

# **Waskom Independent School District**



## **Dyslexia and Related Disorders Plan 20-21**

The mission of the Waskom ISD Dyslexia Curriculum is to provide all eligible students with dyslexia the multi-sensory and phonological awareness skills necessary to compensate for deficiencies in the areas of reading, writing, and spelling, in order to nurture a strong self-esteem and to provide opportunities for them to develop their talents.

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with 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 dysgraphia, and developmental spelling disability.*

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

*Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to their 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.*

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 students age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.

**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

**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,”
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary word
- 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 in “base” “ball”
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/a/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 connection speech sounds with appropriate letter or letter combinations and omitting letters in words spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expressions

### **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 of 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 word (e.g., “big” instead of “enormous”)
- Reliance of 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 word in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading
- Difficulty learning a foreign language

## **English Language Learners**

Much diversity exists among ELs. A student's language proficiency may be impacted by any of the following: native language, English exposure, parent education, socioeconomic status of the family, amount of time the United States, experience with formal schooling, immigration status, community demographics, and ethnic heritage (Bailey, Heritage, Butler, & Walqui, 2000) ELs may be students served in bilingual and English as a second language programs as well as students designated Limited English Proficient(LEP) whose parents have denied services.

## **Procedures for Evaluation**

The identification and intervention process for dyslexia can be multifaceted. These processes involve both state and federal requirements that must be followed. The evaluation, identification, and provision of services for students with dyslexia are guided by both the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The law that applies to an individual student determined by data and the student's individual needs. Further information about these laws and how they apply are discussed throughout the TEA Dyslexia Handbook.

The Pathways for the identification and Provision of Instruction for Students with Dyslexia flowchart in Figure 3.8 is found on p. 35 of the TEA Dyslexia Handbook.

## **Formal Evaluation**

A teacher or parent can request a student be evaluated for Dyslexia.

When formal evaluation is recommended, the school must complete the evaluation process as outlined in the TEA Dyslexia Handbook. A letter of consent for initial Section 504 Evaluation will be sent home, signed, and returned to the school before any student can be formally evaluated for Dyslexia

## **Procedures for Identification**

While each law has specific requirements regarding the identification of dyslexia, decisions must be made by either a Section 504 committee under Section 504 or an ARD committee under IDEA. In order to make an informed determination, each 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.
- Reading process
- Dyslexia and related disorders
- Dyslexia instruction
- District, state, and federal guidelines for evaluation.

### **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

### Sources of Cumulative Data

- Parent /Teacher survey
- Vision/hearing screening
- Teacher reports of classroom concerns
- Classroom reading assessments
- Accommodations provided
- Academic progress reports
- Samples of schoolwork
- Parent conference notes
- State student assessment program
- Observations of instruction provided to 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

After review of collected data, a student can be determined eligible for dyslexia services. The standard protocol dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. A standard protocol dyslexia instructional program must be explicit, systematic, and intentional in its approach. This instruction is designed for all students with dyslexia and will often be placed in a small group setting. Standard protocol dyslexia instruction must be:

- Evidence-based and effective for students with dyslexia
- Taught by an appropriately trained instructor
- Implemented with fidelity

They will participate in a new district program known as Reading by Design. This program consists of critical, evidence-based components of Dyslexia Instruction. The components are:

- Phonological awareness
- Sound-symbol association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading comprehension
- Reading fluency

The intervention will consist of:

- Simultaneous, multisensory instruction
- Systematic and cumulative instruction
- Explicit instruction
- Diagnostic reading to automaticity
- Synthetic instruction
- Analytic instruction

## **Dysgraphia**

Difficulty with handwriting frequently occurs in children with dyslexia. However, a student can be found to have diverse co-morbidities, including phonological awareness (Dohla and Heim, 2016) Dyslexia and dysgraphia are now recognized to be distinct disorders that can exist concurrently or separately.

Dysgraphia is related to dyslexia as both are language-based disorders. Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills, finding, retrieving and producing letters, which is a subword-level language skill. The impaired handwriting may interfere with spelling and/ or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015)

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.

**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)

**The Talking Book Program (TBP)** provides free library services to qualifying Texans with visual, physical, or reading disabilities. TBP is part of the National Library Service to the Blind and Print Disabled, a program administered by the Library of Congress. The TBP collection consists of more than 100,000 titles, including hundreds of titles in Spanish, and some in French, German, Russian, and other languages.



### **Student Resources for Reading Disabilities**

The Talking Book Program (TBP) provides digital audio, large print and Braille books and magazines to Texans who cannot read standard print due to a qualifying visual, physical or reading disability. Service for students is available both at home and in the classroom. TBP is a division of the Texas State Library and Archives Commission and has served Texans with disabilities since 1931, and Texas was one of the first states to join the [National Library Service for the Blind and Print Disabled \(NLS\)](#), a division of the Library of Congress.

Throughout Texas, children with disabilities that prevent them from reading standard print are enjoying the world of reading through TBP. While we do not have textbooks in our collection, TBP offers thousands of books that students can use in their schoolwork.

The collection includes titles for all ages, including literary classics, fairy tales, poetry, mysteries, sports, science fiction and biographies. Many Newbery, Caldecott, Bluebonnet and Lone Star award-winning titles are also available. Most of our materials are provided by NLS, a program administered by the Library of Congress. To supplement the national collection, Texas volunteers have recorded hundreds of books about Texas and the Southwest, along with

Spanish-language titles and children's books.

Books may be downloaded via the Braille and Audio Reading Download (BARD) Mobile app on iOS and Android devices. The downloadable collection contains more than 110,000 books and more than 80 magazines in audio format, and it is growing rapidly.

In addition to providing books, TBP also offers many national magazines that students can use in school and recreation. These include National Geographic Kids, Seventeen, Sports Illustrated for Kids, Spider, Conundrum, and others. Not all magazines are available in all formats. A list of available magazines is provided upon registration.

**TBP provides:**

- Thousands of book titles and magazines in a variety of categories.
- Personalized service from reader consultants and librarians.

**You can receive books and magazines:**

- By downloading to portable devices using the Braille and Audio Reading Download (BARD) Mobile app.

**Who is eligible?**

Texans of all ages who:

- Have reading disabilities of an organic origin, such as dyslexia.
- Are legally blind.
- Are unable to read standard print without special aids other than regular glasses.
- Have physical limitations that prevent them from holding books or turning pages.

The disability may be temporary or a lifelong need.

**How do I apply?**

If a person meets one or more of the criteria above, fill out an application and have it certified.

- [Individual Application in English \[pdf\]](#)
- [Individual Application in English \[rtf\]](#)
- [Individual Application in Spanish \[pdf\]](#)
- [Individual Application in Spanish \[rtf\]](#)

For more information or to have an application sent to you:

**Call toll-free:** 1-800-252-9605

**In the Austin area, call:** 512-463-5458

**Write to us:** P.O. Box 12927, Austin, TX 78711-2927

**Email:** [tbp.services@tsl.texas.gov](mailto:tbp.services@tsl.texas.gov)

## **Certifying Authorities**

Certifying authority is defined to include doctors of medicine and osteopathy, ophthalmologists, optometrists, registered nurses, therapists, professional staff of hospitals, institutions, and public or welfare agencies (e.g., reading specialists, dyslexia specialists, speech-language pathologists, social workers, case workers, counselors, rehabilitation counselors, teachers and superintendents). In the absence of any of these, certification may be made by professional librarians or any person whose competence under specific circumstances is acceptable to the Library of Congress. Certifying authorities are not permitted to certify relatives.

## **Disability Support Services**

The Disability Information and Referral Center (DIRC) provides information about disabilities and health-related topics. You do not have to be a member of the Talking Book Program in order to use DIRC services. Staff are available to answer questions and provide resources about various disabilities and health conditions, technology, independent living, education, elderly issues, transition services, etc. The DIRC also features a collection of disability-related print books and videos for loan. For more information about the DIRC, [click here](#).

### ▪ **Braille and Audio Reading Download (BARD)**

Talking Book Program (TBP) members can use the Braille and Audio Reading Download (BARD) to download and read audio books on your smartphone or tablet using the BARD Mobile app.

- Download books whenever you want.
- Get as many books as you want.
- Keep books as long as you want.
- Store multiple books on one device.
- Carry your favorite books in a portable format.

## **Get Started with BARD:**

1. Register for the **Talking Book Program (TBP)**. To qualify, a person must have a visual, physical, or organic reading disability that prevents him or her from reading standard print.
2. Register for **BARD** (must be a patron of TBP). Complete a [brief online application](#) or call **1-800-252-9605**.

## **How to download:**

From BARD Mobile app on a smartphone or tablet:

- **Download BARD Mobile** from the app store.
- **Log into app.**
- **Download** your book.

- **Play books** on your smartphone or tablet.

#### **Talking Book Program Brochures and Flyers**

- [Introductory Letter to Parents](#)
- [Student Resources for Reading Disabilities Brochure \(English\)](#)
- [Individual Application in English \[pdf\]](#)
- [Individual Application in English \[rtf\]](#)
- [Individual Application in Spanish \[pdf\]](#)
- [Individual Application in Spanish \[rtf\]](#)
- [Student Resources for Reading Disabilities Brochure \(Spanish\)](#)

#### **Helpful contact information for the Talking Book Program**

To order books or for general information: **1-800-252-9605**

To request an application or ask about enrollment: **1-800-252-9605**

To access the toll-free information line: **1-866-388-6397**

To contact the Disability Information and Referral Center: **1-800-252-9605**

To contact the Public Awareness Office: **1-512-463-5452** or **1-800-252-9605**

To send email to anyone in the Talking Book Program: [tbp.services@tsl.texas.gov](mailto:tbp.services@tsl.texas.gov)

To ask for assistance using BARD: **1-800-252-9605** or [tbp.bard@tsl.texas.gov](mailto:tbp.bard@tsl.texas.gov)

To ask a librarian for reading advice or reference

assistance: **1-800-252-9605** or [tbp.ral@tsl.texas.gov](mailto:tbp.ral@tsl.texas.gov)

To access the TBP website: [www.TexasTalkingBooks.org](http://www.TexasTalkingBooks.org)

To access the TBP blog: <https://www.tsl.texas.gov/texastalkingbooks/>

To see the TBP book club schedule: <https://www.tsl.texas.gov/tbp/tbpbookclub/index.html>

Page last modified: January 30, 2020

Waskom ISD will continue to follow federal and state guidelines while addressing the needs of our student populations.

**If you have any questions or concerns, please contact:**

**Rachel Johnston**

**Dyslexia Coordinator**

**[Rjohnston@waskomISD.net](mailto:Rjohnston@waskomISD.net)**

**903-687-3361 ext. 1115**

*Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge and is unlikely to ever flourish in school or life.*

-Moats. L. C. Reading is Rocket Science: What Expert Teachers of Reading Should Know and be Able to Do, 1999