



The Dyslexia Handbook Revised 2007

Procedures Concerning Dyslexia
and Related Disorders

State Dyslexia Network
March 2007

Cover Color

- 2001 Handbook – **The Purple Book**
- Dyslexia Handbook Revised 2007 – **The Blue Book**



Foreword (pg. ii)

- Brief history of Dyslexia legislation and handbook revisions
- Indicates that this revision replaces all previous handbooks and guidelines
- Provides additional resources:
 - State Dyslexia Network – designated consultants at each regional Education Service Center
 - State Dyslexia Consultant (Region 10 ESC)
 - Hotline: 1-800-232-3030 (Region 10 ESC)

Preface (pgs. v-vi)

- Statement that the handbook **does** introduce legal changes
 - addition of TEC §7.028(b)
 - revisions to TAC §74.28(c) and (h)
- Four chapters vs. seven:
 - Definitions and Characteristics of Dyslexia
 - Procedures for Assessing Students with Dyslexia
 - Referral to Special Education
 - Instruction for Students with Dyslexia

Preface (pgs. v-vi)

- Eleven appendices:
 - Flow chart (revised)
 - Information on Response-to-Intervention (new)
 - Overview of laws and rules (new)
 - State Statutes Related to Dyslexia (revised)
 - Accommodation information (revised)
 - Questions and Answers (revised)

Preface (pgs. v-vi)

- Eleven appendices continued:
 - Contacts for Further Information (revised)
 - Associated Terms (revised)
 - Publications Related to Dyslexia (revised)
 - Office of Civil Rights Information on Students with Disabilities Preparing for Postsecondary Education... (new)
 - The Rehabilitation Act of 1973, §504 (unchanged)

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Chapter I: Definitions and Characteristics

- Introduces new wording related to adequate intelligence...**average ability to learn in the absence of print.**
- State definitions for dyslexia and related disorders (TEC §38.003)
- Current **2002** IDA definition
- Difficulties listed as **primary or secondary**; indicated as unexpected; also family history
- Characteristics listed as **reading/spelling**

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Chapter I: Definitions and Characteristics



- Common Signs of Dyslexia listed for:
 - Pre-school
 - Kindergarten – 3rd
 - 4th grade – high school

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Chapter II: Procedures for Assessment

- Procedures Required by State and Federal Law Prior to Assessment:
 - Incorporates TEC §28.006 (Chapter II in 2001 Handbook)
 - NCLB
 - Texas Reading First grant program
 - Scientifically based reading programs
 - Three-Tier Reading Model (used in Texas in connection with Reading First)
 - Progress Monitoring

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Chapter II: Procedures for Assessment

- Procedures Required by State and Federal Law Prior to Formal Assessment
 - IDEIA 2004
 - Emphasis on quality of instruction and documentation of student progress
 - Introduces response to scientific, research-based intervention as a criteria for determining learning disabilities

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Chapter II: Procedures for Assessment

Assessment Process:

- **Data Gathering:**
 - Should include **data** that demonstrates the student was provided appropriate instruction and **data-based** documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction.

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Chapter II: Procedures for Assessment

- **Data Gathering: Additional information for English language learners (ELL)**
 - LPAC documentation which includes the following:
 - Home Language Survey
 - Assessment related to identification for limited English proficiency (LEP)
 - TAKS documentation
 - Texas English Language Proficiency System (TELPAS) information (RPTE/TOP)

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Chapter II: Procedures for Assessment

- **Data Gathering: Additional information for English language learners**
 - LPAC documentation which includes the following:
 - 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

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Chapter II: Procedures for Assessment

- When formal assessment is recommended the notices and consents **must** be provided in the native language of the parent or guardian or other mode of communication used by the parent, unless it is clearly not feasible to do so.

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Chapter II: Procedures for Assessment

- **Formal Assessment:**
 - **Domains to Assess:**
 - Reading real and nonsense words in isolation (decoding)
 - Phonological awareness
 - Letter knowledge (name and associated sound)
 - Rapid naming
 - Reading fluency (rate and accuracy)
 - Reading comprehension
 - Written spelling

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Chapter II: Procedures for Assessment

- **Formal Assessment:**
 - **Domains to Assess: Additional areas for English language learners**
 - Comprehensive oral language proficiency testing should be completed in English and the student's native language whenever possible.
 - If the student has received academic instruction in his/her native language, as well as English, then the "Domains to Assess" need to be completed in both languages to the appropriate extent.

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Chapter II: Procedures for Assessment

- **Formal Assessment of ELL:**
 - Personnel involved in the evaluation of English language learners for dyslexia need to be trained in bilingual assessment and interpretation procedures

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Chapter II: Procedures for Assessment

- **Formal Assessment of ELL:**
 - Interpretation:
 - To appropriately understand test results, the examiner(s)/committee of knowledgeable persons **must** interpret test results in light of the students: language development (in both English and the student's native language), educational history, linguistic background, socioeconomic issues, and any other pertinent factors that impact learning.

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Chapter II: Procedures for Assessment

- Identification of dyslexia:
 - Made by a committee of knowledgeable persons (since a §504 process is required for the assessment process, this committee of knowledgeable persons would logically be the §504 Committee)
 - Committee must be knowledgeable about: student, reading process, dyslexia, dyslexia instruction, guidelines for assessment, the assessments used, and the meaning of the collected data.

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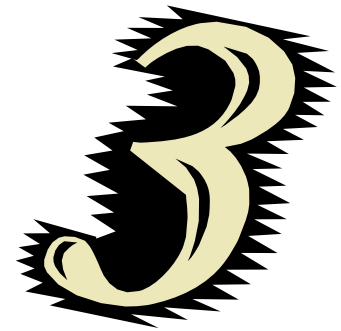
Chapter II: Procedures for Assessment

- Identification of dyslexia:
 - Committee reviews:
 - Observations
 - Data gathered from the classroom and cumulative folder
 - **Data-based documentation of student progress during instruction/intervention**
 - Results of administered assessments
 - **LPAC Committee documentation (when applicable)**
 - All other accumulated data regarding the development of the student's learning and his/her educational needs.

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Chapter II: Procedures for Assessment

- Identification of dyslexia:
 - The information the committee reviews should help address the following three decision points:
 - Is there evidence of a deficit in one or more of the **primary** characteristics (spelling can not be used alone)?
 - Is there evidence of a deficit in phonological processing?
 - Is there evidence that the above deficits are unexpected?



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Chapter II: Procedures for Assessment

- **Committee Decisions:**
 - 1 Can the student be identified with dyslexia?
 - If yes, the student receives dyslexia instruction (TEC §38.003)
 - 2 Does the dyslexia **substantially limit** the student's learning?
 - If yes, the committee discusses appropriate accommodations for the student

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Chapter III: Referral to Special Education

- Updated to reflect current reauthorization: Individuals with Disabilities Education Improvement Act – **IDEIA 2004**
- Important points:
 - Students may be referred for evaluation for special education at any time during the assessment for dyslexia, identification process, or instruction related to dyslexia.

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Chapter III: Referral to Special Education

- Important points:
 - If the student with dyslexia is found eligible for special education the ARD committee **MUST** include appropriate reading instruction in the student's IEP. **Appropriate reading instruction includes the descriptors in the Dyslexia Handbook Revised 2007.**

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Chapter IV: Instruction for Students with Dyslexia

- The procedures reflect wording changes in §74.28.
 - (c) The requirement for districts to purchase a reading program or develop their own.

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Chapter IV: Instruction for Students with Dyslexia

- The procedures reflect wording changes in §74.28.
 - (h) The requirement for districts to provide a parent education program. The program should include:
 - Characteristics of dyslexia and related disorders
 - Information on assessment and identification of dyslexia
 - Information on effective instructional strategies
 - Information on classroom accommodations and on standardized testing

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Chapter IV: Instruction for Students with Dyslexia

- Components of instruction:
 - Process-oriented instruction changed to strategy-oriented instruction
 - Includes research based information on “best practices” for instruction and teacher training. Sources include:
 - National Reading Panel
 - *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level* by S. Shaywitz, M.D.

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Chapter IV: Instruction for Students with Dyslexia

- Sources for “best practices” include:
 - *The Voice of Evidence in Reading Research* by P. McCardle and V. Chhabra
 - *Teaching Reading IS Rocket Science* by L. Moats
 - *Preventing and Remediating Reading Difficulties* by B. Foorman

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Chapter IV: Instruction for Students with Dyslexia

- Sources for “best practices” include:
 - *Dyslexia: Theory and Practice of Instruction* by D. Clark and J. Uhry
 - *Executive Summary, Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-minority Children and Youth* by D. August and T. Shanahan

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Appendices

- Appendix A:
Pathway to the Identification and Provision of Instruction for Students with Dyslexia
 - Flowchart that depicts a three-tier Response-to-Intervention model



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Appendices

- **Appendix B:**
Districts Implementing a Response-to-Intervention Model
 - Tier 1 – Core Classroom Reading Instruction
 - Tier 2 – Intervention for students who do not respond to the scientifically based core reading instruction provided in the classroom
 - Intensive
 - Small group
 - Goals established and progress monitoring on a frequent basis

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Appendices

- Appendix B:

Districts Implementing a Response-to-Intervention Model

- After receiving Tier 2 intervention, if a student's progress indicates a need for continued assistance, **AND** the student demonstrates characteristics of dyslexia, the student should be considered for a formal dyslexia assessment.
- Tier 3 - For students assessed and identified with dyslexia following Tier 2, Tier 3 intervention would be the district dyslexia program

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Appendices

- Appendix C:
Sources of Laws and Rules for Dyslexia Identification and Instruction
 - Bulleted information related to laws and requirements for school boards and district and charter schools
 - Checklist of procedures to follow to ensure compliance with the state dyslexia law and §504



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Appendices

- Appendix D:

State Statutes Related to Dyslexia:

- TEC §38.003 – Screening and Treatment for Dyslexia and Related Disorders
- TEC §28.006 – Reading Diagnosis
- TEC §7.028(b) – Limitation on Compliance Monitoring
 - (b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

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Appendices

- Appendix D:

State Statutes Related to Dyslexia:

- TAC §74.28 – Students with Dyslexia and Related Disorders (SBOE Rule). Reflects legal changes:
 - (c) A school district **shall** purchase a reading program or develop its own reading program for students with dyslexia and related disorders, as long as the program is characterized by the descriptors found in *The Dyslexia Handbook – Revised 2007.....*
 - (h) Each school district **shall** provide a parent education program for parents/guardians of students with dyslexia and related disorders...

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Appendices

- **Appendix E:**
Accommodations
 - Provides information on Dyslexia Accommodations for the State Reading Assessment (Bundled)
 - Provides information on using oral administration on state assessments for mathematics, science and social studies
 - Provides some information on classroom accommodations and provides a link to the IDA website for additional accommodations

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Appendices

- Appendix F: Questions and Answers
 - Expanded from 32 to 46 questions
 - Questions were either revised, added, or omitted
 - Questions were added that relate to special education, English language learners and bundled accommodations

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Appendices

- Appendix F: New questions:
 - #7 What are the responsibilities of the local school board in implementing the state dyslexia law?
 - # 13 Can a student be considered for assessment of dyslexia even if he/she has passed a test required by the Texas State Assessment program?

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Appendices

- Appendix F: New questions:
 - # 18 Who administers a dyslexia assessment to a student receiving special education services?
 - # 21 Must an intelligence test be administered in the identification process for dyslexia?

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Appendices

- Appendix F: New questions:
 - # 22 Question 21 refers to “unexpected in relation to the provision of effective classroom instruction.” How does this apply to assessment?
 - # 25 May a parent or guardian refuse services for a student identified with dyslexia?

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Appendices

- Appendix F: New questions:
 - # 28 How is instruction for dyslexia different than other reading instruction?
 - # 29 May a computer program be used as the primary method of delivery for a dyslexia instructional program?
 - # 31 How does a teacher in general education or special education become trained to serve students with dyslexia?

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Appendices

- Appendix F: New Sections:
 - Relationship Between Dyslexia and Special Education (questions 32-40)
 - English Language Learners (questions 41-43)
 - Texas State Assessment Program Accommodations for Students with Dyslexia (Bundled Accommodations) (questions 44-46)

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Appendices

- Appendix G:
Contacts for Further Information – updated
- Appendix H:
Associated Terms – updated and renamed

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Appendices

- Appendix I:
Publications Related to Dyslexia – updated
- Appendix J:
Students with Disabilities Preparing for
Postsecondary Education: Know Your Rights
and Responsibilities – new

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Appendices

- **Appendix K:**
Rehabilitation Act of 1973, Section 504
(Federal Law) – No change

It is the policy of Region 10 Education Service Center not to discriminate on the basis of race, color, national origin, gender, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 503 and 504 of the Rehabilitation Act of 1973, as amended. Region 10 Education Service Center will take steps to ensure that lack of English Language skills will not be a barrier to admission and participation in all educational programs and services.

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