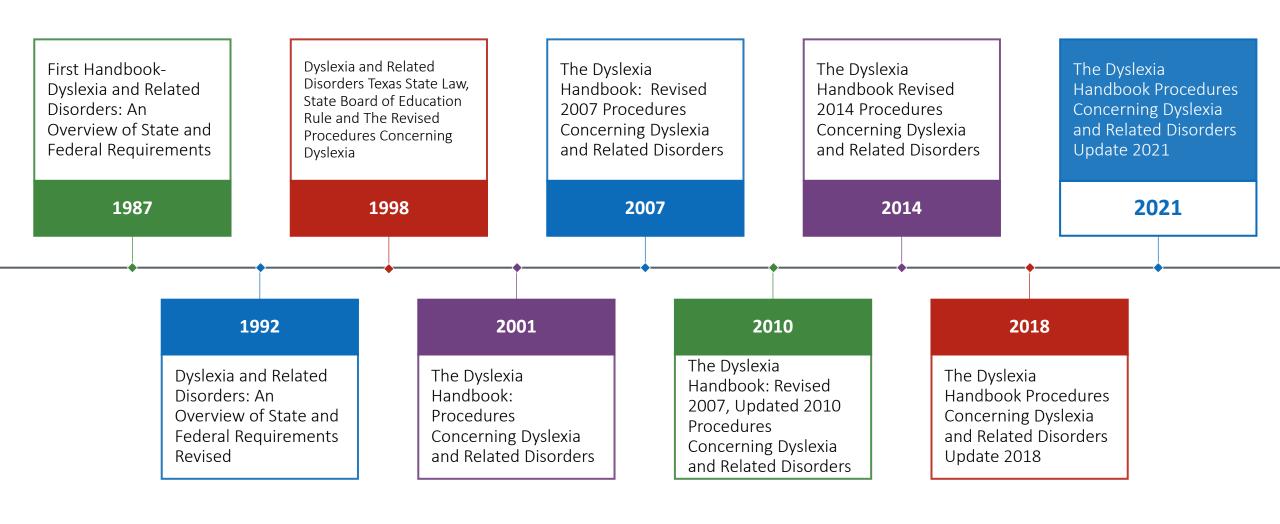
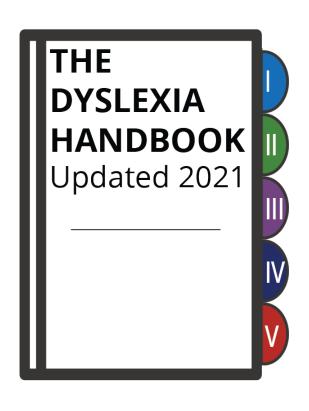


Dyslexia Handbook Brief History



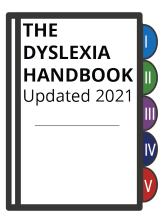


Dyslexia Handbook Chapters



- Definitions and Characteristics
- II Screening
- Procedures for Evaluation and Identification of Students with Dyslexia
- Critical Evidence-Based Components of Dyslexia Instruction
- V Dysgraphia

Single Pathway for Dyslexia and Related Disorders Identification



2018

The 2018 Dyslexia Handbook **outlined two pathways** for the identification of children suspected of having dyslexia:

Section 504 dyslexia evaluation or an Individuals with Disabilities Education Act (IDEA) evaluation.



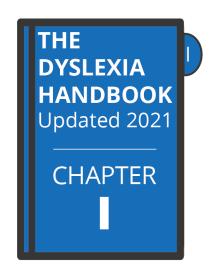
Key Takeaway

2021

The 2021 Dyslexia Handbook **streamlines the process** and clarifies that anytime the school district or charter suspects that the student has dyslexia or a related disorder, and needs services, they must seek parental consent for a Full Individual Initial Evaluation (FIIE) under the IDEA.







Chapter 1: Definitions and Characteristics



Evidence-Based Core Reading Instruction (Tier 1)



THE
DYSLEXIA
HANDBOOK
Updated 2021

CHAPTER

House Bill 3, passed by the 86th Legislature, requires that schools:

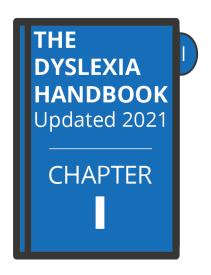
- Use a system to teach reading that's based in phonics in kindergarten through third grade.
- Make sure that all kindergarten, first, second, and third grade teachers attend training created by the State on how to teach reading to younger students.
- Certify to TEA that their best teachers are teaching in kindergarten, first, and second grade whenever possible.
- Certify to TEA that they have a system in place to monitor the progress of all students in learning to read in prekindergarten through third grade.

This handbook assumes that all students have received strong systematic reading instruction in tier 1.





Definition of Dyslexia



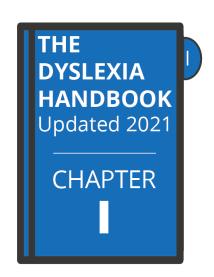


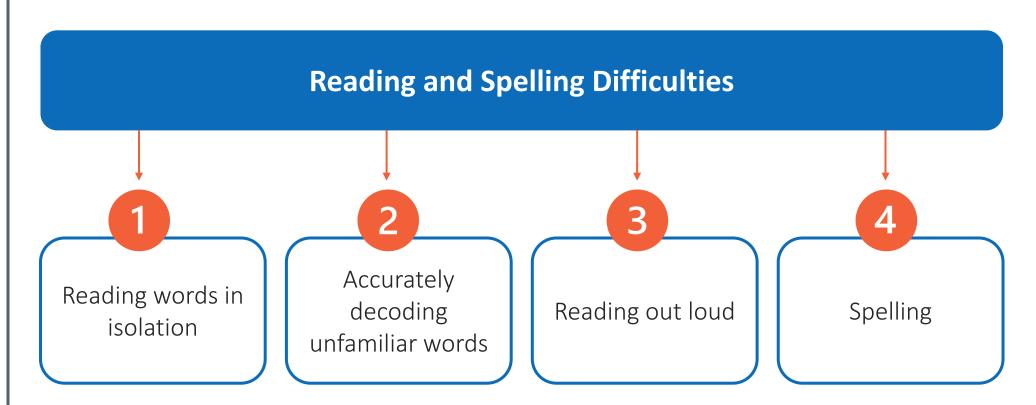
Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way: "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.





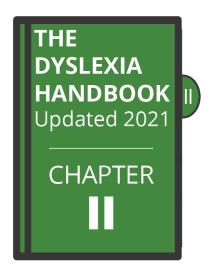
Primary Characteristics of Dyslexia









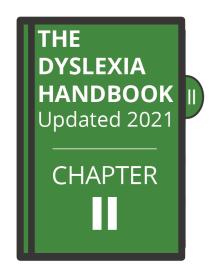


Chapter 2: Screening



Federal Requirements Child Find



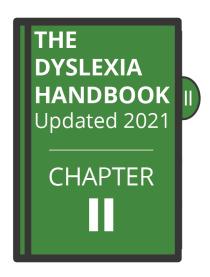


- State and federal law (IDEA) requires school districts to find and evaluate students who have or are suspected of having a disability and needing special education services.
- This requirement is called Child Find.
- Dyslexia is a learning disability that may require special education services.

Because a student suspected of having dyslexia may be a student with a disability under the IDEA, the Child Find mandate includes these students.



Universal Screening for Dyslexia



Key Takeaways:

In kindergarten and first grade, universal screening for dyslexia is required by state law.

- Kindergarten students must be screened for dyslexia at the end of the school year.
- First grade students must be screened for dyslexia by January 31.

The screener helps identify students who may be at risk for dyslexia.



Screener Criteria



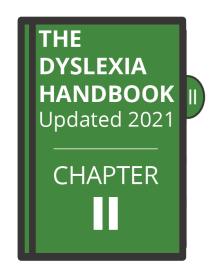
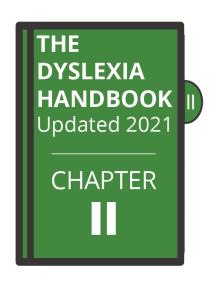


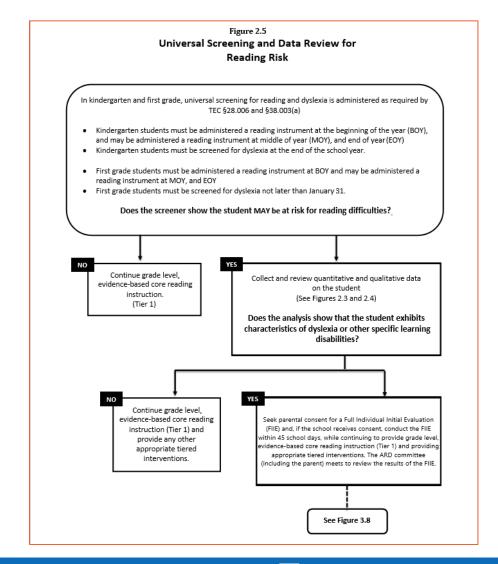
Figure 2.2 Criteria for English and Spanish Screening Instruments

Kindergarten	First Grade
Letter Sound Knowledge or Letter Naming Fluency	Word Reading Accuracy or Fluency
Phonological Awareness	Phonological Awareness



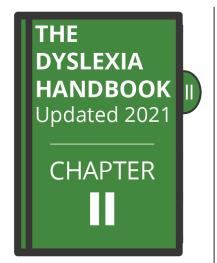


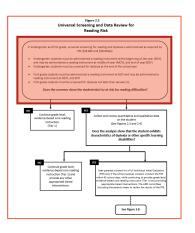












In kindergarten and first grade, universal screening for reading and dyslexia is administered as required by TEC §28.006 and §38.003(a)

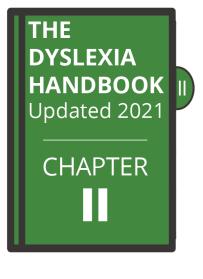
- Kindergarten students must be administered a reading instrument at the beginning of the year (BOY), and may be administered a reading instrument at middle of year (MOY), and end of year (EOY)
- Kindergarten students must be screened for dyslexia at the end of the school year.
- First grade students must be administered a reading instrument at BOY and may be administered a reading instrument at MOY, and EOY
- First grade students must be screened for dyslexia not later than January 31.

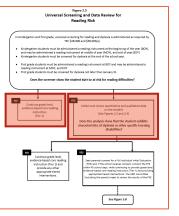
Does the screener show the student MAY be at risk for reading difficulties?

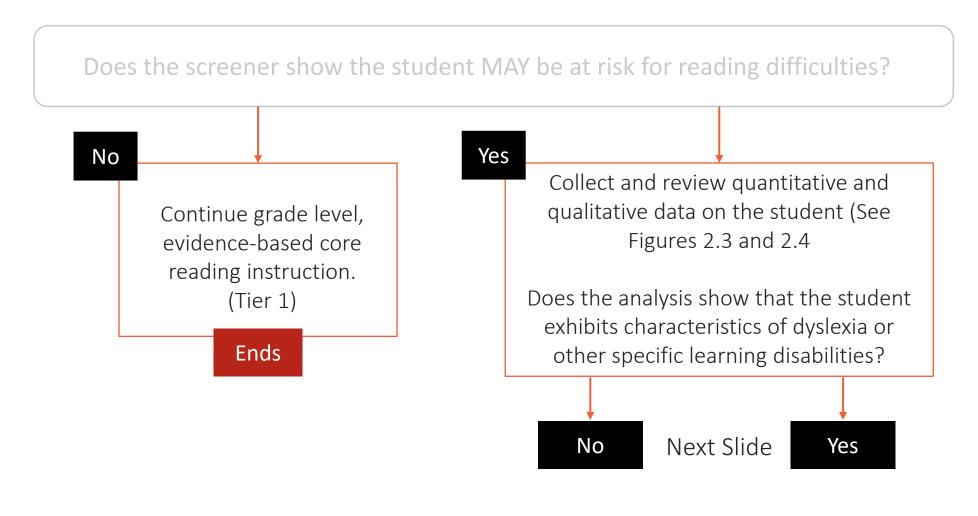














Data Review- Behavioral Observations

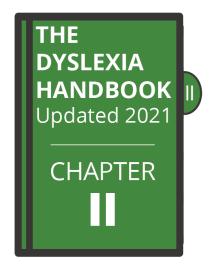


Figure 2.3 Student Behaviors Observed During Screening

- Lack of automaticity
- Difficulty sounding out words left to right
- Guessing
- Self-correcting
- Inability to focus on reading
- Avoidance behavior



Data Review- Possible Sources of Information

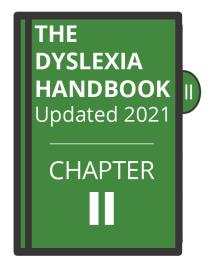
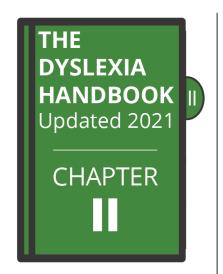
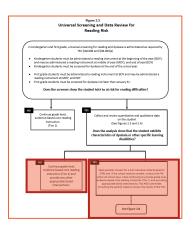


Figure 2.4 Sources and Examples of Screening Data Quantitative Information Qualitative Information Results of-Observations of student during screening Current screening instruments Other observations of student progress Teacher observations Previous screening instruments Formal and informal classroom reading Parent/guardian input (e.g., family history, early language skills) assessments Additional brief and targeted skill Current student work samples Work samples from earlier grade(s) assessments Intervention history









Does the analysis show that the student exhibits characteristics of dyslexia or other specific learning disabilities?

No

Continue grade level,
evidence-based core
reading instruction (Tier
1) and provide any other
appropriate tiered
interventions.

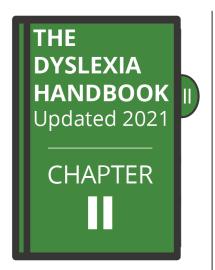
Yes

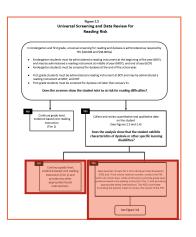
Evaluation (FIIE) and, if the school receives consent, conduct the FIIE within 45 school days, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions. The ARD committee (including the parent) meets to review the results of the FIIE.

See Figure 3.8



Parental Consent for a Full Individual Initial Evaluation





Key Takeaways:

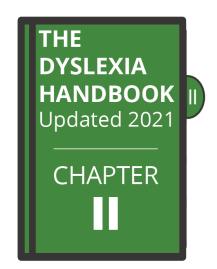
If after reviewing the screening results and other relevant data, dyslexia or another specific learning disability is suspected the parent/guardian is asked to give consent for a full individual initial evaluation (FIIE) under IDEA.

- The evaluation must be conducted in 45 school days (with some exceptions).
- During the evaluation process your child should receive reading instruction in the classroom and be provided specific interventions in the areas of reading where he or she is struggling.
- The path for evaluating for dyslexia is through IDEA or special education. Parents should not be asked to instead consent to an evaluation to identify dyslexia through Section 504.



Interpretation of Screening Data

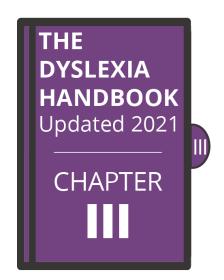




- At any time when reviewing screening data, a referral for an evaluation under IDEA can be made.
- Parents have the right to request an evaluation at any time.
- When data shows that a student is struggling with reading, despite good instruction and intervention, the student must be referred for an evaluation under the IDEA.

It is important to remember that at any point in the data review process a referral for a FIIE under the IDEA may be initiated.

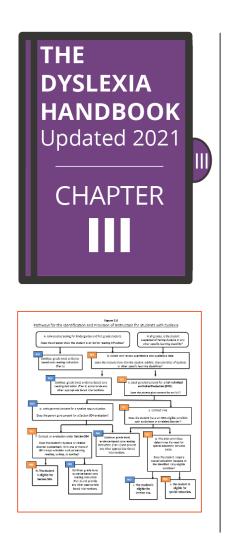


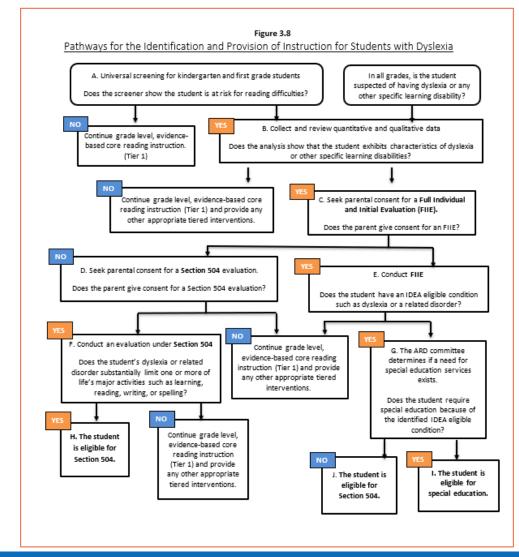


Chapter 3:
Procedures for
Evaluation and
Identification of
Students with
Dyslexia



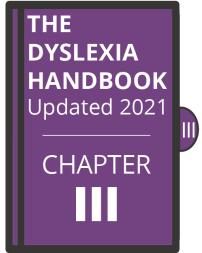


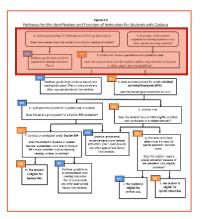


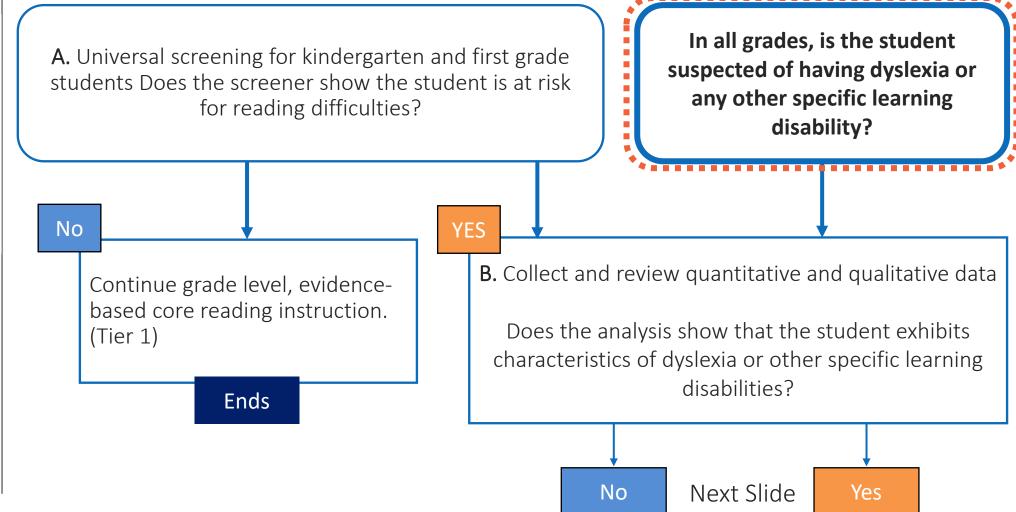






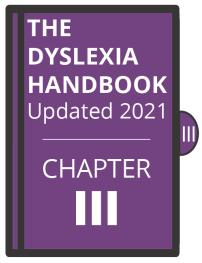


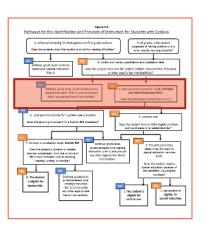


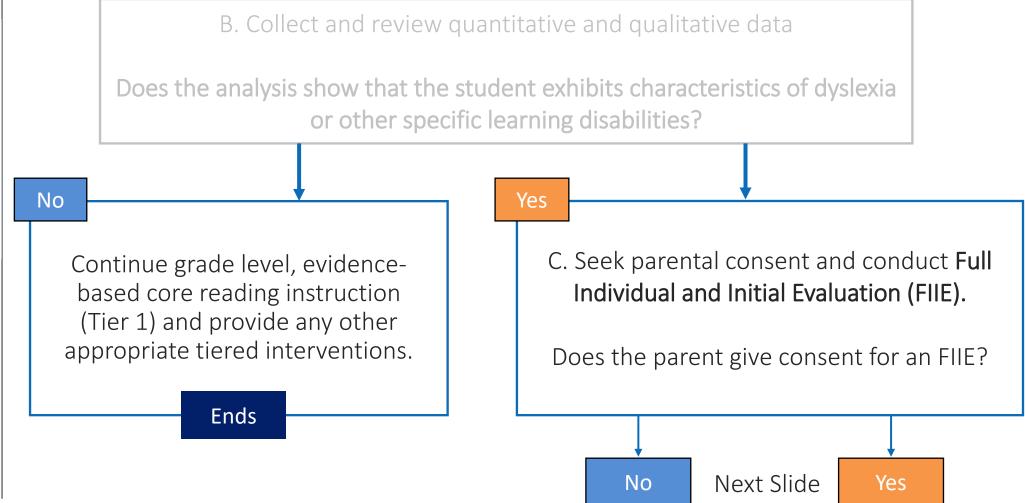






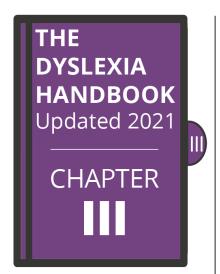


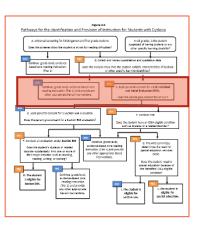






Parental Consent for a Full Individual Initial Evaluation





Key Takeaways:

If after reviewing available data, dyslexia or another specific learning disability is suspected the parent/guardian is asked to give consent for a full individual initial evaluation (FIIE) under IDEA.

- The evaluation must be conducted in 45 school days (with some exceptions).
- During the evaluation process your child should receive reading instruction in the classroom and be provided specific interventions in the areas of reading where they are struggling.
- The path for evaluating for dyslexia is through IDEA or special education. Parents should not be asked instead to consent to an evaluation to identify dyslexia through Section 504.





Implementation Guidance

C. Seek parental consent and conduct Full Individual and Initial Evaluation (FIIE).

When a school district seeks parental consent:

- Ensure consent is informed
- Include proper prior written notice
- Provide the notice of procedural safeguards

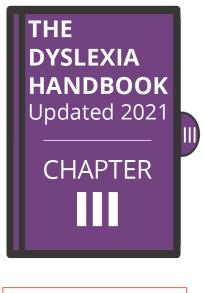
Key Takeaway:

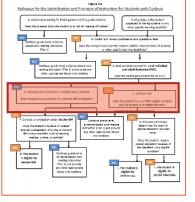


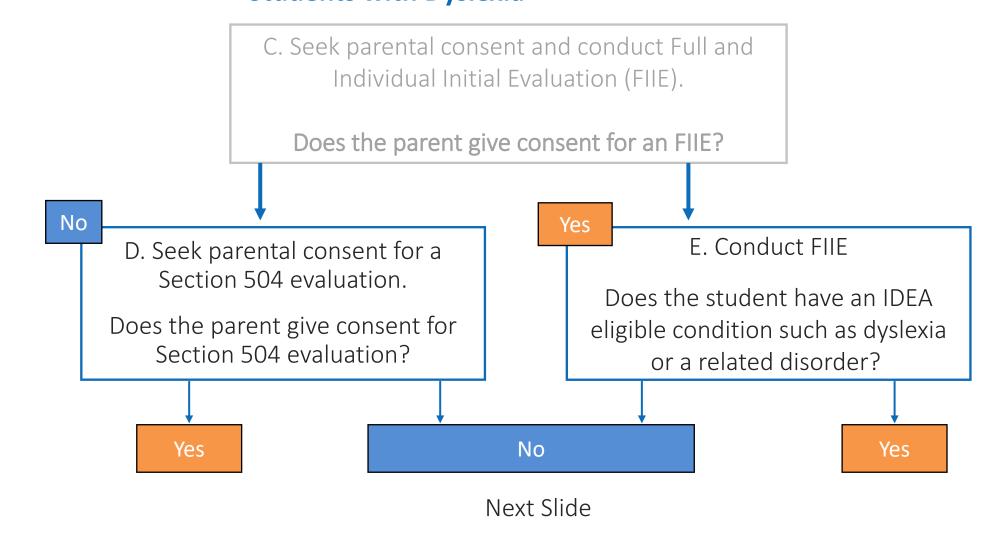
It is critical that parents and guardians are informed of the procedural protections and rights afforded to them and their child under the IDEA.















Implementation Guidance

Does the parent give consent for an evaluation under IDEA?



Schools may not in any way persuade or encourage parents and guardians to refuse giving consent to conduct an evaluation under IDEA.



- Schools should work to explain to parents that consenting to an evaluation under IDEA is not the same as consenting to special education services. Explain that special education services can never be provided without their consent, even if they consent to conducting the evaluation.
- Schools should make sure **parents** and guardians understand that after the FIIE is complete they **will be part of the team** that makes the determination about eligibility and services.
- Schools should help parents and guardians understand that the
 evaluation is an opportunity to gather all the information and data
 about their child so that they can participate with the rest of the ARD
 committee in making informed decisions.

No

Dyslexia may be identified through Section 504 in situations where parents or guardians refuse consent to an evaluation under IDEA (Box D on flowchart)



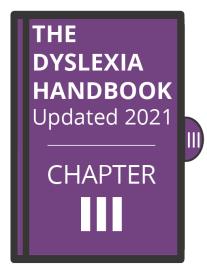
Parents have more rights with an IDEA Evaluation

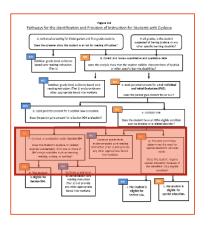
IDEA Evaluation	Section 504 Evaluation
Requires assessment in all areas related to the suspected disability (comprehensive evaluation)	Draws upon information from a variety of sources that must be documented and carefully considered
Must use a variety of assessment tools and strategies, including information from the parent	Information from parent not specifically required
Required timeline for completion of evaluation (45 school days)	No specific timeline for completion of evaluation
Several required ARD committee members including parent or guardian . ARD committees determine eligibility and services.	Requires a group of individuals knowledgeable about the student, evaluations, and placement options. No specific roles required. Parents are not required members. 504 committee determines eligibility and services.
Right to request an Independent Educational Evaluation (IEE) at no cost to you, if you disagree with the school's evaluation	IEE not available

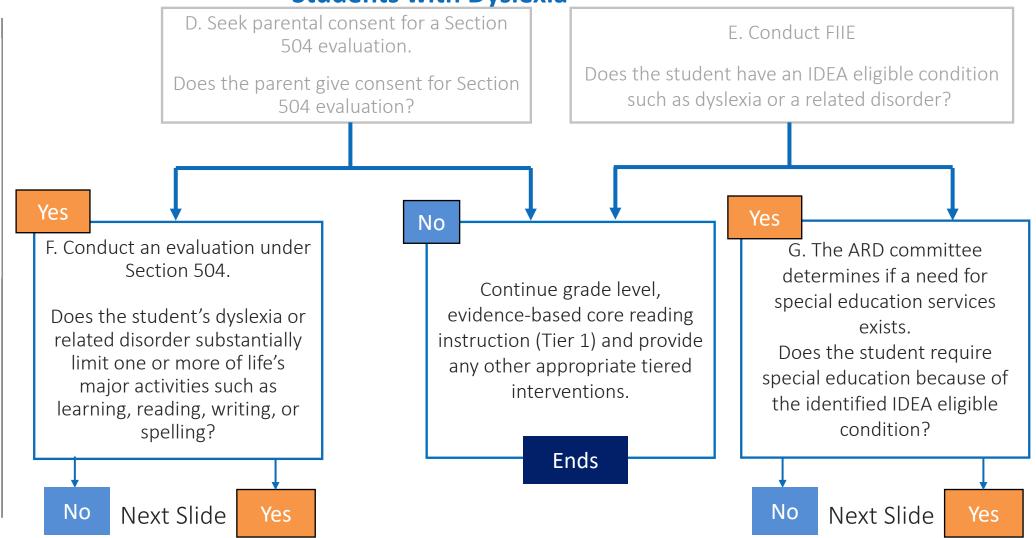
Note: Consenting to an evaluation under IDEA does not mean you consent to special education services.



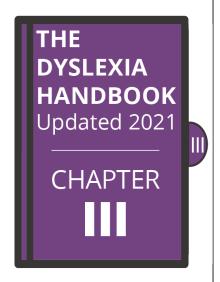


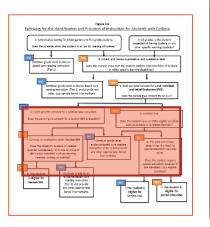












Key Takeaway:

- If the student has an IDEA eligible condition such as dyslexia or a related disorder, then, the ARD committee determines if a need for special education services exists.
- On the flowchart, boxes E and G represent the two components or "prongs" of IDEA eligibility the presence of the disability condition and the need for specially designed instruction.
- A school can only seek consent for an evaluation under Section 504 if the parent refuses consent for an evaluation under IDEA.

E. Conduct FIIE

Does the student have an IDEA eligible condition such as dyslexia or a related disorder?

G. The ARD committee determines if a need for special education services exists.

Does the student require special education because of the identified IDEA eligible condition?



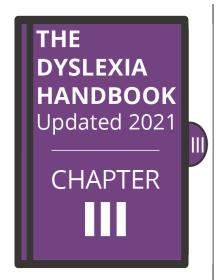


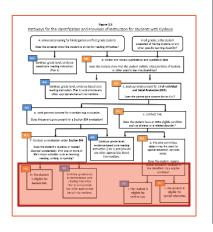
Yes

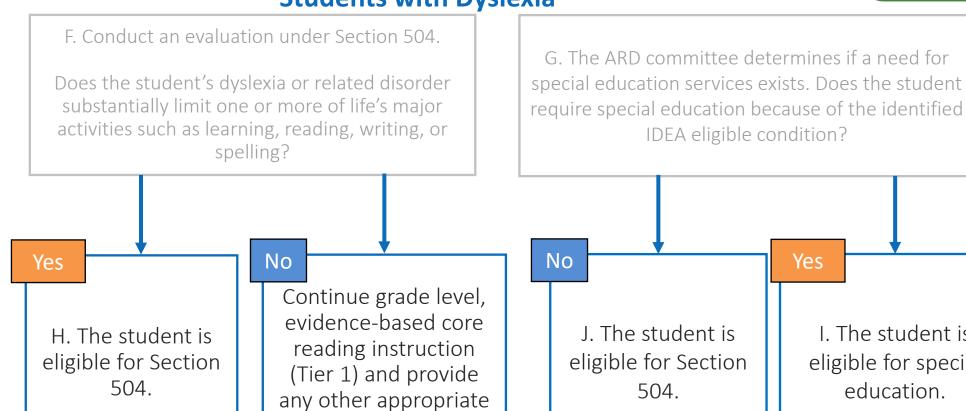
I. The student is

eligible for special

education.



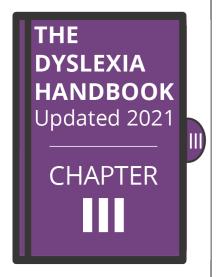


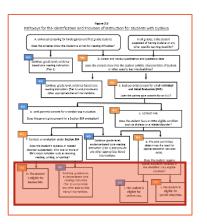




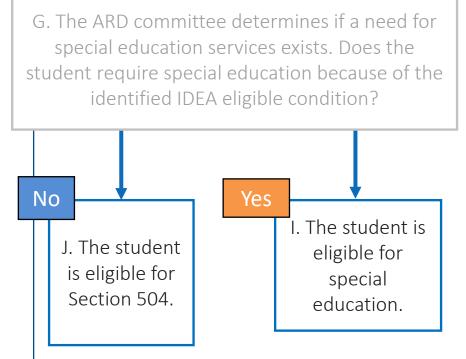
tiered interventions.

Key Takeaway:

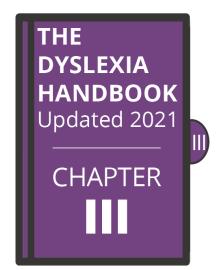




- The ARD committee determines if the student requires special education because of the disability.
- The ARD committee determines the types of services and supports the student needs.
- Parents or guardians are required members of the ARD committee.
- Standard Protocol Dyslexia Instruction is considered for all students with dyslexia.



If the parent disagrees with the school's refusal to evaluate



The parent has the right to:



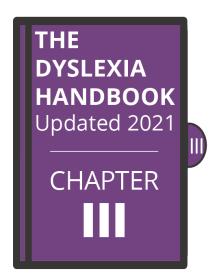
- Use dispute resolution options including
 - mediation
 - state complaint with TEA
 - due process hearings
- The parent could also ask for an Independent Educational Evaluation (IEE) at public expense.
- If the parent thinks their child is eligible for Section 504 aids, accommodations, and services the parent could ask for an evaluation under Section 504.

Special Education Dispute Resolution Process



Formal Evaluation







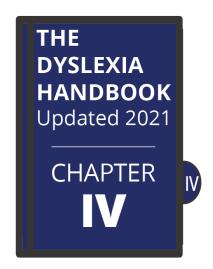
As part of the evaluation when dyslexia is suspected, in addition to the parent and team of qualified professionals required under IDEA, it is recommended that the multi-disciplinary evaluation team include members who have specific knowledge regarding:

- the reading process,
- dyslexia and related disorders, and
- dyslexia instruction.





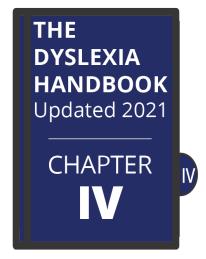




Chapter 4:
 Critical
Evidence-Based
Components of
 Dyslexia
Instruction



Critical, Evidence-Based Components of Dyslexia Instruction



Phonological awareness (recognize and manipulate sounds in words)

Sound-symbol association (sounds letters make)

Syllabication (breaking words into parts)

Orthography (knowing how to spell words)

Morphology (prefixes, roots, suffixes)

Syntax (knowledge of how words are arranged in

meaningful sentences)

Reading comprehension (understanding what you read)

Reading fluency (reading connected text with ease)



Delivery of Dyslexia Instruction

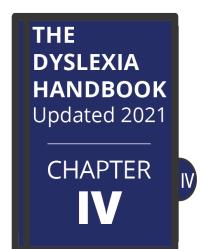


- 1 Simultaneous, multisensory (VAKT)
 - 2 Systematic and cumulative
 - 3 Explicit instruction
 - 4 Diagnostic teaching to automaticity
 - 5 Synthetic instruction
- 6 Analytic instruction



Specially Designed Instruction







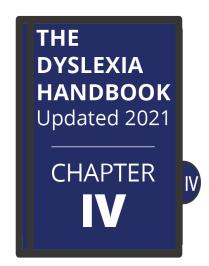
For students with dyslexia who have been determined eligible for and who are receiving special education services, specially designed instruction must also address the critical, evidence-based components described in this chapter. Specially designed instruction differs from standard protocol dyslexia instruction in that it offers a more individualized program specifically designed to meet a student's unique needs. Note that participation in standard protocol dyslexia instruction must be considered for all students, including those receiving dyslexia instruction under IDEA. Standard protocol dyslexia instruction could be part of the specially designed instruction and services provided to meet the student's needs.





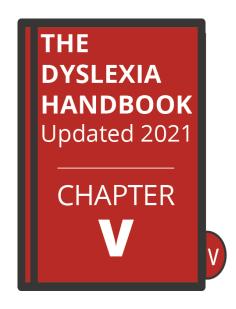
Providers of Dyslexia Instruction





- School districts should have highly trained educators provide dyslexia instruction.
- Dyslexia teachers must have specific training on the critical components of dyslexia instruction and the program they use.
- Dyslexia teachers must deliver the instruction the way it is intended to be taught.
- Dyslexia teachers do not have to hold a specific license or certification.
- A dyslexia teacher does not have to be certified as a special educator when serving a student who receives special education.
- Students receiving special education should be provided dyslexia services by the best person to provide the instruction.



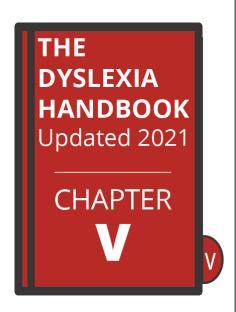


Chapter 5: Dysgraphia



Procedures for Identification- Dysgraphia





- The referral process for dysgraphia is the same as dyslexia.
- Students are referred for a full and individual evaluation under IDEA.
- This helps make sure that schools find any child that has a disability and needs special education services.





Tips for Families



How does a parent request an evaluation under IDEA?



- If you suspect your child has dyslexia or any other learning disability, send a written request for a special education evaluation to the principal or special education director.
 - Clearly state that you want a full individual evaluation under the IDEA
 - Explain your specific concerns such as a lack of reading progress, and suspicion of dyslexia.

Where can a parent go for help?



- Visit the <u>SPEDTEX</u> website to learn more about specific disabilities, your child's rights, and the school's responsibilities.
- Review the <u>Parent's Guide to the Admission, Review,</u> and <u>Dismissal Process.</u>
- Review the <u>Notice of Procedural Safeguards</u> document.

My Child is Getting Dyslexia Instruction- Now What?



- The school should send you regular updates on your child's reading progress.
- Talk with your child's teacher(s) about your child's progress. Ask questions.
- Keep a record of what you notice with your child's reading. Do you see improvement?
- If you child is not making progress something needs to be adjusted or changed.



Thank You!

Got questions about special education in Texas?



Collaborative Project







www.spedtex.org ★ 1.855.773.3839







