The image shows the cover of a handbook. The title 'THE DYSLEXIA HANDBOOK' is written in orange, all-caps, sans-serif font. Below it, '2018 Update' is in a smaller, grey font. A central orange box contains the subtitle 'Procedures Concerning Dyslexia and Related Disorders' in white, sans-serif font. At the bottom, in small grey font, it says 'TEXAS EDUCATION AGENCY • AUSTIN, TEXAS' and 'NOVEMBER 2018'. The cover is set against a background of grey and orange geometric shapes.

THE  
DYSLEXIA  
HANDBOOK

2018 Update

Procedures Concerning  
Dyslexia and Related  
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS  
NOVEMBER 2018

# Dyslexia Handbook Revisions: An Overview

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December 2018

# Preface

“Updated based on Legislation passed in the 84th and 85th legislative sessions. The handbook also provides school districts/parents/guardians with information regarding the state’s dyslexia laws and their relation to the Rehabilitation Act of 1973, Section 504 as amended in 2008, the Americans with Disabilities Amendments Act and the Individuals with Disabilities Education Act (IDEA). This handbook replaces all previous handbooks and guidelines.”

“This handbook will be used by school districts and charter schools as they develop their written procedures regarding students with dyslexia.”

# NEW LAWS (TEC) or Code Amendments since 2014

Preface and/or  
Appendix B

- TEC 21.044(c)(2) Higher ed teacher prep, Eff. 9/1/2015
- TEC 28.006(b) Inclusion of Kindergarten multi-dimensional assessment tools, Eff. 9/1/2017, p. 97
- TEC 38.003(a) Universal dyslexia screening for all student end of K/1, eff. 6/15/2017, p. 99
- TEC 38.0032 TEA provides list of training opportunities for teacher CEUS (Texas Dyslexia Identification Academy Modules), eff. 6/15/2017, p. 100
- TAC 230.23 TEA provides accommodations for licensing exams, p. 108

# TEC 38.003 (a) Amended

“Students enrolling in public schools in this state shall be **screened or** tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education. **The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade.**”

First Grade deadline **January 31**

# Table of Contents

## Chapters

I. Definitions and Characteristics of Dyslexia

**NEW** → II. Screening

III. Procedures for Evaluation and Identification of Students with Dyslexia

IV. Critical, Evidence-Based Components of Dyslexia Instruction

**NEW** → V. Dysgraphia

## Appendices **SOME NEW**

Appendix D: IDEA/Section 504 Side-by-Side Comparison

Appendix I: 2015 U.S. Department of Education Dyslexia Guidance,

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

Appendix K: Addressing Concerns about Dyslexia Programs

# No Changes to...

- Definition
- Common Risk Factors
- Primary Characteristics or Secondary Consequences
- Domains to Assess
- Instructional Components

Clarifications and additional information may be included, but nothing changed.

# II. Screening

NEW CHAPTER!

## GUIDANCE BASED ON 2 EDUCATION CODES:

- TEC 28.006 a-k and (b) amended to include multidimensional assessment tool for kindergarten students, and don't forget (c-1) and (g-1) BOY 7<sup>th</sup> Grade reading instrument administered to students not proficient on state assessment, pp. 97-98
- TEC 38.003 (a) amended to include end of year K/1 screening of all students, p. 99

# II. Screening

**PURPOSE OF CHAPTER IS TO CLARIFY TOPICS RELATED TO SCREENING**

**Part A: Definition of screening...** “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.” p. 9

**Timing...**

- **Kindergarten – end of year.**
- **1<sup>st</sup> Grade –January 31<sup>st</sup>**
- **Appropriate times throughout the school year**

# II. Screening

## Part B- Administration of screening instruments

Figure 2.2. Criteria for English and Spanish Screening Instruments

Kindergarten	First Grade
<ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Phonemic Awareness</li> <li>• Sound-Symbol Recognition</li> <li>• Letter Knowledge</li> <li>• Decoding Skills</li> <li>• Spelling</li> <li>• Listening Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Phonemic Awareness</li> <li>• Sound-Symbol Recognition</li> <li>• Letter Knowledge</li> <li>• Decoding Skills</li> <li>• Spelling</li> <li>• Reading Rate</li> <li>• Reading Accuracy</li> <li>• Listening Comprehension</li> </ul>

RAN removed from  
Criteria

Figure 2.3. Student Behaviors Observed During Screening

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

# Screening

## Part B

### Other Screening Instrument Criteria

- Brief administration time and cost effective
- Established validity and reliability and standards
- Distinct indicators that students are “not at risk” or “at risk” for dyslexia or reading difficulties
- Standardized directions for administration
- Adequate training for educators on how to administer and interpret
- Measure each of skills in Figure 2.2
- Instrument must be selected from the Commissioner’s List

# Screening

## Part B

### Who May Administer the Dyslexia Screener

- An individual certified/licensed in dyslexia; or
- A classroom teacher who holds a valid certification for K and 1.

An educational aide is not eligible to administer or interpret the dyslexia screener.

**BEST PRACTICE:** Whenever possible, the student's current classroom teacher should administer the screener for dyslexia and reading difficulties.

# Screening

## Part C

“Screening alone will never improve outcomes for students. The screening must lead to effective instruction for it to be useful. Therefore, once the screening has been administered the next steps are to analyze results, identify level of risk for each student, and make informed decisions.”

### Next steps:

- Refer for evaluation, or
- Implement targeted intervention, and/or
- Continue with core instruction

# Screening

## Part C

pp. 14-15

### Interpretation

“District and charter schools must adhere to the cut points established by the published screening tool...Continual progress monitoring and an ongoing review of data is important. Any students may be referred for an evaluation at any time, regardless of the results of the screening tool.”

“For students who score close to the cut point, more information is needed to make an informed decision regarding referral for evaluation, implementation of targeted intervention with progress monitoring, or continuation of core instruction only. Data gathering provides this additional information.”

“Teachers and administrators should also be mindful that screening for risk is an ongoing process. Decisions made based on a single-point-in-time screening instrument should always be reevaluated and altered as more information is obtained as instruction continues.”

# Figure 2.4 Sources and Examples of Screening Data

Figure 2.4. Sources and Examples of Screening Data

Quantitative Information	Qualitative Information
<p>Results of—</p> <ul style="list-style-type: none"><li>• Current screening instruments</li><li>• Previous screening instruments</li><li>• Formal and informal classroom reading assessments</li><li>• Additional brief and targeted skill assessments</li></ul>	<ul style="list-style-type: none"><li>• Observations of student during screening (See Figure 2.3, Student Behaviors Observed During Screening)</li><li>• Other observations of student progress</li><li>• Teacher observations</li><li>• Parent/guardian input (e.g., family history, early language skills)</li><li>• Current student work samples</li><li>• Work samples from earlier grade(s)</li><li>• Intervention history</li></ul>

# Screening Part C

p. 16

## Interpretation of Data

“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—

- 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; and
- Recognize characteristics of dyslexia”

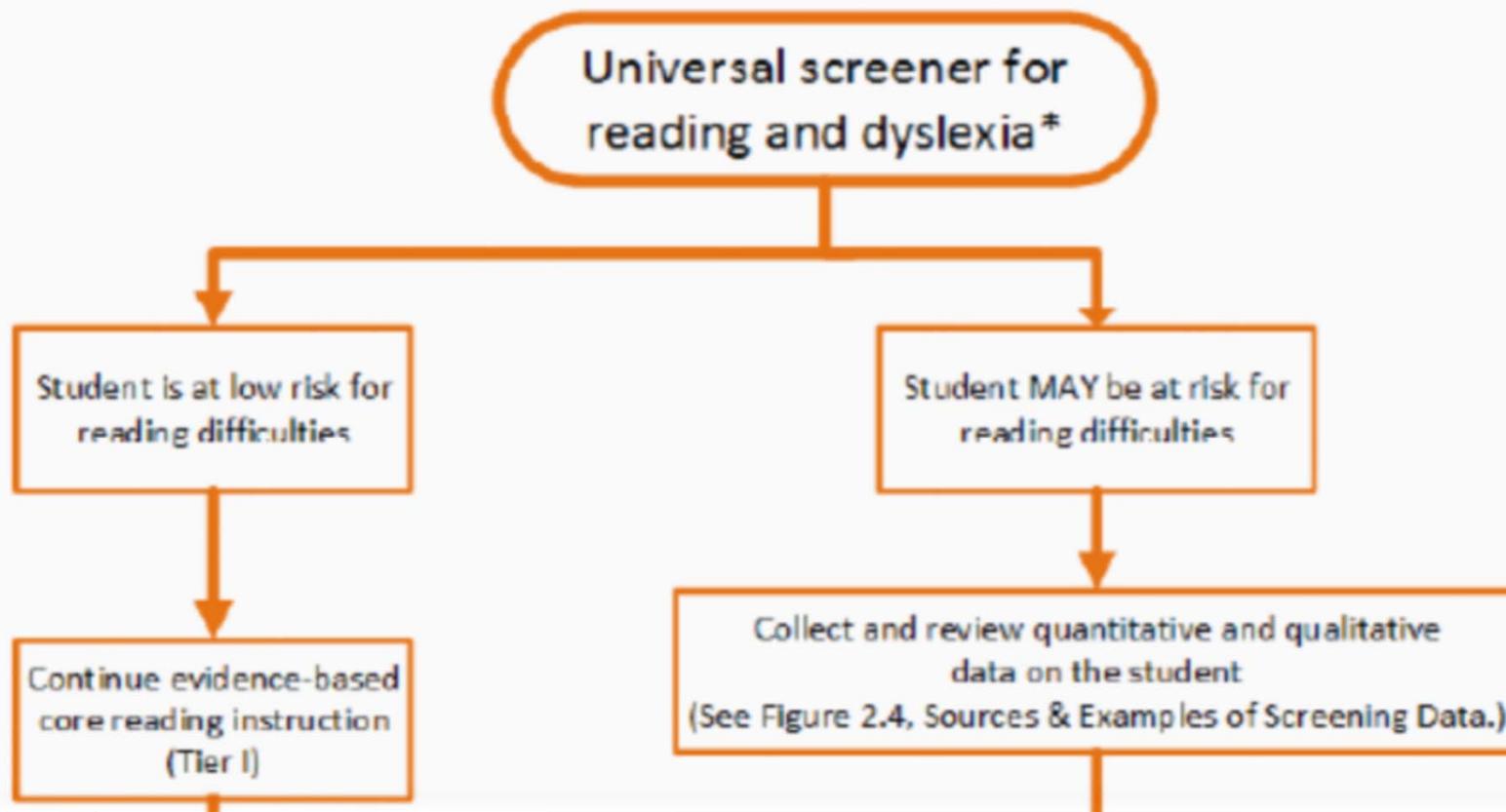
# Screening

## Part C:

### Interpretation of Data

“The team may consist of the **student’s classroom teacher**, the **dyslexia specialist**, the **individual who administered the screener**, a **representative of the Language Proficiency Assessment Committee (LPAC)**, and an **administrator**. If the process of identification is initiated under IDEA, the team must include the **parent** and all IDEA procedures must be followed.”

Figure 2.5  
Universal Screening and Data Review for  
Reading Risk



# Chapter III-Procedures for Evaluation and Identification of Students with Dyslexia

**“...the identification of reading disabilities, including dyslexia, will follow one of two procedures. School districts and charter schools make decisions based on data and the unique needs of each student. School districts and charter schools may evaluate for dyslexia through either IDEA or Section 504.”**

# Data-Driven Meeting of Knowledgeable Persons

A **team of persons** with knowledge of the student, instructional practices, and possible service options meets to discuss data collected and the implications of that data. These individuals include, but are not limited to, the classroom teacher, administrator, dyslexia specialist, and/or interventionist. This team may also include the parents and/or a diagnostician familiar with testing and interpreting evaluation results. This team may have different names in different districts and/or campuses. For example, the team may be called a student success team, student support team, student intervention team, or even something else. This team of knowledgeable persons is **not** an Admission, Review, and Dismissal (ARD) committee or a Section 504 committee, although many of these individuals may be on a future committee if the student is referred for an evaluation and qualifies for services and/or accommodations.

# Screening ≠ Automatic Referral

- *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. However, the student is not referred for an evaluation at this time.

- *When the Data Lead to a Suspicion of Dyslexia or a Related Disorder*

If the team suspects that the student has dyslexia or a related disorder, the team should consider the type of instruction that would best meet the student's needs.

# Domains to Formally Assess ARE THE SAME (with one addition)

Figure 3.4. Areas for Evaluation

<u>Academic Skills</u>	<u>Cognitive Processes</u>	<u>Possible Additional Areas</u>
<ul style="list-style-type: none"><li>• Letter knowledge (name and associated sound)</li><li>• Reading words in isolation</li><li>• Decoding unfamiliar words accurately</li><li>• Reading fluency (rate, accuracy, and prosody are assessed) ★</li><li>• Reading comprehension</li><li>• Spelling</li></ul>	<ul style="list-style-type: none"><li>• Phonological/phonemic awareness</li><li>• Rapid naming of symbols or objects</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary</li><li>• Listening comprehension</li><li>• Verbal expression</li><li>• Written expression</li><li>• Handwriting</li><li>• Memory for letter or symbol sequences (orthographic processing)</li><li>• Mathematical calculation/reasoning</li><li>• Phonological memory</li><li>• Verbal working memory</li><li>• Processing speed</li></ul>

# Procedures for Evaluation and Identification

## 2. Initial Evaluation Pathways

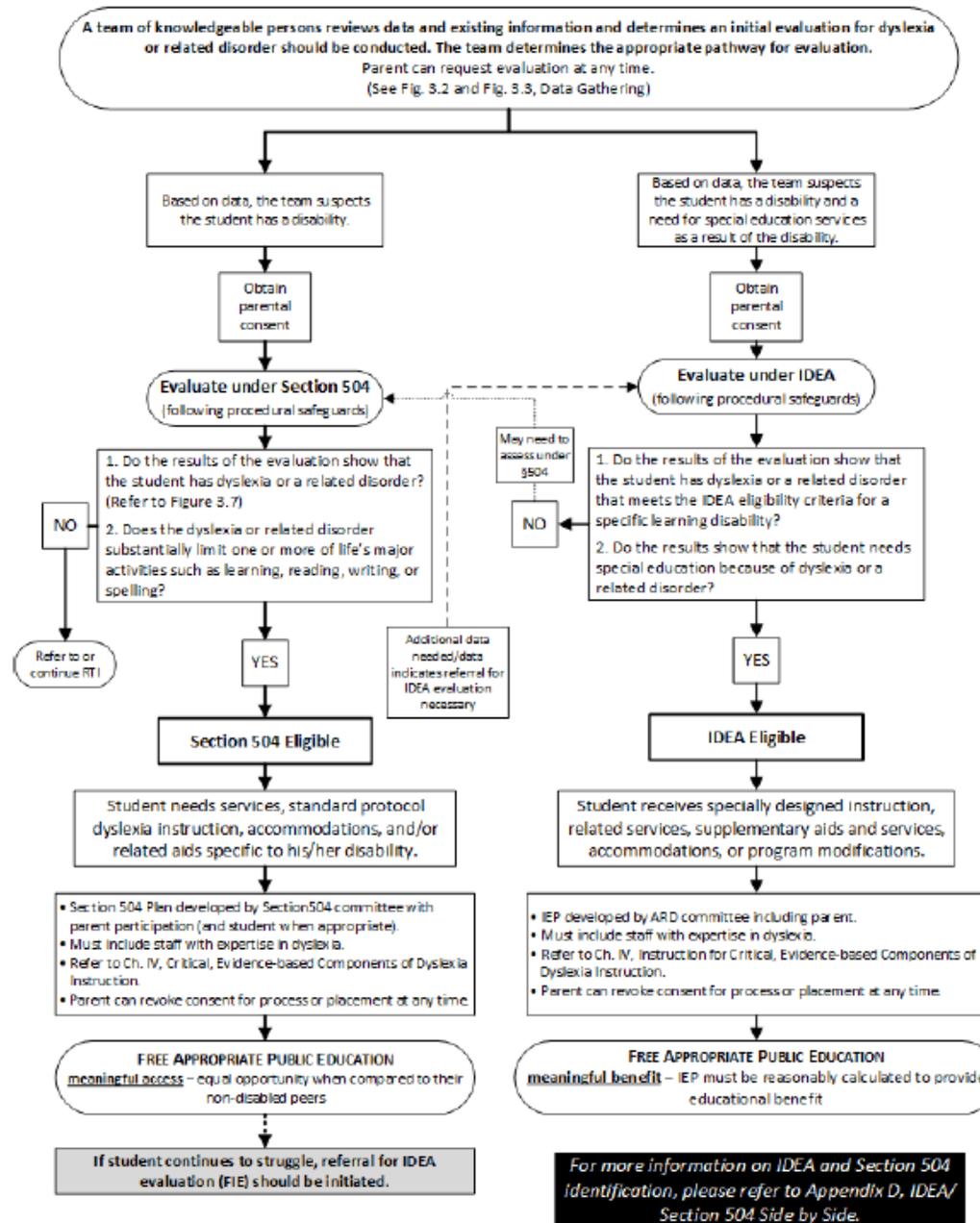
- Referencing of Appendix D, IDEA/Sec 504 Side-By-Side chart, and TEA's Parent Guide to the ARD Process or OCR's Parent and Educator Resource Guide to Sec 504 in Public Elementary and Secondary Schools.
- “The individual needs of the student will determine the appropriate evaluation/identification process to use.”
- “For students designated as English Learners (ELs), a member of the LPAC Committee must be part of either the Section 504 or ARD Committee.” p. 30

NEW in  
Chapter III

# Procedures for Evaluation and Identification

- Fig 3.5 Dyslexia in Transparent and Opaque Orthographies, p. 31
- Fig 3.6 Characteristics of Dyslexia in English and Spanish, p. 31
- Fig 3.7 (was Fig 2.5) Revised Questions to Determine the Identification of Dyslexia, p. 32
- Revised guidance in the Dyslexia Identification Sections
  - Review of Evaluation by Section 504 Committee, pp. 32-33
  - Review of Evaluation by the ARD Committee, pp. 33-34

**Figure 3.8**  
**Pathways for the Identification and Provision of Instruction**  
**for Students with Dyslexia**



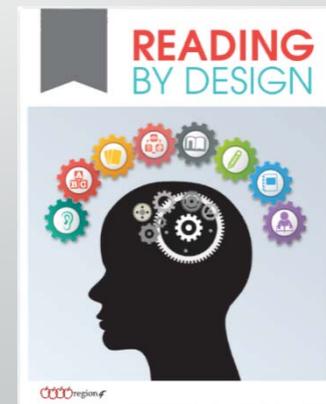
# Chapter IV- Critical Evidence-Based Components of Dyslexia Instruction

- No changes to **components** or **delivery of instruction**
- Additional clarification added for Standard Protocol Dyslexia Instruction and Specially Designed Instruction

# Standard Protocol Dyslexia Instruction

**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 take place 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; and
- implemented with fidelity.



## Specially Designed Instruction

**Specially designed instruction** is defined under IDEA as “**adapting . . .** the content, methodology, or delivery of instruction” to a child eligible under IDEA. This instruction must address the unique needs of the child that result from the child’s disability and must ensure access to the general curriculum so that the child can meet the state’s educational standards (34 C.F.R §300.39(b)(3)). **In some cases, the data may suggest that the unique needs of a student suspected of having dyslexia require a more individualized program than that offered through standard protocol dyslexia instruction.** When this is the case, there is reason to suspect that special education services are necessary for the student.”

Need to get special education teachers trained!

# Providers of Instruction

**Figure 4.1. Training Requirements for Educators Providing Dyslexia Services**

<b>Dyslexia Certification/License</b>	<b>Licensing Body</b>	<b>Degree Required</b>	<b>Training Program</b>	<b>Course Contact Hours</b>	<b>Practicum Hours</b>	<b>Direct Observations</b>	<b>Certification Exam</b>	<b>Continuing Education Requirement</b>
Educator certification* as appropriate	State Board for Educator Certification (SBEC)	Bachelors	Training which meets components of instruction and delivery	Varies with program	Varies with program	Varies with program	None	None

\*Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers are not required to hold a specific license or certification to provide dyslexia intervention for students; however, they must at a minimum have additional documented dyslexia training aligned to 19 TAC § 74.28(c) and must deliver the instruction with fidelity.

# Chp IV Providers of Dyslexia Instruction

NEW!

- Fig. 4.1 Minimum Training Requirements for Educators Providing Dyslexia Services, p. 44
- Educator Preparation Programs, p. 45
- Instructional Intervention Consideration for English Learners (ELs) with Dyslexia, pp. 45-46
- Ineffective Treatments for Dyslexia Fig. 4.2, p. 53
- Additional information on Instructional Accommodations, p. 54
- Additional information on Twice-exceptional students, p. 56

# Chapter V: Dysgraphia

NEW!

*Procedures for Evaluation and Identification follow similar process to Chapter III.*

1. Data Gathering & Fig. 5.1 Sources and Examples of Cumulative Data, p. 622
2. Initial Evaluation Pathways

**“Students who are currently eligible under IDEA and have an IEP and who are now suspected of having dysgraphia must undergo a reevaluation under IDEA.”**

# Chapter V: Dysgraphia



*Procedures for Evaluation and Identification follow similar process to Chapter III.*

Formal Evaluation, p. 62

Figure 5.2. Areas for Evaluation of Dysgraphia

<u>Academic Skills</u>	<u>Cognitive Processes</u>	<u>Possible Additional Areas</u>
<ul style="list-style-type: none"><li>• Letter formation</li><li>• Handwriting</li><li>• Word/sentence dictation (timed and untimed)</li><li>• Copying of text</li><li>• Written expression</li><li>• Writing fluency (both accuracy and fluency)</li></ul>	<ul style="list-style-type: none"><li>• Memory for letter or symbol sequences (orthographic processing)</li></ul>	<ul style="list-style-type: none"><li>• Phonological awareness</li><li>• Phonological memory</li><li>• Working memory</li><li>• Letter retrieval</li><li>• Letter matching</li></ul>

# Chapter V: Dysgraphia

NEW!

Review and Interpretation of Data and Evaluation, p. 65

- Fig. 5.3 Questions to Determine the Identification of Dysgraphia p.65
- Review of Evaluation by Section 504 Committee, p. 66
- Review of Evaluation by the ARD Committee, p. 66
- Instruction for Students with Dysgraphia, pp. 66-67
- Instructional Accommodations for the Student with Dysgraphia, p. 71
- Reference to the Technology Integration for Students with Dyslexia online tool, p. 72

# A Few New Appendices Added and Resequenced

Appendix A: Frequently Asked Questions **includes more references to IDEA compliance and procedures**

Appendix B: Source of Laws and Rules for dyslexia Identification and Instruction

Appendix C: State Laws and Rules Related to Dyslexia

**Appendix D: IDEA/Section 504 Side-by-Side (PreK-12), p. 113**

Appendix E: Contacts for Further Information

Appendix F: Associated Terms

# A Few New Appendices Added and Resequenced

Appendix G: Bibliography

Appendix H: Students with Disabilities Preparing for Postsecondary Education

Previous Appendix H Section 504 and ADAAA 2008 removed

Appendix I: 2015 USDE Dyslexia Guidance

Appendix J: Pathway to the Identification and Provision of Instruction for Students with Dyslexia, pp. 151-152

Appendix K: Addressing Concerns about Dyslexia Programs: Complaint process explained for Special Education, Section 504, and complaints initiated with TEA.

Appendix L: History of Dyslexia Law

# Themes: Training, IDEA, Parents

- Training: Dyslexia Basics, Administering Screeners, Interpreting Data, Transferring that data into practice
- IDEA and 504: District procedures need to be revisited. Create transparent, clear timelines
- Parents are included throughout the handbook.

*Example: Pg 16- Screening data should always be shared with parents.*

Need to include parents in every stage of the process.

# Questions?

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FAQ

- Texas Dyslexia Identification Academy Modules are suspended until the revisions to the Dyslexia Handbook can be incorporated into the trainings.
- Spanish version of handbook is coming soon!
- Districts need to revise their district handbooks to align to the state handbook.