

Keller ISD Dyslexia Handbook

Mission Statement

The mission of the Keller ISD Dyslexia Department is to embrace all learners and empower them to realize their potential.

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Definitions and Characteristics of Dyslexia

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 IDA Board of Directors, November 12, 2002

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>

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.

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

The Texas Dyslexia Handbook 2021 Update, pages 1-2

It is important for the campus specialist to be knowledgeable regarding the definitions and characteristics of dyslexia. The specialist should be prepared to provide information and resources to families for educational support. Additionally, the specialist must provide dyslexia training to certified staff members on their campus at least once per school year. The specialist should educate staff to look for student behaviors that could indicate dyslexia. The state handbook provides a list of characteristics by grade level as shown below.

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 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 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

The Texas Dyslexia Handbook 2021 Update, pages 3-4

Screening

In 2017, the 85th Texas Legislature passed House Bill (HB) 1886, amending Texas Education Code (TEC) §38.003, Screening and Treatment for Dyslexia, to require that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate.

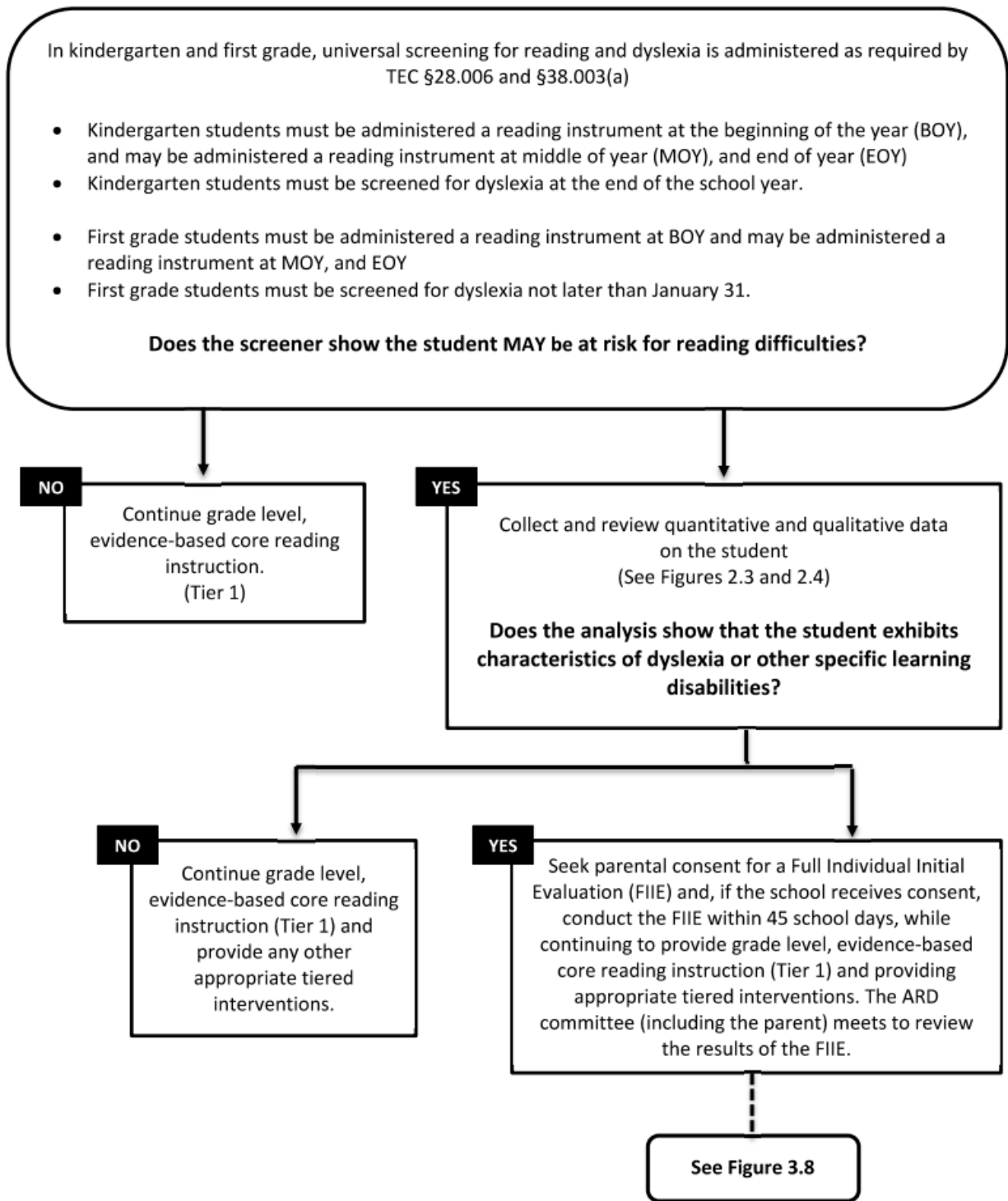
The Texas Dyslexia Handbook 2021 Update, page 8

Grade	What	When	Who
Kindergarten	Universal Screening	EOY	Classroom Teacher
First Grade	Universal Screening	May begin BOY and conclude by MOY January 31.	Classroom Teacher

The following is a list of behaviors that may be observed during the screening and should be documented.

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

**Figure 2.5
Universal Screening and Data Review for
Reading Risk**



Evaluation and Identification

The pathway for identification of dyslexia is through a Full Individual and Initial Evaluation (FIIE). Keller ISD's process is outlined below. The student should continue to receive core instruction and appropriate tiered interventions while the process is being completed.

Step 1: FIIE Referral and Data Gathering

When a campus student intervention team determines a student's data gives them reason to suspect the student has dyslexia, the team will initiate a referral for a Full Individual and Initial Evaluation (FIIE). The diagnostician and assistant principal will communicate with parents. The diagnostician will gather parent permission to assess, parent and teacher input, and hearing and vision screening. The results of the hearing and vision screening provide useful information; however, the results are not to delay the start of testing. The diagnostician will send an Evaluation Request to the campus dyslexia specialist. The specialist will then need to start a purple file folder for the student. The specialist should gather the following:

- Authentic writing samples
- Universal screening data
- Running records (if applicable)
- Informal observation data and other relevant information

Step 2: Formal Evaluation Under IDEA

The evaluation must be completed within 45 school days. The dyslexia department will administer the CTOPP-2, PAT2: NU (if age appropriate), and GORT-5. Campus dyslexia specialists may administer these tests themselves if they have been trained and their schedule allows. Otherwise, the specialist should follow the process for requesting testing assistance.

Step 3: Collaboration with Diagnostician

The campus dyslexia specialist will work with the diagnostician and share scores to complete a Dyslexia Profile. The diagnostician will create the profile for the student and share it with the campus dyslexia specialist.

Step 4: Review and Interpretation of Data and Evaluations

After receiving recommendations from the Peer Review Committee, the campus dyslexia specialist will collaborate with the diagnostician to determine if the data reflects a pattern of evidence for the primary characteristics of dyslexia that is unexpected in relation to sociocultural factors, attendance history, the provision of effective instruction, language differences, and the student's other abilities. The following questions must be considered:

- Do 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 abilities and provision of effective classroom instruction?

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The campus dyslexia specialist will not need to write a separate report; however, the specialist will need to collaborate with the diagnostician to ensure the correct information regarding the decision is in their evaluation report. The campus dyslexia specialist or district dyslexia tester that completed the testing will need to sign the FIIE as the evaluator.

Step 6: Documentation

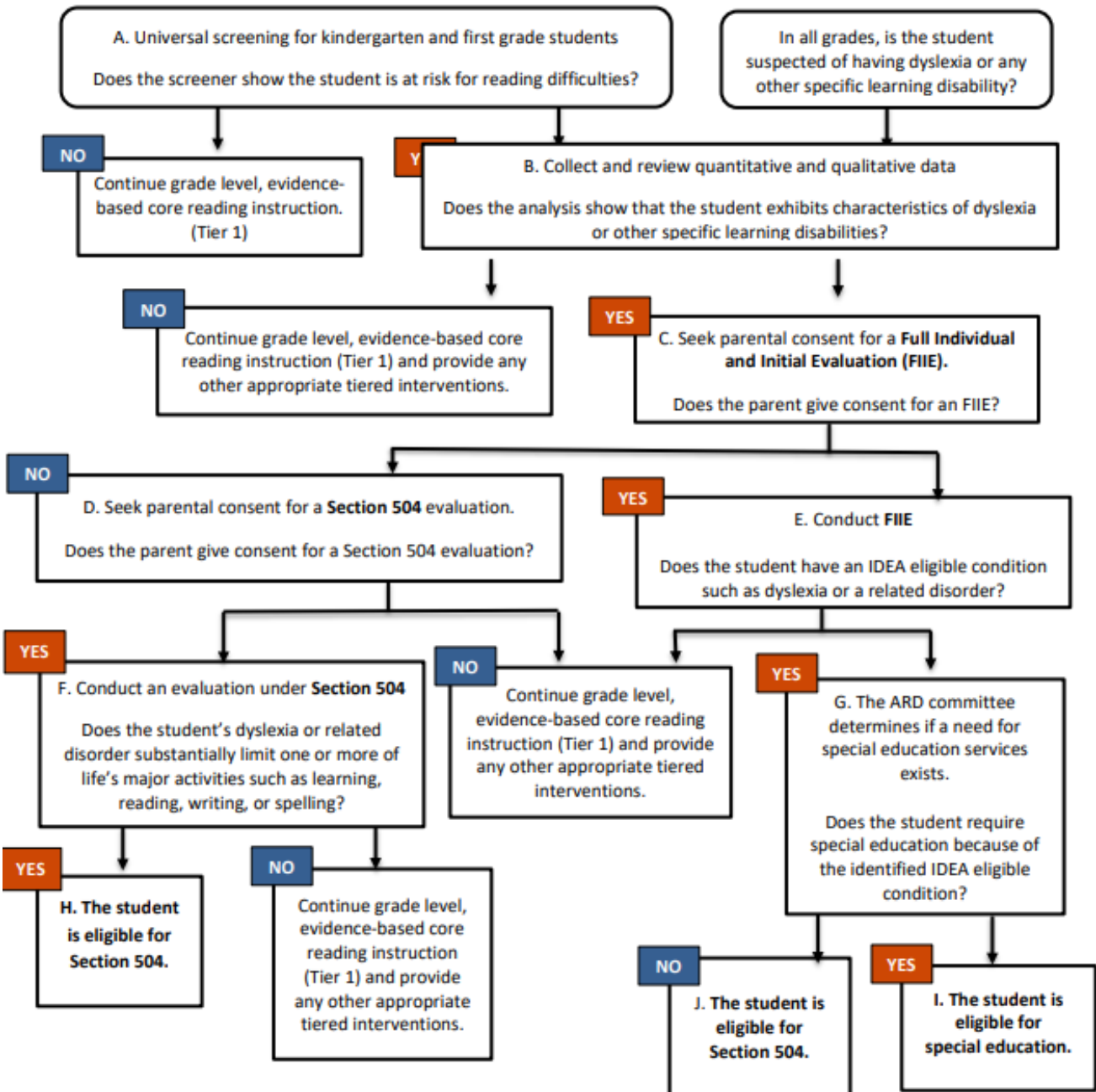
The campus dyslexia specialist will update DDMS and purple folders with all evaluation information. The specialist must also upload the Dyslexia Profile into Archive Manager in Frontline.

Step 7: ARD Meeting

The campus dyslexia specialist will prepare for and attend the ARD meeting. The specialist should collaborate with the diagnostician regarding writing of a PLAAFP and goals when needed. At the ARD meeting, a decision will be made on the second prong of IDEA identification: if specially designed instruction is needed. If the student is determined to be eligible for special education, a decision will be made on services including dyslexia instruction. The Consent to Serve signed under FIE will cover dyslexia as well. An additional Consent to Serve form is not needed. If the student has been identified as a student with dyslexia but does not qualify for special education, the student will then be served under Section 504. The campus should follow Section 504 procedures. In this case, the campus dyslexia specialist must obtain Consent to Serve. If the parents deny services, the specialist should have them sign the Waiver of Services for Dyslexia

Figure 3.8

Pathways for the Identification and Provision of Instruction for Students with Dyslexia



Dyslexia Instruction and Specialist Responsibilities

Instructional decisions for a student with dyslexia must be made by the ARD or Section 504 or committee.

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

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Specially Designed Instruction

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. Note that participation in standard protocol dyslexia instruction must be considered for all students, including those receiving dyslexia instruction under the IDEA. Standard protocol dyslexia instruction could be part of the specially designed instruction and services provided to meet the student's needs.

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Multisensory Teaching Approach

Dyslexia instruction should incorporate explicit, systematic teaching in phonological awareness, sound-symbol association, syllabication, orthography, morphology, and syntax. Campus dyslexia specialists fulfill these requirements by implementing the Multisensory Teaching Approach (MTA). Campus dyslexia specialists are extensively trained to implement the program with fidelity. Students receive 180 minutes of instruction per week. In Keller ISD, the expectation is that dyslexia services for a student will be 45 minutes per day, five days a week during the school year. However, during events such as local and state assessments and other unforeseen circumstances, it is possible students may not be provided dyslexia services. The specialist must adhere to the following guidelines:

- It is recommended that all students begin at the beginning of MTA with KIT 1
- Provide consistent MTA curriculum a minimum of 4 days a week
- MTA Mastery Checks should be administered upon completion of each kit

Dysgraphia

Texas state law requires districts and charter schools to identify students who have dyslexia and related disorders. Texas Education Code §38.003 identifies the following examples of related disorders: developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Definition and Characteristics of Dysgraphia

Dysgraphia is 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). Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to a 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

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

Dysgraphia is not:

- Evidence of a damaged motor nervous system
- Part of a developmental disability that has fine motor deficits (e.g., intellectual disability, autism, cerebral palsy)
- Secondary to a medical condition (e.g., meningitis, significant head trauma, brain trauma)
- Association with generalized developmental motor or coordination difficulties (Developmental Coordination Disorder)
- Impaired spelling or written expression with typical handwriting (legibility and rate)

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Procedures for Evaluation

The pathway for identification of dysgraphia is through a Full Individual and Initial Evaluation (FIIIE). This will be handled by the campus diagnostician.

Effective Handwriting Instruction

The following are research-based elements of effective handwriting instruction that may be used to support instruction for students whose handwriting is illegible or dysfluent.

- Show students how to hold a pencil
- Model letter formation
- Provide multiple opportunities for practice, including fluency practice and writing letters from memory
- Use scaffolds, such as arrows to show direction of strokes
- Practice in short sessions

Delivery of Instruction

Content should be delivered in a way that is consistent with the principles of effective intervention including:

- Simultaneous, multisensory (VAKT-visual, auditory, kinesthetic, tactile)
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity

Instructional Accommodations for Students with Dysgraphia

The following list provides examples of possible classroom accommodations that may benefit students with dysgraphia:

- 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 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

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ASSURANCE OF NONDISCRIMINATION

Rev. 08/03/20

Keller ISD does not discriminate on the basis of race, religion, color, national origin, sex, disability, or age in providing education services, activities, and programs, including vocational programs, and also provides equal access to the Boy Scouts and other designated youth groups, in accordance with Title VI of the *Civil Rights Act of 1964*, as amended; Title IX of the *Educational Amendments of 1972*; Section 504 of the *Rehabilitation Act of 1973*, as amended; *Age Discrimination Act of 1975*; Title II of the *Americans with Disabilities Act*; and the *Boy Scouts of America Equal Access Act*.

The following district staff members have been designated to coordinate compliance with these legal requirements:

Title IX Coordinator, for concerns regarding discrimination on the basis of sex:

Amanda Bigbee

General Counsel

350 Keller Parkway, Keller, TX 76248

Amanda.Bigbee@kellerisd.net | (817) 744-1000

Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:

Leigh Cook

Director of Federal Programs & Academic Compliance

350 Keller Parkway, Keller, TX 76248

Leigh.Cook@kellerisd.net | (817) 744-1000

Americans with Disabilities Act (ADA) Coordinator, for concerns regarding discrimination on the basis of disability:

Johjania Najera

Executive Director of Human Resources

350 Keller Parkway, Keller, TX 76248

Johjania.Najera@kellerisd.net | (817) 744-1000

All other concerns regarding discrimination:

Dr. Rick Westfall

Superintendent

350 Keller Parkway, Keller, TX 76248

Rick.Westfall@kellerisd.net | (817) 744-1000

All complaints shall be handled through established channels and procedures beginning with the building principal, followed by appeal to the appropriate central administration contact, and finally the board of trustees, in accordance with Policy FNG.

If you need the assistance of the Office for Civil Rights (OCR) of the Department of Education, the address of the OCR Regional Office that covers Texas is:

Dallas Office

Office for Civil Rights, U.S. Department of Education

1999 Bryan Street, Suite 1620

Dallas, TX 75201-6810

Telephone: (214) 661-9600

Facsimile: (214) 661-9587

Email: OCR.Dallas@ed.gov

GARANTÍA DE NO DISCRIMINACIÓN

Rev. 08/03/20

Keller ISD no discrimina por razones de raza, religión, color, nacionalidad, sexo, incapacidad o edad en proporcionar servicios educativos, actividades y programas, incluyendo programas vocacionales; y además proporciona igualdad de acceso a la organización de los Boy Scouts y a otros grupos designados para jóvenes, de acuerdo con el Título VI de la Ley de Derechos Civiles de 1964, en su versión modificada, Título IX de las Enmiendas Educativas del 1972; y la Sección 504 de la Ley de Rehabilitación del 1973, en su versión modificada; el Acta de Discriminación por Razón de Edad del 1975; Título II de la Ley para Estadounidenses con Discapacidades y la Ley de Igualdad de Acceso a los Boy Scouts de América.

Los siguientes miembros del personal del distrito han sido designados para coordinar conforme a estos requisitos legales:

- Coordinador Título IX, para asuntos relacionados con discriminación por razón de sexo:
Amanda Bigbee
Consejera Legal
350 Keller Parkway, Keller, TX 76248
Amanda.Bigbee@kellerisd.net | (817) 744-1000
- Coordinador de la Sección 504, para asuntos relacionados con la discriminación por razones de incapacidad:
Leigh Cook
Directora de Programas Federales y Cumplimiento Académico
350 Keller Parkway, Keller, TX 76248
Leigh.Cook@kellerisd.net | (817) 744-1000
- Coordinador de la Ley de estadounidenses con discapacidades (ADA, por sus siglas en inglés), para asuntos relacionados con la discriminación por razones de incapacidad:
Johjania Najera
Directora Ejecutiva de Recursos Humanos
350 Keller Parkway, Keller, TX 76248
Johjania.Najera@kellerisd.net | (817) 744-1000
- Para cualquier otro asunto relacionado con discriminación:
Dr. Rick Westfall
Superintendente
350 Keller Parkway, Keller, TX 76248
Rick.Westfall@kellerisd.net | (817) 744-1000

Todas las quejas deberán ser dirigidas por los canales y procedimientos establecidos, comenzando con el director del plantel, seguido por una apelación al contacto apropiado en la administración central y finalmente a la Junta de Síndicos, de acuerdo con la Política FNG.

Si usted necesita la ayuda de la Oficina de Derechos Civiles (OCR) del Departamento de Educación, la dirección de la Oficina Regional OCR que incluye a Texas es:

Oficina en Dallas

Oficina de Derechos Civiles, Departamento de Educación de los EE.UU.

1999 Bryan Street, Suite 1620

Dallas, TX 75201-6810

Teléfono: (214) 661-9600

Fax: (214) 661-9587

Correo electrónico: OCR.Dallas@ed.gov

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