MALONE INDEPENDENT SCHOOL DISTRICT

District Dyslexia Plan

2020-2021

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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 Malone ISD dyslexia program is offered to students in grades K-8 who are identified as having dyslexia through §504 or 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. In addition, students who have exited the program remain on a monitoring status after completion of 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, 2018, 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 the 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 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

Prior to 2017, Texas state law required the testing of students for dyslexia and related disorders "at appropriate times." Appropriate times depended on multiple factors as determined by each school district or charter school, including the student's reading performance, reading difficulties, poor response to evidence-based reading instruction, teachers' input, and parent/guardian input. While screening for dyslexia and related disorders was encouraged by the State Board of Education (SBOE), there was no mandate to do so. In 2017, the 85th Texas Legislature passed House Bill (HB) 1886, amending Texas Education Code (TEC) §38.003, Screening and Treatment for Dyslexia.

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

District Procedures for Screening

Malone ISD uses the Texas Primary Reading Inventory (TPRI) to screen for dyslexia. Students in Kindergarten and 1st Grade are screened in the first 6 weeks of school.

Interpretation of Data

After the screening has been completed a qualified team is required to review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. This team must consist of individuals who recognize characteristics of dyslexia (reading interventionist). Malone ISD utilizes the Problem Solving Team (PST) to document any early or scientifically research-based intervention programs and support services available to students who are experiencing difficulty in the general education classroom.

- The classroom teacher fills out the Malone ISD Teacher Observation Data Form **only** for students whose screening status is *Still Developing* on TPRI.
- A PST is scheduled to:
    - o discuss the student's data points (TPRI, DRA, Running Records, Academic and Family History)
    - o provide recommendations for the student
- The PST has knowledge about the student and will make the recommended plan for each student.
- A parent letter will be sent home after the PST informing the parent(s) of the recommended plan for their child. Also the results of the screening that indicates if the student has a suspicion of a disability or dyslexia or related disorder.

<div align="center">**Possible Recommendations**</div>

- RtI Tiered Interventions targeting the student's deficit areas.
    - o This is considered when the PST does not have enough historical data to determine whether a possible disability exists; or
- **If a suspected disability exists** a Special Education Referral for a Specific Learning Disability **MUST** be recommended.
    - o This is to determine if the student has a Basic Reading disability with or without the condition of dyslexia; and/or a Reading Fluency disability.
- If RtI is recommended, the campus will discuss how to meet the need of the student in the Tiered intervention.

b. Referral Process

All students suspected of having dyslexia or other related disorders, such as dysgraphia or dyscalculia will be assessed through the dyslexia program. Special Education. Parental consent for further testing and evaluation must be received before testing and evaluation can proceed.
- This will ensure that MISD meets the Child Find requirements for IDEA and §504.
- The FIE PST will ensure all areas of a possible disability have been thoroughly investigated and identified.

<div align="center">**Referral Timeline**</div>

Texas law establishes that a full individual and initial evaluation (FIE) 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 date of the report, to review evaluation results.

III. Evaluation and Identification

a. When should a dyslexia evaluation be recommended?
A student may be recommended for a dyslexia evaluation whenever accumulated data indicates that the student continues to struggle with one or more of the components of reading. Parents/guardians have the right to request a referral for a dyslexia evaluation under IDEA or Section 504 at any time. Districts must ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of tiered interventions or RTI.

Schools must recommend evaluation for dyslexia if the student demonstrates the following:
- Poor performance in one or more areas of reading, spelling, and/or math 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 student continues to struggle with reading or math or there is a suspected reading disability (including dyslexia), MISD will follow one of the following procedures:
- Evaluation will occur to determine if the student qualifies for services through IDEA; or
- For a student that is receiving special education services, the ARD Committee will review existing evaluation data and determine if additional assessment is needed.

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

- Schedule a PST at the campus that includes classroom teachers and principal.
- Notify parents or guardians of proposal to assess the student for dyslexia.
- Inform parents or guardians of their rights under IDEA.
- All testing is completed through IDEA (special education).
- Obtain parent or guardian permission to assess the student for dyslexia.
- This 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. IDEA procedures must be followed, including providing the parent/guardian with prior written notice. Parent requests for evaluation can be emailed to childfind@misd.org.

Test and Other Evaluation Materials

In compliance with IDEA and Section 504, 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 factor 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 mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally unless it is clearly not feasible to provide or administer

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

Any time from kindergarten through grade 8 a student continues to struggle with one or more components of reading, schools must collect additional information about the student. The school should use previously collected as well as current information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. The collection of various data 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
- 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 supports the determination that difficulties in learning are not due to cultural factors or environmental or economic disadvantage.

Domains to Assess

MISD 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. Malone ISD 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

Identification and placement decisions for dyslexia are made by the ARD committee. To make an informed determination, the committee must include certain required members. These required members must include, but are not limited to, individuals who are knowledgeable about the following:
- Student being evaluated
- Evaluation instruments being used
- Meaning of the data being collected

For ELs, a member of the LPAC must be part of either the Section 504 or ARD committee. Additionally, committee members should have knowledge regarding— •
   the reading process,
- dyslexia and related disorders,
- dyslexia instruction, and
- district or charter school, state, and federal guidelines for evaluation.

The PST committee determines if 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)

The evaluation data collected may also include information on reading comprehension, mathematics, and written expression. Dyslexia often coexists with learning difficulties in these related areas.

The ARD/IEP committee must 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.
- Does 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

If the student is found eligible for dyslexia services in the area of reading, the student will be able to participate in Malone ISD's general education dyslexia intervention program. However, if the reading difficulties continue and the student is not successful in the dyslexia intervention program, the ARD committee will determine the breadth and depth of additional support.

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

Assessment of Students Identified Outside the District

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. Malone ISD may choose to accept the outside assessment or may re-assess the student to ensure compliance. The ARD committee will determine the identification status of a student enrolled in Malone ISD and the placement of the student in the dyslexia program(s). An outside assessment does not automatically create eligibility.

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 until the district reevaluates the information from previous testing of the student. 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 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

All students suspected of having dyslexia or other related disorders, **such as dysgraphia** will be assessed through Special Education.
- This will ensure that MISD 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 dependent 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
- 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 a pattern of low writing and spelling ability that is unexpected for the student in relation to the student's other cognitive abilities and provision of effective classroom instruction?
- Does the pattern indicate the student has dysgraphia?
- Does the student meet eligibility as a student with a disability under Section 504 or IDEA?

V. Dyscalculia

a. Definition and Characteristics

Dyscalculia is a term used to describe a learning disability in math. Dyscalculia is not one of the dyslexia-related conditions identified in TEC § 38.003(d)(1)-(2)(1995). However, dyscalculia can co-occur with dyslexia or other learning disabilities.

The triple code model of numeric representation provides the theoretical foundation of three possible subtypes of developmental dyscalculia. Verbal subtype or the disorder of the verbal representation of numbers and the inability to use language-based procedures to assist in arithmetic fact retrieval skills. The second subtype of dyscalculia is procedural subtype or the disorder in the ability to transcode numeric systems into a meaningful language system. The third subtype is the semantic subtype or the inability to decipher magnitude representations among numbers.

The characteristics of dyscalculia include the following:
- Counting/skip counting
- Basic calculation
- Number lines
- Rounding
- Graphs/charts/tables
- Problem solving
- Money
- Place value
- Sequence
- Mental math
- Geometry
- Estimation
- Time
- Calendar
- Fractions/decimals
- Measurement
- Probability

Additional consequences of dyscalculia may also include:
- Rapid number identification skills
- Deficits retrieving or recalling stored mathematic facts of over-learned information
- The inability to use language-based procedures to assist in arithmetic fact retrieval skills
- Struggle to write numbers from dictation

All students suspected of having dyslexia or other related disorders, such as **dyscalculia,** will be assessed through Special Education.
- This will ensure that MISD 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 dyscalculia?

The school shall recommend evaluation for dyscalculia if the student demonstrates the following:
- Impaired or continuous difficulty counting, math calculations,
- Struggles to solve basic math facts with adequate speed and accuracy.

c. Data Gathering

Documentation of the following characteristics of dyscalculia could be collected during the data gathering phase:
- Slow counting
- Inability to skip count
- Inability to use a number line
- Unable to understand and do rounding
- Inability to read graphs, charts, or tables
- Poor reasoning to do problem solving
- Unable to count money or make change
- Unable to to use place value
- Difficulty in sequencing numbers
- Inability to do mental math
- Cannot tell time with hands for hours, minutes and seconds
- Inability to use a calendar
- Unable to calculate the similarities of fractions and decimals
- Unable to take measurements in inches, feet, yards, miles, centimeters, milometers, kilometers
- Inability to make probable ratios

d. Identification

The identification of dyscalculia is made by the PST committee. To make an informed determination, the committee must include members who are knowledgeable about the following:
- The student being assessed
- Evaluation instruments being used
- Interpretation of the data being collected

Additionally, the committee members should have knowledge regarding
- Dyscalculia and related disorders,
- dyscalculia instruction, and
- district, state, and federal guidelines for evaluation

VI. Instruction

a. Dyslexia Instruction

Malone ISD 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.
- Malone ISD 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.
- Malone ISD dyslexia intervention includes the principals of effective instruction. The intervention is multisensory, systematic, synthetic, analytic and delivered with explicit instruction and taught to automaticity.
- Malone ISD trains teachers in the program used 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, master reading teachers, 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.

Malone ISD 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 MISD:

In Malone ISD for the 2020-21 school year, the following interventions are used for students with dyslexia:

Grades	Intervention Program
K-2	Phonics Blast
3-5	HD Word
6-8	HD Word
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.

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.

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 Malone ISD for the 2019-20 school year, Handwriting and/or Keyboarding Without Tears is the intervention used for students with dysgraphia.

c. Dyscalculia Instruction

Instruction in mathematics, just as in language, must be multisensory, explicit, cumulative, sequential, and presented in small increments. Bley and Thornton (1989) focus on ten general techniques that are valuable in planning and implementing an appropriate program of instruction and have found success in many programs. These are:
- Use visuals and manipulative to illustrate new and important ideas and concepts
- Use visual cueing (boxes, circles, and lines)
- Assign fewer problems and minimize or eliminate copying from textbook or board
- Use visual cueing, code by color
- Alter, adjust, or reinforce the standard text presentation when this meets a special need
- Allow children to finger trace or use other tactile cues,

- Capitalize on patterns and other associations to promote understand or retention
- Use auditory cueing
- Make samples for students who need them,
- Carefully sequence instruction in small steps, with adequate provision for practice and review

In addition to the above strategies, the use of technology may also assist the student. This includes the use of calculators, software programs, and computers. It is important to use technology to assist the student in understand concepts and not just as a tool to reach an answer.

For the individual with dyslexia, it is important that these stages are linked through language. There are three kinds of language that allow the student to fully integrate mathematical learning.

- First, is the student's own language. No matter how imperfect this language is, it is important that the individual discusses, questions, and states what he or she has learned.
- Second, is the language of the instructor, which corrects or clarifies the student's own language, and links to the third language, the language of mathematics.
- This language includes not only the vocabulary of mathematics, but also the efficient uses of symbols to express mathematical ideas and concepts. It can be as simple as being able to use only the symbols to express an idea, but also the vocabulary to discuss what one has written.

There are five ways to facilitate working memory in the classroom

- Teach multiple ways to problem solving. Research indicates that students who utilize both sexual-spatial and/or verbal strategies to solve problems tend to outperform those who over-rely on just a single strategy.
- Avoid skill drills. Speed and competition are a sur-fire way to create anxiety in students. Fluency and automatic retrieval of over-learned math facts can be ascertained without classroom competition.
- Link problem solving with passion. Whether it is calculating batting averages in baseball, determining life points in Yu-Gi-OH, or simply making changes from a shopping spree, students to be more active learners when personal meaning is attached to the cold harshness of problem solving.
- Set algorithmic procedures to a song. Math calculations exercises, from subtraction with regrouping to diving fractions often involve a series of problem solving steps that seem devoid of logic and meaning. Students frequently lose track of the necessary sequences of steps to arrive at the answer, and tend to panic in mid-drift. Verbalizing strategies by way of song can be a key memory enhancer that can often bail out students while simultaneously reducing their fear of failure.
- Encourage visual cues. Most students prefer to problem solve in their head, rather than make an effort to jot down the equations on scratch paper. Mental math requires strong working memory skills. When anxiety is a factor, the cognitive counter space required to calculate equations in our minds diminishes, thus heightening anxiety levels.

d. Instructional Decisions

Instructional decisions for a student with dyslexia are made by the PST or §504 committee which consists of professionals that are knowledgeable about the student, the meaning of the evaluation data, and instructional components and delivery of instruction for students with dyslexia. Dyslexia instruction must be given with fidelity and consistently. (ex. 4 days a week for 25 minutes a day). The district dyslexia calendar is released at the beginning of each school year.

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 PST 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 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

Malone ISD Reading Interventionists will send home intervention progress reports 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. Elementary programs will use Phonics Blast for grades K-2.   Students using Phonics Blast may require an additional intervention (HD Word) upon completion of the program. HD Word is comprehensive and addresses all the phonemes. If not, the student will be placed on monitoring status.

f. Intervention Completion and Monitor Status

Upon successful completion of MISD's Phonics Blast, and/or HD word 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
- DRA data (if applicable)
- TPRI data (if applicable)
- 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 PST 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 committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services.

During the first year after the student has completed the MISD 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

VII. 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

For ELs, a member of the LPAC (Language Proficiency Assessment Committee) must be part of either the Section 504 or ARD committee.
Additionally, committee members should have knowledge regarding—

- the reading process,

- dyslexia and related disorders,

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

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 influences 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 as decisive an 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	Less difficulty with word-level reading
Fluency and comprehension often improve once decoding is mastered	More difficulty with fluency and comprehension

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