



**FORT WORTH  
ACADEMY  
OF FINE ARTS**

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Texas Center for Arts + Academics

**Dyslexia, Dysgraphia and Related Disorders  
District Handbook**

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Source: The Dyslexia Handbook, Updated 2018; Texas Education Agency [tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook)

Texas state law requires the Fort Worth Academy of Fine Arts to identify students who have dyslexia and related disorders. Texas Education Code §38.003 identifies the following examples of related disorders: developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Recent research in the field of dysgraphia has prompted the addition of the following guidance regarding the evaluation, identification, and provision of services for students with dysgraphia.

This handbook has been adapted from *The Dyslexia Handbook, Updated in 2018 from TEA*. In no way does this include all information and should not be considered the only resource. The Texas Center for Arts + Academics encourages all readers to refer to TEA's handbook for complete rules and guidelines.

Source: The Dyslexia Handbook, Updated 2018; Texas Education Agency  
[tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook\\_Approved](http://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved)

Despite claims to the contrary, it is incontrovertible that there are many people who struggle to learn to read (decode) for reasons other than poor teaching. While this condition is widely known as dyslexia, achieving a clear, scientific, and consensual understanding of this term has proven elusive.

The Dyslexia Debate  
Elliot & Grigorenko, 2014

## I. History and Characteristics of Dyslexia

- Dates back to 19th century as “word blindness”
- “Dyslexia” first used in 1887 by an ophthalmologist
- Professionals now see dyslexia as Language-based
  - But public still defines as a Visual problem

## Dyslexia and Reversals in Writing

- **Myth:** Dyslexia is a visual problem –dyslexics see words backwards and letters reversed.
- **Fact:** This was proven inaccurate by a study by Vellutino.
- He asked dyslexic and non-dyslexic students to reproduce a series of Hebrew letters that none of them had ever seen before. The dyslexic students were able to perform the task just as accurately as the non-dyslexic students, showing that their dyslexia did not affect their eyesight.
- **Myth:** Any child who reverses letters or numbers has dyslexia
- **Fact:** Up to a certain point, it is considered normal for children to reverse their letters and numbers, and is actually quite common. However, if this does not stop after two years of handwriting instruction, it becomes a red flag for dyslexia.

## Problems encountered when looking for Dyslexia

- Wide ranging incidence rates from 3% to 20%
- Researchers don’t agree on the nature and features of “dyslexia.”
  - Definitions for research different from defining for educational resources
- Research is not clear on the cause of early reading difficulties
  - Deficits are Phonological? Visual & auditory? Rapid naming?

Working memory?

- Dyslexia is supposed to be brain based (not environment/poor teaching) but difficult to tease out the difference
- Lack of agreement about role of IQ
- Label of dyslexia doesn't suggest intervention different from those for other poor decoders

## **Dyslexia Symptoms**

- Difficulty with decoding single words
  - All poor decoders or just a subset?
- May also have problems with comprehension, fluency, motivation
  - Fletcher calls this “Decoding bottleneck”
- Symptoms have included poor phonological awareness, working verbal memory, weak spelling, slow processing, impaired verbal fluency, frequent letter reversals, and more...

## **Unexpected Symptoms**

- Definitions often include “unexpected poor performance”
  - Difficult to define unexpected
  - Based on intelligence testing? Or failure to respond to intervention
- Shaywitz says within a “sea of strengths”
  - But some poor readers have flat cognitive profiles
  - Certainly not everyone with dyslexia is gifted...
- IQ does not appear to predict which poor readers will be successfully remediated.

Only Smart Kids?

Special difficulties processing the phonological features of language, can co-exist with above average, average, or below average general intellectual ability.

The belief that those with dyslexia are high-functioning poor readers, rather than those who represent the full continuum of intellectual ability, has continued to persist despite all evidence to the contrary.

The Dyslexia Debate  
Elliot & Grigorenko, 2014

### **Who has Dyslexia?**

- Struggles with accurate single word decoding
- Struggles with accurate and/or fluent decoding
- Scores at lower end on a test of reading accuracy or fluency
- Decoding difficulties cannot be explained in alternative ways
- Significant discrepancy between decoding performance & IQ
- Decoding difficulty is unexpected
- Decoding skills contrast with strengths in other domains
- Decoding problems are biologically determined
- Decoding problems marked by associated cognitive difficulties (phonological, rapid naming, working memory deficits)
- History of very poor spelling
- Discrepancy between decoding and listening comprehension
- Fail to make progress in decoding with high-quality, evidence-based intervention

### **General Agreement on**

- Importance of phonological awareness, especially in the early years
- Importance of early intervention for reading difficulties
- Instruction should be structured, comprehensive, and individualized
  - Lack of evidence for visual/auditory training, visual-motor activities, vision therapy, tinted lenses, biofeedback, fatty acids

### **Cognitive Deficits in Dyslexia**

- Primary: Phonological deficit
- Also have been researched:
  - Rapid Naming
  - Working Memory
  - Auditory processing
  - Visual processing

### **Dyslexia is often synonymous with**

- Reading Disability
- Reading Disorder
- Learning Disability in Reading
- Specific Reading Disability
- Specific Reading Difficulty

Sometimes used to refer to a more specific group of poor decoders

### **Texas Dyslexia Handbook: Dyslexia Difficulties**

- 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.

### **Texas Dyslexia Handbook: Primary Dyslexia Characteristics**

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

### **Texas Dyslexia Handbook: Associated Academic Difficulties**

- May also have problems in written expression, reading comprehension, and mathematics
- Most common co-occurring disorders are ADHD & specific developmental language disorders
- May also experience symptoms such as anxiety, anger, depression, lack of motivation, or low self-esteem

### **Texas Dyslexia Handbook: Common Risk Factors Associated with Dyslexia**

- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”)
- 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 book is read aloud)
- 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”)
- Difficulty with written expression



- AND MORE...

### **Texas Dyslexia Handbook: Areas for Assessment of Academic Skills**

- Letter knowledge (name and associated sound)
- Reading words in isolation
- Decoding unfamiliar words accurately  
Reading fluency (both rate and accuracy are assessed)
- Reading comprehension
- Spelling
- Cognitive Processes
- Phonological/phonemic awareness
- Rapid naming of symbols or objects

### **Texas Dyslexia Handbook: Possible Additional Areas**

- Vocabulary
- Listening comprehension
- Verbal expression
- Written expression
- Handwriting
- Memory for letter or symbol sequences
- Mathematical calculation/reasoning
- Phonological memory
- Verbal working memory and processing speed

### **US DOE Oct 2015**

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>

The purpose of this letter is to clarify that there is nothing in the IDEA that would prohibit the use of the term's dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents.

## US DOE Oct 2015

Under the IDEA and its implementing regulations “specific learning disability” is defined, in part, as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, **including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.**” See 20 U.S.C. §1401(30) and 34 CFR §300.8(c)(10) (emphasis added).

### 8 Areas of Specific Learning Disability (SLD) in IDEIA: Legal Framework

- Basic Reading Skills (BRS)
- Reading Comprehension (RC)
- Reading Fluency (RF)
- Math Calculation (MC)
- Math Problem Solving (MPS)
- Written Expression (WE)
- Oral Expression (OE)
- Listening Comprehension (LC)

### Specific Learning Disorder (with specifiers; DSM-5)

1. Specific learning disorder with impairment in reading includes possible deficits in:

- Word reading accuracy (BRS)
  - Reading rate or fluency (RF)
  - Reading comprehension (RC)
- DSM-5 diagnostic code 315.00.

Note: Dyslexia is an alternative term used to refer to a pattern of learning difficulties characterized by problems with accurate or fluent word recognition, poor decoding and poor spelling abilities.

Other Diagnostic Labels for Specific Learning Disabilities

- Learning Disability Association of America (LDA)

LD Categories:

- Auditory Processing Disorder (LC)
- Dyscalculia (MC, MPS)
- Dysgraphia (WE)
- Dyslexia (BRS, RF, RC)\*
- Language Processing Disorder (OE, WE, LC)
- Nonverbal Learning Disabilities (MC, MPS)
- Visual Perceptual/Visual Motor Deficit (WE)

### **Five “pillars” to reading success: Texas Dyslexia Handbook**

1. Phonemic Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension

### **LD Reading Subtypes: IDEA Legal Framework**

1. Phonological
2. Orthographic
3. Mixed Phonological-Orthographic
4. Language
5. Comprehension deficit
6. Fluency subtype
7. Global

Dysgraphia (often a co-occurring condition with one of the other listed subtypes)

### **1. LD Reading Subtype: Phonological IDEA Legal Framework**

- Phonological is the core deficit
- Have difficulty mentally representing the sound patterns of the words in their language
  - Causes great difficulty in using the phonological route to reading and spelling
- Over-rely on visual and orthographic cues while reading
- May memorize whole words as a strategy for word recognition
- Sometimes referred to as dysphonetic or phonological dyslexia.

### **2. LD Reading Subtype: Orthographic IDEA Legal Framework**

- Strong phonemic processing skills
- Strong listening comprehension skills
  - They know the answer to teachers' questions.
  - They glean a lot of information from the classroom experience
- Weak word recognition skills
- Weak orthographic coding
  - ability to hold word in memory and access the whole word Pattern
- Depend on sounding out words, but rarely hold the words in their sight word list (lexicon).
- Struggle with spelling new words.
- Generally writing is also a deficit for these children.
- Sometimes referred to as surface dyslexia, visual form

of dyslexia.

- Impacts learning to read and decode words, thus, impacting overall reading fluency

### **3. LD Reading Subtype: Mixed Phonological and Orthographic**

- Strong in Listening Comprehension
  - Learn better with direct instruction and experiential learning
- Mixed LD reading is manifested in weaknesses in:
  - Phonological Processing
  - Decoding
  - Word Reading
  - Reading Fluency, and
  - Spelling
- More frequently occurring than either Phonological or Orthographic
- Causes great difficulty in using the phonological route to read and spelling, as well as difficulty in using the visual-lexical route to read and writing words
- Causes severe impairment in learning to read
  - They have no usable key to the reading and spelling code, and seemingly arbitrary error patterns are often observed.
- Difficulty mentally representing sound patterns of words in language

### **4. LD Reading Subtype: Language IDEA Legal Framework**

- Students with a language impairment, sometimes referred to as Oral and Written
- Language Learning Disability (OWL-LD),
- (Grammatical) Specific Language

- Impairment (SLI or G-SLI), or Language
- Learning Disability (LLD), have problems in both oral and written language
- Students with OWL-LD show particular difficulty processing grammar and syntax.
- Adequate nonverbal cognitive ability is observed.
- Weaknesses
  - Reading comprehension
  - Listening comprehension
  - Orthographic coding, and
  - Oral grammar
- Strengths
  - Word recognition
  - Decoding/ nonsense word reading
- Some children respond well to a multisensory or VAKT (verbal-auditory-kinesthetic- tactile) approach
  - Need input from more than one modality to help them perceive or retain information
- Other children are overloaded by multisensory inputs and become confused by having to assimilate information through multiple systems at the same time

#### **5. LD Reading Subtype: Comprehension IDEA Legal Framework**

- A specific comprehension deficit is sometimes referred to as hyperlexia
- Hyperlexia can refer to
  - Students who exhibit poor language comprehension skills exceptional word recognition and decoding skills OR
  - Students with poor language comprehension and relatively good basic reading skills
  - Have difficulty with listening comprehension and reading comprehension

- Read accurately and fluently, but fail to grasp the meaning of what they have read
- A specific comprehension deficit is sometimes referred to as hyperlexia.
- Hyperlexia can refer to
  - Students who exhibit poor language comprehension skills and exceptional word recognition and decoding skills OR
  - Students with poor language comprehension and relatively good basic reading skills
  - Have difficulty with listening comprehension and reading comprehension
  - Read accurately and fluently, but fail to grasp the meaning of what they have read

## **6. LD Reading Subtype: Reading Fluency Legal Framework**

- Students with poor reading fluency due to a naming speed deficit typically have adequate phonological processing skills
- Able to read and decode words accurately, but they read connected text very slowly
- Reading fluency deficits cannot be identified until word-reading skills are acquired; however, naming speed deficits may be identified earlier.
- Specific deficits in naming speed have been shown to impede reading fluency

## **7. LD Reading Subtype: Global Legal Framework**

- A global reading impairment is sometimes associated with the term nonspecific language impairment or, as a group, “garden variety poor readers”
- Students with global reading impairment are remarkably similar to younger children reading at the same grade level
- Probably the most common profile of reading difficulty but not SLD (they don’t qualify)
- Difficulty with all reading-related skills including word recognition, decoding, reading fluency, reading comprehension, and listening comprehension
- A subset of students with a global reading impairment also shows phonological processing deficits due to difficulty mentally representing the sound patterns of the words in their language
- These students have low average verbal and nonverbal cognitive processing abilities (IQ standard scores between 70 and 90), but they do not exhibit deficits in adaptive functioning
- Given that these students have learning problems that are consistent with estimates of their cognitive ability (in other words, their learning difficulties are not unexpected), this subtype does not meet contemporary operational definitions of a specific learning disability
- Research suggests that students with global reading impairment can benefit from intervention in a comparable manner to students with higher IQs and more specific areas of weakness

## II. Screening



In 2017, the 85th Texas Legislature passed House Bill (HB) 1886, amending Texas Education Code (TEC) §38.003, Screening and Treatment for Dyslexia, 1 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.

In response to the screening requirements of HB 1886, the SBOE amended its rule in 19 Texas Administrative Code (TAC) §74.28, Students with Dyslexia and Related Disorders. While this rule speaks primarily to evaluation and identification of a student with dyslexia or related disorders, it also requires that evaluations only be conducted by appropriately trained and qualified individuals.

A related state law adds an additional layer to screening requirements for the Fort Worth Academy of Fine Arts students. Texas Education Code §28.006, Reading Diagnosis, requires each school district to administer to students in **kindergarten, first grade, and second grade** a reading instrument to diagnose student reading development and comprehension.

This law also requires school districts to administer a reading instrument at the beginning of **seventh grade** to students who did not demonstrate reading proficiency on the sixth-grade state reading assessment. The law also requires the commissioner of education to select appropriate reading instruments for inclusion on a commissioner's list, and districts are permitted to use reading instruments other than those on the commissioner's list only when a district-level committee adopts these additional instruments.

Texas Education Code §28.006(e) requires each district to report the results of these reading instruments to the district's board of trustees, TEA, and the parent or guardian of each student. Further, a school district is required to notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined to be at risk for dyslexia or other reading difficulties based on the results of the reading instruments. **In accordance with TEC §28.006(g), an accelerated reading instruction program must be provided to these students.**

*Districts that decide to use one instrument to meet the requirements of both the dyslexia screening and the early reading diagnosis for kindergarten and grade 1 must also continue to administer reading instruments to all second-grade students and to students in grade 7 who did not demonstrate proficiency on the state reading assessment for sixth grade.*

The current Commissioner's List of Reading Instruments includes instruments that meet the requirements of TEC §28.006 and is available on the Texas Education Agency (TEA) website at <https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539609421>

Fort Worth Academy of Fine Arts must screen all students in kindergarten and grade 1 for dyslexia and related disorders regardless of the availability of funding.

Texas Education Code §38.003 mandates that kindergarten students be screened at the **end of the school year**.

Texas Education Code §38.003 does not explicitly state when first grade students must be screened. The SBOE, through approval of the rule which requires adherence to this handbook (TAC §74.28), has determined that 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. Grade 1 screening must conclude **no later than January 31 of each year.**

It is important to note that, while TEC §38.003 requires that all students in kindergarten and grade 1 be screened for dyslexia and related disorders, at the time of the update to this handbook it was determined there are no grade-level appropriate screening instruments for dysgraphia and the other identified related disorders.

Screening, by definition, should never be the final determination of whether a student has dyslexia. Therefore, screening tools must be brief, efficient, and cost effective.

### **Who May Administer the Dyslexia Screener?**

The Fort Academy of Fine Arts will ensure that appropriately trained and qualified individuals administer and interpret the results of the selected screening instrument. Please note that an educational aide is **not** eligible to administer or interpret the dyslexia screening instrument. Individuals who administer and interpret the screening instrument must, at minimum, meet the following qualifications:

- An individual who is certified/licensed in dyslexia; or
- A classroom teacher who holds a valid certification for kindergarten and grade 1. For a list of current certifications for kindergarten and grade 1, see the State Board for Educator Certification Teacher (SBEC) Assignment Chart at:

[https://tea.texas.gov/Texas\\_Educators/Certification/](https://tea.texas.gov/Texas_Educators/Certification/)

## **Interpretation of Data/Screeners:**

Once the screening has been administered the next steps are to analyze results, identify level of risk for each student, and make informed decisions. The next steps are broadly categorized as: refer for evaluation, implement targeted intervention, and/or continue with core instruction.

For students who are identified as at risk for dyslexia, Fort Worth Academy of Fine Arts will provide targeted intervention provided by the appropriate staff as determined by the charter school. The school should also continue the data collection and evaluation process outlined in Chapter III, Procedures for the Evaluation and Identification of Students with Dyslexia from *The Dyslexia Handbook* developed by The Texas Education Agency.

It is important to note that the use of a tiered intervention process, such as the Multi-Tiered System of Support (MTSS), must not be used to delay or deny an evaluation for dyslexia, especially when parent or teacher observations reveal the common characteristics of dyslexia. For students who score close to the cut point, more information will be needed to make an informed decision regarding referral for evaluation, implementation of targeted interventions with progress monitoring, or continuation of core instruction only. Data gathering will provide this additional information.

A qualified team is required to review all data to make informed decisions regarding whether a student exhibits characteristic 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.

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) (as appropriate), and an administrator. If the process of identification is initiated under IDEA, the team must also include the parent and all IDEA procedures must be followed.

**It is important to remember that any point in the process a referral for a dyslexia evaluation may be made either under Section 504 if a disability is suspected or under IDEA if a disability and a corresponding need for special education services are suspected.**

Regardless of the process in place for screening and data review, a student may be recommended for a dyslexia evaluation whenever accumulated data indicates that the student continues to struggle with one or more of the components of reading. Parents/guardians have the right to request a referral for a dyslexia evaluation under IDEA or Section 504 at any time. Districts must ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of tiered interventions or MTSS.

Source: The Dyslexia Handbook, Updated 2018; Texas Education Agency [tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook)

## **Child Find:**

In addition to state and local requirements to screen and identify students who may be at risk for dyslexia, there are also overarching federal laws and regulations to identify students with disabilities, commonly referred to as **Child Find**. Child Find is a set of provisions in the Individuals with Disabilities Education Act (IDEA), a federal law that requires, in part, that states have processes in place for identifying and evaluating children with disabilities who may need special education and related services. The purpose of IDEA is to ensure a free and appropriate public education for children with disabilities (20 U.S.C. §1400(d); 34 C.F.R. §300.1).

Another federal law that affects children with disabilities in public school is Section 504 of the Rehabilitation Act of 1973, commonly referred to as Section 504. Under Section 504, public schools must annually attempt to identify and locate every qualified person with a disability residing in its jurisdiction and to notify persons with disabilities and/or their parents of the requirements of Section 504.

It is important to note that IDEA and Section 504 separately define what it means to be a “child with a disability” and a “qualified disabled person.” As these are different definitions and different laws, questions regarding this information should be directed to the LEA’s special education personnel and Section 504 coordinators.

Source: The Dyslexia Handbook, Updated 2018; Texas Education Agency [tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook\\_Approved](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved)

### III. Procedures for the Evaluation and Identification of Students with Dyslexia, Dysgraphia or Related Disorders

The determination to refer a Fort Worth Academy of Fine Arts student for an evaluation must always be made on a case-by-case basis and must be driven by data-based decisions.

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 instructional specialist. 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. At Fort Worth Academy of Fine Arts, it is called the Student Support Team (SST). 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.

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 MTSS process. However, the student is not referred for an evaluation at this time.

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:

- **Standard protocol dyslexia instruction** includes the critical, evidence-based components of and delivery methods for dyslexia instruction. Components of this instruction include, among other things, phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Principles for effective delivery of content must be consistent with research-based practices, including a multisensory, systematic, cumulative, and explicit approach. **Standard protocol dyslexia instruction is not specially designed instruction.**
- **2) 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 needed for the student.

Source: The Dyslexia Handbook, Updated 2018; Texas Education Agency [tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook)  
Approved



## **Referral Timelines**

When a referral for a dyslexia/dysgraphia or other related disorders evaluation is made under IDEA, Texas law establishes that a full individual and initial evaluation (FIE) must be completed within 45-school days from the time a district or charter school receives consent. Section 504, however, does not require specific timelines. Therefore, it is beneficial for districts to consider the timelines Texas has established for special education evaluations through TEC §29.004(a). The Office of Civil Rights (OCR) looks to state timelines as a guideline when defining a “reasonable amount of time” should a complaint be filed regarding evaluation procedures. The Fort Worth Academy of Fine Arts will follow, as closely as appropriate, requirements related to IDEA when completing an evaluation under Section 504.

## **Re-evaluation for Dyslexia**

Unless otherwise provided by law, a student determined to have dyslexia during screening or testing under Subsection (a) or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student’s need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student.

## **Evaluating for Dysgraphia**

Schools shall recommend evaluation for dysgraphia if the student demonstrates the following:

- Impaired or illegible handwriting that is unexpected for the student’s age/grade

- Impaired handwriting that interferes with spelling, written expression, or both that is unexpected for the student's age/grade
- The first step in the evaluation process, data gathering, should be an integral part of the charter school's process for any student exhibiting learning difficulties.

Documentation of the following characteristics of dysgraphia could be collected during the data gathering phase:

- Slow or labored written work
- Poor formation of letter
- Improper letter slant
- Poor pencil grip
- Inadequate pressure during handwriting (too hard or too soft)
- Excessive erasures
- Poor spacing between words
- Poor spacing inside words
- Inability to recall accurate orthographic patterns for words
- "b" and "d" reversals beyond developmentally appropriate
- Inability to copy words accurately
- Inability of student to read what was previously written
- Overuse of short familiar words such as "big"
- Avoidance of written tasks
- Difficulty with visual=motor integrated sports or activities

Once this data is collected from the classroom teacher it is shared with the MTSS team in order to make an informed decision on further investigation of dysgraphia.

Students who are currently eligible under IDEA and have an IEP and who are now suspected of having dysgraphia must undergo a re-evaluation under IDEA.

Areas that need to be evaluated are listed below for Dysgraphia:

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>

Berninger, V. W., & Wolf, B. (2009). *Teaching students with dyslexia and dysgraphia lessons from teaching and science*. Baltimore, MD: Paul H. Brookes Publishing.

## Review and Interpretation of Data and Evaluation

To appropriately understand evaluation data, the committee of knowledgeable persons (ARD or Section 504) must interpret tests results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning.

Source: The Dyslexia Handbook, Updated 2018; Texas Education Agency [tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook](http://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook)  
Approved

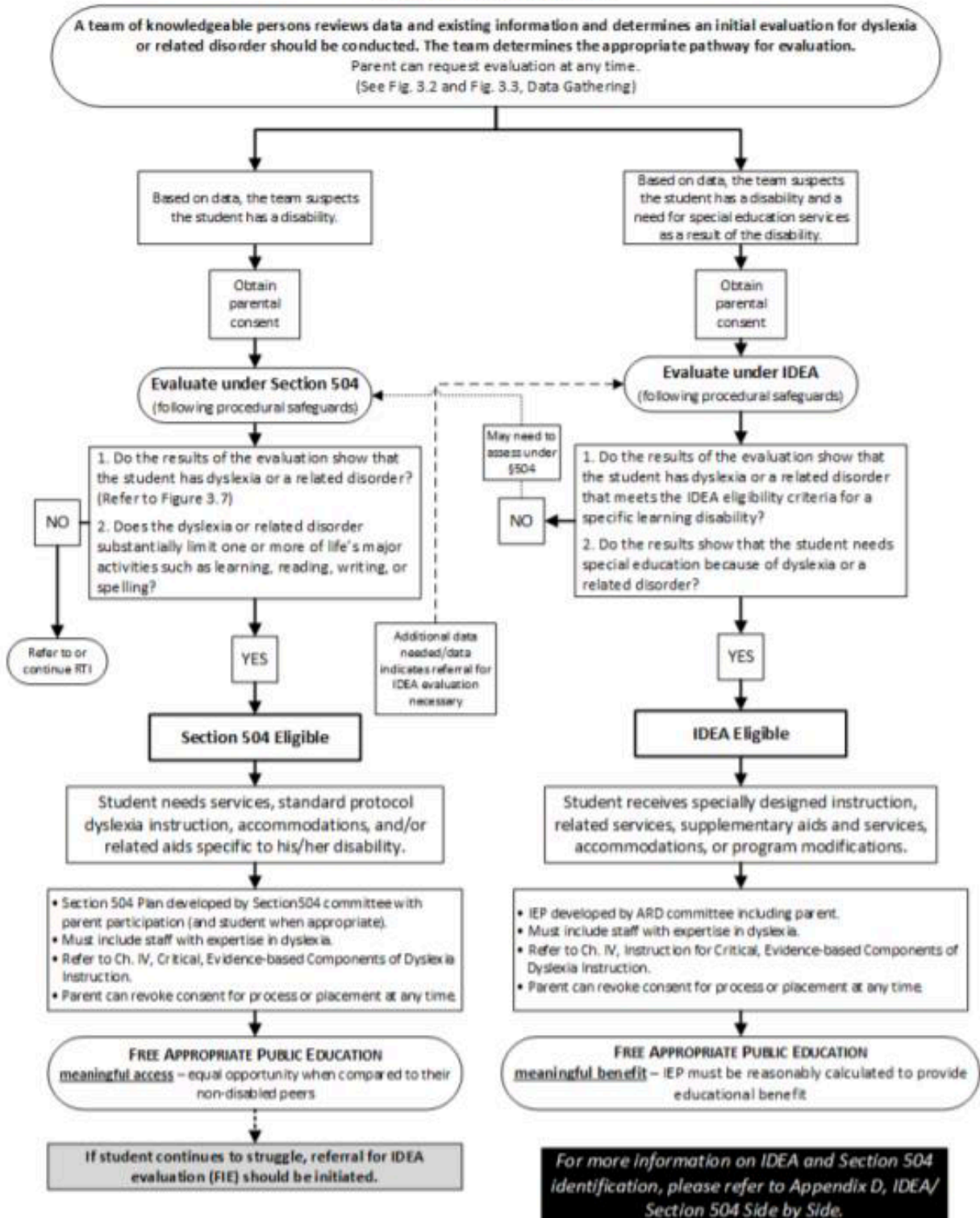
## Cumulative Data

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrate that the student was provided appropriate instruction and include data-based documentation of repeated evaluations of achievement at reasonable intervals (progress monitoring), reflecting formal evaluation of student progress during instruction. These cumulative data also include information from parents/guardians. Sources and examples of cumulative data are provided in Figure 3.2.

### Sources and Examples of Cumulative Data

- Vision screening • Hearing screening
- Teacher reports of classroom concerns
- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports (report cards) • Gifted/talented assessments • Samples of schoolwork • Parent conference notes
- Results of kindergarten-grade 1 universal screening as required in TEC §38.003 • K–2 reading instrument results as required in TEC §28.006 (English and native language, if possible) • 7th-grade reading instrument results as required in TEC §28.006 • State student assessment program results as described in TEC §39.022 • Observations of instruction provided to the student • Full Individual and Initial Evaluation • Outside evaluations • Speech and language assessment
- School attendance • Curriculum-based assessment measures
- Instructional strategies provided and student’s response to the instruction • Screening • Parent survey

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



## IV. Instruction

Texas Education Code §38.003(b) states, “in accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.” SBOE rules in 19 TAC §74.28 require that each school must provide an identified student access at his/her campus to an instructional program that meets the requirements in SBOE rule and to the services of a teacher trained in dyslexia and related disorders. While the components of instruction for students with dyslexia include good teaching principles for all teachers, the explicitness and intensity of the instruction, fidelity to program descriptors, grouping formats, and training and skill of the teachers are wholly different from core classroom instruction and must be considered when making individual placement decisions.

### **Standard Protocol Dyslexia Instruction**

For the student who has not benefited from the research-based core reading instruction, the components of Dyslexia instruction will include additional focused intervention as appropriate for the reading needs of the student with dyslexia. **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.

Fort Worth Academy of Fine Arts students with dyslexia who have been determined eligible for and who are receiving special education services, specifically designed instruction must also address the critical, evidence-based components described in this chapter. Specially designed instruction differs from standard protocol dyslexia instruction in that it offers a more individualized program specifically designed to meet the student's unique needs.

### **Required Components of Dyslexia Instruction**

Phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Fort Worth Academy of Fine Arts will use the S.P.I.R.E. Reading program by EPS School Specialty for dyslexia instruction. It is a comprehensive, multisensory reading intervention program incorporating the most recent research regarding best practices in reading instruction both in print and digitally.

### **Dyslexia Specialist Training Requirements**

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

This includes training in critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. In addition, they must deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses

diagnostic teaching to automaticity, and includes both analytic and synthetic approaches.

See chart below:

Figure 4.1. Training Requirements for Educators Providing Dyslexia Services								
Dyslexia Certification/License	Licensing Body	Degree Required	Training Program	Course Contact Hours	Practicum Hours	Direct Observations	Certification Exam	Continuing Education Requirement
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.								

To ensure Fort Worth Academy of Fine Arts teachers are knowledgeable about dyslexia, TEC §21.054(b) and 19 TAC §232.11(e) require educators who teach students with dyslexia to be trained in new research and practices related to dyslexia as a part of their continuing professional education (CPE) hours.

Dyslexia instruction for ELs must incorporate the ELPS. A few strategies to consider include the following:

- Establish routines so that ELs understand what is expected of them
- Provide native language support when giving directions or when students do not understand the task.

Source: The Dyslexia Handbook, Updated 2018; Texas Education Agency [tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook](http://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook)



## **Instructional Accommodations for Dyslexia**

Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation. Listed below are examples of reasonable classroom accommodations:

- Copies of notes (e.g., teacher or peer provided)
- Note-taking assistance
- Additional time on class assignment and tests
- Reduced/shortened assignment
- Alternative test location that provides a quiet environment
- Priority seating assignment
- Oral reading of directions or written materials
- Audiobooks (Talking Books subscription FREE through the Texas State Library and Archives Commission)
- Text to speech device
- Speech to text device
- Electronic spellers
- Electronic dictionaries

Source: The Dyslexia Handbook, Updated 2018; Texas Education Agency [tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook)

## **Instructional Accommodations for the Student 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 the use of technology (e.g., speech to text software, etc.)
- Allow the student to use cursive or manuscript, whichever is most legible and efficient
- Allow the student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns of numbers
- Offer an alternative to a written project such as an oral report, dramatic presentation, or visual media project
- Offer an alternative to a written project such as an oral report, dramatic presentation, or visual media project

Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

Source: The Dyslexia Handbook, Updated 2018; Texas Education Agency [tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook](http://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook)

## **Instruction for Students with Dysgraphia**

Between 10% and 30% of students struggle with handwriting. Early difficulties in this area are significantly correlated with poorer performance on composition tasks. The following are research-based elements of effective handwriting instruction. These elements, which apply to both manuscript and cursive handwriting, may not necessarily apply to an entire class but instead may be used to support instructional methods delivered in small groups with students whose penmanship is illegible or dysfluent.

1. Show students how to hold a pencil.
2. Model efficient and legible letter formation.
3. Provide multiple opportunities for students to practice effective letter formation.
4. Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.
5. Have students practice writing letters from memory.
6. Provide handwriting fluency practice to build students' automaticity.
7. Practice handwriting in short sessions.

While it is important for students with dysgraphia to receive the research-based elements of handwriting, spelling, and written language instruction as part of the core curriculum, for those students who require additional supports and services for dysgraphia, instructional decisions must be made by a committee (either Section 504 or ARD) that is knowledgeable about the instructional elements and delivery of instruction that is consistent with research-based practice.

Source: The Dyslexia Handbook, Updated 2018; Texas Education Agency [tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook)

Handwriting supports spelling, a complex process of translating a phoneme (spoken sound) to the corresponding grapheme (orthographic representation) in order to generate written text to express an idea. Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge. 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. (IDA, 2012).

### **Monitoring of Accommodations for Students under Section 504-**

All teachers of students with accommodations, including those with dyslexia or dysgraphia must complete each six weeks to document provision of accommodations as well as provide work samples in order to determine the appropriate grade earned by each student.

### **Program Exit Criteria**

Upon successful completion of the Fort Worth Academy of Fine Arts dyslexia or dysgraphia program, as measured by program mastery checks, students will be exited from the program. Additional criteria for exit may include but is not limited to grades, state assessment data, benchmark or common assessment data, progress monitoring data, and individual dyslexia/dysgraphia program requirements.

Source: The Dyslexia Handbook, Updated 2018; Texas Education Agency [tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook](http://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook)

If a student has shown substantial growth or progress and the Section 504 Committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services. When a child is exited from the dyslexia program, a dismissal form shall be placed in the student's CUM folder.

At any time, a parent can request in writing that the student exit the program.

### **Progress Monitoring**

Fort Worth Academy of Fine Arts Dyslexia will document progress of all students and share the information with the parents/guardian of each of our Dyslexia students. These progress checks correlate to the lesson that each student is working on based on the original baseline assessment in S.P.I.R.E. Once the baseline is determined and kit number is determined that correlates to the skills mastered on the original assessment, a detailed copy of each letter/sound and its use are sent home to the parent/guardian to show progress toward completion of that content's mastery level. Also collected are samples of successful use of accommodations being utilized routinely in the classroom that are successful.

All of these progress monitoring checks are used to determine progress in the program after Mastery Checks in the S.P.I.R.E. program is done each six weeks. Parents are encouraged to stay in touch with their child's Dyslexia teacher with any concerns/questions; as we consider our program a true partnership.

Source: The Dyslexia Handbook, Updated 2018; Texas Education Agency [tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook)

## V. Appendices

### Dyslexia General Guidelines Checklist (adapted from ESC Region 10)

<b>Develop Awareness</b>	
Staff Development	
<b>Select Teachers and Curriculum Materials</b>	
Number of Teachers Needed	
Review of Teacher Certifications & Training	
Review of Curriculum Materials & Teaching Programs in District	
<b>Develop or obtain forms for:</b>	
Procedures for ED a student with Dyslexia or a Related Disorder	
Written Notice to Parents before Evaluation Takes Place (5 days- Notice)	
Data Gathering (referral packet)	
Parent/Teacher Information	
Recommend for Evaluation	
Other (accommodations, monitor, etc.)	
<b>Set-up Process &amp; Establish Who is Responsible for:</b>	
Administer K-2 Assessments & apply results to the instructional program	
Screeners	
Evaluation Instruments	
ID (ARD or 504 Committee Decision)	

## Dyslexia General Guidelines Checklist (adapted from ESC Region 10)

Inform Parent of services and options under Section 504	
Provide Parent Education Program	
Intervention/Instructional Options	
Progress Monitoring	
Report in PEIMS the students' ID with dyslexia & if services are provided; those at risk; reading instruments used	
<b>Determine Exit Criteria/Continued Contact</b>	
Exit Criteria	
Establish support system for exited students	
<b>Other Notes</b>	

# Technology Integration for Students with Dyslexia

<https://www.region10.org/programs/dyslexia-statewide/techplan/>

Texas Education Code §38.0031, added by Senate Bill 866 (82nd Texas Legislature) states the following:

- (a) The agency shall establish a committee to develop a plan for integrating technology into the classroom to help accommodate students with dyslexia. The plan must:
  - (1) Determine the classroom technologies that are useful and practical in assisting public schools in accommodating students with dyslexia, considering budget constraints of school districts; and
  - (2) Develop a strategy for providing those effective technologies to students.
- (b) The agency shall provide the plan and information about the availability and benefits of the technologies identified under Subsection (a) (1) to school districts.
- (c) A member of the committee established under Subsection (a) is not entitled to reimbursement for travel expenses incurred by the member under this section unless agency funds are available for that purpose.



## Dyslexia Reading Phonics, School Appropriate Websites

<https://onlinephonicsgames.com/>

[www.ictgames.com](http://www.ictgames.com)

[www.pppst.com](http://www.pppst.com)

[www.kizphonics.com](http://www.kizphonics.com)

[www.funbrain.com](http://www.funbrain.com)

[www.starfall.com](http://www.starfall.com)

[www.pbskids.com](http://www.pbskids.com)

[www.seussville.com](http://www.seussville.com)

[www.onlinephonicsgames.com](http://www.onlinephonicsgames.com)

[www.primarygames.com](http://www.primarygames.com)

[www.abcya.com](http://www.abcya.com)

Student Name:

FWAFA

Grade:

School:

Date:

Language of Delivery:

**ANNUAL GOAL AREA (CONTENT, SKILL AND/OR SERVICE):**  
**Dyslexia**

Special Education Teacher:

General Education Teachers:

Paraprofessional:

Dyslexia Teacher:

BENCHMARKS OR SHORT-TERM OBJECTIVES	Level of Mastery Criteria	Evaluation Method	Progress Review			
			Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4
			Code	Code	Code	Code
<b>Level 1:</b>			NI	NI	NI	NI
- Lesson 1: Short a						
- Lesson 2: Short i			NI	NI	NI	NI
- Lesson 3: Short o			NI	NI	NI	NI
- Lesson 4: Short u			NI	NI	NI	NI
- Lesson 5: Short e			NI	NI	NI	NI
- Lesson 6: sh			NI	NI	NI	NI
- Lesson 7: ch			NI	NI	NI	NI
- Lesson 8: th			NI	NI	NI	NI
- Lesson 9: wh			NI	NI	NI	NI
- Lesson 10: ang			NI	NI	NI	NI
- Lesson 11: ing			NI	NI	NI	NI
- Lesson 12: ong			NI	NI	NI	NI
- Lesson 13: ung			NI	NI	NI	NI
- Lesson 14: ank			NI	NI	NI	NI
- Lesson 15: ink			NI	NI	NI	NI
- Lesson 16: onk			NI	NI	NI	NI
- Lesson 17: unk			NI	NI	NI	NI
--Words per minute			---	--	---	---
--Listening comprehension			---	--	---	---

Sent home with students report card as progress monitoring documentation

**Evaluation Method:** 1=Teacher Made Tests 2= Observations 3=Weekly Tests 4= Unit Tests

5=Conferences 6=Work Samples 7=Portfolios 8=Criterion Referenced Test 9=Other

**Mastery Criteria:** 5=Independent 4=Verbal Prompt 3=Modeling/Gesture 2=Physical Prompt 1=Attempt 0=No Response

**Progress Codes:** NA=Not Applicable NI=Not Introduced NP=No Progress

P1=Inconsistent/Limited Progress P2=Consistent/Satisfactory Progress MC=Mastered with continued monitoring M=Mastered D=Discontinued

**FREQUENCY FOR REPORTING THE STUDENT'S PROGRESS TO PARENTS:** 34 CFR §300.320(A)(3)(II)

Written IEP Progress Reports will be provided to the student's parent(s) at least every 6 weeks to regularly inform parent(s) of their child's progress toward meeting annual IEP goals. These Progress Reports are provided on the same timely basis as are provided to parent(s) of non-disabled children and are in addition to regular reporting for all children.

**COMMENTS:** Services are not provided the first and last weeks of school, student holidays/absences/field trips/assemblies/class parties, dress rehearsal dates or Stanford-OLSAT/Benchmark/STAAR testing days.

# Texas Administrative Code §74.28

## (State Board of Education Rule)

(a) In order to support and maintain full educational opportunity for students with dyslexia and related disorders and consistent with federal and state law, school districts and open-enrollment charter schools shall provide each student with dyslexia or a related disorder access to each program under which the student qualifies for services.

(b) The board of trustees of a school district or the governing body of an open-enrollment charter school must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to the student are implemented in the district.

(c) A school district's or open-enrollment charter school's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related disorders. The strategies and techniques are described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders " provided in this subsection. The handbook is a set of guidelines for school districts and open-enrollment charter schools that may be modified by the SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state.

### Figure: 19 TAC §74.28(c)

(d) Screening as described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders" and further evaluation should only be conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders.

(e) A school district or open-enrollment charter school shall purchase a reading program or develop its own evidence-based reading program for students with dyslexia and related disorders that is aligned with the descriptors found in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders. " The professional development activities specified by each open-enrollment charter school and district and/or campus planning and decision making committee shall include these instructional strategies.

(f) At least five school days before any evaluation or identification procedure is used selectively with an individual student, the school district or open-enrollment charter school must provide written notification to the student's parent or guardian or another person standing in parental relation to the student of the proposed identification or evaluation. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:



- (1) a reasonable description of the evaluation procedure to be used with the individual student;
- (2) information related to any instructional intervention or strategy used to assist the student prior to evaluation;
- (3) an estimated time frame within which the evaluation will be completed; and
- (4) specific contact information for the campus point of contact, relevant Parent Training and Information Projects, and any other appropriate parent resources.

(g) Before a full individual and initial evaluation is conducted to determine whether a student has a disability under the Individuals with Disabilities Education Act (IDEA), the school district or open-enrollment charter school must notify the student's parent or guardian or another person standing in parental relation to the student of its proposal to conduct an evaluation consistent with 34 Code of Federal Regulations (CFR), §300.503, provide all information required under subsection (f) of this section, and provide:

- (1) a copy of the procedural safeguards notice required by 34 CFR, §300.504;
- (2) an opportunity to give written consent for the evaluation; and
- (3) a copy of information required under Texas Education Code (TEC), §26.0081.

(h) Parents/guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models as required by TEC, §26.0081(d), and options under federal law, including IDEA and the Rehabilitation Act, §504.

(i) Each school or open-enrollment charter school must provide each identified student access at his or her campus to instructional programs required in subsection (e) of this section and to the services of a teacher trained in dyslexia and related disorders. The school district or open-enrollment charter school may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.

(j) Because early intervention is critical, a process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available in each district and open-enrollment charter school as outlined in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." School districts and open-enrollment charter schools may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia or a related disorder.

(k) Each school district and open-enrollment charter school shall report through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) the

results of the screening for dyslexia and related disorders required for each student in Kindergarten and each student in Grade 1 in accordance with TEC, §38.003(a).

(l) Each school district and open-enrollment charter school shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program must include:

- (1) awareness and characteristics of dyslexia and related disorders;
- (2) information on testing and diagnosis of dyslexia and related disorders;
- (3) information on effective strategies for teaching students with dyslexia and related disorders;
- (4) information on qualifications of those delivering services to students with dyslexia and related disorders;
- (5) awareness of information on accommodations and modifications, especially those allowed for standardized testing;
- (6) information on eligibility, evaluation requests, and services available under IDEA and the Rehabilitation Act, §504, and information on the response to intervention process; and
- (7) contact information for the relevant regional and/or school district or open-enrollment charter school specialists.

(m) School districts and open-enrollment charter schools shall provide to parents of children suspected to have dyslexia or a related disorder a copy or a link to the electronic version of the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."

(n) School districts and open-enrollment charter schools will be subject to monitoring for compliance with federal law and regulations in connection with this section. School districts and open-enrollment charter schools will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner of education as required by TEC, §38.003(c-1).

*Statutory Authority: The provisions of this §74.28 issued under the Texas Education Code, §7.102(c)(28) and §38.003.*

*Source: The provisions of this §74.28 adopted to be effective September 1, 1996, 21 TexReg 4311; amended to be effective September 1, 2001, 25 TexReg 7691; amended to be effective August 8, 2006, 31 TexReg 6212; amended to be effective August 24, 2010, 35 TexReg 7211; amended to be effective August 27, 2018, 43 TexReg 5519; amended to be effective March 13, 2019, 44 TexReg 1315; amended to be effective December 25, 2019, 44 TexReg 7981.*

## **Texas Education Code §38.003 (State Law)**

### **Screening and Treatment for Dyslexia and Related Disorders**

(a) 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.

(b) In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.

(b-1) Unless otherwise provided by law, a student determined to have dyslexia during screening or testing under Subsection (a) or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student.

(c) The State Board of Education shall adopt any rules and standards necessary to administer this section.

(d) In this section:

(1) "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.

(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, and developmental spelling disability.

## **Texas Education Code §28.006 (State Law)**

### **Reading Diagnosis**

(a) The commissioner shall develop recommendations for school districts for:

- (1) administering reading instruments to diagnose student reading development and comprehension;
- (2) training educators in administering the reading instruments; and
- (3) applying the results of the reading instruments to the instructional program.

(b) The commissioner shall adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension. For use in diagnosing the reading development and comprehension of kindergarten students, the commissioner shall include on the commissioner's list at least two multidimensional assessment tools. A multidimensional assessment tool on the commissioner's list must either include a reading instrument and test at least three developmental skills, including literacy, or test at least two developmental skills, other than literacy, and be administered in conjunction with a separate reading instrument that is on a list adopted under this subsection. A multidimensional assessment tool administered as provided by this subsection is considered to be a reading instrument for purposes of this section. A district level committee established under Subchapter F, Chapter 11, may adopt a list of reading instruments for use in the district in addition to the reading instruments on the commissioner's list. Each reading instrument adopted by the commissioner or a district-level committee must be based on scientific research concerning reading skills development and reading comprehension. A list of reading instruments adopted under this subsection must provide for diagnosing the reading development and comprehension of students participating in a program under Subchapter B, Chapter 29.



(c) Each school district shall administer, at the kindergarten and first- and second-grade levels, a reading instrument on the list adopted by the commissioner or by the district-level committee. The district shall administer the reading instrument in accordance with the commissioner's recommendations under Subsection (a)(1).

(c-1) Each school district shall administer at the beginning of the seventh grade a reading instrument adopted by the commissioner to each student whose performance on the assessment instrument in reading administered under Section 39.023(a) to the student in grade six did not demonstrate reading proficiency, as determined by the commissioner. The district shall administer the reading instrument in accordance with the commissioner's recommendations under Subsection (a)(1).

(d) The superintendent of each school district shall:

(1) report to the commissioner and the board of trustees of the district the results of the reading instruments; and

(2) report, in writing, to a student's parent or guardian the student's results on the reading instrument;

(3) using the school readiness certification system provided to the school district in accordance with Section 29.161(e), report electronically each student's raw score on the reading instrument to the agency for use in the school readiness certification system.

(d-1) The agency shall contract with the State Center for Early Childhood Development to receive and use scores under Subsection (d)(3) on behalf of the agency.

(e) The results of reading instruments administered under this section may not be used for purposes of appraisals and incentives under Chapter 21 or accountability under Chapters 39 and 39A.

(f) This section may be implemented only if funds are appropriated for administering the reading instruments. Funds, other than local funds, may be used to pay the cost of administering a reading instrument only if the instrument is on the list adopted by the commissioner.

(g) A school district shall notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. The district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to those students and shall determine the form, content, and timing of that program. The admission, review, and dismissal committee of a student who participates in a district's special education 100 program under Subchapter B, Chapter 29, and who does not perform satisfactorily on a reading instrument under this section shall determine the manner in which the student will participate in an accelerated reading instruction program under this subsection.

(g-1) A school district shall provide additional reading instruction and intervention to each student in seventh grade assessed under Subsection (c-1), as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument. Training and support for activities required by this subsection shall be provided by regional education service centers and teacher reading academies established under Section 21.4551 and may be provided by other public and private providers.

(h) The school district shall make a good faith effort to ensure that the notice required under this section is provided either in person or by regular mail and that the notice is clear and easy to understand and is written in English and in the parent or guardian's native language.

(i) The commissioner shall certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of this section. A determination by the commissioner is final and may not be appealed. For purposes of certification, the commissioner may not consider Foundation School Program funds.

(j) No more than 15 percent of the funds certified by the commissioner under Subsection (i) may be spent on indirect costs. The commissioner shall evaluate the programs that fail to meet the standard of performance under Section 39.051(b)(7) and may implement sanctions under Subchapter G, Chapter 39. The commissioner may audit the expenditures of funds appropriated for purposes of this section. The use of the funds appropriated for purposes of this section shall be verified as part of the district audit under Section 44.008.

(k) The provisions of this section relating to parental notification of a student's results on the reading instrument and to implementation of an accelerated reading instruction program may be implemented only if the commissioner certifies that funds have been appropriated during a school year for administering the accelerated reading instruction program specified under this section.

Added by Acts 1997, 75th Leg., Ch. 397, Sec. 2, eff. Sept. 1, 1997.

Amended by Acts 1999, 76th Leg., Ch. 396, Sec. 2.11, eff. Sept. 1, 1999.

Amended by: Acts 2006, 79th Leg., 3rd C.S., Ch. 5, Sec. 3.05, eff. May 31, 2006. Acts 2007, 80th Leg., R.S., Ch. 1058, Sec. 6, eff. June 15, 2007. Acts 2007, 80th Leg., R.S., Ch. 1340, Sec. 1, eff. June 15, 2007. Acts 2009, 81st Leg., R.S., Ch. 895, Sec. 26, eff. June 19, 2009. Acts 2013, 83rd Leg., R.S., Ch. 1314, Sec. 1, eff. June 14, 2013. Acts 2017, 85th Leg., R.S., Ch. 324, Sec. 21.003(16), eff. September 1, 2017

## Common Risk Factors of Dyslexia

### Preschool—Third grade:

- Failure to understand that words are made up of parts or individual sounds
- Difficulty learning the letter names and their corresponding sounds
- Difficulty reading single words in isolation
- Difficulty reading fluently
- Difficulty spelling phonetically

### Fourth grade—High School:

- History of reading and spelling difficulties
- Difficulty reading aloud
- Avoids reading for pleasure
- Difficulty learning a foreign language

### Postsecondary:

- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements

## Contacts for further information:

State Dyslexia Consultant  
Region 10 Education Service Center  
400 E. Spring Valley Road  
Richardson, TX 75083-1300  
Texas Dyslexia Hotline: 1(800) 232-3030  
[www.region10.org/dyslexia/index](http://www.region10.org/dyslexia/index)

Statewide English Language Arts/Reading Coordinator  
Texas Education Agency Division of Curriculum  
1701 N. Congress Avenue  
(512) 463-9581  
[www.tea.state.tx.us/index2.aspx?id=4434](http://www.tea.state.tx.us/index2.aspx?id=4434)

Dyslexia contacts at the Texas Regional Education Service Centers  
[http://www.tea.state.tx.us/regional\\_services/esc/](http://www.tea.state.tx.us/regional_services/esc/)

The *State Dyslexia Handbook ~ Revised 2014* is available to download at the following web address:  
[www.tea.state.tx.us/index2.aspx?id=25769814312](http://www.tea.state.tx.us/index2.aspx?id=25769814312)

### Parent Resources:

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

**Academic Language Therapy Association**  
<http://www.altaread.org>

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

**Learning Ally**  
<https://www.learningally.org/state-landing-pages/texas/>

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

## Dyslexia Program Awareness for Educators and Parents

Information for educators and parents about dyslexia in the State of Texas

- What is dyslexia?
- What are the school districts' requirements related to dyslexia?
- Who can I contact if I have questions or concerns?



**REGION 10**  
EDUCATION SERVICE CENTER

Texas Dyslexia Hotline:  
1(800) 232-3030

## Dyslexia Program Awareness for Educators and Parents

### What is Dyslexia?

The current definition from the International Dyslexia Association states:

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.



### Dyslexia and School District/Charter School Requirements

#### Texas Education Code §38.003:

- Students enrolling in public schools shall be tested for dyslexia at appropriate times.
- The board of trustees of each school district or charter school shall provide for the treatment (i.e., instruction) of any student determined to have dyslexia.

#### Texas Administrative Code §74.28:

- The board of trustees of a school district or charter school must ensure that procedures for identifying a student with dyslexia and for providing appropriate instructional services to the student are implemented.
- A school district or charter school shall purchase or develop its own reading program for students with dyslexia, as long as the program is characterized by the descriptors found in *The State Dyslexia Handbook ~ Revised 2014*.

- Each school district or charter school must provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders.

- Each school district or charter school shall provide a parent education program for parents/guardians of students with dyslexia.

### Teacher Training Requirements:

Teachers who provide instruction for students with dyslexia:

- Must have valid Texas teaching certificates for the particular grade level(s) that they teach
- Must be trained in dyslexia and related disorders
- Must be trained in the program the district has developed or purchased for use with students with dyslexia as well as in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods



## Additional Resources

International Dyslexia Association Dyslexia Handbook: What Every Family Should Know

<https://drive.google.com/file/d/12UnPbsZIfyvNb6r1wZdF2ZIEBBUdYwAZ/view?usp=sharing>

The Talking Book Program

[www.tsl.texas.gov/tbp/index.html](http://www.tsl.texas.gov/tbp/index.html)

Made by Dyslexia

<https://www.madebydyslexia.org/>

**Dyslexia Handbook from TEA, Updated 2018, updated soon by 11-21**

<https://tea.texas.gov/academics/special-student-populations/review-and-support/dyslexia-handbook>

Thank you to ESCs Region 10 and Region 11 State headquarters for Dyslexia information

Thank you to U.S. Dept. of Education, International Dyslexia Association, ESC Region 18 Legal Framework network for providing additional resources