

# Buna I.S.D.

## District Dyslexia Plan



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# District and Campus Contact Information

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Anthony Michalsky, Trustee	

## Central Administration

Superintendent - Dr. Robin Perez

## Campuses

**High School** (9-12)  
177 FM 253  
409-994-4811

**Principal**  
**Assistant Principal**  
**Counselors**

Nathan Ross  
Roy Farias  
Betty Klutts  
Kay Traugott

**Jr. High** (6-8)  
420 C.R. 751  
409-994-4860

**Principal**  
**Assistant Principal**  
**Counselor**

Kelley Peck  
Jeff Huckaby  
Robin Whitmire

**Elementary** (K-5)  
650 C.R. 725  
409-994-4840

**Principal**  
**Assistant Principal**  
**Counselor**

Pete Bond  
Heather Knox  
Julie Motomura

## Mission Statement

*Policy AE*

The development of social and academic skills that assure all students the opportunity to become productive members of our democratic society is the primary mission of the Buna Independent School District. The belief that all students can learn is integral to accomplishing this mission.

## **Definition of Dyslexia**

As defined in Texas Education Code §38.003

(1) “*Dyslexia*” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

(2) “*Related disorders*” includes disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The definition of the International Dyslexia Association states:

*Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.* (Adopted by the International Dyslexia Board of Directors, November 12, 2002).

The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are unexpected for the student’s age, educational level, or cognitive abilities. Additionally, there is often a family history of similar difficulties.

## **Procedures Required by State Law Prior to Formal Assessment**

In accordance with TEC §28.006, Buna ISD administers early reading instruments in kindergarten, first, and second grades to determine students’ reading development and comprehension. If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, the students’ parents/guardians are notified. In addition, an accelerated (intensive) reading program that appropriately addresses students’ reading difficulties and

enables them to “catch up” with their typically performing peers is implemented.

Should students continue to struggle with reading, writing, and spelling during the intensive reading instruction, then Buna ISD will initiate procedures to recommend these students for assessment for dyslexia. The information from the early reading instruments will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia. Other sources may include, but are not limited to: performance on state mandated test(s), a student's grades/performance in reading and written spelling, and teachers' observations of the characteristics of dyslexia.

## **Referral Process**

At any time that a student continues to struggle with one or more components of reading, Buna ISD will collect additional information about the student.

### **Data Gathering:**

Information will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. This information **should** include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. Additional information to be considered includes the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Basal reading series assessment
- Accommodations provided by classroom teachers
- Academic progress reports and/or report cards
- Gifted/Talented assessments
- Samples of school work
- Parent conferences
- Testing for limited English proficiency
- Speech and language screening through a referral process
- The K-2 reading instrument as described in TEC §28.006
- Universal screening for all grade levels available
- State student assessment program as described in TEC §39.002

Data that support the student received conventional (appropriate) instruction and that the difficulties are not primarily the result of sociocultural factors which include language differences, irregular attendance, or lack of experiential

background.

Among the actions that Buna ISD has available for the student is a recommendation that the student be assessed for dyslexia. Buna ISD recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and/or the related area of spelling that is unexpected for the student's age/grade, and;
- Characteristics of dyslexia.

### **Primary Reading/Spelling Characteristics of Dyslexia:**

- Difficulty reading real words in isolation
- Difficulty accurately decoding nonsense words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty with learning to spell

The reading/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words
- Learning the names of letters and their associated sounds
- Phonological memory (holding information about sounds and words in memory)
- Rapid naming of familiar objects, colors, or letters of the alphabet

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written composition
- A limited amount of time spent in reading activities

The Student Assistance Team will evaluate the collected data and make a recommendation for further assessment when these criteria are met.

### **Assessment for Dyslexia**

Students enrolling in Buna ISD shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003(a)). The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to supplemental, scientifically based reading instruction, teachers' input, and parents' or guardians' input. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), the earlier the better. While earlier is better, students will be recommended for assessment for

dyslexia even if the reading difficulties appear later in a student's school career.

The procedures followed for assessment include:

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

Tests, assessments, and other evaluation materials will (§504):

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

### **Domains to Assess**

Buna ISD administers measures that are related to the student's educational needs. Depending upon the student's age and stage of reading development, the following are the areas related to reading that should be assessed:

#### Academic Skills

- Letter knowledge (name and associated sound)
- Reading real and nonsense words in isolation (decoding)
- Reading fluency
- Reading comprehension

- Written spelling

### Cognitive processes that underline the reading difficulties

- **Phonological/phonemic awareness** (Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters and letter combinations, learn the alphabetic principle, use the sounds of the letters and letter combinations to decode words and to accurately spell.)
- **Rapid Naming** (Difficulties in rapid naming may or may not be weak, but if deficient, will impact a student's ability to automatically name letters and read words and to read connected text at an appropriate rate.)

Based on the student's academic difficulties and characteristics, additional areas that can be assessed include the following:

- Vocabulary
- Listening comprehension
- Oral expression
- Written expression
- Handwriting
- Orthographic processing
- Mathematical reasoning
- Intelligence

### **English Language 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.)**

Much diversity exists among English Language Learners (ELLs). The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. In Buna ISD, the LPAC (Language Proficiency Assessment Committee) will be involved in the decision making process.

Additional data to be gathered when assessing English Language Learners:

- Language Proficiency Assessment Committee (LPAC) documentation which includes the following:
  - Home language survey
  - Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
  - TAKS results when available
  - Texas English Language Proficiency system (TELPAS)

- Type of language programming provided and language of instruction

- Linguistic environment and second-language acquisition development
- Previous schooling in and outside of the United States.

Additional assessment when assessing English Language Learners:

- Comprehensive oral language proficiency testing should be completed in English and the student's native language whenever possible
- If the student has received academic instruction in his/her native language, as well as English, then the "Domains to Assess" need to be completed in both languages to the appropriate extent.

Interpretation:

Test results of English Language Learners will be interpreted in light of the student's: language development (in both English and the student's native language), educational history, linguistic background, socioeconomic issues, and any other pertinent factors that affect learning.

## **Identification of Students with Dyslexia**

The identification of dyslexia is made by a §504 committee. The §504 committee first determines whether the student has dyslexia. In order to make an informed determination, the committee must be knowledgeable about the following:

- The student being assessed
- The reading process
- Dyslexia and related disorders
- Dyslexia instruction
- District or charter school, state, and federal guidelines for assessment
- The assessments used
- The meaning of the collected data

The §504 committee determines the identification of dyslexia after reviewing all accumulated data from Step 1 (Data Gathering) and Step 2 (Formal Assessment) including the following information:

- The observations of the teacher, district or charter school staff, and/or parent/guardian
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student)

- Data-based documentation of student progress during instruction/intervention
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- The results of administered assessments
- All other accumulated data regarding the development of the student's learning and his/her educational needs
- Outside screening may be assessed; however the committee has the final decision.

**Committee Decision Points for Dyslexia Identification:**

1. The pattern of weaknesses in a student with dyslexia will reflect one or more difficulties with low performance for the student's age and educational level in the following academic skills:

- Reading real words in isolation
- Decoding nonsense words
- Reading fluency (both rate and accuracy)
- Written spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

2. Based on the data, if the committee determines weaknesses are indicated in the listed academic skills, then the committee will look next at the underlying cognitive processes for the difficulties seen in the student's word reading and written spelling. These academic difficulties in reading and written spelling will typically be the result of a deficit in phonological or phonemic awareness.

The student may also demonstrate difficulties in other areas of cognitive processing, including one or more of the following:

- Rapid naming
- Orthographic processing

If the student exhibits reading and written spelling difficulties and currently has appropriate phonological/phonemic processing, it is important to examine the student's history to determine if there is evidence of previous difficulty with phonological/phonemic awareness.

3. If the committee determines the student exhibits weaknesses in reading and written spelling that are the result of a deficit in phonological/phonemic awareness, the committee will then examine the student's data to determine whether these difficulties are unexpected for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print) and **unexpected** in relation to the provision of effective classroom instruction. There should be documented evidence of unexpectedness: Unexpectedness is considered in relation to the student's other cognitive abilities, age, or educational level. This may include an average ability to learn in the absence of print or in other academic areas.

Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including reading comprehension and written composition.

The §504 committee must first determine whether the student has a dyslexia. If the student has dyslexia, the committee also determines whether the student has a disability under §504. Whether a student is eligible for §504 accommodations is a separate determination from the determination that the student has dyslexia. A student is considered to have a disability under §504 if the condition substantially limits the student's learning, including the specific activity of reading.

Additionally, the §504 committee in determining whether a student has a disability that substantially limits the student in a major life activity, must **not** consider the ameliorating effects of any mitigating measures that student is using. If the committee does not identify dyslexia, but the student has another condition or disability that substantially limits the student's learning, eligibility for §504 services related to the student's other condition or disability should be considered.

Students with additional factors that complicate their dyslexia may require additional support or referral to special education. If a student is already qualified as a student with a disability under special education, the Admission, Review, and Dismissal (ARD) committee should determine the least restrictive environment for delivering the student's dyslexia intervention. (See Flow Chart p. 17)

At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education. At times, students will display additional factors/areas complicating their dyslexia and requiring more support than what is available through the general education dyslexia program. At other times, students with severe dyslexia or related disorders will be unable to make adequate academic progress within any

of the programs for dyslexia or related disorders. In such cases, a referral to

special education for evaluation and possible identification as a child with a disability within the Individuals with Disabilities Improvement Act of 2004 (IDEIA) will be made as needed.

### **Assessment of Special Education Students**

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

### **Assessment of Students Identified Outside the District**

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. Buna ISD may choose to accept the outside assessment, or may re-assess the student. In either situation, the committee of knowledgeable persons will determine the identification status of a student enrolled in Buna ISD, and the placement of the student in the dyslexia program(s).

### **Program Description & Options**

Once it has been determined that a student has dyslexia, Buna ISD shall provide an appropriate instructional program for the student (TEC §38.003). The following procedures will be followed:

- Instructional decisions for a student with dyslexia are made by a team that is knowledgeable about the student, the meaning of the evaluation information, and instructional components and approaches for students with dyslexia.
- Buna ISD shall purchase a reading program or develop their own reading program for students with dyslexia and related disorders that is aligned with the descriptors found in the state dyslexia handbook revised 2007, updated 2010 (see Components of Instruction).
- Buna ISD will provide each identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. The district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus (19

TAC§ 74.28).

- Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, will be informed of all services and options available to the student under that federal statute.
- Teachers who provide the appropriate instruction for students with dyslexia will be trained in the professional development activities specified by the district and/or campus decision making committee. As stated in 19 TAC, §74.28, the teachers who provide appropriate instruction for students with dyslexia must be trained and be prepared to implement instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components. They may serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and special education teachers.

Buna ISD will provide a parent education program for the parents/guardians of students with dyslexia and related disorders. The program will include:

- Characteristics of dyslexia and related disorders
- Information on assessment and diagnosis of dyslexia
- Information on effective strategies for teaching students with dyslexia
- Awareness of information on classroom modifications and especially of modifications allowed on standardized testing (19 TAC §74.28)

### **Components of Instruction**

The instructional program will be offered in a small group arrangement (e.g., 1:3 - 1:6) and include reading, writing, and spelling as appropriate. The major instructional strategies will utilize individualized, intensive, and multisensory methods as appropriate. Components of instruction, as appropriate for the reading needs of the student, include:

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language
- Graphophonemic knowledge (phonics) instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing
- Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context)

- Linguistic instruction directed toward proficiency and fluency with patterns of language so that words and sentences are carriers of meaning
- Strategy-oriented instruction in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers

Instructional approaches, as appropriate to meet the instructional needs of the student, include:

- Explicit, direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress
- Individualized instruction that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student's individual ability level and contains all of the Components of Instruction mandated in 19 TAC §74.28
- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the components of instruction mandated in 19 TAC §74.28
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition
- Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice

## **Timeline**

The following timeline applies to students in regular education programs, or who may qualify as §504:

- Upon receipt of parent permission to assess until assessment is completed shall be 30 school days or less.
- From the completion of the assessment to the committee of knowledgeable persons meeting for determination of dyslexia and program placement shall be within two weeks.

Special education students shall follow the timelines required by federal law, under IDEA 2004.

## **Student Monitoring and Program Exit Criteria**

Upon successful completion of the district dyslexia program(s), as measured by program mastery checks (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: grades from progress reports or report cards, state assessment data, benchmarks, progress monitoring data, teacher and/or parent observations/checklists, and individual dyslexia program requirements.

Students that have completed the Buna ISD dyslexia program will receive regular monitoring during the first year.

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

Students qualifying for dyslexia services that are identified as §504 or Special Education will follow monitoring/re-evaluation requirements outlined in federal law.

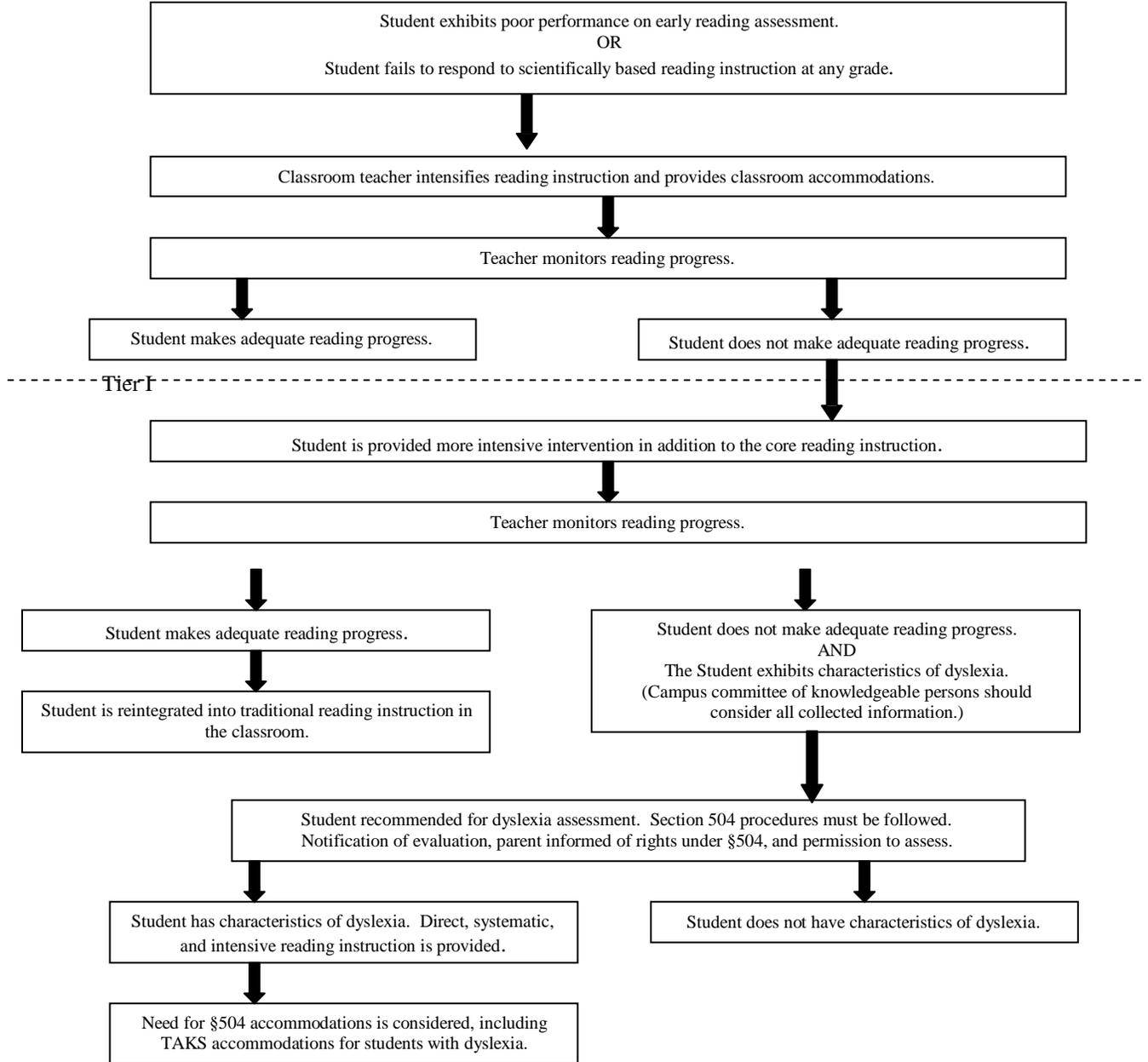
No one factor is sufficient to warrant exiting a student from direct Dyslexia services. Dismissal is determined by consensus of the committee of knowledgeable persons. The committee considers the following factors when recommending exiting or reduction of dyslexic services:

- 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;
- 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;
- Committee recommendation;
- Parents request in writing that the student exit the program.

If a student has shown substantial progress and the committee of knowledgeable persons determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services. When a child is exited from the dyslexia program, a dismissal form will be completed and placed in the child's cumulative folder.

## Appendix A: Pathway to the Identification and Provision of Instruction for Students with Dyslexia

This flow chart illustrates in process for determining the instructional support needed by students with dyslexia.



### Tier II

Special Education evaluation should be conducted whenever it appears to be appropriate. Some students will NOT proceed through all steps before being referred for a Full Individual Evaluation (FIE). A dyslexia evaluation may be incorporated into the FIE completed through special education.

1. Parents (or guardians) of students in K-2 will be notified if the student is determined to be at risk for

dyslexia or other reading difficulties (TEC §28.006).

2. Parents (or guardians) may request dyslexia assessment or special education evaluation at any time.

# Dyslexia Data Gathering

Student: \_\_\_\_\_ DOB: \_\_\_\_\_

Home Language Survey:

Date: \_\_\_\_\_ Primary Language: \_\_\_\_\_

Hearing Screen Date: \_\_\_\_\_ Results: \_\_\_\_\_

Vision Screen Date: \_\_\_\_\_ Results: \_\_\_\_\_

Medication Taken At School: \_\_\_\_\_

Other Health Problems: \_\_\_\_\_

Attendance Records:

Current Year Absent \_\_\_\_\_ out of \_\_\_\_\_ days

Prior Year Absent \_\_\_\_\_ out of \_\_\_\_\_ days

Achievement Test Scores: (attach printout of test scores)

Date: \_\_\_\_\_ Test: \_\_\_\_\_ Rdg: \_\_\_\_\_ % Lang: \_\_\_\_\_ % Math: \_\_\_\_\_ %

IQ Test Data: Date: \_\_\_\_\_ Test: \_\_\_\_\_ Composite IQ: \_\_\_\_\_  
Listening Comprehension \_\_\_\_\_

TAKS Scores:

Date: \_\_\_\_\_ Rdg: \_\_\_\_\_ Writing: \_\_\_\_\_ Math: \_\_\_\_\_

TPRI Date: \_\_\_\_\_

Grades:	Grading Period _____	Grading Period _____	Current
Reading	_____	_____	_____
Language	_____	_____	_____
Spelling	_____	_____	_____
Writing	_____	_____	_____

Speech / Language:

\_\_\_\_\_ The student is enrolled in speech therapy. If yes, check reason.  
Yes No

\_\_\_\_\_ Articulation \_\_\_\_\_ Receptive Language \_\_\_\_\_ Expressive Language

Date: \_\_\_\_\_

To the parent/guardian of: \_\_\_\_\_,

We would like to request permission to test your child for dyslexia or related disorders. Dyslexia is a specific language-based disorder that can interfere with a person's ability to read, spell, or write.

Please fill out the parent interview and sign and return this form if you give permission for a dyslexia testing.

Thank you,

Dyslexia Interventionist

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date



Buna Independent School District  
Notification of Testing Results  
Non-Qualifying Document

Date \_\_\_\_\_

Dear Parents or Guardian:

Your child \_\_\_\_\_, has been tested for our dyslexia reading program. Test results show that he/she does not qualify for the program at this time, and we do not believe there is a need at present to discuss eligibility under Section 504 for dyslexic tendencies.

If you have any questions or concerns, please call your child's counselor or Dyslexia Interventionist.

Thank you,

Dyslexia Interventionist

**Buna Independent School District  
Qualifying Document**

Date \_\_\_\_\_

Dear Parent or Guardian:

The dyslexia diagnostic screening for \_\_\_\_\_ has been completed.

We do not diagnose dyslexia however, according to BISD guidelines; your child qualifies for the Dyslexia Program in Buna Independent School District.

The Dyslexia Program is designed for students who exhibit characteristics of dyslexia. We work in small groups with teacher directed instruction. Specialized computer software, and independent and guided reading are also used to monitor and remediate.

If you have any questions, or would like to discuss the results of the screening, please call or e-mail.

Thank you,

Dyslexia Interventionist

## DYSLEXIA TESTING STUDENT PROFILE FOR ENGLISH {NON-LEP) SPEAKING STUDENTS

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ I.O.#: \_\_\_\_\_ Grade: \_\_\_\_\_

Crampus: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

### EVALUATION SUMMARY AND PROFILE :

+ Domains required to be assessed – *The Dyslexia Handbook – Revised 2007, Updated 2010 - Procedures Concerning Dyslexia and Related Disorders* – pgs. 14-15. TEA, Austin, TX. February 2007, Updated 2010.

1A. IS THERE A DEFICIT IN ONE OR MORE OF THE PRIMARY CHARACTERISTICS OF DYSLEXIA? <i>Are there at least one or more indicators documented in the low average range?</i>							
PRJMARY CHARACTERISTICS	ASSESSMENT INSTRUMENT APPLIED	COMPOSITE OR SUBTEST	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	
+WORD READING – [Reading "real" words in isolation]							
+WORD DECODING							
+WRITEN SPELLING [Difficulty learning to spell.] [NOTE: An isolated deficit in spelling would NOT be sufficient to identify dyslexia.]							
+FLUENCY* Slow, inaccurate, or labored oral reading. NOTE: A deficit in reading rate alone would NOT be sufficient to identify dyslexia unless there is evidence in the student's history that indicates difficulties with reading accuracy at the word level.							
ASSESSMENT INSTRUMENT APPLIED		STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	WCPM*	LEVEL*
	Rate						
	Accuracy						
	Fluency						

\*Fluency scores obtained through curriculum based measures. Rate (words correct per minute) and accuracy level are based on the percent of words read correctly (independent, instructional, frustration).

1B. IS THERE A DEFICIT IN ONE OR MORE OF THE SECONDARY CONSEQUENCES OF DYSLEXIA?						
SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT APPLIED	COMPOSITE OR SUBTEST	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
READING COMPREHENSION						
WRITTEN COMPOSITION						

2. IS THERE A DEFICIT IN PHONOLOGICAL PROCESSING/PHONEMIC AWARENESS? (Underlying causes of Dyslexia) Is there an indicator documented in the low average range? The standard error of measure for scores that fall within the lower limits of the average should be considered. See note below for specific considerations related to phonological awareness.					
ASSESSMENT INSTRUMENT APPLIED	COMPOSITE OR SUBTEST	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
	+Phonological Awareness*				
	Phonological Memory				
	+Rapid Naming				
	+Letter Knowledge**				

\*If phonological awareness is within the average range, please consider the following:

- If a cluster score is used, look at the individual subtests to determine consistency of scores; and
- Has the student received intervention that may have normalized the score? If so, there should be evidence of a prior weakness in phonological awareness.

(Because previous effective instruction in phonological/phonemic awareness *may* remediate phonological awareness skills in isolation, average phonological awareness scores alone do *not* rule out dyslexia.) – *The Dyslexia Handbook – Revised 2007, Updated 2010 - Procedures Concerning Dyslexia and Related Disorders*– pg. 17. TEA, Austin, TX. February 2007, Updated 2010.

\*\*Letter Knowledge – name and associated sound are key to learning how to read and are not of and by themselves an indicator of dyslexia.

3. IS THERE EVIDENCE OF "UNEXPECTEDNESS"?

Unexpectedly low performance for the student's age and educational level subject to:

- Data show that student has received effective classroom instruction;
- Data show that student has academic difficulties in reading and written spelling;
- Data show that student exhibits one or more of the primary characteristics of Dyslexia – see Question #1A above;
- Data show that student has/had a deficit in phonological/phonemic awareness – see Question #2A above;
- Data show that student has adequate intelligence (the ability to learn in the absence of print);
- Data show that the student's lack of progress is NOT due to sociocultural factors such as language differences, irregular attendance or lack of experiential background.

*The Dyslexia Handbook – Revised 2007, Updated 2010 - Procedures Concerning Dyslexia and Related Disorders.* Texas Education Agency, Austin, TX. February 2007, Updated 2010.

[Assessment data must be considered in conjunction with the other "variety of data". Are the deficits indicated in the primary characteristics of dyslexia AND in phonological/phonemic awareness "*unexpected*"?]

A. Is the student's listening comprehension (ability to comprehend what he or she is listening to) stronger than deficit areas indicated in Question 1A and Question 2? CI Yes CI No

B. Is listening comprehension stronger than the student's reading comprehension? CI Yes CI No

ASSESSMENT INSTRUMENT APPLIED	AREA EVALUATED	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
	Listening Comprehension•				

\*Attention or memory issues may impact (lower) the listening comprehension score; additional data can help substantiate possible difficulties such as teacher observations, parent observations, report card, etc.

C. Is the student's reading comprehension stronger than deficit areas indicated in Question 1 and Question 2? CI Yes CI No

ASSESSMENT INSTRUMENT APPLIED	AREA EVALUATED	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
	+Reading Comprehension				

D. Is the student's verbal ability stronger than deficit areas indicated in Question 1A and Question 2? CI Yes CI No

ASSESSMENT INSTRUMENT APPLIED	AREA EVALUATED	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
	Oral Language; Oral Expression; OR Vocabulary Knowledge Math Reasoning				

**4. ADDITIONAL ASSESSMENT: DOES THE STUDENT INDICATE A NEED TO ASSESS ADDITIONAL AREAS RELATED TO READING (I.E., ORTHOGRAPHIC PROCESSING)?**

- Yes Explain: \_\_\_\_\_  
 \_\_\_\_\_
- No

<b>Coexisting Factors/Complications as observed by Evaluator and/or documentation submitted from classroom teacher.</b>	<b>Comments</b>
ATTENTION	
HANDWRITING	
VISION	
HEARING	
ATTENDANCE	
FAMILY HISTORY OF READING DIFFICULTIES	
BEHAVIOR ISSUES	
MOTIVATION	
SPEECH ISSUES	
OTHER: _____	

**DYSLEXIA EVALUATION COMPLETED BY:**

\_\_\_\_\_

DYSLEXIA ASSESSOR

**DEFINITIONS:**

**STANDARD ERROR OF MEASUREMENT** – An estimate of the amount of error attached to the individuals’ standard score or how much to expect a person’s obtained score to vary from his/her true score if the person administered the same test repeatedly.

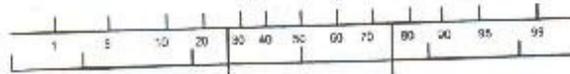
# Characteristic Profile of Dyslexia – Revised 2007

NAME:  
SCHOOL:

DATE OF BIRTH:  
DATE OF TEST:

AGE:  
GRADE:

Percentile  
Standard Score



55	70	85	100	115	130
BELOW AVERAGE Below 90			AVERAGE 90 - 109	ABOVE AVERAGE 110+	
[ ]			[ ]	[ ]	
[ ]			[ ]	[ ]	
[ ]			[ ]	[ ]	
[ ]			[ ]	[ ]	

**UNDERLYING CAUSE:**

- PHONOLOGICAL PROCESSING
- PHONOLOGICAL AWARENESS
- Phonological Memory
- RAPID NAMING
- Letter Knowledge

**CHARACTERISTICS**

- DECODING
- WORD RECOGNITION
- ORAL READING FLUENCY
- SPELLING

RATE  
ACCURACY

[ ]	[ ]	[ ]
[ ]	[ ]	[ ]
[ ]	[ ]	[ ]
[ ]	[ ]	[ ]
[ ]	[ ]	[ ]

**OUTCOMES:** Variable Impact

- READING COMPREHENSION
- Written Expression

[ ]	[ ]	[ ]
[ ]	[ ]	[ ]

**COGNITIVE/ACADEMIC ABILITY**

[ ]	[ ]	[ ]
-----	-----	-----

**COEXISTING COMPLICATIONS OR ASSETS**

- Oral Language
- Attention
- Mathematics
- Handwriting
- Behavior / Emotions

COMPLICATION                      ASSET

COMPLICATION	ASSET
[ ]	[ ]
[ ]	[ ]
[ ]	[ ]
[ ]	[ ]

"Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge." Adopted by the Board of Directors, International Dyslexia Association, November 2002.

Texas Scottish Rite Hospital for Children 1995-2007, Gladys Kelenovsky, M.A.  
Please see Guidelines for Use

## Application of a Definition-Based Process to the Identification of Dyslexia – Revised 2007

For the identification of dyslexia in Texas public schools, all procedures and guidelines outlined in *The Dyslexia Handbook – Revised 2007* should be followed, including data gathering, parent notification, examiner qualifications, test selection and administration, and procedures for English language learners. *The Dyslexia Handbook – Revised 2007* is available in electronic format at [www.region10.org/dyslexia/Documents/DyslexiaHandbook2007English.pdf](http://www.region10.org/dyslexia/Documents/DyslexiaHandbook2007English.pdf)

The following procedures provide support for the use of the Characteristic Profile of Dyslexia – Revised 2007 as a tool in the identification of dyslexia.

- A. Test all dyslexia UNDERLYING CAUSE, CHARACTERISTIC and OUTCOME skills listed in all CAPs on the profile and test additional skills as needed for individual students.
- B. Utilize norm-referenced tests and report standard scores whenever possible. Criterion-referenced, screening, and achievement group test scores are informative as historical, secondary, or response to intervention progress measures, but are weaker dyslexia identification tools if they are the only measure of a skill.
- C. Plot test scores on profile. Utilize **X** for norm-referenced standardized tests results and **✓** for criterion, group or screening measures. Include test standard scores along left margin for reference. Test names may also be noted. Plot parent and teacher observations from questionnaires with **P** and **T**.
- D. Use individual subtest scores rather than composite or cluster scores.  
*Examples: Consider both the Elision and Blending Words scores on the CTOPP rather than the Phonological Awareness composite. Plot both the Rate and Accuracy subtest from the GORT rather than the Fluency Composite or Oral Reading Quotient. Always consider the subscales of an intelligence or ability test.*
- E. Apply the following differential identification questions in sequence.
  1. Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?
  2. Are the reading and spelling difficulties the result of a phonological processing deficit?
  3. Are the reading, spelling and phonological processing deficits unexpected? Does the student demonstrate cognitive ability to support age level academic learning?
  4. Are there secondary characteristics of dyslexia evident in reading comprehension and written expression?
  5. Does the student have strengths that could be assets. Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention?

Detailed guidance for the interpretation of these differential questions is available in *The Dyslexia Handbook – Revised 2007* and in the companion to this profile, *The Thinking Person's Step-by-Step Identification Process for Dyslexia – Revised 2007*. For training information on the use of this profile, contact Texas Scottish Rite Hospital for Children, Dyslexia Identification Seminar, 214-859-7800 or [www.tsrhc.org](http://www.tsrhc.org).

**Committee Decision- Based on ALL data reviewed and gathered during the assessment process:**

\_\_\_\_\_the student DOES meet TEA guidelines for dyslexia identification.

\_\_\_\_\_the student DOES NOT meet TEA guidelines for dyslexia identification.

**Committee Members:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
position

**PARENT INTERVIEW**

Name of student: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Birth date: \_\_\_\_\_

Parent(s) names: \_\_\_\_\_

**Address:** ----- **Phone:** \_\_\_\_\_

*To aid in assessing the problems a child is experiencing in school and to detect the possibility of dyslexia, please have the parent answer each of the following questions.*

**YES NO FAMILY HISTORY**

Have any other members of the family had learning problems?

Father

Mother

Sibling

Explain \_\_\_\_\_

\_\_\_\_\_

**PHYSICAL HISTORY**

1. Has your child ever been critically or chronically ill?

Explain \_\_\_\_\_

\_\_\_\_\_

2. Has your child ever had an extremely high fever?

3. Does your child have any physical problems which you feel may cause difficulty in learning? Please explain: -----

—

\_\_\_\_\_

4. Is your child currently taking medication?

Please list \_\_\_\_\_

\_\_\_\_\_

5. Does your child seem to have trouble hearing?

6. Does your child seem to have trouble seeing?

## Cognitive/Academic Ability

My child needs many repetitions to learn something new	No	Yes
My child has difficulty learning math facts	No	Yes
My child has trouble with math word problems even when they are read aloud	No	Yes
My child has reading difficulties that seem unexpected compared to his/her other abilities.	No	Yes

## Oral language

When **listening**, my child has:

Difficulty understanding verbal directions	Rarely	Often
Difficulty understanding stories read to him/her	Rarely	Often

When **speaking**, my child has:

Weak or limited oral vocabulary	Rarely	Often
Difficulty finding the right word	Rarely	Often
Difficulty speaking with correct grammar	Rarely	Often
Difficulty explaining ideas or elaborating on thoughts	Rarely	Often

## Attention

My child:

Has trouble organizing time and materials	Rarely	Often
Is easily distracted by sights and sounds	Rarely	Often
Does many things too quickly	Rarely	Often
Is often overactive or fidgety	Rarely	Often
Is inconsistent in classwork and homework assignments	Rarely	Often
Needs direct supervision to complete homework	Rarely	Often

## Handwriting

My child:

Is slow with handwriting and copying tasks	Rarely	Often
Displays overall poor quality/ illegible handwriting on written assignments	Rarely	Often

## My Child's Academic Development

English is a second language for my child	No	Yes
My child was retained in _____ grade	No	Yes
My child has been in special programs. ( <i>Special Education Reading Recovery, etc.</i> ) Please identify these: _____	No	Yes

This Parent Interview may be duplicated and utilized in educational settings as a tool for documenting parent concerns and observations. If it is edited or adapted, please credit the source by including the statement: "Adapted from the Parent Interview for Dyslexia, Texas Scottish Rite Hospital for Children."

# Teacher Observation Questionnaire for Dyslexia

Student Name \_\_\_\_\_ Grade \_\_\_\_\_  
 Teacher \_\_\_\_\_ School \_\_\_\_\_  
 Date \_\_\_\_\_

Please circle the term that indicates the degree of your concern regarding each skill area.

## Phonological Awareness Skills

This student has:

Difficulty recognizing or reproducing rhyming words	Rarely	Often
Difficulty isolating sounds in beginning, final, and/or medial position	Rarely	Often
Difficulty segmenting individual sounds in words	Rarely	Often

## Alphabet

This student has:

Difficulty learning or recalling names of letters	Rarely	Often
Difficulty learning or recalling sounds of letters	Rarely	Often

## Decoding and Word Recognition

This student has:

Difficulty sounding out unfamiliar words	Rarely	Often
Difficulty reading words in isolation	Rarely	Often

## Fluency

This student has:

Difficulty reading accurately in context	Rarely	Often
Difficulty reading grade level material at expected rate	Rarely	Often

## Spelling

This student has:

Difficulty memorizing words for spelling tests	Rarely	Often
Difficulty spelling in context	Rarely	Often

## Comprehension

This student has difficulty with reading comprehension	Rarely	Often
--	--------	-------

## Written Expression

This student has:

Difficulty constructing sentences	Rarely	Often
Difficulty organizing grade appropriate written compositions	Rarely	Often
Difficulty producing sufficient written output	Rarely	Often

### Cognitive/Academic Ability

This student appears to have intellectual ability equal to or above grade level peers.	No	Yes
This student has grade level math calculation skills.	No	Yes
This student has grade level math reasoning skills	No	Yes
This student has reading difficulties that are unexpected compared to other abilities.	No	Yes

### Oral Language

*When listening, this student has:*

Difficulty understanding verbal directions	Rarely	Often
Difficulty understanding stories read to him/her	Rarely	Often

*When speaking, this student has:*

Difficulty acquiring new oral vocabulary	Rarely	Often
Difficulty finding the right word	Rarely	Often
Difficulty speaking in grammatically correct sentences	Rarely	Often
Difficulty explaining ideas or elaborating on thoughts	Rarely	Often

### Attention

This student:

Displays difficulty organizing time and materials	Rarely	Often
Is easily distracted by sights or sounds	Rarely	Often
Does many things too quickly	Rarely	Often
Is often overactive or fidgety	Rarely	Often
Is inconsistent with production of classwork and homework assignments	Rarely	Often

### Handwriting

This student:

Is slow with handwriting and copying tasks	Rarely	Often
Displays overall poor quality/illegible handwriting on written assignments	Rarely	Often

### Student's Academic Development

English is a second language for this student.	No	Yes
This student was retained in _____ grade.		
This student has been in special programs. ( <i>Special Education, Reading Recovery, etc.</i> )	No	Yes

Please identify these: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Suggested work samples to include:

1. The student's most recent spelling test
2. A sample of the student's unedited writing (journal entry, creative story, etc.)
3. The student's most recent progress report or report card
4. A copy of the most recent TPRI/early reading assessment results