

Farwell Independent School District

District Dyslexia Procedures

2022-2023

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I. Dyslexia and Related Disorders

Definitions

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way:

"Dyslexia is 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 imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability."

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

Characteristics

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

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading
- 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

II. Dyslexia Screening

Screening is defined as a universal measure administered to all students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties and/or related disorders. Screening is not a formal evaluation.

Farwell ISD has selected TX-KEA (Texas Kindergarten Entry Assessment), TPRI (Texas Primary Reading Inventory) and RAP360 (Reading Analysis and Prescription System) as a screening instrument from the Commissioner's List of Reading Instruments. Each of these screeners are administered by a certified teacher.

At Farwell ISD, **all** kindergarten students will be screened for dyslexia during the spring semester using the state assessment, TX-KEA.

Skills assessed in this screener include:

- Phonological Awareness
- Sound or Letter Naming Fluency

At Farwell ISD, **all** first grade students will be screened for dyslexia between December 1 and January 31 during our middle of the year assessment of TPRI.

Skills assessed in this screener include:

- Phonological Awareness
- Word Reading Accuracy or Fluency

At Farwell ISD, all seventh grade students who do not pass the sixth grade reading STAAR will be screened for dyslexia within the first 6 weeks grading period using RAP360.

After the screener has been administered, the appropriate staff will analyze results, identify level of risk for each student, and make informed decisions. Depending on the results, the student may be referred for formal evaluation, begin targeted intervention, and/or continue with core instruction. Data will be gathered to help evaluate the students' academic progress and determine what actions are needed to ensure improvement in academic performance.

Dyslexia Codes

The classroom teacher or other certified teacher conducting these screeners will report the results to the campus administrator or PEIMS designee for coding. This indicates whether a student has been screener and whether or not the student is at-risk for dyslexia or related disorders. The principal or designee will enter the Dyslexia Risk Code as follows:

01 – Screened and determined to not be at-risk for dyslexia or related disorders

02 – Screened and determined to be at-risk for dyslexia or related disorders

03 – Not screened for dyslexia or related disorders

- Farwell ISD will provide one of the twelve Dyslexia Screening Exception Codes on why the student was coded 03.

If a student is identified as having dyslexia or a related disorder, the Dyslexia Services Code, as defined by TEC 42.006, will be entered as follows:

00 - Student is identified with dyslexia or a related disorder but does not receive services.

01 - Student receives services for dyslexia or a related disorder with an individualized education program developed for the student under Section 29.005; or a plan developed for the student under Section 504, Rehabilitation Act of 1973.

02 - Student receives instruction that meets applicable dyslexia program criteria established by the State Board of Education; and is provided by a person with specific training in providing that instruction. (Reading by Design-FISD has two certified teachers in this program)

03 - The student is permitted, on the basis of having dyslexia or a related disorder, to use modifications in the classroom or accommodations in the administration of assessment instruments under Section 39.023

Students identified with dyslexia or a related disorder may be coded with multiple services codes, as indicated on the PEIMS Coding Overview.

III. Procedures for Evaluation and Identification

The decision to refer a student for a formal evaluation is always based on each individual student. Referrals must be accompanied with documentation of interventions, district benchmarks, dyslexia and early reading screeners, classroom observations and information, vision/hearing screening, current grades, home language survey, and additional information as needed. Parents/guardians always have the right to request a referral for a Full and Individual Initial Evaluation (FIE) at any time.

A team of persons with knowledge of the student and instructional practices and options will meet to discuss the data collected. This team of individuals is not the ARD committee. Once data is looked at and next steps are determined, a referral can be made to begin the FIE process.

When formal evaluation is recommended, the school will complete the evaluation process as outlined in the IDEA. Procedural safeguards under IDEA must be followed.

The ARD committee will interpret test results and determine if the student's difficulties are in the area of reading and spelling and 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)

If the ARD committee determines the student shows 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 intervention. It is not one single indicator but a collaboration of data (formal and informal) that provide the committee with evidence for whether the student's difficulties are unexpected.

If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dyslexia. After the initial evaluation, if it is determined that the student has an IDEA eligible condition, such as dyslexia or a related disorder, the ARD committee (including parents/guardians) should determine if a need for specially designed instruction exists. If the student requires specially designed instruction due to the IDEA eligible condition, the student is eligible for special education. The ARD committee then develops the Individualized Education Program

(IEP) to allow the student to receive specially designed instruction, which includes but is not limited to standard protocol dyslexia instruction.

If the ARD committee determines that the student does indeed have dyslexia or a related disorder that substantially limits one or more of life's major activities, such as learning, reading, writing or spelling, but does not require specially designed instruction, the student is eligible for Section 504 and the 504 committee develops a Section 504 plan for the student to provide services including standard protocol dyslexia instruction, accommodations, and/or related aids specific to the student's disability.

IV. Evidence-Based Components of Dyslexia Instruction

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

The board of trustees of each school district shall provide for the treatment of any student to have dyslexia or a related disorder.

<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.38.htm#38.003>

The district has purchased a reading program or developed its own reading program for students with dyslexia and related disorders that is aligned with the following descriptors found in the Dyslexia Handbook.

- Phonological Awareness
- Sound-symbol association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Fluency
- Reading Comprehension

Delivery of Dyslexia Instruction

Teachers must deliver:

- Simultaneous, Multisensory Instruction
- Systematic and Cumulative Instruction
- Explicit Instruction
- Diagnostic teaching to automaticity
- Analytic and Synthetic Approaches

Farwell ISD uses Reading by Design: An Individualized Literacy Intervention that delivers a systematic, multisensory approach aligned with research-based practices for developing literacy and designed for students with basic reading difficulties, such as dyslexia.

Teachers who provide the instruction for students with dyslexia must be highly qualified, as in a reading specialist, master reading teacher, general education teacher or special education teacher who have been trained in instructional strategies that utilize individualize, intensive, multisensory, phonetic methods and a variety of writing and spelling components. This teacher must deliver the instruction with fidelity. Dyslexia teachers do not have to hold a specific license or certification but must at minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and do not have to be certified as a special educator when serving a student who receives special education.

Students receive Reading by Design instruction for 45 minutes a day, four days a week. Students are served in a group no larger than three students. Length of program instruction is 1-3 years.

Instructional Accommodations for Students with Dyslexia

In addition to dyslexia instruction accommodations provide the student with support to grade-level instruction in the general education classroom. Accommodations are individualized and based on the needs of each student. Here are some examples of reasonable classroom accommodations for students with dyslexia:

- Oral administration of assessments and assignments (speech to text)
- Extra time on class assignments and assessments
- Reduced or shortened assignments
- Access to audiobooks
- Text to speech for online assignments and assessments
- Spelling assistance

V. Student Monitoring and Program Exit Criteria

Dismissal of direct services is determined by the 504 or ARD committee. Once dismissed from direct services, the student is moved to a monitoring, or indirect service, status. The committee considers the following factors when recommending exiting the program:

- Successful completion of Reading by Design
- Student Growth
- Student Self-Monitoring Behaviors
- Student Achievement

Monitoring status may include, but is not limited to:

- Review Sessions (based on indirect service schedules)
- Progress reports
- Report cards
- State assessment data
- Teacher reports with accommodation documentation
- Parent information
- Counselor reports
- Other program reports

Indirect Service Schedule

First year – once a six weeks

Second year and beyond – once a semester

Students who qualify for dyslexia services will follow monitoring/re-evaluation requirements outlined in federal law.

VI. Resources

The Dyslexia Handbook outlines the guidelines that TEA recommends districts follow to comply with the dyslexia law.

Links:

TEA Dyslexia Website –

<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

TEA Dyslexia Handbook (English) –

<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

TEA Dyslexia Handbook (Spanish) –

<https://tea.texas.gov/sites/default/files/spanish-dyslexia-handbook.pdf>

Talking Books: Texas State Library - <https://www.tsl.texas.gov/tbp/index.html>