

Boys Ranch ISD



District Dyslexia Procedures

March 15, 2023

DYSLEXIA SERVICES

Procedures:

The Boys Ranch ISD Board of Trustees is responsible for ensuring campuses are implementing procedures for identifying and providing appropriate, evidence-based instructional services to all students with dyslexia or related disorders. The District's procedures must be implemented according to the approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related services as described in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Services* ("The Dyslexia Handbook"). The District must report through PEIMS the number of students enrolled in the District who are identified as having dyslexia.

Definitions and Characteristics

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

"Dyslexia" is a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

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

The International Dyslexia Association defines "dyslexia" in the following way:

Dyslexia is a specific learning disability that is 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 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 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.

Primary Reading /Spelling Characteristics of Dyslexia

- Reading words in isolation
- Accurately decoding unfamiliar words
- Oral Reading
- Spelling

(Individuals demonstrate differences in degree of impairment and may not exhibit all characteristics.)

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

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the name 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)

Evidence-Based Core Reading Instruction (Tier 1)

The 86th Legislature passed House Bill 3, requiring each school district to provide a phonics curriculum that uses systematic direct instruction in kindergarten through third grade to ensure all students obtain necessary early literacy skills. Districts are required to ensure that all kindergarten, first, second, and third grade teachers complete a teacher literacy achievement academy to increase teacher knowledge and implementation of the science of teaching reading. Districts must also certify to the TEA that they prioritize placement of highly effective teachers in kindergarten through second grade and integrate reading instruments to diagnose reading development and comprehension to support each student in prekindergarten through third grade

State Requirements

In 2017, the 85th Texas Legislature passed House Bill (HB) 1886, amending Texas Education Code (TEC) §38.003, Screening and Treatment for Dyslexia, requiring

all kindergarten and first-grade public school students be screened for dyslexia and related disorders. This law also requires all students beyond first grade be screened or tested at appropriate times.

Texas Education Code §28.006, requires each district administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension.

Boys Ranch ISD Dyslexia Screeners/Reading Instruments

Grade	BOY	MOY	EOY
Kindergarten	CLI - engage	CLI - engage	CLI - engage
First Grade	Texas Primary Reading Inventory (TPRI)	Texas Primary Reading Inventory (TPRI)	Texas Primary Reading Inventory (TPRI)
Second Grade	Texas Primary Reading Inventory (TPRI)	Texas Primary Reading Inventory (TPRI)	Texas Primary Reading Inventory (TPRI)
7 th Grade	Texas Middle School Fluency Assessment (TMSFA)		

Students may also be assessed at other times throughout the year, as deemed appropriate.

Parents/Guardians of each student in kindergarten, first grade, and second grade are notified if the student is determined to be at risk for dyslexia or other reading difficulties based on the results of the screeners and reading instruments. In accordance with TEC §28.006(g), an accelerated reading instruction program is provided to these students.

However, the District may not use early intervention strategies, such as multi-tiered systems of support, to delay or deny the special education evaluation of a student suspected of having a specific learning disability, including dyslexia or a related disorder.

*The District is required to consider prior screenings and testing before rescreening or retesting a student determined to have dyslexia during a prior screening or test.

Dyslexia Codes

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

1. Screened and determined to not be at-risk for dyslexia or related disorder
2. Screened and determined to be at-risk for dyslexia or related disorder
3. Not Screened for dyslexia or related disorders

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

0. Student is identified with dyslexia or a related disorder but does not receive services.
1. Student receives services for dyslexia or a related disorder with an individualized education program developed for the student under Section 29.005; or a plan developed for the student under Section 504, Rehabilitation Act of 1973.
2. Student receives instruction that meets applicable dyslexia program criteria established by the State Board of Education; and is provided by a person with specific training in providing that instruction.
3. The student is permitted, on the basis of having dyslexia or a related disorder, to use modifications in the classroom or accommodations in the administration of assessment instruments under Section 39.023

Dyslexia Screening

Screening is defined as a universal measure administered to all students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties and/or a related disorder.

Screening is not a formal evaluation.

Texas Education Code §38.003 mandates that kindergarten students be screened by the end of the school year. Considerations for scheduling the kindergarten screener may include the following factors:

1. Has adequate time for instruction been provided during the school year?
2. Has adequate time been provided to compile data prior to the end of the school year?
3. How will the timing of the screener fit with the timing of other required assessments?
4. Has sufficient time been provided to inform parents in writing of the results of the reading instrument and whether the student is at risk for dyslexia or other reading difficulties?
5. Has adequate time been provided for educators to offer appropriate interventions to the student?
6. Has sufficient time been provided for decision making regarding next steps in the screening process?

Students in first grade must be screened no later than the middle of the school year. Screening of first-grade students can begin anytime in the fall as the teacher deems appropriate. Screening for students in first grade must be concluded no later than January 31 of each school year.

Additionally, students who did not demonstrate reading proficiency on the sixth-grade state reading assessment are administered a reading instrument at the beginning of the seventh grade.

Screener Criteria

Campus personnel are responsible for ensuring all students in kindergarten and first grade are screened for dyslexia in an appropriate and timely manner.

Boys Ranch ISD has selected CLI-engage and the TPRI as screening instruments from the Commissioner's List of Reading Instruments. Instruments used to screen for dyslexia and other reading difficulties must address the following skills:

Kindergarten	First Grade
<ul style="list-style-type: none"> • Letter Sounds Knowledge or Letter Naming Fluency • Phonological Awareness 	<ul style="list-style-type: none"> • Word Reading Accuracy or Fluency • Phonological Awareness

Observed student behaviors must be documented by individuals who administer the screening instrument. Some of the behaviors that may be observed and which should be documented are:

- Lack of automaticity
- Difficulty sounding out words left to right
- Guessing
- Self-correcting
- Inability to focus on reading
- Avoidance behavior

Administration of Screening Instruments/Training

Boys Ranch ISD ensures that appropriately trained and qualified individuals administer and interpret the results of the screening instrument and at a minimum, will have the following qualifications:

- An individual who is certified/licensed in dyslexia; or
- A classroom teacher who holds a valid certification for the appropriate grade level.

Additionally, individuals administering and interpreting the screening instrument must receive training designed specifically for the selected instrument in the following:

- Characteristics of dyslexia, and other reading difficulties
- Interpretation of screening results and at-risk indicators and decisions regarding placement/services

Observed student behaviors must be documented by individuals who administer the screening instrument. Some of the behaviors that may be observed and which should be documented are:

- Lack of automaticity
- Difficulty sounding out words left to right
- Guessing
- Self-correcting
- Inability to focus on reading
- Avoidance behavior

Kindergarten/Grade 1 Universal Screening: Interpretation

After the screening has been administered, the next steps are to analyze results, identify level of risk for each student, and make informed decisions. After results are analyzed the student may be referred for evaluation, the school may implement an intervention, and/or continue with core instruction.

In general, students scoring below the publisher-determined cut point are considered "at risk" for dyslexia, while those who score above the cut point are considered "not at risk" for dyslexia. If a student is at risk for reading difficulties, campus personnel will provide targeted intervention provided by the appropriate staff as determined by the district. The district will continue to gather both quantitative and qualitative data information about the student.

Screening Data Gathering

Quantitative Information	Qualitative Information
<ul style="list-style-type: none">▪ Current dyslexia screening instruments▪ Previous screening instruments▪ Formal and informal classroom reading assessments▪ Additional brief and targeted skill assessments	<ul style="list-style-type: none">▪ Observations of student during screening▪ Other observations of student progress▪ Teacher observations▪ Parent/guardian input (e.g. family history, early language skills)▪ Work samples from earlier grades▪ Intervention history

Based on the screening information, if a student is at risk for reading difficulties, the campus will implement an accelerated reading program that appropriately addresses the students reading difficulties and enables them to catch up with their typically performing peers, according to TEC §28.006(g).

Interpretation of Data

A qualified team is required to review both quantitative and qualitative data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. The team must consist of individuals who:

- Have knowledge of the student
- Are appropriately trained in the administration of the screening tool
- Are trained to interpret the quantitative and qualitative results from the screening process
- Recognize characteristics of dyslexia

Ongoing Monitoring

BRISD will continue to monitor students for common risk factors for dyslexia in second grade and beyond. If regular progress monitoring reflects a difficulty with reading, decoding, and/or reading comprehension, it may be appropriate to consider an evaluation for dyslexia and other learning disabilities.

It is important to remember that at any point in the data review process a referral for a FIE under IDEA may be initiated. Parents also have the right to request a FIE at any time.

Procedures for the Evaluation and Identification of Students with 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. The basic framework is outlined below.

Data-Driven Meeting of Knowledgeable Persons

A team of persons with knowledge of the student, instructional practices, and instructional options meets to discuss data collected, including data obtained during kindergarten and/or first grade screening, and the implications of that data. These individuals may include, but are not limited to, the classroom teacher, administrator, dyslexia specialist, and/or interventionist. This team may also include the parents. The team of knowledgeable persons is not the ARD committee.

When the Data Does Not Lead to a Suspicion of Dyslexia or a Related Disorder If

the team determines that the data does not give the members reason to suspect that a student has dyslexia, a related disorder, or other disability, the team may decide to provide the student with additional support in the classroom or through the RTI process. The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions. However, the student is not referred for an evaluation at this time.

When the Data Leads to a Suspicion of a Disability, Including Dyslexia or a Related Disorder

If the team suspects that the student has dyslexia, a related disorder, or other disability included within the IDEA, the team must refer the student for full individual initial evaluation (FIE) under IDEA. If the parent gives consent, grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions will continue being provided while the school conducts the FIE.

Once a parent request for dyslexia evaluation has been made under the IDEA, the district must comply with the special education procedures related to Prior Written Notice, Referral for Possible Special Education Services, and provide the parent with all information indicated above, a copy of the Notice of Procedural Safeguards and an opportunity to give written consent for an initial FIE.

Data Gathering

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

The academic history of each student will provide the school with cumulative data needed to ensure that underachievement in a student suspected of having dyslexia and/or dysgraphia is **not** due to lack of appropriate instruction in reading. This information should include data that demonstrates that the student was provided appropriate instruction and include data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. This cumulative data also includes information from parents/guardians.

Sources and examples of cumulative data include, but are not limited to:

<ul style="list-style-type: none">● Vision and hearing screening● Teacher reports of classroom concerns● Classroom reading assessments● Accommodations or interventions provided● Academic progress reports and/or report cards● Gifted/talented assessments● Parent conference notes● Samples of classwork● K-2 and 7th grade reading instrument	<ul style="list-style-type: none">● State assessments results (if applicable)● Observations of instruction provided to the student● Attendance records● Curriculum-based assessments measures● Instructional strategies provided and student's response to the instruction● Screening● Parent Survey
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Language Proficiency

Additional data sources for English Learners may include:

- Home Language Survey
- Assessment related to identification for limited English proficiency
- Texas English Language Proficiency Assessment System (TELPAS) information
- Instructional interventions provided to address language needs
- Information regarding previous schooling inside and/or outside the US
- Type of language program model provided and language of instruction

Formal Evaluation

A formal evaluation is not a screening. It is an individualized evaluation used to gather evaluation data. Formal evaluation includes both formal and informal data. All data will be used to determine whether the student has dyslexia and/or dysgraphia. As part of the evaluation when dyslexia is suspected, the multidisciplinary evaluation team should include members who have specific knowledge regarding

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

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

Domains to Assess Specific to Dyslexia

Academic Skill	Cognitive processes	Possible additional areas
<ul style="list-style-type: none">• Letter knowledge• Reading words in isolation• Decoding unfamiliar words accurately• Reading fluency (both rate, accuracy, and prosody)• Reading comprehension• Spelling	<ul style="list-style-type: none">• Phonological/Phonemic Awareness• Long Term Memory/Rapid Naming• Orthographic processing (memory for letter or symbol sequences)• Fluid Reasoning• Short Term Memory/Verbal working memory• Processing speed• Crystallized Intelligence	<ul style="list-style-type: none">• Listening comprehension• Vocabulary• Verbal expression• Written expression• Handwriting• Mathematical calculation/reasoning

Review and Interpretation of Data and Evaluations

When considering the condition of dyslexia, ARD committee members should include those with specific knowledge regarding:

- The reading process
- Dyslexia and related disorders
- Dyslexia instruction.

The ARD committee must consider test results in light of the student's educational history, linguistic background, environmental or socioeconomic factors.

A determination must be made regarding whether a student's difficulties in the areas of reading and spelling reflect a pattern of evidence of strengths and weaknesses 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)

When determining phonological awareness deficits, evaluation personnel should examine subtest scores, including discreet phonological awareness skills, instead of limiting interpretation to composite scores, since a deficit in even one skill will limit reading progress.

If the ARD committee determines the student exhibits weakness in reading and spelling, the committee will then examine the student's data to determine whether these difficulties are unexpected in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction.

Therefore, it is not one single indicator but a preponderance of data (both formal and informal) that provide the committee with evidence for whether the student's difficulties are unexpected.

Dyslexia Identification

If the student's difficulties are unexpected in relation to other abilities, the following 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 reading
 - Poor spelling skills
 - Poor decoding ability
- Do these difficulties (typically) result from a deficit in the phonological component of language?
- Are these difficulties unexpected for the student's age in relation to the student's other abilities and provision of effective classroom instruction?

If it is established that the student has the condition of dyslexia, as outlined in Chapter 1 of the Dyslexia Handbook 2021, then the student meets the first prong of eligibility under the IDEA. Eligibility under the IDEA consists of both identification of the condition and a corresponding need for specially designed instruction as a result of the disability.

If it is determined that the student has an IDEA eligible condition such as a dyslexia or a related disorder and the ARD committee (including parents or guardians), determines there is a need for specialized program of instruction, because of the identified IDEA eligible condition, the student is eligible for special education. The ARD committee develops the IEP for the student to receive specially designed instruction which can include **any appropriate special education and related services, and general education programs and services**, including standard protocol dyslexia instruction.

If the student is identified as having the condition of dyslexia or related disorder which substantially limits one or more of life's major activities such as learning, reading, writing, or spelling, the student is eligible for Section 504 services and the 504 committee develops a plan for the student to provide services including standard protocol dyslexia instruction, accommodations, and/or related aids specific to the student's disability.

Critical, Evidence-Based Components of Dyslexia Instruction

The district must purchase or develop a reading program for students with dyslexia and related disorders that is aligned with the following descriptors found in Dyslexia Handbook.

- Phonological awareness (recognize and manipulate sounds in words)
- Sound-Symbol association (sounds letters make)
- Syllabication (breaking words into parts)
- Orthography (knowing how to spell words)
- Morphology (prefixes, roots, suffixes)
- Syntax (knowledge of how words are arranged in meaningful sentences)
- Reading fluency (reading connected text with ease)
- Reading comprehension (understanding what you read)

Specially Designed Instruction

For students with dyslexia who have been determined eligible for and who are receiving special education services, specially designed instruction must also address the critical, evidence-based components described below. Specially designed instruction differs from standard protocol dyslexia instruction in that it offers a more individualized program specifically designed to meet a student's unique needs. Participation in standard protocol dyslexia instruction must be considered for all students, including those receiving dyslexia instruction under IDEA. Standard protocol dyslexia instruction could be part of the specially designed instruction and services provided to meet the student's needs.

Delivery of Dyslexia Instruction

It is critical that the delivery of content be consistent with research-based practices. Principles of effective intervention for students with dyslexia include all of the following:

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

Boys Ranch ISD utilizes Reading by Design: An Individualized Literacy Intervention that delivers a systematic, multisensory approach aligned with research-based practices for developing literacy and designed for students with basic reading

difficulties, such as dyslexia. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing components outlined in the Dyslexia Handbook. Progress monitoring and review lessons are embedded throughout the program to inform student progress and promote reading and writing automaticity.

Students receive Reading by Design instruction in accordance with the recommended frequency and duration.

Instructional Intervention Consideration for English Learners with Dyslexia

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. It is also necessary to incorporate ESL strategies during the intervention process and in all content areas.

Providers of Dyslexia Instruction

Dyslexia instruction will be provided by highly trained educators, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who have specific training on the critical components of dyslexia instruction and the program they use. Teachers must deliver the instruction with fidelity. Dyslexia teachers do not have to hold a specific license or certification but must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28 (c) and do not have to be certified as a special educator when serving a student who receives special education. Students receiving special education should be provided dyslexia services by the best person to provide the instruction.

Instructional Accommodations for Students with Disabilities

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

Accommodations are not one size fits all. Decisions about which accommodations used are individualized and made by the ARD committee or the 504 committee.

Dysgraphia

Definition and Characteristics of Dysgraphia

Dysgraphia is 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 in 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.

Possible characteristics of dysgraphia
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| <ul style="list-style-type: none">• Variably shaped and poorly formed letters• Excessive erasures and cross-outs• Poor spacing between letters and words• Awkward, inconsistent pencil grip• Heavy pressure and hand fatigue• Slow writing and copying with legible or illegible handwriting |
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Possible consequences of dysgraphia

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| <ul style="list-style-type: none">• Difficulty with unedited written spelling• Low volume of written output as well as problems with other aspects of written expression |
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Dysgraphia is not:

- Evidence of a damaged motor nervous system
- Part of a developmental disability that has fine motor deficits
- Secondary to a medical condition
- Association with generalized developmental motor or coordination difficulties
- Impaired spelling or written expression with typical handwriting

Procedures of Identification of Dysgraphia

The referral process for dysgraphia will follow Child Find procedures for conducting a full individual and initial evaluation (FIE) under the IDEA.

Schools should recommend evaluation for dysgraphia if the student demonstrates impaired or illegible handwriting that is unexpected for the student's age/grade or impaired handwriting that interferes with spelling, written expression, or both that is unexpected for the student's age/grade.

Below is a listing of possible areas for data collection with Dysgraphia is suspected:

- Slow or labored written work
- Poor formation of letters
- Improper letter slant
- Poor pencil grip
- Inadequate pressure
- Excessive erasures
- Poor spacing between/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

Data Gathering

When a student continues to struggle with one or more components of writing, schools must collect additional information. Schools should use information that has been previously collected as well as current information to evaluate the student's academic progress and determine any actions needed.

Examples of Cumulative Data to Collect

<ul style="list-style-type: none">• Vision screening• Parent/Teacher reports of classroom concerns about handwriting, spelling or written expression• Classroom writing assessments• Classroom spelling assessments• Samples of written work• Accommodations or interventions provided• Academic progress reports• Gifted/talented assessments• Samples of written schoolwork (both timed and untimed)	<ul style="list-style-type: none">• Results of statewide assessments• Observation of instruction• Full Individual and Initial Evaluation• Outside evaluations• Speech and language assessment• Attendance• Curriculum-based assessment measures• Instructional strategies provided and student's response to the instruction• Universal screening• Parent survey
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Formal Evaluation

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

Areas for evaluation of dysgraphia include:

Academic Skills	Cognitive Processes	Possible Additional areas
Letter formation Handwriting Work/sentence dictation (timed and untimed) Copying of text Written expression Spelling Writing fluency	Memory for letter or symbol sequences (orthographic processing)	Phonological awareness Phonological memory Working memory Letter retrieval Letter matching

To make an informed determination the ARD committee must include members who are knowledgeable about the handwriting process, dysgraphia and related disorders, dysgraphia instruction, and district or charter school, state, and federal guidelines for evaluation.

Dysgraphia Identification

If the student's difficulties are unexpected in relation to other abilities the following questions must be considered to determine the identification of dysgraphia:

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

- Are these difficulties unexpected for the student's age in relation to the student's other abilities, and the provision of effective classroom instruction?

If dysgraphia has been identified then a determination must be made regarding the most appropriate way to serve the student. The ARD committee will determine whether the student is eligible under IDEA as a student with a specific learning disability. The student is eligible under IDEA if he/she has dysgraphia and needs special education services. If the student is found eligible, the student's IEP must include appropriate writing instruction, which might include instruction from a related services provider.

If a student is identified and not considered a student with a disability under the IDEA, then the student may receive appropriate accommodations and services under Section 504.

Instruction for Students with Dysgraphia

The researched based elements for effective instruction of handwriting are the same for all students, however, for students identified as having dysgraphia the intensity, frequency and delivery of instruction may need to be adjusted to meet specific student need as determined by the Section 504 or the ARD committee.

Hierarchy of Handwriting Instruction	
Posture	<ul style="list-style-type: none"> • Feet are flat on the floor • Back is straight • Paper slanted so edge is parallel to writing arm • Paper anchored with non-writing hand • Pencil grip and position correct
Grip	<ul style="list-style-type: none"> • Normal tripod grip with pencil resting on first joint of middle finger with the thumb and index fingers holding the pencil in place at a 45 degree angle
Letter Formation	<ul style="list-style-type: none"> • Emphasis placed in the following order: • Shape • Proportion • Size • Rhythm/fluency • Slant
Sequence	<ul style="list-style-type: none"> • Lower case letters first; Capitals as needed beginning with first letters of student name • Manuscript-group by stroke formation • Cursive – group by beginning approach stroke • Letters • Syllables • Words • Phrases • Sentences • paragraphs

Students with written expression difficulties because of dysgraphia would benefit from being taught explicit strategies for composing including planning, generating, reviewing/evaluating, and revising different genre including narrative, informational, compare and contrast and persuasive compositions.

Delivery of Intervention

Content should be delivered consistently with the principles of effective intervention for students with dysgraphia including the following:

- Simultaneous, multisensory
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity

*Students will also benefit from systematic, explicit instruction in spelling, as well as writing.

Instructional Accommodations for Students with Disabilities

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

Accommodations are not one size fits all. Decisions about which accommodations used are individualized and made by the ARD committee or the 504 committee.

Parent Education Program

The district must provide parents or guardians of students suspected of having dyslexia or related disorder a copy or link to the electronic version of the Dyslexia Handbook as soon as the suspicion arises.

The district must also offer a parent education program for parents or guardians of students with dyslexia and related disorders. This program must include:

- Awareness and characteristics of dyslexia and related disorders
- Information on testing and diagnosis of dyslexia and related disorders
- Information on effective strategies for teaching students with dyslexia and related disorders
- Information on qualifications of those delivering services to students with dyslexia and related disorders
- Awareness of information on accommodations and modifications, including those for statewide assessments
- Information on eligibility, evaluation requests, and services available to the student under Section 504 and IDEA, and information regarding intervention processes, such as Response to Intervention
- Contact information for the relevant regional and/or District specialists for dyslexia and related disorders

TEC §28.006 (g-2) requires school districts to notify the parents or guardians of students determined, on the basis of dyslexia screening or reading instrument results, to have dyslexia or a related disorder, or to be at risk for dyslexia or other reading difficulties, to have access to the Talking Book Program (TBP) maintained by the Texas State Library Archives Commission. The TBP provides students with reading disabilities the ability to borrow audiobooks free of charge or links for Talking Book, Learning Ally, and it includes over 100,000 which are in Spanish.

Tips for Families

If you suspect your child has dyslexia or any other learning disability, contact the campus principal or special education director about a special education evaluation. Explain your specific concerns such as a lack of reading progress and suspicion of dyslexia.

If your child is already receiving dyslexia instruction, the school should send you regular updates on your child's reading progress, every six weeks. Talk with your child's teacher(s) about your child's progress and ask questions. Keep a record of what you notice with your child's reading and document improvement. If your child is not making progress something needs to be adjusted or changed.

Resources

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

Links

TEA Dyslexia Website-

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

<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-> TEA Dyslexia Handbook
(Spanish)

https://tea.texas.gov/sites/default/files/Spanish_Dyslexia

[Handbook](#) TEA Dyslexia PEIMS-Coding Overview

https://tea.texas.gov/sites/default/files/peims_dyslexia_flowchart-8-17-22.pdf

Additional Resources

Visit the Texas State Library Archives Commission to learn more about the Talking Book Program. Learning Ally is an audio resource highly recommended and used throughout our program. Visit the SPEDTEX website to learn more about specific disabilities, your child's rights, and the school's responsibilities. Review the Parent's Guide to the Admission, Review, and Dismissal Process, and the Notice of Procedural Safeguards document.



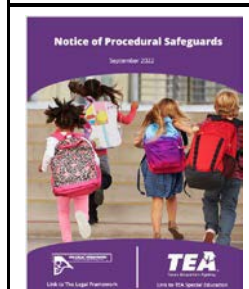
Child Find Public Awareness

The LEA's responsibility for child find is for all children with disabilities ages 0-21. The LEA is responsible for identifying, locating, and evaluating all children with disabilities who need special education and related services. The LEA's responsibility for free, appropriate, public education (FAPE) is for children with disabilities ages 3-21. Services must be available to ALL eligible students by their third birthday.

<https://childfindtx.tea.texas.gov/documents/ChildFindPosterLtr.pdf>



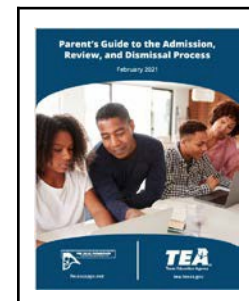
[Visit the SPEDTex site for additional information](https://childfindtx.tea.texas.gov/documents/ChildFindPosterLtr.pdf)



Notice of Procedural Safeguards Rights of Parents of Children with Disabilities

The Individuals with Disabilities Education Act (IDEA), as amended in 2004, requires schools to provide parents of a child with a disability with a notice containing a full explanation of the procedural safeguards available under IDEA and its implementing regulations. This document, produced by the Texas Education Agency (TEA), is intended to meet this notice requirement and help parents of children with disabilities understand their rights under IDEA.

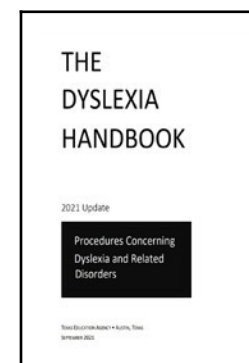
https://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf



Parent's Guide to the Admission, Review, and Dismissal Process

This guide was developed by the statewide leadership for the Legal Framework project team and the Texas Education Agency (TEA) in response to the requirement in the Texas Education Code §26.0081. This guide is designed to give you, as the parent of a child who is or may be eligible for special education and related services, a better understanding of the special education process and of your procedural rights and responsibilities so that you will be able to fully participate in the decision-making process regarding your child's education.

https://framework.esc18.net/Documents/ARD_Guide_ENG.pdf



The Dyslexia Handbook, 2021 Update

The purpose of The Dyslexia Handbook is to provide procedures for school districts, charter schools, campuses, teachers, students, and parents/guardians in early identification of, instruction for, and accommodations for students with dyslexia. This handbook will be used by school districts and charter schools as they develop their written procedures regarding students with dyslexia. It will also serve as a resource for educator preparation programs and other entities seeking guidance in serving students with dyslexia.

TEA website for Dyslexia & Related Disorders: <https://tea.texas.gov/academics/dyslexia/>

International Dyslexia Association: <http://www.interdys.org>

Partners Resource Network: <http://prntexas.org>

Available Audio Text options:

Talking Book Program: https://www.tsl.texas.gov/tbp/reading_disabilities

Learning Ally: <https://learningally.org/>

Bookshare: <http://www.accessiblebooks4tx.org/>

Texas College and Career Readiness Support Center: <http://txccrsc.org/>