses disorders of language as aphasia (receptive and executive), alexia, agraphia, and delayed development of speech. *The Development and Disorders of Speech in Childhood.* Edinburgh: E. & S. Livingstone, 1957.
1966	Dr. Lucius Waites authored book *Specific Developmental and Related Language Disabilities* in which he defined Dyslexia and Related Disorders.
1968	World Federation of Neurology defined Specific Developmental Dyslexia: *"A disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It is dependent upon fundamental cognitive disabilities which are frequently of constitutional disorder."*[1]
1972	Jon Eisenson defines developmental aphasia as an impairment of a child's acquisition of symbols for a language system of a sufficient degree to interfere with the child's ability to communicate. *Aphasia in Children.* New York: Harper and Row, 1972.

1984	Language for state Dyslexia bill is drafted. Scottish Rite Hospital, including worked with lobbyist and found sponsors for HB 157, Senator Ted Lyon and Representative Bill Hammond.
December 1984	HB157 filed with the 69th Legislature. Related Disorders were NOT defined in the bill. Bill required that Dyslexia and Related Disorders *shall be screened and treated* by Texas Public Schools.
June 1985	HB157 signed into law and became effective August 26, 1985. **No definitions of related disorders provided.** Codified as **TEC §21.924**.

1990	Dr. Lucius Waites authored book *Specific Dyslexia and Other Developmental Problems in Children: A Synopsis* in which he defined specific dyslexia, congenital aphasia, congenital auditory imperception, dysgraphia, and dyscalculia. Included a historical perspective of oral language disorders.
1992	First Dyslexia Handbook approved (green book). No definitions of related disorders provided.
1995	SB1 filed with the 74th Legislature. Sponsored by Ratliff, Section I(b) *"rearranged and amended TEC §21.924."* Now codified as **TEC §38.003**. Related Disorders were NOT defined in the bill or implementing regulations.
1998	Second Dyslexia Handbook approved (red book). Defined related disorders of developmental dysgraphia, developmental spelling disorder, and dyslexia only.
2001	Third Dyslexia Handbook approved (purple book). Defined related disorders of developmental dysgraphia, developmental spelling disorder, and dyslexia only.
2007, Revised 2010	Fourth and Fifth Dyslexia Handbooks approved (blue books). Defined related disorders of developmental dysgraphia, developmental spelling disorder and dyslexia only.
2014	Sixth Dyslexia Handbook approved (burgundy). Definitions of all related disorders as listed in TEC §38.003(d)(2) included for the first time. Included developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

[1] *Specific Dyslexia and Other Developmental Problems in Children: A Synopsis*, Lucius Waites, M.D., pg. 3, 1990.