



A PROUD TRADITION | A BRIGHT FUTURE

District Dyslexia Procedures

2023-24

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I. Definition, Risk Factors and Characteristics of Dyslexia

a. 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.

“Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

TEC §38.003(d)(1)-(2) (1995)

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

The International Dyslexia Association defines “dyslexia” in the following way:

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

Adopted by the International Dyslexia Association Board of Directors, November 12, 2002

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

b. Program Description

The Lamar CISD dyslexia program is offered to students in grades K-12 who are identified as having dyslexia through IDEA. The program is offered as a *pull-out* intervention, meaning students are pulled out of the general education classroom to receive the intervention in a small group setting. The dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students. Additionally, students who have exited the program remain on a monitoring status after completing the program. If the student continues to experience difficulties the §504 or ARD Committee should meet to review accommodations and programming.

c. Risk Factors

The Texas Dyslexia Handbook, 2021, lists the following common risk factors associated with dyslexia. If the following behaviors are unexpected for an individual’s age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. A family history of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes) (Olson, Keenan, Byrne, & Samuelsson, 2014).

The following characteristics identify risk factors associated with dyslexia at different stages or grade levels.

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”)
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/her name
- Aversion to print (e.g., doesn’t enjoy following along if a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., “baseball” can be pulled apart into “base” “ball” or “napkin” can be pulled apart into “nap” “kin”)
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)

Second Grade and Third Grade

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

- Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

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

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

Middle School and High School

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

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as a result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic, along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

d. Characteristics of Dyslexia

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

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

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

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

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

Consequences of dyslexia may include the following:

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

II. Screening

a. Screening

The Importance of Early Screening

If the persistent achievement gap between dyslexic and typical readers is to be narrowed, or even closed, reading interventions must be implemented early, when children are still developing the basic foundation for reading acquisition. The persistent achievement gap poses serious consequences for dyslexic readers, including lower rates of high school graduation, higher levels of unemployment, and lower earnings because of lowered college attainment. Implementing effective reading programs early, even in preschool and kindergarten, offers the potential to reduce and perhaps even close the achievement gap between dyslexic and typical readers and bring their trajectories closer over time.

—Ferrer, et al., Achievement Gap in Reading Is Present as Early as First Grade and Persists through Adolescence, 2015

State Requirements

In 2017, the 85th Texas Legislature passed House Bill (HB) 1886, amending Texas Education Code (TEC) §38.003, Screening and Treatment for Dyslexia,¹ to require that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate.

TEC §38.003

- requires that **all** kindergarten and first-grade public school students be screened for dyslexia and related disorders
- requires that all students beyond first grade be screened or tested as appropriate
- screening of **each** student in kindergarten at the end of the school year
- screening of **each** student in the first grade no later than January 31

Texas Education Code §28.006, Reading Diagnosis, requires each school district to administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension. This law also requires school districts to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading assessment.

District Procedures for Screening

Lamar CISD uses the Texas Kindergarten Entry Assessment (TX-KEA) for Kindergarten and MAP for 1st grade to screen for dyslexia as required by TEC §38.003. Lamar CISD uses the Texas Middle School Fluency Assessment (TMSFA) for 7th grade students as required by TEC §28.006.

Interpretation of Data

After the screening has been completed, a qualified team must review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. This team must consist of individuals who-

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

Lamar Consolidated ISD utilizes the Student Support Team (SST) to document any early or scientifically research-based intervention programs and support services available to students' having trouble in the general education classroom.

- An SST is scheduled to:
 - discuss the student's data points (TX-KEA, MAP, GRA, Running Records, Academic, and Family History)
 - provide recommendations for the student
- The SST knows the student and will make the recommended plan for each student.
- A parent letter will be sent home after the SST informing the parent(s) of the child's recommended plan.

Possible Recommendations

- Continue grade level, evidence-based core reading instruction (Tier 1) and provide any other appropriate tiered interventions.
- MTSS targeting the student's deficit areas.
 - If MTSS is recommended, the campus will discuss how to meet the student's need in the Tiered intervention.
 - This is considered when the SST does not have enough historical data to determine whether a possible disability exists; or
- **If the analysis shows that the student exhibits characteristics of dyslexia or other specific learning disabilities**, a Special Education Referral for a Specific Learning Disability **MUST** be recommended.
 - Seek parental consent for a Full Individual Initial 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.

b. Referral Process

A team of persons with knowledge of the student, instructional practices, and instructional options meets to discuss data collected, including data obtained during kindergarten and/or first grade screening, and the implications of that data. These individuals include, but are not limited to, the classroom teacher, administrator, dyslexia specialist, and/or interventionist. This team may also include the parents and/or a diagnostician familiar with testing and interpreting evaluation results.

Referral Timeline

Texas law establishes that a full individual and initial evaluation (FIIE) must be completed within 45-school days from the time a district or charter school receives consent. After the FIE is completed, an ARD/IEP Meeting will be scheduled within 30 calendar days from the report's date to review evaluation results.

III. Evaluation and Identification

a. When should a dyslexia evaluation be recommended?

All public-school students are required to be screened for dyslexia while in kindergarten and grade 1. Additionally, students enrolling in public schools in Texas must be assessed for dyslexia and related disorders "at appropriate times" (TEC §38.003(a)). The appropriate time depends

upon multiple factors including the student's reading performance; reading difficulties; poor response to supplemental, scientifically-based reading instruction; teachers' input; and input from parents/guardians.

Schools must recommend evaluation for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia indicated in Chapter I: Definitions & Characteristics of Dyslexia

The determination to refer a student for an evaluation must always be made on a case-by-case basis and must be driven by data-based decisions.

If a current Section 504 student with dyslexia continues to struggle with reading, Lamar CISD will:

- Conduct an evaluation to determine if the student qualifies for services through IDEA.

If a Special Education student with dyslexia struggles with reading, Lamar CISD will:

- Conduct an ARD Committee meeting to review existing evaluation data and determine if additional assessment is needed or make adjustments to the existing ARD document.

When formal assessment is recommended, Lamar CISD completes the evaluation process using the following procedures for all evaluations:

- Schedule an SST at the campus that includes classroom teachers and a campus administrator.
- Notify parents or guardians of the proposal to assess the student for dyslexia under IDEA (special education).
- Inform parents or guardians of their rights under IDEA.
- All Lamar CISD dyslexia evaluations are completed through IDEA (special education).
- Obtain parent or guardian informed consent to assess the student.
- This informed consent is only for testing and not for placement.
- Placement is discussed after the evaluation is completed during an ARD/IEP meeting.
- Parents must sign consent for placement, depending on student eligibility.

Parent Request for Evaluation

A parent/guardian may request to have his/her child evaluated for dyslexia and related disorders by staff at the school district or open-enrollment charter school. IDEA procedures must be followed, including providing the parent/guardian with prior written notice. Parent requests for evaluation are emailed to childfind@lcisd.org.

Test and Other Evaluation Materials

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

- Used for the purpose for which the evaluation or measures are valid or reliable.
- Include material(s) tailored to assess specific areas of educational need and not merely material(s) that are designed to provide a single, general intelligence quotient.
- 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 factors the test purports to measure rather than reflecting the student's impaired sensory, manual, or speaking skills.

- 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 evaluations, results of informal reading inventories, classroom observations).
- Administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials.
- Provided and administered in the student’s native language or other modes 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.

Lamar CISD uses the following testing instruments to evaluate for dyslexia.

Academic Skills	Assessment
Letter Knowledge (name and associated sound)	Letter Word (WJIV); Letter & Word Recognition (KTEA)
Reading Words in Isolation	Word Reading, Letter Word (WJIV); Word Reading Fluency (KTEA)
Decoding unfamiliar words accurately	Word Attack (WJIV); Nonsense Word Decoding (KTEA)
Reading Fluency (rate, accuracy, and prosody are assessed)	GORT-5
Reading Comprehension	GORT-5
Spelling	Spelling & Spelling of Sounds (WJIV)
Cognitive Processes	Assessment
Phonological/phonemic awareness	Phonetic Coding-Oral Language (WJIV) CTOPP-2
Rapid naming of symbols or objects	Rapid Picture Naming-Oral Language (WJIV) CTOPP-2

Lamar CISD uses the following to evaluate for dysgraphia.

Academic Skills	Assessment
Letter Formation	District created inventory
Handwriting	District created inventory
Word/sentence dictation (timed and untimed)	District created inventory
Copying of text	District created inventory
Written expression	WJIV & KTEA
Writing fluency (both accuracy and fluency)	District created inventory
Cognitive Processes	Assessment
Memory for letter or symbol sequences (orthographic processing)	TOC

b. Data Gathering

Schools collect data on all students to ensure that instruction is appropriate and scientifically based. Essential components of comprehensive literacy instruction are defined in Section 2221(b) of ESSA as explicit, systematic, and intentional instruction in the following:

- Phonological awareness
- Phonic coding
- Vocabulary
- Language structure
- Reading fluency
- Reading comprehension

When evaluating a student for dyslexia, the collection of various data, as indicated below, will provide information regarding factors that may be contributing to or primary to the student's struggles with reading and spelling.

Sources and Examples of Data

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Gifted/talented assessments
- Samples of schoolwork
- Parent conference notes
- Results of kindergarten-grade 1 universal screening as required in TEC §38.003
- K–2 reading instrument results as required in TEC §28.006 (English and native language, if possible)
- 7th-grade reading instrument results as required in TEC §28.006
- State student assessment program results as described in TEC §39.022
- Observations of instruction provided to the student
- Full Individual and Initial Evaluation
- Outside evaluations
- Speech and language assessment
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Screening data
- Parent survey

Information regarding a child's early literacy experiences, environmental factors, and socioeconomic status must be part of the data collected throughout the data gathering process.

These data support the determination that learning difficulties are not due to cultural factors or environmental or economic disadvantage.

Domains to Assess

Lamar CISD administers measures that are related to the student's educational needs. Difficulties in the areas of letter knowledge, word decoding, and fluency (rate, accuracy, and prosody) may be evident depending upon the student's age and stage of reading development. In addition, many students with dyslexia may have difficulty with reading comprehension and written composition. Lamar CISD evaluates students for dyslexia through an FIE in which all academic and cognitive

areas are assessed. The following are the areas related to reading that should be assessed when looking specifically for dyslexia:

Academic Skills

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

Cognitive Processes

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

Possible Additional Areas

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

c. Identification

To appropriately understand evaluation data, the ARD committee must interpret test results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning. When considering the condition of dyslexia, in addition to required ARD committee members, the committee should also include members who have specific knowledge regarding—

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

A determination must first be made regarding whether a student's difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

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

For ELs, an LPAC representative must be included on the ARD committee.

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

These questions must be considered when making a determination regarding dyslexia.

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

Placement

Once the condition of dyslexia has been identified, a determination must be made regarding the most appropriate way to serve the student. If a student with dyslexia is found eligible for special education (i.e., student requires specially designed instruction), the student's IEP must include appropriate reading instruction. If a student has previously met special education eligibility and is later identified with dyslexia, the ARD committee should include in the IEP goals that reflect the need for dyslexia instruction and determine the least restrictive environment for delivering the student's dyslexia instruction.

The ARD committee will also determine the need to continue or stop the evidence based dyslexia intervention for a student who is consistently not making adequate progress.

Assessment of Students Identified Outside the District

A parent/guardian may choose to have his/her child assessed by a private evaluator or other source. To be valid, this assessment must comply with the requirements set forth in the guidelines in Chapter III: Procedures for the Evaluation and Identification of Students with Dyslexia of this handbook. All assessment reports completed by outside agencies will be reviewed by the campus educational diagnostician (special education) to determine if the testing meets the state and local guidelines. Lamar CISD may choose to accept the outside assessment or may re-assess the student to ensure compliance. The ARD committee will determine the student's identification status in Lamar CISD and the placement of the student in the dyslexia program(s).

While an outside assessment may be provided to the ARD committee, it does not automatically create eligibility. Instead, the committee determines eligibility based on a review "of data from a variety of sources."

d. Re-evaluation

Dyslexia is a lifelong condition. State law indicates that a student may not be re-tested for dyslexia for determining continued eligibility. However, Special Education laws require periodic

reevaluation. Under IDEA, the ARD committee should review the student's assessment data, progress monitoring data, state assessments, teacher reports, etc. and determine if current programming is effective. If current programming is not effective, the committee will discuss and implement new programming recommendations.

IV. Dysgraphia

a. Definition and Characteristics

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. Dyslexia and dysgraphia are now recognized to be distinct disorders that can exist concurrently or separately. They have different brain mechanisms and identifiable characteristics.

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 a 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 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)

All students suspected of having dyslexia or other related disorders, **such as dysgraphia** will be assessed through Special Education.

- This will ensure that LCISD meets the Child Find requirements for IDEA and §504.
- The FIE will ensure all areas of a possible disability have been thoroughly investigated and identified.

b. When should a student be evaluated for dysgraphia?

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.

c. Data Gathering

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.

Domains to Assess

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 depending on the student's age and writing development. Additionally, many students with dysgraphia may have difficulty with spelling and written expression.

Academic Skills

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

Cognitive Processes

- Memory for letter or symbol sequences (orthographic processing)

Possible Additional Areas

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

d. Identification

The identification of dysgraphia is made by the ARD committee. 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.

These questions must be considered when making a determination regarding dysgraphia.

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

V. Instruction

a. Dyslexia Instruction

Lamar CISD 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 must be made by a committee (Section 504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia.
- Lamar CISD must purchase or develop an evidence-based reading program for students with dyslexia and related disorders that incorporates **all** the components of instruction and instructional approaches. The critical, evidence-based components of dyslexia instruction are phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency.
- Lamar CISD dyslexia intervention includes the principals of effective instruction. The intervention is multisensory, systematic, synthetic, analytic, and delivered with explicit instruction and taught to automaticity.
- Lamar CISD trains teachers in the program, and the program is implemented with fidelity. The effective instruction is highly-structured, systematic, and explicit, and lasts for a sufficient duration.
- Teachers, such as reading specialists, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must at a minimum,

have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity.

- Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.
- Reading Interventionist will maintain daily logs of student interactions including date, unit/lesson number, and notes regarding the lesson. Dyslexia teachers will update parents regularly (with the same frequency as report cards) regarding their student's progress through the intervention program. This update will include material covered since the last report and successes/concerns for the progress period.

b. Dysgraphia Instruction

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.

Lamar CISD delivery of dysgraphia instruction is consistent with the principals of effective intervention for students in that it is multisensory, systematic, has explicit instruction and is taught to automaticity.

Dyslexia and Dysgraphia Interventions in Lamar CISD:

In Lamar CISD for the 2023-24 school year, the following interventions are used for students with dyslexia:

Grades	Intervention Program
K-2	Phonics Blast or Reading by Design
3-5	HD Word or Reading by Design
6-12	HD Word or Reading by Design
Bilingual	Esperanza

Blast foundations is a phonics and phonemic awareness program with hands-on multisensory and manipulative based instruction.

HD Word is a set of lessons that efficiently teaches the foundational skills that lead to strong decoding and fluent reading. The lessons systematically teach the essential phonics structures that unlock the English code in both simple and complex words. While the focus of HD Word is word study (phonics and phonemic awareness), there is a high rate of transfer to students' skills in other areas of reading, such as fluency and comprehension. The net effect is faster, more accurate, and more confident readers.

Reading by Design is a set of lessons that align with the components of dyslexia instruction. Volume 1 covers the alphabetic principle. Volumes 2-4 cover the six syllable types, digraphs, diphthongs, vowel pairs, consonant clusters and special situations. Volume 5 covers morphology, including Greek and Latin roots.

The Esperanza program is a Spanish multisensory structured language approach for reading, writing, and spelling. The goal of the Esperanza program is to provide a multisensory, sequential, systematic approach to achieve Spanish literacy.

The Esperanza program is designed for emergent readers in first and second grade. The goal of this level is to systematically and cumulatively develop a strong knowledge of the structure of the Spanish language so that the student can read, write, and spell in their primary language.

In Lamar CISD for the 2023-24 school year, Handwriting and/or Keyboarding Without Tear or Reading by Design is the intervention used for students with dysgraphia.

c. Instructional Decisions

An LEA's first consideration for every student who requires dyslexia instruction should be an evidence-based dyslexia program taught with fidelity and in accordance with all SBOE dyslexia program requirements. The student's PLAAFP and the goals developed based on the PLAAFP will also target the student's specific reading goals as determined by the ARD committee. While a PDI is teaching the program, the PDI should always consider individual student needs while progressing through the program. As they track the student's progress on his or her IEP goals and through the program's progress monitoring checks, the PDI and cooperating special education teacher might determine that a student requires additional services and supports, such as altering the group size or utilizing a slower pace than what the program anticipates. These types of determinations should be communicated to a parent/guardian, even when the additional services and supports do not affect the student's special education minutes or placement. An ARD committee should only consider deviations from the program when data collection, a student's PLAAFP, and other areas of the student's IEP clearly indicate the need for

individualized modifications. An ARD committee cannot create its own type of SDI when the evidence-based dyslexia program is adequate to meet a student's needs, with or without some additional supports, unless it can specifically identify how the modified plan will offer and monitor all required components of dyslexia instruction.

A student's need for an evidence-based dyslexia program might not end simply based on the student's progression through the program's sequence of lessons. Even when a student completes the program's sequential lessons, the PDI and cooperating special education teacher should work to identify whether the student continues to exhibit a need for an evidence-based dyslexia program based on identified skill gaps or any required components that need to be targeted in order for the student to meet his or her IEP goals.

Dyslexia make-up sessions are required when the teacher is absent.

Dyslexia Sessions are not made up for the following reasons:

- Student Absent
- District or State Testing (a parent could request a makeup session)
- Field Day
- Field Trip
- School Assembly

d. Instructional Accommodations

In addition to dyslexia instruction, accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom.

Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation. Listed below are **examples** of reasonable classroom accommodations:

- Copies of notes (e.g., teacher- or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs

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

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.

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 dyslexia and/or dysgraphia or provide support for the use of an accommodation should not be limited by whether an accommodation is allowable on a state assessment.

e. Progress Monitoring

Lamar CISD Reading Interventionists will send home intervention progress reports or mastery checks concurrent with report cards. In addition to progress reports, teachers will progress monitor at the beginning of the year, middle of the year, and end of year to track student progress throughout the intervention.

All program monitoring will be based on the criteria of each intervention.

f. Intervention Completion and Monitor Status

Upon successful completion of Lamar CISD's intervention program(s), as measured by program decoding survey or other program assessments, completed at regular intervals, students will be exited from the district dyslexia program(s).

Additional criteria for exit may include but is not limited to:

- Diagnostic Decoding Survey Data
- GRA
- MAP data
- STAAR data
- Benchmark data

- Classroom Grades on progress reports or report cards
- Input from classroom teachers and parents

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

- Completion of the district dyslexia program
- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards
(NOTE: Reevaluation does not mean reassessing to establish the identification of dyslexia but rather viewing data that supports student progress, and achievement.)
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher
- The student passed the reading portion of the state assessment (NOTE: passing the reading portion of the state assessment is never the sole source for exiting dyslexia services);
- Committee recommendation
- Parent request in writing that the student exit the program

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

After the student has completed the Lamar CISD dyslexia intervention the student will receive regular monitoring by the campus professional trained in dyslexia.

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

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

g. Role of the Reading Interventionist

The primary purpose of the Reading Interventionist is to provide reading intervention to identified students and conduct dyslexia and other appropriate reading/writing assessments as determined by student need. The Reading Interventionist is also responsible for monitoring student success after placed on monitor status.

VI. English Learners

This refers to students served in Bilingual and ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services.

English Learners (ELs) receiving dyslexia services will have unique needs. Provision of dyslexia instruction should be in accordance with the program model the student is currently receiving

(e.g., dual language, transitional bilingual, ESL). Interventionists working with ELs should have additional training on the specialized needs of ELs.

It is also necessary to incorporate ESL strategies during the intervention process and in all content areas. In Texas, school districts are required to implement the English Language Proficiency Standards (ELPS) as an integral part of each subject area in the required curriculum (TAC §74.4(a)). Dyslexia instruction for ELs must incorporate the ELPS. A few strategies to consider include the following:

- Establish routines so that ELs understand what is expected of them
- Provide native language support when giving directions or when students do not understand the task
- Provide opportunities for repetition and rehearsal so that the new information can be learned to mastery
- Adjust the rate of speech and the complexity of the language used according to the second language proficiency level of each student
- Provide extra time for the EL to process the English language. This is especially necessary during the early stages of second language development
- Provide extra time for the EL to formulate oral and written responses
- Emphasize text that includes familiar content and explain the structure of the text

The LPAC (Language Proficiency Assessment Committee) maintains documentation (TAC §89.1220(g)-(i)) that is necessary to consider when identifying ELs with dyslexia. The LPAC is required to meet annually to review student placement and progress and consider instructional accommodations and interventions to address the student’s linguistic needs. Since the identification and service delivery process for dyslexia must be aligned to the student’s linguistic environment and educational background, involvement of the LPAC is required.

Additional Data Sources for English Learners:

- 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

Interpretation

When interpreting test results, it is important to factor the student’s linguistic background. The nature of the writing system of a language impacts the reading process. Thus, the identification guideposts of dyslexia in languages other than English may differ. For example, decoding in a language with a transparent written language (e.g., Spanish, German) may not be a decisive indicator of dyslexia as reading rate. A transparent written language has a close letter/sound correspondence (Joshi & Aaron, 2006). Students with dyslexia who have or who are being taught to read and write a transparent language may be able to decode real and nonwords adequately but demonstrate serious difficulties in reading rate with concurrent deficiencies in phonological awareness and rapid automatized naming (RAN)

Dyslexia in Transparent and Opaque Orthographies

Opaque

Transparent

Early and marked difficulty with word-level reading
Fluency and comprehension often improve once decoding is mastered

Less difficulty with word-level reading
More difficulty with fluency and comprehension

Characteristics of Dyslexia in English and Spanish

English

Phonological awareness
Rapid naming
Regular/irregular decoding
Fluency
Spelling

Spanish

Phonological awareness—may be less pronounced
Rapid naming
Decoding—fewer “irregular words” in Spanish
Fluency—often a key indicator
Spelling—may show fewer errors than in English, but still more than students that do not have dyslexia

Reading comprehension may be a weakness in both English and Spanish.

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