



# **Dyslexia Plan**

**Revised 2009**

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# Cedar Hill Independent School District

## Dyslexia Handbook

Revised 2009

### Definition of Dyslexia

The **State of Texas** defines dyslexia as “a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity” (TEC §38.003).

The **International Dyslexia Association** defines dyslexia as “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, November 2002 and the National Institutes of Health, 2002*).

### Characteristics Associated with Dyslexia

“The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, reading comprehension, spelling, and/or written expression. These difficulties are unexpected for the student’s age, educational level, or cognitive abilities. Additionally, there is often a **family history** of similar difficulties.”

*(The Dyslexia Handbook, 2007)*

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading real words in isolation;
- Difficulty accurately decoding nonsense words;
- Slow, inaccurate, or labored oral reading (lack of fluency); and/or
- Difficulty with learning to spell.

The reading/spelling characteristics are the results of:

- Difficulty with the development of phonological awareness, including segmenting, blending, and manipulating sounds in words;
- Difficulty learning the names of letters and their associated sounds;
- Difficulty with phonological memory (holding information about sounds and words in memory); and/or
- Difficulty with rapid naming of familiar objects, colors, or letters of the alphabet.

Secondary characteristics of dyslexia may include:

- Variable difficulty with aspects of reading comprehension;

- Variable difficulty with aspects of written composition; and/or
- A limited amount of time spent in reading activities.

## **Common Signs of Dyslexia**

*(The Dyslexia Handbook, 2007)*

The following signs may be associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities.

### **Pre-school:**

- May talk later than most children;
- May have difficulty with rhyming;
- May have difficulty pronouncing words (i.e., *busgetti* for *spaghetti*, *mawn lower* for *lawn mower*);
- May have poor auditory memory for nursery rhymes and chants;
- May be slow to add new vocabulary words;
- May be unable to recall the right word;
- May have trouble learning numbers, days of the week, colors, shapes, and how to spell and write his or her name.

### **Kindergarten through third grade:**

- Fails to understand that words come apart; for example, that *snowman* can be pulled apart into *snow* and *man* and, later on, that the word *man* can be broken down still further and sounded out as: /m/ /ă/ /n/;
- Has difficulty learning the letter names and their corresponding sounds;
- Has difficulty decoding single words (reading single words in isolation)—lacks a strategy;
- Has difficulty spelling phonetically;
- Reads dysfluently (choppy and labored);
- Relies on context to recognize a word.

### **Fourth grade through high school:**

- Has a history of reading and spelling difficulties;
- Avoids reading aloud;
- Reads most materials slowly; oral reading is labored, not fluent;
- Avoids reading for pleasure;
- May have an inadequate vocabulary;
- Has difficulty spelling; may resort to using less complicated word in writing that are easier to spell

## **Data Gathering**

At any time (from kindergarten through grade 12) that a student continues to struggle with one or more components of reading, the school must collect additional information about the student. The school should use this information to evaluate the student's academic progress and determine what actions are needed to ensure improved academic performance. A review of the data should ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. Prior to a request for a dyslexia assessment, the

school's STAT committee should gather information that demonstrates the student was provided appropriate instruction evidenced by data-based documentation of repeated assessments of achievement at reasonable intervals.

## **Formal Assessment**

Students enrolled in the Cedar Hill Independent School District shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003[a]). The appropriate time depends upon multiple factors including the student's reading performance; reading difficulties; poor response to supplemental, scientifically based reading instruction; teacher's input; and input from the parents or guardians. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), **the earlier the better**. While earlier is better, students should be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

The procedures to follow include:

- Notify parents or guardians of proposal to assess student for dyslexia (§504);
- Inform parents or guardians of their rights under §504;
- Obtain parent permission to assess the student for dyslexia; and
- Assess student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28).

As outlined in Section 504 of the Rehabilitation Act of 1973, tests, assessments, and other evaluation materials must have the following characteristics:

- Be validated for the specific purpose for which they are used;
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient;
- Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills;
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, lists of books the student has read, audio recordings of the student's oral reading); and
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials.

## **Domains to Assess**

Depending on the student's age and stage of reading development, the following areas related to reading should be assessed:

- Reading real and nonsense words in isolation;
- Phonological awareness;
- Letter knowledge (name and associated sound);
- Rapid naming;
- Reading fluency (rate and accuracy);
- Reading comprehension; and

- Written spelling

Based on the student's academic difficulties and characteristics, additional areas that can be assessed include vocabulary, written expression, handwriting, and mathematics.

### **Related Disorders**

- **Developmental auditory imperceptions:** characterized by difficulty learning sounds, sound-symbol relationships and the meaning of words despite adequate intelligence and sociocultural opportunity.
- **Dysphasia:** characterized by difficulty learning both receptive and expressive oral language despite adequate hearing, intelligence, and sociocultural opportunity.
- **Developmental dysgraphia:** characterized by the inability to write legibly. This may or may not occur in addition to other difficulties in written language. Visual-motor coordination skills are frequently within the average range and are not the primary cause of dysgraphia.
- **Developmental spelling disorder:** characterized by significant difficulty learning to spell. This occurs in the absence of reading or other written language difficulties.

## Cedar Hill Independent School District Guidelines for Dyslexia Referral and Identification\*

1. Follow the Student Teacher Assistance Team (STAT) process.
2. At any time a student continues to struggle with one or more components of reading, the STAT must collect additional information about the student. The information will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. Information to be considered includes:
  - **Teacher Information – Educational Records**
  - **Documentation of Instruction and Intervention**
  - **Dyslexia Characteristics Checklist**
  - **Parent Information**
  - **Health Information**
  - **Home Language Survey** (original)

Additional data gathering is required for English Language Learners.

3. Once the above documentation has been completed, the STAT reconvenes to analyze the data and complete the **Dyslexia Data Gathering Profile**. If the STAT determines the student should receive further testing for dyslexia, these procedures must be followed:
  - Notify parents or guardians of the proposal to assess student for dyslexia (§504);
  - Inform parents or guardians of their rights under §504; and
  - Obtain permission from the parent or guardian to assess the student for dyslexia.

The notices and consents must be provided in the native language or other mode of communication, unless it is clearly not feasible to do so.

4. The **Dyslexia Data Gathering Profile** is sent to the Dyslexia Assessment Specialist. Assessment is to be completed within 30 school days from the date consent is received from the parent.
5. Once the student has been evaluated, the Dyslexia Assessment Specialist will complete the **Dyslexia Assessment Profile** and compile a written report.
6. The STAT will reconvene to discuss the results of the dyslexia assessment and determine and complete the **Dyslexia Evaluation Summary**. If the STAT determines the student is eligible for the dyslexia program, the **Permission to Serve** form will be completed by the parents.
7. A purple folder will be placed in the eligible student's cumulative folder with the following items: **Dyslexia Assessment Profile**, **Dyslexia Evaluation Summary**, and **Permission to Serve**.
8. If the student has dyslexia, the STAT will determine whether the student has a disability under the Rehabilitation Act of 1973, §504. Not all students with dyslexia are automatically eligible for §504. A student is considered to have a disability under §504 if the condition substantially limits the student's learning.

## **English Language Learners**

Much diversity exists among English language learners. The referral, identification and service delivery process for dyslexia must take into account the student's linguistic environment and educational background. Therefore, the following additional data is required:

- Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
- Texas English Language Proficiency System (TELPAS) information (Reading Proficiency Test in English [RTPE] and Texas Observation Protocol [TOP])
- Type of language programming provided and language of instruction
- Linguistic environment and second-language acquisition development
- Previous schooling in and outside of the United States

Involvement of the Language Proficiency Assessment Committee (LPAC) is recommended.

## **Special Education**

For any student receiving special education services, special education guidelines shall be followed. The ARD committee shall convene to review existing evaluation data and make a determination if additional evaluation will be necessary to determine if the student is a student with dyslexia. If additional evaluation data is necessary, the ARD committee shall indicate a timeline by which the evaluation is to be completed (not to exceed 30 school days). The parent or guardian must receive notice of assessment and procedural safeguards, as well as give their consent for the evaluation according to the provisions established by IDEA 2004.

The determination of dyslexia is made by a multidisciplinary team composed of members who are knowledgeable about dyslexia and the reading process. For purposes of currently eligible special education students, the ARD committee serves as the multidisciplinary team and should include members with the additional knowledge of dyslexia, dyslexia evaluation, and interventions. Upon review of evaluation data, if appropriate, the ARD committee should document that the student has been identified with dyslexia or that the student has a reading disability that exhibits characteristics of dyslexia. The IEP should address appropriate reading instruction, instructional implications, and allowable TAKS accommodations.



## Procedures for Parents Providing Private Testing

The *Dyslexia Handbook* indicates that if a parent chooses to have his/her child assessed by a private diagnostician or other source, to be valid, the assessment must comply with the requirements set forth in §504 and the guidelines in the handbook (see the *Dyslexia Handbook* – section on tests, assessments and other evaluations). Cedar Hill ISD will consider information provided by the parent when interpreting evaluation data and making placement decisions. However, the district determines whether the student is eligible for dyslexia services, and shall comply with the following procedure:

1. If a parent has had his/her child evaluated for dyslexia by a professional in private practice or by a facility that provides private evaluations, the school should request that the parent provide a copy of the evaluation.
2. The STAT shall meet with the Dyslexia Assessment Specialist to review the evaluation and determine if all required areas have been adequately assessed or whether the need exists for any additional evaluation data. The *Dyslexia Assessment Profile* will be completed to document the appropriateness of the private evaluation.
3. If additional evaluation data is required, the Dyslexia Assessment Specialist will complete it within 30 school days.
4. Upon completion of the additional evaluation data, the STAT will reconvene to complete the *Dyslexia Evaluation Summary* and determine if the student is eligible for the district's dyslexia program. If eligible, the *Permission to Serve* form will need to be signed by the parent.
5. If the student is placed in the district's dyslexia program, a purple folder will be placed in the student's cumulative folder with the following items: a copy of the assessment upon which eligibility is based, *Dyslexia Assessment Profile*, *Dyslexia Evaluation Summary* (if completed), and *Permission to Serve*.

## Procedures for Transfer Students

When a student identified with dyslexia transfers from another Texas school district, CHISD will comply with the following procedure:

1. The school will request a copy of the previous district's evaluation.
2. The STAT shall meet with the Dyslexia Assessment Specialist to review the evaluation and determine if all required areas have been adequately assessed or whether the need exists for any additional evaluation data. The *Dyslexia Assessment Profile* will be completed to document the appropriateness of the previous district's evaluation.
3. If the STAT accepts the previous district's evaluation and determines that the student is eligible for the district's dyslexia program, the *Permission to Serve* form will need to be signed by the parent.
4. If additional evaluation data is required, the Dyslexia Assessment Specialist will complete it within 30 school days.
5. Upon completion of the additional evaluation data, the STAT will reconvene to complete the *Dyslexia Evaluation Summary* and determine if the student is eligible for the district's dyslexia program. If eligible, the *Permission to Serve* form will need to be signed by the parent.
6. If the student is placed in the district's dyslexia program, a purple folder will be placed in the student's cumulative folder with the following items: a copy of the assessment upon which eligibility is based, *Dyslexia Assessment Profile*, *Dyslexia Evaluation Summary* (if completed), and *Permission to Serve*.

Cedar Hill Independent School District  
Dyslexia Data Gathering Profile  
(STAT Decision Record)

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

Campus: \_\_\_\_\_ ID #: \_\_\_\_\_ Grade: \_\_\_\_\_

CONSIDERATIONS

I.

II.

**Dyslexia Traits**

None/Few

Some/ Many

**Intellectual Ability**

Below Average

Average or Above

If the indicators are not in Column II, the STAT, **in most cases**, should consider options other than dyslexia.

**Reading Achievement**

Progressing

Lack of Progress

**Family History**

No

Yes

**Vision/Hearing**

Inadequate

Adequate

**Experiential Opportunity**

Inadequate

Adequate

**Indicators in Column II are characteristics often associated with dyslexia and should be considered.**

## RECOMMENDATION

**The Student Teacher Assistance Team makes the following recommendation:**

- \_\_\_\_\_ The student should receive reading intervention(s). The STAT will reconvene in 6 weeks to review data.
- \_\_\_\_\_ The student should receive further testing for characteristics of dyslexia.
- \_\_\_\_\_ The student does not evidence indicators for further testing for characteristics of dyslexia.
- \_\_\_\_\_ The student should be referred for special education evaluation, following the provisions established by IDEA 2004.

Team Members:

Signature

Title

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Return a copy of this form to Dyslexia Assessment Specialist.**

# CHISD Dyslexia Assessment Profile

NAME:

DATE OF BIRTH:

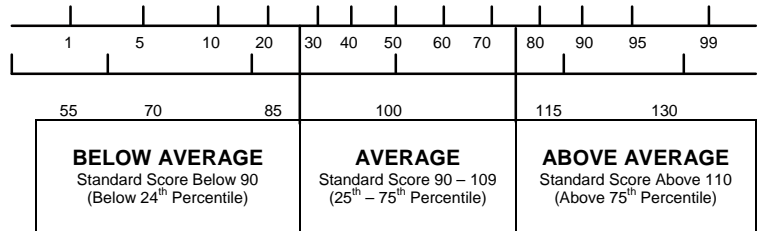
AGE:

SCHOOL:

DATE OF TEST:

GRADE:

Percentile  
Standard Score



**1. UNDERLYING CAUSE**

- PHONOLOGICAL PROCESSING
  - PHONOLOGICAL AWARENESS (CTOPP)
    - Phonological Memory (CTOPP)
    - RAPID NAMING (CTOPP)
  - Letter Knowledge


**2a. CHARACTERISTICS:**

- DECODING (WJ-III, TOWRE)
- WORD RECOGNITION (WJ-III, TOWRE)
- ORAL READING FLUENCY
  - Rate (Gort-4)
  - Accuracy (Gort-4)
- SPELLING (WJ-III)\*


**2b. OUTCOMES:** Variable Impact

- READING COMPREHENSION (GORT-4)
- Written Expression (WJ-III)


**3. COGNITIVE ABILITY**

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**4. COEXISTING ASSETS:**

- Oral Language (WJ-III)
- Mathematics (WJ-III)


**COEXISTING FACTORS/COMPLICATIONS:**

- Vision/Hearing
- Attendance
- Positive Family History of Reading Difficulties (suspected/diagnosed)
- Attention Issues
- Behavioral Difficulties

passed/failed
excellent/average/poor
yes/no
suspected/diagnosed
reported/unreported

*“Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and /or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”* Adopted by the Board of Directors, International Dyslexia Association, November 2002.

If the Cognitive Ability standard score is at least 80, it should not be considered to be a primary contributing factor to academic difficulties.

To be determined eligible for direct dyslexia services, a student must exhibit one qualifier in section 1, a minimum of three qualifiers\* in section 2a and/or 2b (including spelling), one qualifier in section 3 and one qualifier in section 4.

**Cedar Hill Independent School District  
Dyslexia Evaluation Summary**

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_

Date: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Campus: \_\_\_\_\_

The evaluation data reviewed by the Student Teacher Assistance Team (STAT) to make the dyslexia program eligibility decision included data from the following areas:  
(Mark with a check to note that each required area of data was reviewed.)

- \_\_\_\_\_ Observations of the teacher, district staff, and/or parent
- \_\_\_\_\_ Data gathered from the classroom (including both formal and informal measures), appropriate for the student’s level of reading development including reading single words in isolation, word decoding (real and nonwords), phonological awareness, letter knowledge (name and associated sound), rapid naming, fluency/rate and accuracy, reading comprehension, and spelling
- \_\_\_\_\_ All other accumulated data regarding the development of the student’s learning and the student’s educational needs.

**In making the determination of dyslexia program eligibility, the STAT considered the following:**

**Check each area of consideration AGREE or DISAGREE as it is completed.**

**AGREE            DISAGREE**

\_\_\_\_\_            \_\_\_\_\_            **The student has experienced an unexpected lack of appropriate progress.**

\_\_\_\_\_            \_\_\_\_\_            **The student possesses average intelligence (as defined by the District) and the ability to learn.**

\_\_\_\_\_            \_\_\_\_\_            **The student exhibits characteristics associated with dyslexia that are unexpected in relation to his/her other cognitive abilities in some or all of the following areas:**

- Reading single words in isolation**
- Word decoding (real and nonwords)**
- Phonological awareness**
- Letter knowledge (name and associated sound)**
- Rapid naming**
- Fluency/rate and accuracy**
- Reading comprehension**
- Spelling**

\_\_\_\_\_      \_\_\_\_\_      **The student has received conventional instruction.**

\_\_\_\_\_      \_\_\_\_\_      **The student’s lack of progress was not due to socio-cultural factors such as language differences, irregular attendance, and lack of experiential background.**

**If the STAT marked AGREE in response to each of the preceding five statements, the student is eligible for the dyslexia program. If the STAT answered any of the preceding statements DISAGREE, the student is not eligible.**

**Based on the evaluation data, the STAT has determined that:  
(Check one)**

\_\_\_\_\_      **the student is eligible for the dyslexia program.**

\_\_\_\_\_      **the student is NOT eligible for the dyslexia program.**

**Note that eligibility for the dyslexia program does not necessarily indicate eligibility for Section 504. Eligibility under Section 504 is determined through the §504 Committee.**

Persons knowledgeable about the child, the meaning of the evaluation data, and the placement options were present. For decisions regarding dyslexia, persons knowledgeable about the reading process, dyslexia and related disorders, dyslexia instruction, district, state, and federal guidelines for assessment, and the assessments that were used were also present as required by the state guidelines.

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(position)

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(position)

\_\_\_\_\_  
(signature)

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(position)

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(signature)

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(position)

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(signature)

\_\_\_\_\_  
(position)

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(position)

**Return a copy of this form to the Dyslexia Assessment Specialist.**

**Cedar Hill Independent School District  
Permission to Serve – Dyslexia Program**

Based on the evaluation data, the Student Teacher Assistance Team (STAT) has determined that your child, \_\_\_\_\_, is eligible for the district's dyslexia program.

Please review and answer the following statements:

- |                          |                          |  |
|--------------------------|--------------------------|--|
| Yes                      | No                       |  |
| <input type="checkbox"/> | <input type="checkbox"/> | I have been fully informed and understand the dyslexia evaluation report, dated _____.   |
| <input type="checkbox"/> | <input type="checkbox"/> | I understand and agree with the committee's decision and give my permission for my child to participate in the proposed educational program. |

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date



## **Instruction for Students with Dyslexia**

Once it has been determined that a student has dyslexia, Cedar Hill ISD shall provide an appropriate instructional program for the student. Instructional decisions for a student with dyslexia are made by a team knowledgeable about the student, the meaning of the evaluation data, and instructional components and approaches for students with dyslexia.

### **Components of Instruction**

The instructional strategies should utilize individualized, intensive, and multisensory methods, which contain reading, writing and spelling components as appropriate. Components of instruction as appropriate for the reading needs of the student include instruction in phonemic awareness, graphophonemic knowledge, language structure, linguistics and strategies for decoding, encoding, word recognition, fluency and comprehension.

### **Placement Options**

The placement options are based on the amount of intervention needed for the student to be successful in the regular classroom. The placement options become more restrictive at each tier.

#### **Tier I (Accommodations Only)**

At this tier the student remains in the general education classroom with accommodations. The services of the campus literacy specialist or district dyslexia teacher are not needed.

#### **Tier II (Monitor)**

At this tier the student remains in the general education classroom receiving accommodations and receives additional reading instruction by the campus literacy specialist. The district dyslexia teacher will monitor academic progress and provide consultation to the campus literacy specialist and the general education teacher.

#### **Tier III (Direct Services)**

At this tier, the student demonstrates a need for short-term multi-sensory reading intervention, and possibly Section 504 Accommodations. Direct services are provided by the district dyslexia teacher.

## **Criteria for Exiting the Dyslexia Program**

The goal of the CHISD Dyslexia Program in accordance with the state guidelines is to return students to the regular reading program.

Students receiving instruction in the district's dyslexia program may be exited from the program upon the recommendation of the Student Teacher Assistance Team, §504 Committee, ARD Committee, or upon documented parent request. The following criteria **may** be considered by the respective committee for exit from the program:

- The curriculum utilized with the student in the dyslexia program has been completed or recommended mastery levels have been achieved. The student will be monitored by the dyslexia teacher for one year.
- The student's consistent mastery of concepts taught in the dyslexia program in conjunction with his/her grades and performance in the regular reading program indicate that the student should return to the regular reading program; in other words, the student no longer has an educational need for the service. The student will be monitored by the dyslexia teacher for one year.
- Students who have met the standard on the state reading assessment and who have established a pattern of mastery reflected by passing grades in the regular reading/language program will be dismissed from direct services. The student will be monitored by the dyslexia teacher for one year.
- Documented Parental Request

### **Monitoring Guidelines**

The dyslexia teacher will monitor the student's progress in the regular reading program and/or content area classes by informal conferences with the student's teacher(s) and review of the student's grades each grading period.