

Center I.S.D.

District Dyslexia Plan



Center ISD does not discriminate on the basis of age, color, creed, disability, marital status, veteran status, national origin, race, or gender in the educational programs and activities which it operates.

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

- Reading is the fundamental skill upon which all formal education depends



- Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all
- Any child who doesn't learn to read early and well will not easily master other skills and knowledge, and is likely to ever flourish in school

Moats, L. C. (June, 1999). Teaching reading is rocket science. What expert teachers should be able to do. Washington, DC: American Federation



CENTER INDEPENDENT SCHOOL DISTRICT

Dyslexia Program Manual

Table of Contents

CISD DYSLEXIA MISSION STATEMENT	8
CISD DYSLEXIA PROGRAM GOALS	8
CISD DYSLEXIA PROGRAM CONTACTS.....	8
SOURCES OF LAWS AND RULES FOR DYSLEXIA IDENTIFICATION AND INSTRUCTION	9
Texas Education Code §38.003 (State Law)	9
Texas Education Code §38.0031 (State Law)	9
Texas Education Code §28.006 (State Law)	10
Texas Education Code §7.028(b) (State Law)	11
Texas Administrative Code §74.28 (State Board of Education Rule)	11
Texas Education Code §42.006(a-1) (State Law)	12
Texas Education Code §21.044 (State Law)	12
Texas Education Code §21.054 Continuing Education (State Law)	13
Texas Education Code §51.9701 (State Law)	13
The Dyslexia Handbook -Updated 2014: Procedures Concerning Dyslexia and Related Disorders	14
School Boards MUST ensure the following:.....	14
School Districts MUST do the following:.....	14
Checklist of Procedures to Follow to Ensure Compliance with State and Federal Laws and Rules:.....	14
Checklist of Written Documentation that is Recommended to Ensure Compliance with §504:.....	15
Section 504 of the Rehabilitation Act of 1973	15
Sec. 104.4 Discrimination Prohibited.	15
Subpart D -Preschool, Elementary, and Secondary Education	16
Sec. 104.31 Application of this subpart.....	16
Sec. 104.32 Location and notification.	16
Sec. 104.33 Free appropriate public education.	16
Sec. 104.34 Educational setting.	17
Sec. 104.35 Evaluation and placement.	18
Sec. 104.36 Procedural safeguards.	18
Sec. 104.37 Nonacademic services.	19
Americans with Disabilities Act Amendments Act of 2008.....	20

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

Sec. 4. Disability Defined and Rules of Construction.	20
Sec. 4. Additional Definitions.	21
Individuals with Disabilities Education Act (Federal Law).....	22
PATHWAY TO THE IDENTIFICATION AND PROVISION OF INSTRUCTION	23
DYSLEXIA FLOWCHART.....	24
ASSESSMENT, IDENTIFICATION, AND PLACEMENT	25
Procedures Required by State and Federal Law Prior to Formal Assessment	25
Referral Process.....	25
Data Gathering:.....	25
Procedures for Assessment of Dyslexia	27
Domains to Assess.....	28
Procedures for identifying Dyslexia	28
Assessment of Special Education Students.....	31
GUIDELINES FOR TRANSITIONING ENGLISH LANGUAGE LEARNERS.....	32
DISTRICT PROCEDURES FOR STUDENTS IDENTIFIED OUTSIDE THE DISTRICT	34
PROGRAM EXIT CRITERIA AND MONITORING STUDENTS	34
Program Exit Criteria	34
Monitoring of Students	34
DYSLEXIA TEACHER ROLE	35
Roles of Dyslexia and/or Itinerant Reading Teachers	35
KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF DYSLEXIA	36
READING DIFFICULTIES, INCLUDING DYSLEXIA, ARE VERY COMMON	36
EFFECTIVE INSTRUCTION IS KEY	36
ARE TEACHERS PREPARED?.....	36
STANDARDS FOR PRACTICE.....	37
GUIDANCE AND SUPPORT FOR TEACHERS.....	37
PURPOSE OF THESE STANDARDS	38
BACKGROUND: WHY KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING AND DYSLEXIA ARE NECESSARY.....	39
RESEARCH-BASED ASSUMPTIONS ABOUT DYSLEXIA AND OTHER READING DIFFICULTIES	39
HOW TO USE THESE STANDARDS.....	40
HOW TO READ THE STANDARDS.....	40
SECTION II: GUIDELINES PERTAINING TO SUPERVISED PRACTICE OF TEACHERS OF STUDENTS WITH DOCUMENTED READING DISABILITIES OR DYSLEXIA WHO WORK IN SCHOOL	59
LEGAL ISSUES FOR DYSLEXIA TEACHERS AND CAMPUSES	60

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

Provision of a Free Appropriate Public Education (FAPE):.....	60
Compensatory Education:.....	61
Fidelity of Program Implementation:.....	61
DYSLEXIA DISTRICTWIDE PROFESSIONAL DEVELOPMENT AND REQUIRED TRAINING	62
School Districts MUST do the following:.....	62
Texas Administrative Code 19 TAC§74.28(c)	62
Texas Administrative Code 19 TAC §74.28(f)	62
Texas Education Code §21.044	62
Texas Education Code §21.054(b)(c).....	62
DYSLEXIA PARENT AWARENESS: LEGAL REQUIREMENTS	62
"School districts MUST:.....	62
Texas Administrative Code 19 TAC§74.28(h).....	62
DYSLEXIA PARENT AWARENESS: RECONGNIZING DYSLEXIA.....	63
Dyslexia is:.....	63
Characteristics of Dyslexia:	63
Characteristics, which may be associated with dyslexia:.....	63
OTHER FACTORS TO CONSIDER.....	63
Trends and Tendencies:	63
Frequent, Common or Typical Behaviors:.....	64
WHAT CAN A PARENT DO TO HELP A CHILD WITH DYSLEXIA?	64
Help your child understand the nature of his/her difficulty:.....	64
Help other members of the family:.....	64
Help your child locate and develop other talents.....	64
Structure the child's life at home:.....	65
How Can Parents Build Self-Esteem?	65
What Strengths Are We Likely to See in Individuals with Dyslexia?	65
Parent Suggestions for Student Success:	65
RESOURCES	66
SPANISH RESOURCES	66
INSTRUCTION FOR STUDENTS WITH DYSLEXIA.....	66
The following procedures must be followed:	66
Components of Instruction	67
Instructional Approaches	68
DYSLEXIA PROGRAM DESCRIPTION.....	69

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

ELEMENTARY CURRICULUM.....	69
MIDDLE AND HIGH SCHOOL CURRICULUM.....	69
DYSLEXIA REFERRAL PACKET CHECKLIST	70
SUGGESTIONS FOR STUDENT SUCCESS: ACCOMMODATIONS AND/OR INTERVENTIONS	71
DEMONSTRATES DIFFICULTY WITH VISUAL PROCESSING	72
DOES NOT KNOW ALL THE LETTERS OF THE ALPHABET	73
REVERSES LETTERS WHEN READING	75
OMITS, ADDS, SUBSTITUTES, OR REVERSES LETTERS, WORDS, OR SOUNDS WHEN READING ALOUD:	76
DEMONSTRATES DIFFICULTY WITH PHONIC SKILLS WHEN READING	78
FAILS TO DEMONSTRATE WORD ATTACK SKILLS	80
DOES NOT COMPREHEND WHAT HE/SHE READS	83
DEMONSTRATES DIFFICULTY WITH READING FLUENCY	85
DEMONSTRATES DIFFICULTY WITH READING FLUENCY	86
DEMONSTRATES DIFFICULTY WITH HANDWRITING	88
DEMONSTRATES DIFFICULTY WITH WRITTEN EXPRESSION	90
DEMONSTRATES DIFFICULTY WITH ORTHOGRAPHIC PROCESSING.....	91
DEMONSTRATES DIFFICULTY WITH AUDITORY PROCESSING IN THE REGULAR EDUCATION CLASSROOM	93
DEMONSTRATES DIFFICULTY WITH AUDITORY MEMORY	94
DEMONSTRATES DIFFICULTY WITH AUDITORY DISCRIMINATION.....	95
DEMONSTRATES DIFFICULTY WITH AUDITORY PERCEPTION	96
DEMONSTRATES DIFFICULTY WITH LISTENING COMPREHENSION	97
DEMONSTRATES DIFFICULTY WITH AUDITORY SYNTHESIS	98
DEMONSTRATES DIFFICULTY WITH LONG-TERM RETRIEVAL	99
DEMONSTRATES DIFFICULTY WITH SHORT-TERM MEMORY	100
DEMONSTRATES DIFFICULTY WITH PROCESSING SPEED	101
DEMONSTRATES DIFFICULTY WITH FLUID REASONING.....	102
DYSGRAPHIA.....	103
MATHEMATICS (DYSCALCULIA).....	106
DYSLEXIA-ASSOCIATED TERMS.....	108

CENTER INDEPENDENT SCHOOL DISTRICT

CISD DYSLEXIA MISSION STATEMENT

The mission of Center Independent School District Dyslexia Department is to

- Match specialized instruction to the individual needs of students with dyslexia and related disorders.
- Provide opportunities for these students to develop their full potential as independent readers and to prepare them to lead successful and productive lives.

CISD DYSLEXIA PROGRAM GOALS

Center ISD Program Goals and Objectives:

- Implement researched based instruction to improve students reading, spelling, oral and written expression, to improve students' overall academic performance as measured by grades, state assessments, progress measures, work samples, and other academic assessments.
- Heighten student awareness of their strengths, to gain stronger confidence and self-esteem.
- Improve student organization and study skills.
- Facilitate parent and teacher communication and effective partnerships.
- Promote community awareness of dyslexia.
- Maintain support of students identified with dyslexia and related disorders in all academic areas.
- Utilize appropriate technology for the support of students identified with dyslexia and related disorders.

CISD DYSLEXIA PROGRAM CONTACTS

Location	Name	Phone Number
Center ISD Administration	Jennifer Guillory, Director of Special Programs	936-598-5642
Center ISD	Rachael Bressman, CISD Dyslexia Coordinator	936-598-6148 ext.2414

A complete comprehensive Center Independent District Dyslexia Plan for Center ISD can be found on the Center ISD website under parent resources.

Please contact the Dyslexia Coordinator or administration office for additional information. Our 2019-2020 CISD Dyslexia Handbook is revised with the 2018 State Dyslexia Handbook.

CENTER INDEPENDENT SCHOOL DISTRICT

SOURCES OF LAWS AND RULES FOR DYSLLEXIA IDENTIFICATION AND INSTRUCTION

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 tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education. **Universal dyslexia screening for all student end of K/1, eff. 6/15/2017, p. 99**
- 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 testing under Subsection (a) or accommodated because of dyslexia may not be retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous 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 imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Added by Acts 1995, 74th Legislature, Ch. 260, Sec. 1, effective May 30, 1995.

Added by Acts 2011, 82nd Legislature, R.S., Ch. 635, Sec. 3, effective. June 17, 2011.

The original version of this statute was passed in 1985 through HB 157, Texas Legislature, 69th Regular Session. Subsection (b-1) was added by the 82nd Texas Legislature in 2011.

Texas Education Code §38.0031 (State Law)

Classroom Technology Plan for Students with Dyslexia

- 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 at 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.

Added by Acts 2011, 82nd Legislature, R.S., Ch. 635, Sec. 4, effective, June 17, 2011

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. 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).
- 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.
- 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 Chapter 39.
- f) (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 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.
- 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.

Text of subsection (l) effective until January 1, 2002.

(l)(m) Expired.

Added by Acts 1997, 75th legislature, Ch. 397, Sec. 2, effective Sept. 1, 1997. Amended by Acts 1999, 75th legislature, Ch. 396, Sec. 2.11, effective Sept. 1, 1999.

Amended by: Acts 2006, 79th legislature, 3'd C.S., Ch. 5, Sec. 3.05, effective May 31, 2006.

Acts 2007, 80'h legislature, R.S., Ch. 1058, Sec. 6, effective June 15, 2007.

Acts 2007, 80'h legislature, R.S., Ch. 1340, Sec. 1, effective June 15, 2007.

Acts 2009, 81" legislature, R.S., Ch. 895, Sec. 26, effective June 19, 2009.

Texas Education Code §7.028(b) (State Law)

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.

Added by Acts 2003, 73th Legislature, Ch. 201, Sec. 4, effective Sept. 1, 2003.

Renumbered from T. T.C.A., Education Code §7.027 by Acts 2005, 79th Legislature, Ch. 728, Sec. 23.001{9}, effective Sept. 1, 2005.

Texas Administrative Code §74.28 (State Board of Education Rule)

Students with Dyslexia and Related Disorders

- a) The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district. These procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.
- b) A school district's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating, dyslexia and related disorders. The strategies and techniques are described in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders," a set of flexible guidelines for local districts that may be modified by 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. Screening should be done only by individuals/professionals who are trained to assess students for dyslexia and related disorders.
- c) A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders that is aligned with the descriptors found in "Dyslexia Handbook:

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." The professional development activities specified by each district and/or campus planning and decision making committee shall include these instructional strategies.

- d) Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student's parent or guardian or another person standing in parental relation to the student.
- e) Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute.
- f) Each school must provide each identified student access at his or her campus to instructional programs required in subsection (c) of this section and to the services of a teacher trained in dyslexia and related disorders. The school district 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.
- g) 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 as outlined in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."
- h) Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.

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.

Texas Education Code §42.006(a-1) (State Law)

Public Education Information Management System (PEIMS)

- a-1) The commissioner by rule shall require each school district and open-enrollment charter school to report through the Public Education Information Management System information regarding the number of students enrolled in the district or school who are identified as having dyslexia.

Source: Amended by Acts 2013, 83'd Legislature, R.S., Ch. 295 {H.B. 1264}, sec. 1. Effective June 14, 2013.

Texas Education Code §21.044 (State Law)

Educator Preparation

- a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction year program. The board shall specify the minimum academic qualifications required for a certificate.
- b) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the curriculum for that degree, instruction in detection and education of students with dyslexia. This subsection does not apply to

a person who obtains a certificate through an alternative certification program adopted under Section 21.049.

- c) The instruction under Subsection (b) must:
 - 1) be developed by a panel of experts in the diagnosis and treatment of dyslexia who are:
 - A) employed by institutions of higher education; and
 - B) approved by the board; and
 - 2) include information on:
 - A) characteristics of dyslexia;
 - B) identification of dyslexia; and
 - C) effective, multisensory strategies for teaching students with dyslexia.

Source: Added by Acts 1995, 74th Legislature, Ch. 260, Sec. 1, effective May 30 1995. Amended by Acts 2011, 82nd Legislature, R.S, Ch. 635, Sec. 1, effective June 17, 2011.

Texas Education Code §21.054 Continuing Education (State Law)

Continuing Education

- a) The board shall propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.
- b) Continuing education requirements for an educator who teaches students with dyslexia must include training regarding new research and practices in educating students with dyslexia.
- c) The training required under Subsection (b) may be offered in an online course.

Added by Acts 1995, 74th Legislature, Ch. 260, Sec. 1, effective May 30, 1995.

Amended by Acts 2005, 79th Legislature, Ch. 675, Sec. 2, effective June 17, 2005; Acts 2009, 81st Legislature, R.S, Ch. 596, Sec. 1, effective September 1, 2009; 81st Legislature, R.S., Ch. 895, Sec. 67/a), effective June 19, 2009; Acts 2011, 82nd legislature, R.S., Ch. 635, Sec. 2, effective June 17, 2011.

Texas Education Code §51.9701 (State Law)

Assessment for Dyslexia.

Unless otherwise provided by law, an institution of higher education, as defined by Section 61.003, may not reassess a student determined to have dyslexia for the purpose of assessing the student's need for accommodations until the institution of higher education reevaluates the information obtained from previous assessments of the student.

Added by Acts 2011, 82nd Legislature, R.S., Ch. 295 (H.B. 1264), sec. 1, effective June 14, 2013.

The Dyslexia Handbook -Updated 2014: Procedures Concerning Dyslexia and Related Disorders

School Boards MUST ensure the following:

- Procedures for identifying a student with dyslexia or a related disorder are implemented in the district (TAC §74.28)
- Procedures for providing appropriate instructional services to the student are implemented in the district (TAC §74.28)
- The district or school complies with all applicable requirements of state educational programs (TEC §7.028).

School Districts MUST do the following:

- Administer K-2 assessments (TEC §28.006)
- Provide early identification, intervention, and support (TEC §28.006)
- Apply results of early assessment instruments to instruction and report to the Commissioner of Education (TEC §28.006)
- Implement SBOE-approved procedures for students with dyslexia and related disorders (Dyslexia Handbook and TAC §74.28)
- Provide training about dyslexia to educators [TAC §74.28(c)]; (TAC §232.11)
- Ensure the procedures for identification and instruction are in place (§74.28)
- Notify parents in writing before an assessment or identification procedure is used with an individual student (TAC §74.28)
- Test for dyslexia at appropriate times (TEC §38.003)
- Ensure that assessment for the purposes of accommodations does not occur until after current testing has been reviewed [TEC §38.003{b-1}]
- Meet the requirements of §504 when assessment for dyslexia is recommended {The Dyslexia Handbook}
- Provide treatment (instruction) for students with dyslexia (TEC §38.003)
- Purchase or develop their own programs that include descriptors listed in the Dyslexia Handbook (TAC §74.28)
- Inform parents of all services and options available to students eligible under the §504 (TAC § 74.28)
- Provide student with services of a teacher trained in dyslexia (TAC §74.28)
- Provide a parent education program (TAC §74.28)
- Report through PEIMS information regarding the number of students enrolled in the district or school who are identified as having dyslexia [TEC §42.006(a-1)]

Checklist of Procedures to Follow to Ensure Compliance with State and Federal Laws and Rules:

- Notify parents or guardians of proposal to assess student for dyslexia (§504)
- Inform parents or guardians of their rights under §504
- Obtain parent or guardian permission to assess the student for dyslexia [§504 and TEC §26.009(a)(1)]
- Administer measures using only individuals/professionals who are trained in assessment to evaluate students for dyslexia and related disorders (§74.28)
- Ensure identification of dyslexia is made by the §504 committee of persons knowledgeable about the reading process, dyslexia and dyslexia instruction, the assessments used, and the meaning of the collected data

- Provide dyslexia instruction as per TEC §38.003 (instruction is provided regardless of student eligibility for §504)
- Provide ongoing training opportunities for teachers [TEC §21.0054(b)]

Checklist of Written Documentation that is Recommended to Ensure Compliance with §504:

- Documentation that the notice of evaluation has been given to parents or guardians
- Documentation that parents or guardians were given their rights under §504
- Documentation of the parent's or guardian's consent for the evaluation [Letter to Durham, 27 IDELR 380 (OCR 1997)]
- Documentation of the evaluation data
- Documentation of the decisions made by the committee of knowledgeable persons concerning the disability (whether a disability exists) and, if a disability exists, whether the disability substantially limits a major life activity
- Documentation of the placement options and placement decisions

Section 504 of the Rehabilitation Act of 1973

(Federal Law-selected portions) 34 C.F.R. Part 104

Sec. 104.4 Discrimination Prohibited.

- a) General. No qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance.
- b) Discriminatory actions prohibited.
 - 1) A recipient, in providing any aid, benefit, or service, may not, directly or through contractual, licensing, or other arrangements, on the basis of disability:
 - i) Deny a qualified person with a disability the opportunity to participate in or benefit from the aid, benefit, or service;
 - ii) Afford a qualified person with a disability an opportunity to participate in or benefit from the aid, benefit, or service that is not equal to that afforded others;
 - iii) Provide a qualified person with a disability with an aid, benefit, or service that is not as effective as that provided to others;
 - iv) Provide different or separate aid, benefits, or services to persons with disabilities or to any class of persons with disabilities unless such action is necessary to provide-qualified persons with disabilities with aid, benefits, or services that are as effective as those provided to others;
 - v) Aid or perpetuate discrimination against a qualified person with a disability by providing significant assistance to an agency, organization, or person that discriminates on the basis of disability in providing any aid, benefit, or service to beneficiaries of the recipients program;
 - vi) Deny a qualified person with a disability the opportunity to participate as a member of planning or advisory boards; or
 - vii) Otherwise limit a qualified person with a disability in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit, or service.
 - 2) For purposes of this part, aids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for disabled and non-disabled persons, but must afford persons with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

- 3) Despite the existence of separate or different programs or activities provided in accordance with this part, a recipient may not deny a qualified person with a disability the opportunity to participate in such programs or activities that are not separate or different.
- 4) A recipient may not, directly or through contractual or other arrangements, utilize criteria or methods of administration
 - i) that have the effect of subjecting qualified persons with disabilities to discrimination on the basis of disability,
 - ii) that have the purpose or effect of defeating or substantially impairing accomplishment of the objectives of the recipient's program with respect to persons with disabilities, or
 - iii) that perpetuate the discrimination of another recipient if both recipients are subject to common administrative control or are agencies of the same State.
- 5) In determining the site or location of a facility, an applicant for assistance or a recipient may not make selections
 - i) that have the effect of excluding persons with disabilities from, denying them the benefits of, or otherwise subjecting them to discrimination under any program or activity that receives or benefits from Federal financial assistance or
 - ii) that have the purpose or effect of defeating or substantially impairing the accomplishment of the objectives of the program or activity with respect to persons with disabilities.
- 6) As used in this section, the aid, benefit, or service provided under a program or activity receiving or benefiting from Federal financial assistance includes any aid, benefit, or service provided in or through a facility that has been constructed, expanded, altered, leased or rented, or otherwise acquired, in whole or in part, with Federal financial assistance.

Subpart D -Preschool, Elementary, and Secondary Education

Sec. 104.31 Application of this subpart.

Subpart D applies to preschool, elementary, secondary, and adult education programs and activities that receive or benefit from Federal financial assistance and to recipients that operate, or that receive or benefit from Federal financial assistance for the operation of, such programs or activities.

Sec. 104.32 Location and notification.

A recipient that operates a public elementary or secondary education program shall annually:

- a) Undertake to identify and locate every qualified person with a disability residing in the recipient's jurisdiction who is not receiving a public education; and
- b) Take appropriate steps to notify persons with a disability and their parents or guardians of the recipient's duty under this subpart.

Sec. 104.33 Free appropriate public education.

- a) General. A recipient that operates a public elementary or secondary education program shall provide a free appropriate public education to each qualified person with a disability who is in the recipient's jurisdiction, regardless of the nature or severity of the person's disability.
- b) Appropriate education.
 - 1) For the purpose of this subpart, the provision of an appropriate education is the provision of regular or special education and related aids and services that
 - i) are designed to meet individual educational needs of disabled persons as adequately as the needs on nondisabled persons are met and

- ii) are based upon adherence to procedures that satisfy the requirements of Sections 104.34, 104.35, and 104.36.
 - 2) Implementation of an individualized education program developed in accordance with the Individuals with Disabilities Education Act is one means of meeting the standard established in paragraph (b)(1)(i) of this section.)
 - 3) A recipient may place a person with a disability in or refer such person to a program other than the one that it operates as its means of carrying out the requirements of this subpart. If so, the recipient remains responsible for ensuring that the requirements of this subpart are met with respect to any person with a disability so placed or referred.
- c) Free education.
- 1) General. For the purpose of this section, the provision of a free education is the provision of educational and related services without cost to the person with a disability or to his or her parents or guardian, except for those fees that are imposed on nondisabled persons or their parents or guardian. It may consist either of the provision of free services or, if a recipient places a person with a disability in or refers such person to a program not operated by the recipient as its means of carrying out the requirements of this subpart, of payment for the costs of the program. Funds available from any public or private agency may be used to meet the requirements of this subpart. Nothing in this section shall be construed to relieve an insurer or similar third party from an otherwise valid obligation to provide or pay for services provided to a person with a disability.
 - 2) Transportation ...
 - 3) Residential placement...
 - 4) Placement of disabled persons by parents. If a recipient has made available, in conformance with the requirements of this section and Section 104.34, a free appropriate public education to a person with a disability and the person's parents or guardian choose to place the person in a private school, the recipient is not required to pay for the person's education in the private school. Disagreements between a parent or guardian and a recipient regarding whether the recipient has made such a program available or otherwise regarding the question of financial responsibility are subject to the due process procedures of Section 104.36.
- d) Compliance. A recipient may not exclude any qualified person with a disability from a public elementary or secondary education after the effective date of this part. A recipient that is not, on the effective date of this regulation, in full compliance with the other requirements of the preceding paragraphs of this section shall meet such requirements at the earliest practicable time and in no event later than September 1, 1978.

Sec. 104.34 Educational setting.

- a) Academic setting. A recipient to which this subpart applies shall educate, or shall provide for the education of, each qualified person with a disability in its jurisdiction with persons who are not disabled to the maximum extent appropriate to the needs of the person with a disability. A recipient shall place a person with a disability in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Whenever a recipient places a person in a setting other than the regular educational environment pursuant to this paragraph, it shall take into account the proximity of the alternate setting to the person's home.
- b) Nonacademic settings. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in Section 104.37(a) (2), a recipient shall ensure that disabled persons participate with nondisabled persons in such

activities and services to the maximum extent appropriate to the needs of the person with a disability in question.

- c) Comparable facilities. If a recipient, in compliance with paragraph (a) of this section, operates a facility that is identifiable as being for persons with disabilities, the recipient shall ensure that the facility and the services and activities provided therein are comparable to the other facilities, services, and activities of the recipient.

Sec. 104.35 Evaluation and placement.

- a) Pre-placement evaluation. A recipient that operates a public elementary or secondary education program shall conduct an evaluation in accordance with the requirements of paragraph (b) of this section of any person who, because of disability, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in a regular or special education program and any subsequent significant change in placement.
- b) Evaluation procedures. A recipient to which this subpart applies shall establish standards and procedures for the evaluation and placement of persons who, because of disability, need or are believed to need special education or related services which ensure that:
 - 1) Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;
 - 2) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - 3) Tests are selected and administered so as best to ensure that, when a test is administered 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 (except where those skills are the factors that the test purports to measure).
- c) Placement procedures. In interpreting evaluation data and in making placement decisions, a recipient shall
 - 1) Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior,
 - 2) Establish procedures to ensure that information obtained from all such sources is documented and carefully considered,
 - 3) Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and
 - 4) Ensure that the placement decision is made in conformity with Section 104.34.
- d) Reevaluation. A recipient to which this section applies shall establish procedures, in accordance with paragraph (b) of this section, for periodic reevaluation of students who have been provided special education and related services. A reevaluation procedure consistent with the Individuals with Disabilities Education Act is one means of meeting this requirement.

Sec. 104.36 Procedural safeguards.

A recipient that operates a public elementary or secondary education program shall establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons, who, because of disability, need or are believed to need special instruction or related services, a system of procedural safeguards that includes notice, an opportunity for the parents or guardian of the person to examine relevant records, an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. Compliance with the procedural safeguards of section 615 of the Individuals with Disabilities Education Act is one means of meeting this requirement.

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

Sec. 104.37 Nonacademic services.

a) General.

- 1) A recipient to which this subpart applies shall provide non-academic and extracurricular services and activities in such manner as is necessary to afford students with disabilities an equal opportunity for participation in such services and activities.
- 2) Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the recipients, referrals to agencies which provide assistance to persons with disabilities, and employment of students, including both employment by the recipient and assistance in making available outside employment.

b) Counseling services. A recipient to which this subpart applies that provides personal, academic, or vocational counseling, guidance, or placement services to its students shall provide these services without discrimination on the basis of disability. The recipient shall ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are nondisabled students with similar interests and abilities.

c) Physical education and athletics.

- 1) In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient to which this subpart applies may not discriminate on the basis of disability. A recipient that offers physical education courses or that operates or sponsors interscholastic, club, or intramural athletics shall provide to qualified students with disabilities an equal opportunity for participation in these activities.
- 2) A recipient may offer to students with disabilities physical education and athletic activities that are separate or different from those offered to nondisabled students only if separation or differentiation is consistent with the requirements of Section 104.34 and only if no qualified student with a disability is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

Sec. 104.38 Preschool and adult education programs...

Sec. 104.39 Private education programs...

Americans with Disabilities Act Amendments Act of 2008

Text of amendments passed September 25, 2008 (selected portions)

Public Law 110-325, September 25, 2008

Effective January 1, 2009

An act to restore the intent and protections of the Americans with Disabilities Act of 1990.

b) Purposes. The purposes of this Act are -

- 1) to carry out the ADA's objectives of providing "a clear and comprehensive national mandate for the elimination of discrimination" and "clear, strong, consistent, enforceable standards addressing discrimination" by reinstating a broad scope of protection to be available under the ADA;
- 5) ... , to convey that it is the intent of Congress that the primary object of attention in case brought under the ADA should be whether entities covered under the ADA have complied with their obligations, and to convey that the question of whether an individual's impairment is a disability under the ADA should not demand extensive analysis; and ...

Sec. 4. Disability Defined and Rules of Construction.

a) Definition of Disability. Section 3 of the Americans with Disabilities Act of 1990 is amended to read as follows:

"As used in this Act:

- 1) Disability. The term 'disability' means, with respect to an individual -
 - A) A physical or mental impairment that substantially limits one or more major life activities of such individual;
 - B) A record of such an impairment; or
 - C) Being regarded as having such an impairment (as described in paragraph 3).
- 2) Major Life Activities.
 - A) In general. For purposes of paragraph (1), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
 - B) Major Bodily Functions. For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
- 3) Regarded as Having such an Impairment. For purposes of paragraph (1)(C):
 - A) An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 - B) Paragraph (1) (C) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.
- 4) Rules of Construction Regarding the Definition of Disability. The definition of 'disability' in paragraph (1) shall be construed in accordance with the following:
 - A) The definition of disability in this Act shall be construed in favor of broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act.
 - B) The term 'substantially limits' shall be interpreted consistently with the findings and purposes of the ADA Amendments Act of 2008.

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

- C) An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.
- D) An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.
- E) i) The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:
 - I) Medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
 - II) Use of assistive technology;
 - III) Reasonable accommodations or auxiliary aids or services; or
 - iii) (IV) Learned behavioral or adaptive neurological modifications. The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.
- iv) As used in this subparagraph-
 - I) The term 'ordinary eyeglasses or contact lenses' means lenses that are intended to fully correct visual acuity or eliminate refractive error; and
 - II) The term 'low-vision devices' means devices that magnify, enhance, or otherwise augment a visual image.
- b) Conforming Amendment. -The Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) is further amended by adding after section 3 the following:

Sec. 4. Additional Definitions.

"As used in this Act:

- 1) Auxiliary Aids and Services. - The term 'auxiliary aids and services' includes -
 - A) Qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments;
 - B) Qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments;
 - C) Acquisition or modification of equipment or devices; and
 - D) Other similar services and actions "

The Americans with Disabilities Act Amendments Act of 2008 specifically states that all of its changes also apply under Section 504 of the Rehabilitation Act. Section 504 must conform to all new standards. At this time, the Department of Education is not required to rewrite the implementing federal regulations for Section 504.

Individuals with Disabilities Education Act (Federal Law)

34 C.F.R. Part 300 (selected portions)

Reauthorized 2004, Regulations Issued August 2006.

Subpart A-General.

Sec. 300.8 Child with a Disability.

a) General.

- 1) Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.
- 2) Subject to paragraph (a) (2) (ii) of this section, if it is determined, through an appropriate evaluation under §§300.304 through 300.311, that a child has one of the disabilities identified in paragraph (a) (1) of this section, but only needs a related service and not special education, the child is not a child with a disability under this part.. ..

b) Definitions of disability terms. The terms used in this definition of a child with a disability are defined as follows:

10) Specific learning disability-

- (i) General. Specific learning disability means 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.
- (ii) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

From TEA, The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2007, Updated 2010:

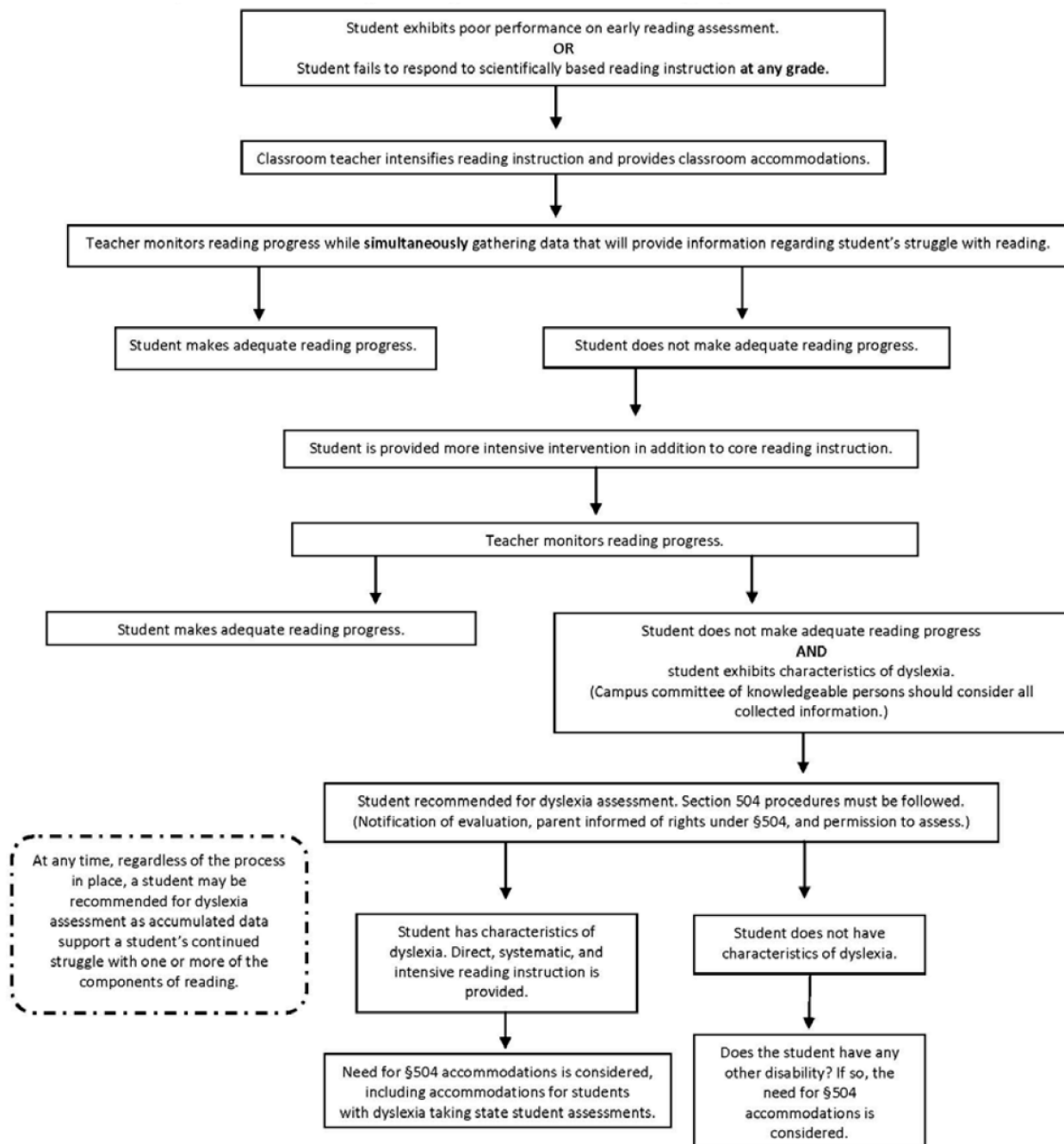
"If a student with dyslexia is referred for special education, districts and charter schools follow the requirements of IDEA 2004. In IDEA 2004, §1401 {30}, dyslexia is considered one of a variety of etiological foundations for "specific learning disability." ...

"Although IDEA 2004 indicates that dyslexia is an example of a learning disability, the evaluation ' requirements for eligibility in §34 C.F.R. 300.309(a) (1) specifically designate the following areas for a learning disability in reading: basic reading skill, reading fluency skills, and/or reading comprehension."

CENTER INDEPENDENT SCHOOL DISTRICT

PATHWAY TO THE IDENTIFICATION AND PROVISION OF INSTRUCTION FOR STUDENTS WITH DYSLLEXIA

This flowchart illustrates a process for determining the instructional support needed by students with dyslexia. Special education evaluation should be conducted whenever it appears to be appropriate. Some students will NOT proceed through all the steps before being referred for a Full Individual Evaluation (FIE). A dyslexia evaluation may be incorporated into the FIE through special education.



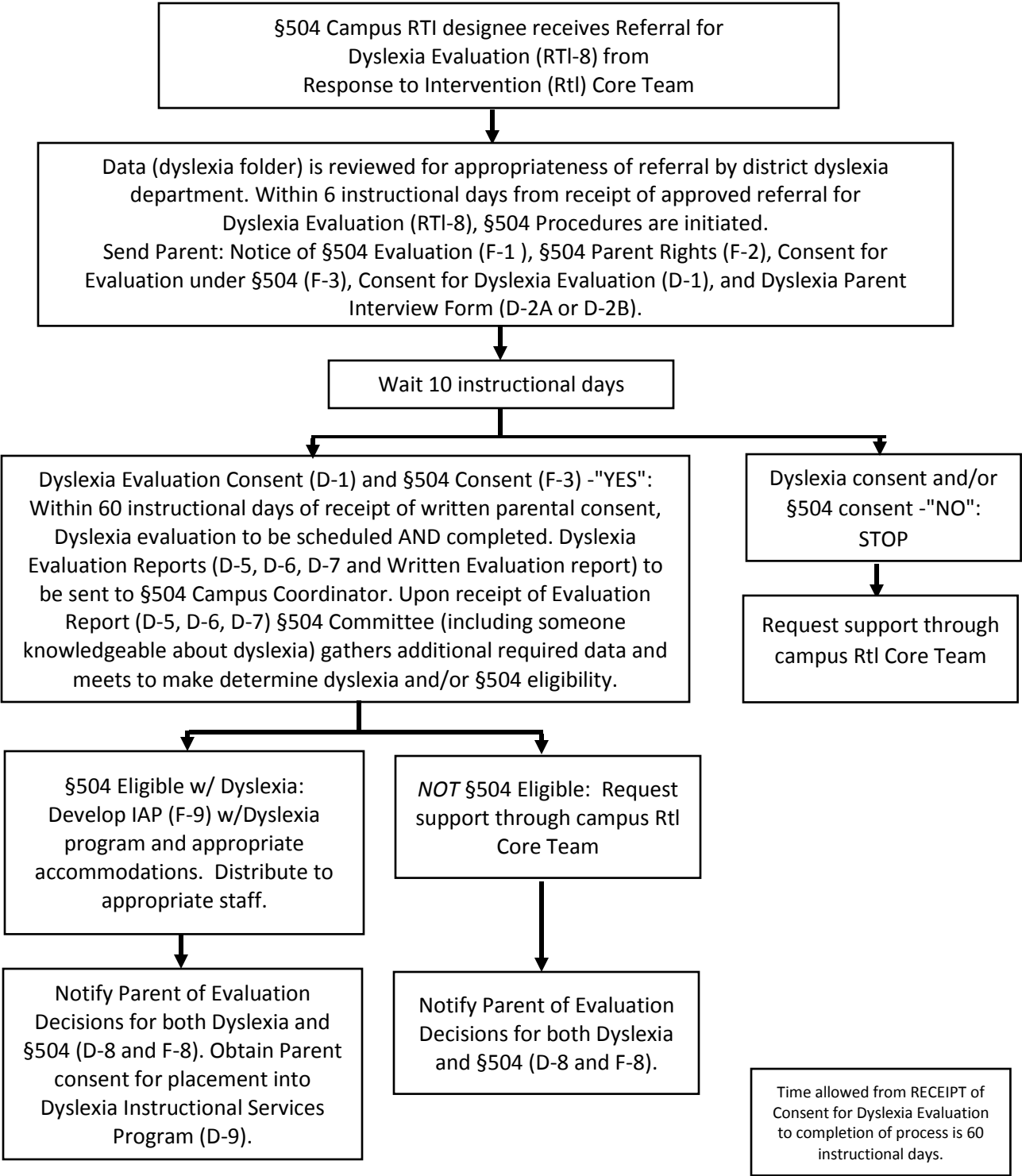
Resource: *The Dyslexia Handbook-Revised 2014*, pg., 70

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

CENTER INDEPENDENT SCHOOL DISTRICT

DYSLEXIA FLOWCHART

COORDINATION TIMELINE WITH SECTION 504 PROCEDURES



CENTER INDEPENDENT SCHOOL DISTRICT

ASSESSMENT, IDENTIFICATION, AND PLACEMENT INTO A DYSLEXIA INSTRUCTIONAL PROGRAM

For the identification of dyslexia in Texas public schools, all procedures and guidelines outlined in The Dyslexia Handbook, Revised 2014 should be followed, including data gathering, parent notification, examiner qualifications, test selection and administration, and procedures for English Language Learners.

Procedures Required by State and Federal Law Prior to Formal Assessment

In accordance with TEC §28.006, Center ISO administers early reading instruments in kindergarten, first, and second grades to determine students' reading development and comprehension. If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, the students' parents/guardians are notified. In addition, an accelerated (intensive) scientifically, research-based reading program that appropriately addresses students' reading difficulties and enables them to "catch up" with their typically performing peers is implemented. Interventions are provided through the district's response to intervention process. Should students continue to struggle with reading, writing, and/or spelling during the intensive reading instruction, then Center ISO will initiate procedures to recommend these students for assessment of dyslexia. The information from the early reading instruments will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia. Other data to be considered may include, but is not limited to: performance on state mandated test(s), a student's grades/performance in reading and/or written spelling, and teachers' observations of the characteristics of dyslexia, attendance, frequent moves, and/or other available information.

Referral Process

At any time that a student continues to struggle with one or more components of reading, that is unexpected for the student's age and grade, Center ISO will collect additional information about the student. This 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.

Data Gathering:

Some of the information that Center ISO will collect is in the student's cumulative folder; other information is available from teachers and parents or guardians. This information 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. Additional information to be considered includes the results from some or all of the following:

Vision screening	State student assessment program results as described in TEC §39.022
Hearing screening	Observations of instruction provided to the student
Teacher reports of classroom concerns Classroom reading assessments Accommodations or interventions previously provided	Full individual evaluation (FIE) if available Outside evaluation (if available)
Academic progress reports (report cards) Gifted/talented assessments	Speech and language assessment
Samples of schoolwork	School attendance
K-2 reading instrument results as required in TEC §28.006	Curriculum-based assessment measures
7th grade reading instrument results as required in TEC §28.006	Instructional strategies provided and student's response to the instruction
	Universal screening results
	Information from parents/guardians

Data must also be included that supports the student has received conventional (appropriate) instruction and that the difficulties are not primarily the result of sociocultural factors which include language differences, language proficiency, irregular attendance, or lack of experiential background.

If the student is an English language learner (ELL), the district must also gather the following additional information:

- Home language survey
- Assessment related to identification for limited English proficiency (oral language proficiency test and norm-referenced tests - all years available)
- Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- Instructional interventions provided to address language needs
- Information regarding previous schooling inside and/or outside the United States
- Type of language program model provided and language of instruction

Among the actions that Center ISD has available for the student is a recommendation that the student be assessed for dyslexia. Center ISD recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and/or the related area of spelling that is unexpected for the student's age/grade, and
- Characteristics of dyslexia

Primary Reading/Spelling Characteristics of Dyslexia:

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

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

If a student continues to struggle with reading after having participated in an accelerated reading program as required in TEC §28.006 and exhibits the characteristics of dyslexia, the campus referral committee shall review all data and determine the need to initiate a referral to the Section 504 Committee for dyslexia assessment.

Progression through tiered intervention is not required in order to begin the identification. The use of a tiered intervention process should not delay or deny an evaluation for dyslexia, especially when parent or teacher observations reveal the common characteristics of dyslexia. The needs of the students must be the main priority.

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

Parents/guardians always maintain the right to request a referral for a dyslexia assessment at any time. Once such as request has been made, the school district is obligated to review the student's data history (including formal and informal data) to determine whether there is a reason to suspect that the student may have a disability and be in needs of services. If the school does not suspect a disability and determines that evaluation would not be indicated, the parents/guardians must be given a copy of their due process rights (procedural safeguards). All denials to evaluate should be documented in writing providing the rationale for not evaluating. If the student was referred for a Special Education FIE, denial must be provided via completion of the prior, written Notice.

Procedures for Assessment of Dyslexia

The identification of reading disabilities, including dyslexia, will follow one of two procedures. A district will typically evaluate for dyslexia through §504. If a student is suspected of having a disability within the scope of the IDEA 2004, all special education procedures must be followed.

Students enrolling in Center ISD 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, teachers' input, and parents' or guardians' input. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28). While earlier is better, students will be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

When formal evaluation is recommended, Center ISD completes the evaluation process as outlined in Section 504 of the Rehabilitation Act of 1973, as amended. The procedures followed for assessment include:

- 1) Notify parents or guardians of proposal to assess student for dyslexia (§504)
- 2) Inform parents or guardians of their rights under §504
- 3) Obtain parent or guardian permission to assess the student for dyslexia (§504 and TEC § 26.009)
- 4) 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)

In conformance with §504 and IDEA 2004, test instruments and other evaluation materials must meet the following criteria:

- Be validated for the specific purpose for which the tests, assessments, and other evaluation materials 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
- Be selected and administered in a manner that is not racially or culturally discriminatory
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion referenced assessments, results of informal reading inventories, classroom observations)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Be used for the purpose for which the assessment or measures are valid or reliable

- Be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.

Domains to Assess

Center ISD administers measures that are related to the student's educational needs. Difficulties in the areas of letter knowledge, word decoding, and fluency (rate and accuracy) may be evident depending upon the student's age and stage of reading development. Students with dyslexia may also have difficulty with reading comprehension and written composition.

The following areas related to reading that shall be assessed:

REQUIRED DOMAINS: Academic Skills	REQUIRED DOMAINS: Cognitive Processes	ADDITIONAL POSSIBLE AREAS FOR CONSIDERATION OF ASSESSMENT:
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Phonological/phonemic awareness • Rapid naming of symbols or objects <p><i>Optional</i> cognitive process that may be assessed:</p> <ul style="list-style-type: none"> • Orthographic processing – may be selectively impaired. 	<ul style="list-style-type: none"> • Vocabulary • Listening comprehension • Verbal expression • Written expression • Handwriting • Memory for letter or symbol sequences (orthographic processing) • Mathematical calculation/reasoning • Phonological memory • Verbal working memory • Processing speed

Additional assessment when assessing English Language Learners: (in addition to the information listed under "Domains to Assess" :

- 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.

Interpretation:

To appropriately understand test results of English Language Learners (ELL), the evaluator/committee of knowledgeable persons must be interpreted in light of the student's: language development [in both English and the student's native language (when possible)], educational history, linguistic background, socioeconomic issues, and any other pertinent factors that affect learning.

Procedures for identifying Dyslexia

The §504 Committee determines whether the student has dyslexia. (If student either currently being served by Special Education or was referred for a FIE, then the ARD committee determines whether the student has dyslexia.) The §504 committee members must be knowledgeable about:

- The student being assessed;
- The assessments used; and

- Meaning of the evaluation data and placement options

In addition, the §504 committee must include someone with knowledge of the following:

- The reading process;
- Dyslexia and related disorders;
- Dyslexia instruction; and
- District, state, and federal guidelines for assessment.

The §504 committee determines the identification of dyslexia after reviewing all accumulated data obtained during the data gathering and formal assessment including the following areas:

- The observations of the teacher, district staff, and parent/guardian
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student)
- Data-based documentation of student progress during instruction/intervention
- The results of administered assessments
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- All other accumulated data regarding the development of the student's learning and his/her educational needs
- Data gathered should include informal data, curriculum-based data, criterion-based data, and norm-referenced data.

§504 Committee Decision Points for Dyslexia Identification

- I. Do the data show a pattern of low reading and spelling skills that is unexpected for the student in relation to the student's other cognitive abilities and provision of effective classroom instruction?
 - A. Does the student's difficulties in the area of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following?
 - Reading words in isolation
 - Decoding unfamiliar words accurately and automatically words
 - Reading fluency for connected text (both rate and/or accuracy)
 - Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)
 - B. The academic difficulties in reading and written spelling will typically be the result of a deficit in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling.
 - Does the student exhibit a deficit in phonological/phonemic awareness?
 - Does the student demonstrate a pattern of evidence with unexpectedly low performance in:
 - segmenting, blending, and manipulating sounds in words? (phonemic awareness)
 - learning the names of letters & their associated sounds?
 - holding information about sounds and words in memory (phonological memory)
 - rapidly recalling the names of familiar objects, colors, or letters of the alphabet? (rapid naming)

If the student exhibits reading and spelling difficulties and currently has appropriate phonological/ phonemic processing, it is important to examine the student's history to determine if there is evidence of previous difficulty with phonological/ phonemic awareness.

It is important to note that because previous effective instruction in phonological/phonemic awareness may remediate phonological awareness skills in isolation, average phonological awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or spelling.

- If the data does not indicate a deficit in phonological/phonemic awareness, is there a history of the student having difficulty with phonological/phonemic awareness?
 - If there is a previous history, is there data to indicate intervention was provided in this area?
- C. Are the academic skills and the deficits in the cognitive processes (phonological/ phonemic awareness and/or rapid naming of symbols or objects) unexpected for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print) and unexpected in relation to the provision of effective classroom instruction?
Does the student exhibit age-appropriate oral language skills, including listening comprehension, vocabulary development, the ability to follow directions, and the ability to tell a story?
- Does the student exhibit age-appropriate reading comprehension even though his or her word reading skills in isolation are deficient?
 - Is the student's ability to learn in subjects that are not as heavily reliant on reading, such as science, social studies, and math, grade-appropriate?
 - Is the student's ability to comprehend information read to him/her age appropriate?
 - If the student were not asked to read or interact with print, would he/she appear to be age/grade appropriate?
 - Is there data to support a student's lack of progress despite having received research-based intervention? (i.e., accelerated reading program)
 - Is the student's lack of progress due to sociocultural factors, such as language differences, irregular attendance, or lack of experiential background?

It is not one single indicator but a preponderance of data (both formal and informal) that provide the §504 committee with evidence for whether these difficulties are unexpected.

II. Does this pattern indicate the student has dyslexia?

III. Does the student have a disability under §504?

If it is determined by the §504 Committee that the student meets the criteria for dyslexia, the §504 Committee must then proceed to determine eligibility under §504:

- A. If it is determined by the §504 Committee that the student meets the criteria for dyslexia, the §504 Committee must then proceed to determine eligibility under §504:

Based on the above information and guidelines, the §504 committee first determines whether the student has dyslexia. If the student has dyslexia, the committee also determines whether the student has a disability under §504. Whether a student is eligible for §504 accommodations is a separate determination from the determination that the student has dyslexia. A student is considered to have a disability under §504 if the condition substantially limits the student's learning, including the specific activity of reading. Additionally, the §504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity, must not consider the ameliorating effects of any mitigating measures that student is using. Mitigating measures include such things as: use of assistive technology; reasonable accommodations or auxiliary aids or services; readers, taped texts; and/or other interventions/plans. If the committee does not

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

identify dyslexia, but the student has another condition or disability that substantially limits the student's learning, eligibility for §504 services related to the student's other condition or disability should be considered.

Students with additional factors that complicate their dyslexia may require additional support or referral to special education. If a student is already qualified as a student with a disability under special education, the Admission, Review, and Dismissal (ARD) committee should determine the least restrictive environment for delivering the student's dyslexia intervention.

Assessment of Special Education Students

At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education. At times, students will display additional factors/areas complicating their dyslexia and requiring more support than what is available through dyslexia instruction. At other times, students with severe dyslexia or related disorders will be unable to make adequate academic progress within any of the programs for dyslexia or related disorders. In such cases, a referral to special education for evaluation and possible identification as a child with a disability within the Individuals with Disabilities Improvement Act of 2004 (IDEA) will be made as needed.

If a student is already in special education, but exhibits the characteristics of dyslexia or related disorders and is referred for assessment, assessment procedures for students under the Individuals with Disabilities Act (IDEA 2004) shall be followed. Assessment data from prior special education assessments may be utilized, and/or additional assessment may be conducted by personnel trained in assessment to evaluate students for dyslexia and related disorders. In this case, the ARD committee will make determinations for those students.

If the student with dyslexia is found eligible for special education in the area of reading, and the ARD committee determines the student's instructional needs for reading are most appropriately met in a special education placement, the student's Individualized Education Program (IEP) must include appropriate reading instruction. Appropriate reading instruction includes the descriptors listed in The Dyslexia Handbook - Revised 2014, Chapter III "Instruction for Students with Dyslexia."

If a student with dyslexia is referred for special education, Anywhere Texas ISO must follow the requirements of IDEA 2004. In IDEA 2004, §1401(30), dyslexia is considered one of a variety of etiological foundations for "specific learning disability." 34 CFR §300.S(c) (10) states the following:

Specific learning disability means 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.

The term does not apply to children who have learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disabilities (mental retardation); of emotional disturbance; or of environmental, cultural, or economic disadvantage.

Although the IDEA 2004 indicates that dyslexia is an example of a learning disability, the evaluation requirement for eligibility in 34 CFR §300.309(a) (1) specifically designate the following areas for a learning disability in reading: basic reading skill, reading fluency skills, and/or reading comprehension.

CENTER INDEPENDENT SCHOOL DISTRICT

GUIDELINES FOR TRANSITIONING ENGLISH LANGUAGE LEARNERS IN THE DYSLLEXIA PROGRAM

Dyslexia is a language-based learning difference which stems from the inability to fluently unlock the sounds of the written symbols of a language. All languages can be categorized in reference to its orthographic component. Some languages, which are considered to have "transparent orthographies," have almost a perfect one-to-one sound to symbol correlation. Other languages, which are considered to have "opaque orthographies," can have multiple sounds to symbol correlations. The Spanish language is considered to be very transparent. This means that once the student can associate the sound to each symbol (letter of the alphabet), the process of decoding words is mastered quickly. The English language is considered to be opaque because the 26 letters of the English alphabet can produce 44 different sounds. The consonant sounds are usually consistent, but the vowel sounds change depending on the vowel's position in the word and/or what letter(s) precedes and/or follows. Just as languages can differ in the complexity of its orthographic component, so does the identification of Dyslexia in English Language Learners (ELL's).

Due to the transparent orthography of the Spanish language, Spanish readers will usually be successful with grade-level language/reading tasks. While decoding, word recognition, accuracy, and spelling are important dyslexia indicators in the English orthography, in more transparent orthographies, such as Spanish, it has less influence. The inability to perform language tasks with automaticity appears to be the more decisive characteristic in the identification process of dyslexia in a language as phonetic as Spanish.

Dyslexia, as defined by both the Texas Education Code and the International Dyslexia Association, is neurological in nature. This means that the individual is born with it. Therefore, it stands to reason that once an individual is identified with Dyslexia, he/she will require continued support, regardless of the language of instruction. The Bilingual Time and Treatment Guidelines in the regular education setting is crucial for all ELL's, but especially so for students who are exhibiting characteristics of Dyslexia in their native language. A hasty transition into the English reading curriculum may compound the reading difficulties. A student who has been evaluated in Spanish and identified with characteristics of Dyslexia should attend a Spanish Dyslexia Instructional Program. In order to gain benefit from the Spanish therapy, the student should also be receiving Spanish reading instruction in the regular education bilingual classroom. The Spanish Dyslexia Instructional Program extends over a two year period and to remove the student prematurely would compromise the fidelity of the program. The campus LPAC should be cautious when considering changes to the bilingual category of a student who has been identified with Dyslexia and is attending the Spanish Dyslexia Instructional Program. When the LPAC has determined that the transition period is appropriate for these students, the English Dyslexia curriculum will be used. Since the student must exhibit average to high average English listening comprehension skills, this measure ensures that students will benefit from the English Dyslexia Instructional Program. The majority of our ELL students enter our schools when they are in pre-k 3 and become fluent in English in a short time. Their reading language is usually English. Student needs will be identified and students will be provided services according to their specific needs.

For ELL's who were not considered for Dyslexia evaluation when they were receiving Spanish reading instruction, it is critical that when they transition into English reading that we do not confuse English language learners with students who are dyslexic. They may have some of the same characteristics of dyslexia and require some of the same types of instruction. However, the root of the characteristics is quite different.

CENTER INDEPENDENT SCHOOL DISTRICT

DISTRICT PROCEDURES FOR STUDENTS IDENTIFIED OUTSIDE THE DISTRICT

Students identified as having dyslexia or related disorders from an outside source will be reviewed for eligibility in the district's program. Center ISO may choose to accept the outside assessment, or may re-assess the student. In either situation, a committee of knowledgeable persons will determine the identification status of a student enrolled in Center ISO, and the placement of the student in the dyslexia program(s).

CENTER INDEPENDENT SCHOOL DISTRICT

PROGRAM EXIT CRITERIA AND MONITORING STUDENTS AFTER EXITING PROGRAM

Program Exit Criteria

Upon successful completion of the district dyslexia program(s), as measured by program mastery checks (assessments) completed at regular intervals, students will be exited from the district dyslexia program(s). Additional criteria for exit may include but is not limited to: grades from progress reports or report cards, state assessment data, benchmarks, teacher and/or parent observation/checklist, and individual dyslexia program requirements.

Monitoring of Students

Students that have exited from the Center /SDF dyslexia program will receive regular monitoring. These checks will occur as follows:

Time After Dismissal	Monitoring Interval
First Year	Once a six weeks
Second Year	Once a semester
Third Year and Beyond	Annually each year from last date

Monitoring may include, but is not limited to the collection/evaluation of:

- Progress reports
- Report cards
- State assessment data
- Teacher reports/checklists
- Parent report/checklists
- Counselor reports
- Other program reports

CENTER INDEPENDENT SCHOOL DISTRICT

DYSLEXIA TEACHER ROLE

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2014 lists and describes the components of instruction that must be a part of a program used for students identified with dyslexia. Teachers (general or special education) who provide instruction for students with dyslexia must have training in the listed components of instruction as well as be trained in instructional strategies that utilize individualized, intensive, and multi-sensory methods.

Texas does not have a certification requirement specific to teachers providing intervention to students identified with dyslexia. School districts must consider the needs of students and the qualification of teachers. It is important that teachers have appropriate training in dyslexia and the relevant instructional components as outlined in Chapter III of The Dyslexia Handbook. Certified teachers who have coursework in the areas of reading and reading disabilities should be considered first for assignment to teach students with dyslexia and related disorders. Licensed dyslexia practitioners or licensed dyslexia therapists may also be considered. These teachers should be trained to deliver instruction that is described in Chapter III of The Dyslexia Handbook. Certified educational aides, per TAC guidelines [Title I, Section 1119(g)(2)], may perform assigned tasks under the guidance and supervision of a certified teacher or teaching team.

Roles of Dyslexia and/or Itinerant Reading Teachers

The dyslexia and/or itinerant reading teacher will:

- Deliver instructional reading programs (Neuhaus/Esperanza) for identified dyslexic students only
- Be assigned to specific campus(es) for purposes of accountability but will NOT be available to assist the campuses with campus responsibilities due to itinerant constraints
- Maintain a teacher/student ratio not to exceed the recommended 1:6 per group
- Administer and gather pre/post instructional data to monitor program effectiveness and student growth in the area of reading
- Communicate with teachers, administrators and parents as needed
- Support and attend the district annual Parent Awareness Meeting
- Conduct parent training sessions
- Stay abreast of current research and development in dyslexia and research-based reading programs
- Assist in organizing and/or conducting in-services at their assigned campuses to facilitate the implementation of the dyslexia program and to ensure general classroom teacher knowledge on dyslexia
- Maintain all necessary student records required by the dyslexia program
- Comply with all state and federal laws as well as district policies
- Review dyslexia folders
- Mandatory attendance at dyslexia monthly meetings
- Dyslexia teachers will review dyslexia referrals/folder for completion of required documentation prior to folder being sent to Dyslexia office. This review must be conducted in a timely manner and may only be conducted during your planning period. Time taken to review dyslexia referral folders shall not under any circumstance prevent dyslexia teacher from providing their assigned dyslexia therapies. This is a compliance/FAPE issue.

CENTER INDEPENDENT SCHOOL DISTRICT

KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF DYSLEXIA EXECUTIVE SUMMARY

READING DIFFICULTIES, INCLUDING DYSLEXIA, ARE VERY COMMON

Reading difficulties are the most common cause of academic failure and underachievement. Learning to read and write is not natural or easy for many - if not most - students, especially those with dyslexia and related language problems. The National Assessment of Educational Progress consistently finds that about 36% of all 4th graders read at a level described as "below basic." Between 15 and 20% of young students are doomed to academic failure because of reading and language processing weaknesses, unless those weaknesses are recognized early and treated skillfully. Another 20 to 30% are at risk for inadequate reading and writing development, depending on how - and how well - they are taught. Most of these at-risk students are ineligible for special education services and are dependent on the instruction given in the regular classroom or other supplementary services. However, of those students who are referred to special education services in public schools, approximately 85% are having severe difficulties with language, reading and writing. Clearly, responsibility for teaching reading and writing must be shared by all teaching personnel.

EFFECTIVE INSTRUCTION IS KEY

Although dyslexia and related reading and language problems may originate with neurobiological differences, they are mainly treated with skilled teaching. Informed and effective classroom instruction, especially in the early grades, can prevent or at least effectively address and limit the severity of reading and writing problems. Potential reading failure can be recognized as early as preschool and kindergarten, if not sooner. A large body of research evidence shows that with appropriate, intensive instruction, all but the most severe reading disabilities can be ameliorated in the early grades and students can get on track toward academic success. For those students with persistent dyslexia who need specialized instruction outside of the regular class, competent intervention from a specialist can lessen the impact of the disorder and help the student overcome and manage the most debilitating symptoms.

What is the nature of effective instruction for students at risk? The methods supported by research are those that are explicit, systematic, cumulative, and multisensory, in that they integrate listening, speaking, reading, and writing. The content of effective instruction emphasizes the structure of language, including the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), meaning relationships among words and their referents (semantics), and the organization of spoken and written discourse. The strategies emphasize planning, organization, attention to task, critical thinking, and self-management. While all such aspects of teaching are essential for students with dyslexia, these strategies also enhance the potential of all students.

ARE TEACHERS PREPARED?

Teaching language, reading, and writing effectively, especially to students experiencing difficulty, requires considerable knowledge and skill. Regrettably, the licensing and professional development practices currently endorsed by many states are insufficient for the preparation and support of teachers and specialists. [While Texas has passed licensing standards in the areas of Dyslexia Practitioners and Dyslexia Therapists, Texas Occupations Code Chapter 403, these standards are not at this point required within the public school setting.] Researchers are finding that those with reading specialist and special education licenses often know no more about research-based, effective practices than those with general education teaching licenses. The majority of practitioners at all levels have not been prepared in sufficient depth to prevent reading problems, to recognize
CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

early signs of risk, or to teach students with dyslexia and related learning disabilities successfully. Inquiries into teacher preparation in reading have revealed a pervasive absence of rich content and academic rigor in many courses that lead to certification of teachers and specialists. Analyses of teacher licensing tests show that typically, very few are aligned with current research on effective instruction for students at risk. When test are aligned with scientific research, far too many teacher candidates are unable to pass them. To address these gaps and promote more rigorous, meaningful, and effective teacher preparation and professional development, the International Dyslexia Association has adopted this set of knowledge and practice standards.

STANDARDS FOR PRACTICE

The International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading provide a content framework for courses and course sequences. In addition, they delineate proficiency requirements for practical application of this content (e.g., interpretation of assessments, delivery of differentiated instruction, and successful intervention with a child or adult with a reading disability). The first section of this document specifies what all teachers of reading should know and be able to do, as well as ethical standards for the profession.

The second section offers guidelines for the additional practical teaching skills necessary for teaching students with dyslexia and related difficulties. The standards are organized and presented in the following order:

SECTION 1: KNOWLEDGE AND PRACTICE STANDARDS

- A. Foundation Concepts about Oral and Written Language Learning
- B. Knowledge of the Structure of Language
- C. Knowledge of Dyslexia and Other Learning Disorders
- D. Interpretation and Administration of Assessments for Planning Instruction
- E. Structured Language Teaching:
 - 1. Phonology
 - 2. Phonics and Word Study
 - 3. Fluent, Automatic Reading of Text
 - 4. Vocabulary
 - 5. Text Comprehension
 - 6. Handwriting, Spelling, Written Expression

SECTION 2: GUIDELINES PERTAINING TO SUPERVISED PRACTICE OF TEACHERS OF STUDENTS WITH DOCUMENTED READING DISABILITIES OR DYSLEXIA WHO WORK IN SCHOOL [or Clinical or Private Practice Settings]

- A. Level I expectations for teachers.
- B. Level II expectations for specialists.

GUIDANCE AND SUPPORT FOR TEACHERS

In summary, learning to teach reading, language, and writing is a complex undertaking. The competence and expertise of teachers can be nourished with training that emphasizes the study of reading development, language, and individual differences. In addition, teachers need supervised practice opportunities to be successful, especially if they are responsible for students with dyslexia and other reading difficulties. If teachers are better prepared, the impact of reading difficulties, including dyslexia, will be lessened and many more students will receive the instruction and support that they require to reach their potential.

Reference: IDA, 2010 - adapted

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING INTERNATIONAL DYSLEXIA ASSOCIATION, 2010

INTRODUCTION

PURPOSE OF THESE STANDARDS

The International Dyslexia Association offers these standards to guide the preparation, certification, and professional development of those who teach reading and related literacy skills in classroom, remedial, and clinical settings. The term teacher is used throughout this document to refer to any person whose responsibilities include reading instruction. The standards aim to specify what any individual responsible for teaching reading should know and be able to do so that reading difficulties, including dyslexia, may be prevented, alleviated, or remediated. In addition, the standards seek to differentiate classroom teachers from therapists or specialists who are qualified to work with the most challenging students.

Although programs that certify or support teachers, clinicians, or specialists differ in their preparation methodologies, teaching approaches, and organizational purposes, they should ascribe to a common set of professional standards for the benefit of the students they serve. Compliance with these standards should assure the public that individuals who teach in public schools are prepared to implement scientifically based and clinically proven practices. [Refer below to specific recommendations by the Interim Committee on Dyslexia, January 2011.]

[Pursuant to HB 461, 81st Texas Legislature, the Interim Committee on Dyslexia and Related Disorders, submitted the following recommendations to Governor Perry in January of 2011:

Recommendation 1: Require all state universities to instruct education majors in detection and treatment of dyslexia. Perhaps the most commonly raised point at the committee's hearings was that teachers are not properly trained on the subject of dyslexia. All teachers need to be able to recognize the characteristics of dyslexia, whether they teach in kindergarten or in high school. Teachers working with dyslexic students need to be trained in the science of reading and armed with the most up-to-date information. However, the committee was repeatedly told that this is not the case. Dyslexia is often as little understood in some of our schools as it is in the general community. Students with dyslexia pay the price for this Jack of knowledge. ... The committee recommends requiring all state universities to include knowledge of dyslexia in their curriculum for education majors. This curriculum should be compiled by a panel of dyslexia therapists teaching at the university level and should include dyslexia characteristics, dyslexia identification, effective multisensory teaching strategies for children with dyslexia, and classroom accommodations and modifications for children with dyslexia. This could be offered as a mandatory course or incorporated into an existing course. Enacted in 2011, TEC §21.044 Educator Preparation. Effective June 17, 2011.

Recommendation 9: Require minimum in-service for all teachers to learn about dyslexia. Concurrent with HB 157 (69R, 1985), the Legislature passed HB2168 which required development of "an in-service program to train teachers in the recognition of dyslexia and related disorders and in teaching strategies for those students." However, HB2168 did not require this training be available to teachers in every school district. Thus, while excellent programs exist, some districts do not provide this training. Reading difficulties are the most common cause of academic failure and underachievement, according to the International Dyslexia Association. Determining in any grade whether a child may be dyslexic can make all the difference in a student's academic success and future career. Teachers must be prepared to recognize signs of dyslexia and they should be up to date with the latest discoveries regarding it. This committee recommends each school

district be required to offer in-service training on recognition of dyslexia to new teachers and teachers new to the state of Texas who teach one of the four content areas or in a self-contained classroom. Thereafter, this requirement should be for all teachers new to the state of Texas or new to the teaching profession. Rules for the training should be determined by the TEA. Enacted in 2011, TEC §21.054 Continuing Education. Effective June 17, 2011.

Recommendation 11: Require ongoing professional development and training for campus dyslexia specialists. Testimony to the committee indicated a wide variance in the qualifications of those treating students with dyslexia around the state. It is not only important that dyslexia instructors have a background in the issue but also that they keep up with new findings and practices. Training is often particularly difficult for teachers in rural areas of the state. But technologies, such as interactive video conferencing, facilitate distance learning and can greatly expand the training of instructors throughout Texas. The committee recommends that ongoing professional development and training be required for all campus dyslexia specialists under rules adopted by the TEA. This would not apply to dyslexia therapists and practitioners licensed under HB461 as they already must meet continuing education requirements (and are not at this time required by TEA in the public school implementation of the state dyslexia plan.)] Enacted in 2011, TEC §21.054 Continuing Education. Effective June 17, 2011.

BACKGROUND: WHY KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING AND DYSLEXIA ARE NECESSARY

Reading difficulties are the most common cause of academic failure and underachievement. The National Assessment of Educational Progress consistently finds that about 36% of all fourth graders read at a level described as "below basic." Between 15 and 20% of young students demonstrate significant weaknesses with language processes, including but not limited to phonological processing, that are the root cause of dyslexia and related learning difficulties. Of those who are referred to special education services in public schools, approximately 85% are referred because of their problems with language, reading, and/or writing. Informed and effective classroom instruction, especially in the early grades, can prevent and relieve the severity of many of these problems. For those students with dyslexia who need specialized instruction outside of the regular class, competent intervention from a specialist can lessen the impact of the disorder and help the student overcome the most debilitating symptoms.

Teaching reading effectively, especially to students experiencing difficulty, requires considerable knowledge and skill. Regrettably, current licensing and professional development practices endorsed by many states are insufficient for the preparation and support of teachers and specialists. Researchers are finding that those with reading specialist and special education licenses often know no more about research-based, effective practices than those with a general education teaching license. The majority of practitioners at all levels have not been prepared in sufficient depth to recognize early signs of risk, to prevent reading problems, or to teach students with dyslexia and related learning disabilities successfully. Inquiries into teacher preparation in reading have revealed a pervasive absence of substantive content and academic rigor in many courses that lead to certification of teachers and specialist. Analyses of teacher licensing tests show that typically, very few are aligned with current research on effective instruction for students at risk. To address these gaps, the International Dyslexia Association has adopted these standards for knowledge, practice, and ethical conduct.

RESEARCH-BASED ASSUMPTIONS ABOUT DYSLEXIA AND OTHER READING DIFFICULTIES

These standards are broadly constructed to address the knowledge and skill base for teaching reading in preventive, intervention and remedial settings. Underlying the standards are assumptions about the nature, prevalence, manifestation, and treatments for dyslexia that are supported by research and by accepted

diagnostic guidelines. These assumptions characterize dyslexia in relation to other reading problems and learning difficulties, as follows:

- Dyslexia is a language-based disorder of learning to read and write originating from a core or basic problem with phonological processing intrinsic to the individual. Its primary symptoms are inaccurate and/or slow printed word recognition and poor spelling - problems that in turn affect reading fluency and comprehension and written expression. Other types of reading disabilities include specific difficulties with reading comprehension and/or speed of processing (reading fluency). These problems may exist in relative isolation or may overlap extensively in individuals with reading difficulties.
- Dyslexia often exists in individuals with aptitudes, talents and abilities that enable them to be successful in many domains.
- Dyslexia often coexists with other developmental difficulties and disabilities, including problems with attention, memory and executive function.
- Dyslexia exists on a continuum. Many students with milder forms of dyslexia are never officially diagnosed and are not eligible for special education services. They deserve appropriate instruction in the regular classroom and through other intervention programs.
- Appropriate recognition and treatment of dyslexia is the responsibility of all educators and support personnel in a school system, not just the reading or special education teacher.
- Although early intervention is the most effective approach, individuals with dyslexia and other reading difficulties can be helped at any age.

HOW TO USE THESE STANDARDS

The standards outline the 1) content knowledge necessary to teach reading and writing to students with dyslexia or related disorders or who are at risk for reading difficulty; 2) practices of effective instruction; and 3) ethical conduct expected of professional educators and clinicians. Regular classroom teachers should also have the foundational knowledge of language, literacy development, and individual differences because they share responsibility for preventing and ameliorating reading problems.

HOW TO READ THE STANDARDS

The Standards include two major sections. Section I addresses foundation concepts, knowledge of language structure, knowledge of dyslexia and other learning disorders, administration and interpretation of assessments, the principles of structured language teaching, and ethical standards for the profession. Section II addresses skills to be demonstrated in supervised practice. In Section I, Standards A, B, C, and E are presented in two columns. The column on the left refers to content knowledge that can be learned and tested independent of observed teaching competency. The column on the right delineates the practical skills of teaching that depend on or that are driven by knowledge. The exception to this format is Standard D. It includes a third column on the right that specifies in greater detail what the teacher or specialist should be able to do.

Many of the standards are followed by the designation of (Level 1) or (Level 2). These designations indicate whether the standard should be met by novice teachers in training (Level 1) or by specialists with more experience and greater expertise (Level 2). In Section 11, the recommended standards for preparation of teachers and specialists are distinguished by these two levels.

SECTION I: KNOWLEDGE AND PRACTICE STANDARD

A. FOUNDATION CONCEPTS ABOUT ORAL AND WRITTEN LEARNING							
Content Knowledge			Application				
		Mastery				Mastery	
		Yes	No			Yes	No
1	<p>Understand and explain the language processing requirements of proficient reading and writing</p> <ul style="list-style-type: none"> • Phonological (speech sound) processing • Orthographic (print) processing • Semantic (meaning) processing • Syntactic (sentence level) processing • Discourse (connected text level) processing 			1	<p>a. Explain the domains of language and their importance to proficient reading and writing (Level 1).</p> <p>b. Explain a scientifically valid model of the language processes underlying reading and writing (Level 2).</p>		
2	<p>Understand and explain other aspects of cognition and behavior that affect reading and writing</p> <ul style="list-style-type: none"> • Attention • Executive function • Memory • Processing speed • Graphomotor control 			2	<p>a. Recognize that reading difficulties coexist with other cognitive and behavioral problems (Level 1).</p> <p>b. Explain a scientifically valid model of other cognitive influences on reading and writing, and explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes (Level 2).</p>		
3	<p>Define and identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, and cultural values).</p>			3	<p>Identify (Level 1) or explain (Level 2) major research findings regarding the contribution of environmental factors to literacy outcomes.</p>		
4	<p>Know and identify phases in the typical developmental progression of:</p> <ul style="list-style-type: none"> • Oral language (semantic, syntactic, pragmatic) • Phonological skill • Printed word recognition • Spelling • Reading fluency • Reading comprehension • Written expression 			4	<p>Match examples of student responses and learning behavior to phases in language and literacy development (Level 1).</p>		

5	Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skills, vocabulary, reading comprehension, and writing.			5	Explain how a weakness in each component skill of oral language, reading, and writing may affect other related skills and processes across time (Level 2).		
6	Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).			6	Identify the most salient instructional needs of students who are at different points of reading and writing development (Level 2).		
7	Know reasonable goals and expectations for learners at various stages of reading and writing development.			7	Given case study material, explain why a student is/is not meeting goals and expectations in reading or writing for his or her age/grade (Level 1).		

Explanatory Notes:

An extensive research base exists on the abilities that are important in learning to read and write, including how these abilities interact with each other, how they are influenced by experience, and how they change across development. Teachers' knowledge of this research base is an essential foundation for the competencies and skills described in subsequent sections of this document.

B. KNOWLEDGE OF THE STRUCTURE OF LANGUAGE

Content Knowledge		Mastery		Application		Mastery	
		Yes	No			Yes	No
1	Phonology (The Speech Sound System) Identify, pronounce, classify, and compare the consonant and vowel phonemes of English.			1	a. Identify similar or contrasting features or contrasting features among phonemes (Level 1). b. Reconstruct the consonant and vowel phoneme inventories and identify the feature differences between and among phonemes (Level 2).		
2	Orthography (The Spelling System) Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek.			2	Recognize typical words from the historical layers of English (Anglo-Saxon, Latin/Romance, Greek) (Level 1).		
3	Define grapheme as a functional correspondence unit or representation of a phoneme.			3	Accurately map graphemes to phonemes in any English word (Level 1).		
4	Recognize and explain common orthographic rules and patterns in English.			4	Sort words by orthographic "choice" pattern; analyze words by suffix ending patterns and apply suffix ending rules.		
5	Know the difference between "high frequency" and "irregular" words.			5	Identify printed words that are the exception to regular patterns and spelling principles; sort high frequency words into regular and exception words (Level 1).		
6	Identify, explain, and categorize six basic syllable types in English spelling.			6	Sort, pronounce, and combine regular written syllables and apply the most productive syllable division principles (Level 1).		
7	Morphology Identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.			7	a. Recognize the most common prefixes, roots, suffixes, and combining forms in English content words, and analyze words at both the syllable and morpheme levels (Level 1). b. Recognize advanced morphemes (e.g., chameleon prefixes) (Level 2).		

8	Semantics Understand and identify examples of meaningful word relationships or semantic organization			8	Match or identify examples of word associations, antonyms, synonyms, multiple meanings and uses, semantic overlap, and semantic feature analysis (Level 1).		
9	Syntax Define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure.			9	Construct and deconstruct simple, complex, and compound sentences (Level 1).		
10	Identify the parts of speech and the grammatical role of a word in a sentence.			10	a. Identify the basic parts of speech and classify words by their grammatical role in a sentence (Level 1). b. Identify advanced grammatical concepts (e.g., infinitives, gerunds) (Level 2).		
11	Discourse Organization Explain the major differences between narrative and expository discourse.			11	Classify text by genre; identify features that are characteristic of each genre, and identify graphic organizers that characterize typical structures (Level 1).		
12	Identify and construct expository paragraphs of varying logical structures (e.g., classification, reason, and sequence).			12	Identify main idea sentences, connecting words, and topics that fit each type of expository paragraph organization (Level 2).		
13	Identify cohesive devices in text and inferential gaps in the surface language of text.			13	Analyze text for the purpose of identifying the inferences that students must make to comprehend (Level 2)		

Explanatory Notes:

Formal knowledge about the structure of language - recognizing, for example, whether words are phonetically regular or irregular; common morphemes in words; and common sentence structures in English - is not an automatic consequence of high levels of adult literacy. However, without this kind of knowledge, teachers may have difficulty interpreting assessments correctly or may provide unintentionally confusing instruction to students. For instance, struggling readers are likely to be confused if they are encouraged to sound out a word that is phonetically irregular (e.g., some), or if irregular words, such as come and hove, are used as examples of a syllable type such as "silent e." Similarly, to teach spelling and writing effectively, teachers need a knowledge base about language structure, including sentence and discourse structure. Research suggests that acquiring an understanding of language structure often requires explicit teaching of this information and more than superficial coverage in teacher preparation and professional development.

C. KNOWLEDGE OF DYSLLEXIA AND OTHER LEARNING DISORDERS

Content Knowledge				Application					
			Mastery					Mastery	
			Yes	No				Yes	No
1	Understand the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological, and linguistic).				1	a. Recognize scientifically accepted characteristics of individuals with poor word recognition (e.g., overdependence on context to aid word recognition; inaccurate non-word reading) (Level 1). b. Identify student learning behaviors and test profiles typical of students with dyslexia and related learning difficulties. (Level 2).			
2	Recognize the tenets of the NICHD/IDA definition of dyslexia. (National Institute of Child Health and Human Development/International Dyslexia Assoc.)				2	Explain the reasoning or evidence behind the main points in the definition (Level 1).			
3	Recognize that dyslexia and other reading difficulties exist on a continuum of severity.				3	Recognize levels of instructional intensity, duration, and scope appropriate for mild, moderate, and severe reading disabilities (Level 1).			
4	Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.)				4	Match symptoms of the major subgroups of poor readers as established by research, including those with dyslexia, and identify typical case study profiles of those individuals (Level 2).			
5	Identify how symptoms of reading difficulty may change over time in response to development and instruction.				5	Identify predictable ways that symptoms might change as students move through the grades (Level 2).			

6	Understand federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.			6	<ul style="list-style-type: none"> a. Explain the most fundamental provisions of federal and state laws pertaining to the rights of students with disabilities, especially students' rights to a free, appropriate public education, an individualized education plan (including a Section 504 individual accommodation plan), services in the least restrictive environment, and due process. (Level 1). b. Appropriately implement federal and state laws in identifying and serving students with learning disabilities, reading disabilities, and dyslexia (Level 2). 		
---	--	--	--	---	---	--	--

Explanatory Notes:

To identify children with dyslexia and other learning disabilities, teachers must understand and recognize the key symptoms of these disorders, as well as how the disorders differ from each other. In order to plan instruction and detect older students with learning disabilities who may have been overlooked in the early grades, teachers also should understand how students' difficulties may change over time, based on developmental patterns, experience, and instruction, as well as on increases in expectations across grades.

D. INTERPRETATION AND ADMINISTRATION OF ASSESSMENT FOR PLANNING INSTRUCTION

Content Knowledge		Application				Observable Competencies for Teaching Students with Dyslexia and Related Disorders					
		Mastery		Mastery		Mastery		Mastery			
		Yes	No	Yes	No	Yes	No	Yes	No		
1	Understand the differences among screening, diagnostic, outcome, and progress-monitoring assessments.			1	1. Match each type of assessment and its purpose (Level 1).			1	Administer screenings and progress monitoring assessments (Level 1).		
2	Understand basic principles of test construction, including reliability, validity, and norm-referencing, and know the most well-validated screening tests designed to identify students at risk for reading difficulties.			2	Match examples of technically adequate, well- validated screening, diagnostic, outcome, and progress-monitoring assessments (Level 1).			2	Explain why individual students are or are not at risk in reading based on their performance on screening assessments (Level 1).		
3	Understand the principles of progress-monitoring and the use of graphs to indicate progress.			3	Using case study data, accurately interpret progress-monitoring graphs to decide whether or not a student is making adequate progress (Level 1).			3	Display progress- monitoring data in graphs that are understandable to students and parents (Level 1).		
4	Know the range of skills typically assessed by diagnostic surveys of phonological skills, decoding skills, oral reading skills, spelling, and writing.			4	Using case study data, accurately interpret subtest scores from diagnostic surveys to describe a student's patterns of strengths and weaknesses and instructional needs (Level 2).			4	Administer educational diagnostic assessments using standardized procedures (Level 2).		

5	Recognize the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.			5	Find and interpret appropriate print and electronic resources for evaluating tests (Level 1).			5	Write reports that clearly and accurately summarize a student's current skills in important component areas of reading and reading comprehension (Level 2).		
6	Interpret measures of reading comprehension and written expression in relation to an individual child's component profile.			6	Using case study data, accurately interpret a student's performance on reading comprehension or written expression measures and make appropriate instructional recommendations.			6	Write appropriate, specific recommendations for instruction and educational programming based on assessment data (Level 2).		

Explanatory Notes:

Teachers' ability to administer and interpret assessments accurately is essential both to early identification of students' learning problems and to planning effective instruction. Appropriate assessments enable teachers to recognize early signs that a child may be at risk for dyslexia or other learning disabilities, and the assessments permit teachers to target instruction to meet individual student's needs. Teachers should understand that there are different types of assessments for different purposes (e.g., brief but frequent assessments to monitor progress versus more lengthy, comprehensive assessments to provide detailed diagnostic information), as well as recognize which type of assessment is called for in a particular situation. Teachers need to know where to find unbiased information about the adequacy of published tests, and to interpret this information correctly, they require an understanding of basic principles of test construction and concepts such as reliability and validity. They also should understand how an individual student's component profile may influence his or her performance on a particular test, especially on broad measures of reading comprehension and written expression. For example, a child with very slow reading is likely to perform better on an untimed measure of reading comprehension than on a stringently timed measure; a child with writing problems may perform especially poorly on a reading comprehension test that requires lengthy written responses to open-ended questions.

E-1. STRUCTURED LANGUAGE TEACHING: PHONOLOGY

Content Knowledge				Observable Competencies for Teaching Students with Dyslexia and Related Disorders			
		Mastery				Mastery	
		Yes	No			Yes	No
1	Identify the general and specific goals of phonological skill instruction.			1	Explicitly state the goal of any phonological awareness teaching activity (Level 1).		
2	Know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).			2	a. Select and implement activities that match a student's developmental level of phonological skill (Level 1). b. Design and justify the implementation of activities that match a student's developmental level of phonological skill (Level 2).		
3	Identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting, and deleting sounds.			3	Demonstrate instructional activities that identify, match, blend, segment, substitute, and delete sounds (Level 1).		
4	Understand the principles of phonological skill instruction; brief, multisensory, conceptual, and auditory-verbal			4	a. Successfully produce vowel and consonant phonemes (Level 1). b. Teach articulatory features of phonemes and words; use minimally contrasting pairs of sounds and words in instruction; support instruction with manipulative materials and movement (Level 2).		
5	Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.			5	a. Direct students' attention to speech sounds during reading, spelling, and vocabulary instruction using a mirror, discussion of articulatory features, and so on as scripted or prompted (Level 1). b. Direct students' attention to speech sounds during reading, spelling, and vocabulary instruction without scripting or prompting (Level 2).		
6	Understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.			6	Explicitly contrast first and second language phonological systems, as appropriate, to anticipate which sounds may be most challenging for the second language learner (Level 2).		

Explanatory Notes:

Phonological awareness, basic print concepts, and knowledge of letter sounds are foundational areas of literacy. Without early, research-based intervention, children who struggle in these areas are likely to continue to have reading difficulties. Furthermore, poor phonological awareness is a core weakness in dyslexia. Ample research exists to inform teaching of phonological awareness, including research on the phonological skills to emphasize in instruction, appropriate sequencing of instruction, and integrating instruction in phonological awareness with instruction in alphabet knowledge. Teachers who understand how to teach these foundational skills effectively can prevent or ameliorate many children's reading problems, including those of students with dyslexia.

E-2. STRUCTURED LANGUAGE TEACHING: PHONICS AND WORD RECOGNITION

Content Knowledge				Observable Competencies for Teaching Students with Dyslexia and Related Disorders			
		Mastery				Mastery	
		Yes	No			Yes	No
1	Know or recognize how to order phonics concepts from easier to more difficult.			1	Plan lessons with a cumulative progression of word recognition skills that build one on another (Level 1).		
2	Understand principles of explicit and direct teaching: model, lead, give guided practice, and review.			2	Explicitly and effectively teach (e.g., information taught is correct, students are attentive, teacher checks for understanding, teacher scaffolds students' learning) concepts of word recognition and phonics; apply concepts to reading single words, phrases, and connected text (Level 1).		
3	State the rationale for multisensory and multimodal State the rationale for multisensory and multimodal			3	Demonstrate the simultaneous use of two or three learning modalities (to include listening, speaking, movement, touch, reading, and/or writing) to increase engagement and enhance memory (Level 1).		
4	Know the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing.			4	Plan and effectively teach all steps in a decoding lesson, including single-word reading and connected text that is read fluently, accurately, and with appropriate intonation and expression (Level 1).		
5	Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.			5	Adapt the pace, format, content, strategy, or emphasis of instruction according to students' pattern of response (Level 2).		

Explanatory Notes:

The development of accurate word decoding skills - that is, the ability to read unfamiliar words by applying phonics knowledge - is an essential foundation for reading comprehension in all students. Decoding skills often are a central weakness for students with learning disabilities in reading, especially those with dyslexia. Teachers' abilities to provide explicit, systematic, appropriately sequenced instruction in phonics is indispensable to meet the needs of this population, as well as to help prevent reading problems in all beginning readers. Teachers should also understand the usefulness of multisensory, multimodal techniques in focusing students' attention printed words, engaging students and enhancing memory.

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

E-3. STRUCTURED LANGUAGE TEACHING: FLUENT, AUTOMATIC READING OF TEXT

Content Knowledge				Observable Competencies for Teaching Students with Dyslexia and Related Disorders							
			Mastery					Mastery			
			Yes	No				Yes	No		
1	Understanding the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse, and motivation to read.					1	Assess students' fluency rate and determine reasonable expectations for reading fluency at various stages of reading development, using research-based guidelines and appropriate state and local standards and benchmarks (Level 1).				
2	Understand reading fluency as a stage of normal reading development; as the primary symptom of some reading disorders; and as a consequence of practice and instruction.					2	Determine which students need a fluency-oriented approach to instruction, using screening, diagnostic, and progress-monitoring assessments (Level 2).				
3	Define and identify examples of text at a student's frustration, instructional, and independent reading level.					3	Match students with appropriate texts as informed by fluency rate to promote ample independent oral and silent reading (Level 1).				
4						4	Design lesson plans that incorporate fluency-building activities into instruction at sub-word and word levels (Level 1).				
5	Know which instructional activities and approaches are most likely to improve fluency outcomes.					5	Design lesson plans with a variety of techniques to build reading fluency, such as repeated readings of passages, alternate oral reading with a partner, reading with a tape, or rereading the same passage up to three times. (Level 1).				
6	Understand techniques to enhance student motivation to read.					6	Identify student interests and needs to motivate independent reading (Level 1).				
7	Understand appropriate uses of assistive technology for students with serious limitations in reading fluency.					7	Make appropriate recommendations for use of assistive technology in general education classes for students with different reading profiles (e.g., dyslexia versus language disabilities) (Level 2).				

Explanatory Notes:

Reading fluency is the ability to read text effortlessly and quickly as well as accurately. Fluency develops among typical readers in the primary grades. Because fluency is a useful predictor of overall reading competence, especially in elementary-aged students, a variety of fluency tasks have been developed for use in screening and progress-monitoring measures. Furthermore, poor reading fluency is a very common symptom of dyslexia and other reading disabilities; problems with reading fluency can linger even when students' accuracy in word decoding has been improved through effective phonics intervention. Although fluency difficulties may sometimes be associated with processing weaknesses, considerable research supports the role of practice, wide exposure to printed words, and focused instruction in the development and remediation of fluency. To address students' fluency needs, teachers must have a range of competencies, including the ability to interpret fluency-based measures appropriately, to place students in appropriate types and levels of texts for reading instruction, to stimulate students' independent reading, and to provide systematic fluency interventions for students who require them. Assistive technology (e.g., text-to-speech software) is often employed to help students with serious fluency difficulties function in general education settings. Therefore, teachers, and particularly specialists, require knowledge about the appropriate use of this technology.

E-4. STRUCTURED LANGUAGE TEACHING: VOCABULARY

Content Knowledge				Observable Competencies for Teaching Students with Dyslexia and Related Disorders			
		Mastery				Mastery	
		Yes	No			Yes	No
1	Understand the role of vocabulary development and vocabulary knowledge in comprehension.			1	Teach word meanings directly using contextual examples, structural (morpheme) analysis, antonyms and synonyms, definitions, connotations, multiple meanings, and semantic feature analysis (Levels 1 and 2).		
2	Understand the role and characteristics of direct and indirect (contextual methods of vocabulary instruction).			2	Lesson planning reflects: <ul style="list-style-type: none"> A. Selection of material for read-alouds and independent reading that will expand students' vocabulary. B. Identification of words necessary for direct teaching that should be known before the passage is read. C. Repeated encounters with new words and multiple opportunities to use new words orally and in writing. D. Recurring practice and opportunities to use new words in writing and speaking. 		

Explanatory Notes:

Vocabulary, or knowledge of word meanings, plays a key role in reading comprehension. Knowledge of words is multifaceted, ranging from partial recognition of the meaning of a word to deep knowledge and the ability to use the word effectively in speech or writing. Research supports both explicit, systematic teaching of word meanings and indirect methods of instruction such as those involving inferring meanings of words from sentence context or from word parts (e.g., common roots and affixes). Teachers should know how to develop students' vocabulary knowledge through both direct and indirect methods. They also should understand the importance of wide exposure to words, both orally and through reading, in students' vocabulary development. For example, although oral vocabulary knowledge frequently is a strength for students with dyslexia, over time, low volume of reading may tend to reduce these students' exposure to rich vocabulary relative to their typical peers; explicit teaching of word meanings and encouragement of wide independent reading in appropriate texts are two ways to help increase this exposure.

E-5. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

Content Knowledge				Observable Competencies for Teaching Students with Dyslexia and Related Disorders			
				Mastery			
		Yes	No			Yes	No
1	Understand the role of vocabulary development and vocabulary knowledge in comprehension.			1	a. State purpose for reading, elicit or provide background knowledge, and explore key vocabulary (Level 1). b. Query during text reading to foster attention to detail, inference-making, and mental model construction (Level 1). c. Use graphic organizers, note-taking strategies, retelling and summarizing, and cross-text comparisons (Level 1).		
2	Contrast the characteristics of major text genres including narration, exposition, and argumentation.			2	Lesson plans reflect a range of genres, with emphasis on narrative and expository texts (Level 1)		
3	Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.			3	Lesson plans reflect a range of genres, with emphasis on narrative and expository texts (Level 1).		
4	Identify in any text the phrases, clauses, sentences, paragraphs and "academic language" that could be a source of miscomprehension.			4	Anticipate confusions and teach comprehension of figurative language, complex sentence forms, cohesive devices, and unfamiliar features of text (Level 2).		
5	Understand levels of comprehension including the surface code, text base, and mental model (situation model).			5	Plan lessons to foster comprehension of the surface code (the language), the text base (the underlying ideas), and a mental model (the larger context for the ideas) (Level 1)		
6	Understand factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability knowledge of literacy structures and conventions, and use of skills and strategies for close reading of text.			6	Adjust the emphasis of lessons to accommodate learners' strengths and weaknesses and pace of learning (Level 2).		

Explanatory Notes:

Good reading comprehension is the ultimate goal of reading instruction. Reading comprehension depends not only upon the component abilities discussed in previous sections, but also upon other factors, such as background knowledge and knowledge of text structure. In order to plan effective instruction and intervention in reading comprehension, teachers must understand the array of abilities that contribute to reading comprehension and use assessments to help pinpoint students' weaknesses. For instance, a typical student with dyslexia, whose reading comprehension problems are associated mainly with poor decoding and dysfluent reading, will need different emphases in intervention than will a student with poor comprehension skills whose problems revolve around broad weaknesses in vocabulary and oral comprehension. In addition, teachers must be able to model and teach research-based comprehension strategies, such as summarization and the use of graphic organizers, as well as use methods that promote reflective reading and engagement. Oral comprehension, but wide reading also contributes to the development of oral comprehension, especially in older students. Teachers should understand the relationships among oral language, reading comprehension, and written expression, and they should be able to use appropriate writing activities to build students' comprehension.

E-6. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

Content Knowledge		Observable Competencies for Teaching Students with Dyslexia and Related Disorders					
		Mastery		Mastery			
		Yes	No	Yes	No		
1	Handwriting Know research-based principles for teaching letter naming and letter formation, both manuscript and cursive.			1	Handwriting Use multisensory techniques to teach letter naming and letter formation in manuscript and cursive forms (Level 1).		
2	Know techniques for teaching handwriting fluency.			2	Implement strategies to build fluency in letter formation, and copying and transcription of written language (Level 1).		
1	Spelling Recognize and explain the relationship between transcription skills and written expression.			1	Spelling Explicitly and effectively teach (e.g., information taught is correct, students are attentive, teacher checks for understanding, teacher scaffolds students' learning) concepts related to spelling (e.g., a rule for adding suffixes to base words) (Level 1).		
2	Identify students' levels of spelling development and orthographic knowledge.			2	Select materials and/or create lessons that address students' skill levels (Level 1).		
3	Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling.			3	Analyze a student's spelling errors to determine his or her instructional needs (e.g., development of phonological skills versus learning spelling rules versus application of orthographic or morphemic knowledge in spelling) (Level 2).		

1	Written Expression Understand the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).			1	Written Expression Integrate basic skill instruction with composition in writing lessons.		
2	Know grade and developmental expectations for students' writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.			2	<ul style="list-style-type: none"> a. Select and design activities to teach important components of writing, including mechanics/conventions of writing, composition, and revision and editing processes. b. Analyze students' writing to determine specific instructional needs. c. Provide specific, constructive feedback to students targeted to students' most critical needs in writing. d. Teach research-based writing strategies such as those for planning, revising, and editing text. e. Teach writing (discourse) knowledge, such as the importance of writing for the intended audience, use of formal versus informal language, and various schemas for writing (e.g., reports versus narratives versus arguments). 		
3	Understand appropriate uses of assistive technology in written expression.			3	Make appropriate written recommendations for the use of assistive technology in writing.		

Explanatory Notes:

Just as teachers need to understand the component abilities that contribute to reading comprehension, they also need a componential view of written expression. Important component abilities in writing include basic writing (transcription) skills such as handwriting, keyboarding, spelling, capitalization, punctuation, and grammatical sentence structure; text generation (composition) processes that involve translating ideas into language, such as appropriate word choice, writing clear sentences, and developing an idea across multiple sentences and paragraphs; and planning, revision and editing processes. Effective instruction and intervention in written expression depend on pinpointing an individual student's specific weaknesses in these different component areas of writing, as well as on teachers' abilities to provide explicit, systematic teaching in each area. Teachers must also be able to teach research-based strategies in written expression, such as those involving strategies for planning and revising compositions, and teachers need to understand students with writing difficulties. Teachers should recognize the appropriate uses of technology in writing (e.g., spell-checkers can be valuable but do not replace spelling instruction and have limited utility for students whose misspellings are not recognizable). Specialists should have even greater levels of knowledge about technology.

SECTION II: GUIDELINES PERTAINING TO SUPERVISED PRACTICE OF TEACHERS OF STUDENTS WITH DOCUMENTED READING DISABILITIES OR DYSLEXIA WHO WORK IN SCHOOL [CLINICAL OR PRIVATE PRACTICE SETTINGS]

Training programs for individuals who are learning to work with challenging students often distinguish levels of expertise by the skills and experience of the individual and the amount of supervised practice required for certification. These levels are labeled differently by various programs and are distinguished here by the designation of "Level I" and "Level II".

- A. Level I individuals are practitioners with basic knowledge who:
 1. Demonstrate proficiency to instruct individuals with a documented reading disability or dyslexia;
 2. Implement an appropriate program with fidelity; and
 3. Formulate and implement an appropriate lesson plan.
- B. Level II individuals are specialists with advanced knowledge who:
 1. May work in private practice settings, clinics, or schools;
 2. Demonstrate proficiency in assessment and instruction of students with documented reading disabilities or dyslexia;
 3. Implement and adapt research-based programs to meet the needs of individuals.

To attain Level I status, an individual must:

- Pass an approved basic knowledge proficiency exam;
- Complete a one-to-one practicum with a student or small group of one to three well-matched students who have a documented reading disability. A recognized, certified instructor* provides consistent oversight and observations of instruction delivered to the same student(s) over time, and the practicum continues until expected proficiency is reached.**
- Demonstrate (over time) instructional proficiency in all Level I areas outlined on the IDA Knowledge and Practice Standards, Section I that is responsive to student needs.
- Document significant student progress with formal and informal assessments as a result of the instruction.

To attain Level II status, an individual must:

- Pass an approved advanced knowledge proficiency exam;
- Complete a 1:1 practicum with a student or small group of well-matched students (1-3) who have a documented reading disability. A recognized, certified instructor* provides consistent oversight and observations of instruction delivered to the same student(s) over time, and the practicum continues until expected proficiency is reached.**
- Demonstrate (over time) diagnostic instructional proficiency in all Level 1 and 2 areas outlined on IDA Standards document, Section I.
- Provide successful instruction to several individuals with dyslexia who demonstrate varying needs and document significant student progress with formal and informal assessments as a result of the instruction.
- Complete an approved educational assessment of a student with dyslexia and/or language-based reading disability, including student history and comprehensive recommendations.

*A recognized or certified instructor is an individual who has met all of the requirements of the level they supervise but who has additional content knowledge and experience in implementing and observing instruction for students with dyslexia and other reading difficulties in varied settings. A recognized instructor has been recommended by or certified by an approved trainer mentorship program that meets these standards. The trainer mentorship program has been reviewed by and approved by the IDA Standards and Practices Committee.

**Documentation of proficiency must be:

- Completed by a recognized/certified instructor providing oversight in the specified program;
- Completed during full (not partial) lesson observations; and
- Must occur at various intervals throughout the instructional period with student.

CENTER INDEPENDENT SCHOOL DISTRICT

LEGAL ISSUES FOR DYSLEXIA TEACHERS AND CAMPUSES

Provision of a Free Appropriate Public Education (FAPE):

A recipient that operates a public elementary or secondary education program or activity shall provide a free appropriate public education to each qualified person with a disability who is in the recipient's jurisdiction, regardless of the nature or severity of the person's disability. 34 CFR §104.33

A school district's Section 504 compliance with the obligation to provide FAPE hinges on its following specific procedures in the provision of services to students with disabilities. Section 504 regulations at 34 CFR §104.33(b)(1)(ii) establish the procedural component of FAPE by requiring "adherence to procedures that satisfy the requirements of §104.34, §104.35, and §104.36."

District violated §504 by failing to maintain guidelines for providing services to students with disabilities. [School Admin. Unit No. 6 (1994)].

FAPE under §504 is NOT bound by a cost-sensitive standard, such as reasonable accommodation. [Response to Zirkel (1993); ADA, (2009)].

Insufficient staff, heavy workloads, and inadequate pay are NOT acceptable excuses for failing to provide students with disabilities with FAPE. [Department of Public Instruction (1988); Sherry (1979)].

Violation of §504 resulted from failure of student's teachers to consistently implement certain accommodations, including progress reports, provided for under §504 plan. [Inglewood (2008)].

Student deprived of FAPE when district did not provide him with class notes as required by §504 plan; two teachers did not receive copy of plan until a month into school year. [Barlow County (2009)].

Kindergarten student, who missed 30-minute block of inclusion time for at least two months, did NOT receive FAPE; shortage in time called for by the student's plan constituted material plan implementation failure. [Norton (2009)].

District failed to properly implement student's §504 plan when it failed to provide accommodations for use during the state assessment. [Lake County (2008)].

District inconsistently implemented services student's plan, as paraprofessional assigned to the student confirmed she was sometimes unavailable due to staffing shortages; district also did not fully disseminate copy of plan to all employees responsible for provision of services to student. [Toltec (2008)].

District denied FAPE to student with ADHD because §504 plan lacked specificity and was not distributed to staff responsible for implementing it. [Corunna (2005)].

In implementation cases, a denial of the FAPE regulation is triggered by substantial or fundamental alteration of a basic element of the student's program or in the level of services to the student; in this case, a failure to provide 20 percent of the child's plan for the school year met this standard. [Minneapolis (2003)].

Significant persons responsible for a student's accommodation plan lacked requisite knowledge and training, resulting in denial of FAPE in violation of §504. [Ocean View (1995)].

Compensatory Education:

Although the majority of federal courts have held that compensatory damages are an available remedy under §504, they are divided on whether an award of damages must be conditioned on a showing of intentional discrimination. There is however some disagreement as to whether punitive damages are available under §504.

Compensatory damages are available remedy under §504. [Breanne C. (2009); A. W. v. Jersey City (2007); Butler (2000); Garrett (1996); W.B. (1995)].

Because §504 claim relied on district's denial of FAPE and nothing in record indicated injury as result of anything other than denial of FAPE, appropriate remedy was compensatory education, not monetary damages. [School District of Philadelphia (2009)].

Parents have right to sue districts for alleged FAPE violations, as the definition of FAPE provided in the regulations further the statute's nondiscriminatory aims; parents also can seek monetary damages under §504 for a denial of FAPE. [Mark H. (2008)].

Fidelity of Program Implementation:

Fidelity of implementation - means carry out an instructional program in the manner in which it was designed. All campus teams, from the RTI core team, §504 committee and/or ARD committee, are not able to analyze data and provide supports if it cannot determine the appropriateness of the instruction within the classroom.

"Fidelity means that district and campus staff apply the intervention in the manner it was intended, based on how it was researched and validated. If the intervention requires a minimum of three 30-minute sessions per week and you have decided that you don't have time but for two 30-minute sessions per week, then you have NOT met fidelity. You cannot reduce the total time or time per session, or alter the materials and still maintain fidelity." [John McCook, The RTI Guide (2006)].

District level teams must outline the assessments to be used in the RTI, §504 and/or Special Education process; devise a user-friendly format for presenting the data; articulate the interventions endorsed by the district; create a system for analyzing the data; and outline methods for accountability -particularly when intervention non-compliance occurs. [Andrea Ogonosky, The Response to Intervention Handbook (2008)].

Lack of fidelity/treatment integrity compromises (1) our assessment of student progress and (2) our ability to determine the efficacy of the intervention. [Brown-Chidsey and Steege, Response to Intervention (2010), pg. 45].

The reauthorized Elementary and Secondary Education Act, commonly referred to as NCLB, states that all reading intervention should be research based. In order to be a valid research-based methodology, material, or strategy, the intervention must be delivered to replicate the intervention cited in the research. If it is not provided with fidelity, the intervention is no longer research based and, thus, is out of compliance with that component of the law. The delivery of a dyslexia program must be in accordance with the way the program was designed to be delivered. Therefore, when a district has purchased a program, the amount of time for instruction/intervention reflected in the author's/publisher's program mandates the amount of time required to deliver the instruction. (The Dyslexia Handbook, Revised 2014, Question #41, pg. 72).

DYSLEXIA DISTRICTWIDE PROFESSIONAL DEVELOPMENT AND REQUIRED TRAINING

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2014. (pg. 41)

School Districts MUST do the following:

... "Provide training about dyslexia to educators."

Texas Administrative Code 19 TAC§74.28(c)

... "Teachers who screen and treat these students (dyslexia) must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in 'Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.' The professional development activities specified by each district and/or campus planning and decision making committee shall include these instructional strategies."

Texas Administrative Code 19 TAC §74.28(f)

"Each school must provide each identified student access at his or her campus to instructional programs required in subsection (c) of this section and to the services of a teacher trained in dyslexia and related disorders "

Texas Education Code §21.044

... "(b) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the curriculum for that degree, instruction in detection and education of students with dyslexia."

"(c) The instruction under Subsection (b) must: ... (2) include information on: (A) characteristics of dyslexia; (B) identification of dyslexia; and (C) effective, multisensory strategies for teaching students with dyslexia."

Texas Education Code §21.054(b)(c)

"(b) Continuing education requirements for an educator who teaches students with dyslexia must include training regarding new research and practices in educating students with dyslexia."

"(c) The training required under Subsection (b) may be offered in an online course."

DYSLEXIA PARENT AWARENESS: LEGAL REQUIREMENTS

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2014. (pg. 42).

"School districts MUST:

... "Provide a parent education program."

Texas Administrative Code 19 TAC§74.28(h)

"(h) Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: awareness of characteristics of dyslexia and related disorders, information on testing and diagnosis of dyslexia, information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing."

DYSLEXIA PARENT AWARENESS: RECONGNIZING DYSLEXIA

Dyslexia is:

- One of several distinct learning disabilities.
- Of constitutional origin and is NOT the result of a generalized developmental delay or sensory impairment.
- Is language-based. There is a weak sensitivity to the sounds of language (insufficient phonological processing ability).
- Characterized by having difficulty reading or decoding single words. This difficulty is unexpected for the age and in comparison to other cognitive and academic abilities. Other language skills are often variably and conspicuously impaired, particularly writing and spelling.
- 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 usually 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 include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002).
- Manifested by difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity.

Characteristics of Dyslexia:

- Difficulty saying the alphabet correctly in sequence
- Difficulty forming the shapes of the letters
- Difficulty writing the alphabet correctly in sequence
- Errors in naming letters
- Difficulty in learning and remembering printed words
- Repeated spelling errors
- Difficulty in handwriting
- Slow rate of writing
- Difficulty with reading comprehension

Characteristics, which may be associated with dyslexia:

- Delay in spoken language
- Difficulty pronouncing words with sounds in the right order
- Difficulty finding the "right" word
- Late establishing preferred writing handedness
- Late learning right, left, and other directionality components
- Problems learning concept of time and temporal sequencing
- Family history of similar problems

OTHER FACTORS TO CONSIDER

Trends and Tendencies:

- Grades slip downward year-to-year
- Inconsistent grades from day-to-day
- Inconsistent performance on standardized tests

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

- Confusion with math symbols, but not computation
- Math computation is better than word problems
- Memorized spelling is better than spontaneous spelling
- Homework is better quality than classwork
- Inordinate time spent on homework
- Deteriorated organization and study habits
- Deteriorating motivation and self-esteem
- Good grades but too much struggle is evident
- Chooses oral performance over written when given chance
- Compensation by use of pictures, prompt from teacher, etc.
- Stress reflected by irregular writing and uneven pencil pressure

Frequent, Common or Typical Behaviors:

- Short attention span
- Posture indicative of poor self-esteem
- Anxiety results in inappropriate behaviors
- Withdrawal
- Inordinate stress during performance time
- Cheating
- Overcompensation through pseudo-confidence
- Poor motivation resulting from lack of success
- Situational behaviors manifested in specific situation (child/teacher conflict) though not characteristic of student's general behavior

These students may exhibit intellectual ability, mechanical ability, and talent in non-academic areas, social skills, and other strengths.

WHAT CAN A PARENT DO TO HELP A CHILD WITH DYSLEXIA?

Help your child understand the nature of his/her difficulty:

- Read books or view videos about dyslexia
- Emphasize the child's abilities instead of "disabilities"

Help other members of the family:

Help others recognize and understand your child's learning disability. Family members often ask "who, what, where, and when" questions to get the necessary information.

Help your child locate and develop other talents

- Sports, art, music, mechanics, hobbies, etc.
- Help improve your child's self-image by giving your child tasks he/she can master:
- Give the child chores to do (e.g., setting the table for supper, clearing the dishes, and making the beds).
- Make short lists of tasks to help the child remember. A list is impersonal and reduces irritations. The child will gain satisfaction as he checks off tasks completed.
- Often children do not process multiple requests quickly or accurately. State your ideas in simple, clear, one-concept commands and ask the child to repeat what was said. Speaking at a slower rate of speed to the child is often helpful.

Structure the child's life at home:

- Stick to a regular routine for meals, play, TV, chores, homework, etc.
- Keep belongings in the same place. Help the child remember where to put them.
- Keep instructions simple - one at a time.
- Break tasks into small parts or steps.
- Relieve stress in weak areas.
- Guard against negative remarks, especially those referring to laziness or lack of effort.
- Avoid threats of punishment for such things as low grades, their need for repetition of directions, ineptness at simple tasks, etc.
- Set standards, goals, and expectations of achievement within reach of your child's abilities.

How Can Parents Build Self-Esteem?

- Praise your child often and sincerely
- Don't constantly nag or criticize
- Catch your child doing well
- Give your child opportunities to succeed
- Tell your child you believe in him or her
- Give your child lots of hugs and kisses
- Praise efforts that are working towards a goal
- Don't compare your child with anyone else
- Look for ways to make your child feel capable
- Encourage your child to make age appropriate decisions
- Give your child a chance to solve problems before jumping in
- Listen to your child's thoughts, feelings, and ideas without judging or criticizing

What Strengths Are We Likely to See in Individuals with Dyslexia?

- Highly creative
- Links previously unrelated ideas, processes
- Finds new ways to do old things
- Problem solver
- Inventor
- Builder
- Diplomat
- Good sense of humor
- Likes and enjoys helping people
- May anticipate people's emotions
- Excels at individual sports
- Works better alone than with team
- Understands animals, plants, living things
- Mechanically inclined
- Wants to know how things work
- Likes to repair or make things better
- Enjoys working with hands
- Likes building things
- Scientific thinker
- Very curious and observant
- A good motivator
- Has high energy
- Enthusiastic
- Is open-minded

Parent Suggestions for Student Success:

- Parent(s) establish good study habits for the child. Consider a regular study schedule and a quiet study environment to address possible attention interference. Monitor nightly study to verify work is progressing or is completed.
- Work closely with your child's teacher. Regular communication between parent and teacher is necessary.
- Parent(s) consider reading to child 15 minutes a day or acquiring audiotapes of books for read along.

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

- Help child develop a positive attitude and understanding of self-worth.
- Read Chapters 15, 16, and 17 in *Overcoming Dyslexia* by Sally Shaywitz for additional reading support.

RESOURCES

1. *Parenting a Struggling Reader* by Hall, S. & Moats, L. (2002) Broadway Books
2. *Learning Outside the Lines* by Mooney, J. & Cole, D.: Simon & Schuster
3. *Overcoming Dyslexia* by Shaywitz, Sally
4. The International Dyslexia Association -www.interdys.org
5. LD-Online -www.ldonline.org
6. Texas Scottish Rite Hospital -www.tsrhc.org/pchilddevelopment.cfm
7. Recording for the Blind and Dyslexic -www.rfbd.org
8. Talking Book Program, State of Texas -www.tsl.state.tx.us/tbp/

SPANISH RESOURCES

1. www.interdys.org -Refer to the following fact sheets:
 - Definition of Dyslexia
 - Dyslexia Basics
 - Dyslexia and Related Disorders
 - Multi-sensory Teaching
2. www.colorincolorado.org -Refer to the following:
 - Families
 - What you can do at home
 - Helping your child succeed at school
 - Let's read
3. www.elbalero.com.mx
4. www.kokone.com.mx

INSTRUCTION FOR STUDENTS WITH DYSLEXIA

Once it has been determined that a student has dyslexia, Center ISD will provide an appropriate instructional program for the student as required in TEC §38.003.

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.

The following procedures must be followed:

- Instructional decisions for a student with dyslexia are made by either the campus §504 committee or the ARD committee. The §504 committee must be composed of individuals that are knowledgeable about the student, the meaning of the evaluation information, and instructional components and approaches for students with dyslexia.
- Center ISD will utilize dyslexia curriculum for students with dyslexia and related disorders. This program is aligned with the descriptors found *The Dyslexia Handbook*, Revised 2014. The descriptors include the components of phonemic awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension and reading fluency. Instructional approaches to be used with students identified as having dyslexia include simultaneous, multisensory instruction, systematic and cumulative instruction, explicit instruction, diagnostic teaching to

automaticity, and synthetic and analytic instruction as required by TAC §74.28. The components of instruction and instructional approaches are described in The Dyslexia Handbook, Revised 2014.

- Each campus in the Center ISD must provide each identified student access at their home campus to an instructional program that meets the requirement in TAC §74.28(c) as well as the services of a teacher trained in dyslexia and related disorders. Teachers must meet the standards established by TEA and TEC §21.054. Center ISD, with the written consent of a student's parents or guardians, may offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus as per TAC 74.28.
- Parents/guardians of students eligible under §504 will be informed of all services and options available to the student under that federal statute.
- Teachers who provide the appropriate instruction for students with dyslexia must be trained in instructional strategies that utilize simultaneous, multisensory instruction, systematic and cumulative instruction, explicit instruction, diagnostic teaching to automaticity, and synthetic and analytic instruction as required by TAC §74.28 and The Dyslexia Handbook, Revised 2014.
- Teachers who provide the appropriate instruction for students with dyslexia must be trained in the professional development activities specified by Center ISD including training required by the dyslexia program developer and local district policy for implementation of their programs. Training must include the instructional strategies indicated in The Dyslexia Handbook, Revised 2014.

Components of Instruction

The instructional program offered by Center ISD shall be offered in small group arrangements (1:3 -1:6) and includes reading, writing, and spelling as appropriate. The major instructional strategies utilize individualized, intensive and multisensory methods as appropriate.

Components of instruction, as determined appropriate for the reading needs of the student, include the following:

- Phonological awareness -"Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes", (Birsh, 2011, pg. 19).
- Sound-symbol association -Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2011, pg. 19). "Explicit phonics refers to an organized program in which these sound symbol correspondences are taught systematically" (Berninger & Wolf, 2009, pg. 53).
- Syllabication -"A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following: closed, open, vowel consonant-e, r-controlled, vowel pair (or vowel team), and consonant i.e. (or final stable syllable). Rules for dividing syllables must be directly taught in relation to the word structure (Birsh, 2011, pg. 19).
- Orthography -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.
- Morphology -"Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words. A morpheme is the smallest unit of meaning in a given language" (Birsh, 2011, pg. 19).

- Syntax -"Syntax is the sequence and function of words in a sentence in order to convey meaning. This includes grammar and sentence variation and affects choices regarding mechanics of a given language" (Birsh, 2011, pg. 19).
- Reading comprehension -Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader's skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader's interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2011, pgs. 9 and 368; Snow, 2002).
- Reading fluency - "Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension." (Moats & Dakin, 2008, pg. 52). Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages). (Henry, 2010, pg. 104).

Instructional Approaches

It is critical that the way in which the content is delivered be consistent with research-based practices.

Principles of effective intervention for students with dyslexia include all of the following:

- Simultaneous, multisensory- "Multisensory instruction utilizes all learning pathways in the brain (visual, auditory, tactile kinesthetic) simultaneously in order to enhance memory and learning" (Birsh, 2011, pg. 19).
- Systematic and cumulative - "Systematic and cumulative instruction requires the organization of material follow order of the language. The sequence must begin with the easiest concepts and progress methodically to more difficult concepts. Each step must also be based on elements previously learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2011, pg. 19).
- Explicit instruction - "Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print" (Moats & Dakin, 2008, pg. 58). Explicit instruction is "an approach that involves direct instruction. The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, pg. 326).
- Diagnostic teaching to automaticity - "Diagnostic teaching is knowledge of prescriptive instruction that will meet individual student needs of language and print concepts. The teaching plan is based on continual assessment of the student's retention and application of skills" (Birsh, 2011, pg. 19). "This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student" (Moats & Dakin, 2008, pg. 58). "When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner" (Berninger & Wolf, 2009, pg. 70).
- Synthetic instruction - "synthetic instruction presents the parts of any alphabetic language (morphemes) to teach how the word parts work together to form a whole (e.g., base word, derivative)" (Birsh, 2011, pg. 19).
- Analytic instruction - "Analytic instruction presents the whole (e.g., base word, derivative) and teaches how the whole word can be broken into its component parts (e.g., base word, prefix, root, and suffix)" (Birsh, 2011, pg. 19).

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

Teachers of students with dyslexia shall be prepared to utilize these techniques and strategies. These teachers may also serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and/or special education teachers so long as such duties do not prevent the provision of a free appropriate public education (FAPE) in accordance with the student's individual accommodation plan (IAP). All individual accommodation plans must be implemented as written meeting fidelity standards for the teacher. The delivery of a dyslexia program must be in accordance with the way the program was designed to be delivered. The amount of time for instruction/intervention reflected in the author's /publisher's program mandates the amount of time required to deliver the instruction. (The Dyslexia Handbook, Revised 2014, Question # 41, pg. 72). Any and all dyslexia services specified in the student's written plan shall be made up with the exception of absences due to student illness or school cancellation. Teacher absences due to illness, meetings and/or trainings shall require said services for student to be scheduled for makeup. This is an issue of FAPE!

DYSLEXIA PROGRAM DESCRIPTION

ELEMENTARY CURRICULUM

Center ISD utilizes the following programs:

- Multisensory Teaching Approach
- Stevenson Language Skills Program –for students who started with this program.
- Scottish Rite Dyslexia Training Program –Pre-Flight and Take-Flight

MIDDLE AND HIGH SCHOOL CURRICULUM

Center ISD utilizes the following programs:

- Scottish Rite Program
- Multisensory Teaching Approach

DYSLEXIA REFERRAL PACKET CHECKLIST

Student: _____ DOB: _____ ID#: _____
 Grade: _____ Teacher : _____ Campus: _____

PLEASE PROVIDE THE DATE FOR THE FOLLOWING REQUIRED FORMS:

- | | |
|--|--|
| | Dyslexia Folder Cover Sheet |
| | Initial Student Referral to RtI |
| | Student Health Information |
| | Language Survey |
| | BICS/CALP Checklist (LEP student Only) |
| | Individual Intervention Plan (most current plan) |
| | Progress Monitoring Data (including charting of student progress) |
| | Referral to §504 for Dyslexia Evaluation |
| | Teacher Interview for the English Speaking Student At-Risk for Dyslexia |
| | Teacher Interview for the English Language Learner Receiving Spanish Reading Instruction and AtRisk Dyslexia |

AFTER DYSLEXIA FOLDER HAS BEEN REVIEWED AND APPROVED FOR AN EVALUATION BY THE DISTRICT DIRECTOR OF SPECIAL SERVICES AND 504, THE FOLLOWING FORMS MUST BE OBTAINED AND INCLUDED IN THE DYSLEXIA FOLDER:

- | | |
|--|--|
| | Notification to Parent of §504 Evaluation |
| | Parent consent for Initial §504 Evaluation/Placement |
| | §504 Receipt for Rights Notice |
| | Parent Consent for Dyslexia Evaluation |
| | Parent Interview Form for English Speaking Student |

OR

- | | |
|--|--|
| | Parent Interview Form for Spanish Speaking Student |
| | If student is already §504, update and/or include the following: |
| | §5041AP |
| | Student Health Information |
| | Screening for Language Dominance |
| | BICS/CALP Checklist (LEP students only) |
| | Teacher Interview for the English Speaking Student At-Risk for Dyslexia; OR |
| | Teacher Interview for the English Language Learner Receiving Spanish Reading Instruction & At-Risk for Dyslexia Parent Consent for Dyslexia Evaluation |
| | Parent Interview Form |

INCLUDE

- | | |
|-----------------------------------|--|
| • Copy of Special Programs Folder | • Copy of Report Card and Transcript |
| • Copy of Cumulative Record | • Student Work and Writing Samples |
| • Copy of DRA Scores | • Copy of all Benchmark and State Assessments Scores |
| • Copy of LPAC Information | • Copy of I-Station progress |

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

SUGGESTIONS FOR STUDENT SUCCESS: ACCOMMODATIONS AND/OR INTERVENTIONS

DIRECTIONS: The following accommodations and/or interventions are to be used with the Suggestions for Student Success. These accommodations and/or interventions may also be used on a student's IIP who has characteristics of dyslexia but is not eligible for §504.

PAGE	PROBLEM:	PURPOSE
9-2	PROBLEM:	DEMONSTRATES DIFFICULTY WITH VISUAL PROCESSING
9-4	PROBLEM:	DOES NOT KNOW ALL THE LETTERS OF THE ALPHABET
9-6	PROBLEM:	REVERSES LETTERS WHEN READING
9-8	PROBLEM:	OMITS, ADDS, SUBSTITUTES, OR REVERSES LETTERS, WORDS, OR SOUNDS WHEN READING ALOUD
9-10	PROBLEM:	DEMONSTRATES DIFFICULTY WITH PHONIC SKILLS WHEN READING
9-12	PROBLEM:	FAILS TO DEMONSTRATE WORD ATTACK SKILLS
9-16	PROBLEM:	DOES NOT COMPREHEND WHAT HE/SHE READS
9-18	PROBLEM:	DEMONSTRATES DIFFICULTY WITH READING FLUENCY
9-20	PROBLEM:	DEMONSTRATES DIFFICULTY WITH SPELLING
9-23	PROBLEM:	DEMONSTRATES DIFFICULTY WITH HANDWRITING
9-23	PROBLEM:	DEMONSTRATES DIFFICULTY WITH WRITTEN EXPRESSION
9-28	PROBLEM:	DEMONSTRATES DIFFICULTY WITH ORTHOGRAPHIC PROCESSING
9-31	PROBLEM:	DEMONSTRATES DIFFICULTY WITH AUDITORY PROCESSING
9-32	PROBLEM:	DEMONSTRATES DIFFICULTY WITH AUDITORY MEMORY
9-34	PROBLEM:	DEMONSTRATES DIFFICULTY WITH AUDITORY DISCRIMINATION
9-36	PROBLEM:	DEMONSTRATES DIFFICULTY WITH AUDITORY PERCEPTION
9-38	PROBLEM:	DEMONSTRATES DIFFICULTY WITH LISTENING COMPREHENSION
9-40	PROBLEM:	DEMONSTRATES DIFFICULTY WITH AUDITORY SYNTHESIS
9-42	PROBLEM:	DEMONSTRATES DIFFICULTY WITH LONG-TERM RETRIEVAL
9-44	PROBLEM:	DEMONSTRATES DIFFICULTY WITH SHORT-TERM RETRIEVAL
9-45	PROBLEM:	DEMONSTRATES DIFFICULTY WITH PROCESSING SPEED
9-46	PROBLEM:	DEMONSTRATES DIFFICULTY WITH FLUID REASONING
9-48	PROBLEM:	DYSGRAPHIA
9-53	PROBLEM:	DYSCALCULIA

PROBLEM: DEMONSTRATES DIFFICULTY WITH VISUAL PROCESSING

(e.g., Visual processing is the ability to make sense of information taken in through the eyes. The problem is not with a person's eyesight but with the way the brain processes visual information. Reading and mathematics are two subjects that are greatly affected by visual processing disorders. Both subjects require the accurate perception of symbols (letters, numbers, punctuation, math signs.)

STRATEGIES AND ACCOMMODATIONS:

1. The student is likely to experience extreme difficulty in copying material from chalkboards or textbooks and completing tasks that involve aligning information, such as writing basic math problems. Provide the student with a copy of notes from the board, as well as textbooks that she/he can write in.
2. Limit near-or far-point copying activities. When copying is necessary, do not require speed or accuracy.
3. Do not require the student to copy problems from his/her math or other textbooks. Instead, provide the student with clear worksheets that contain only a few problems and plenty of white space.
4. When the student is working on a worksheet with different sections, and activities, enhance the spatial organization of the page by using colors and frames. Use the following suggestions separately to avoid adding to the visual confusion:
5. Draw a frame or border around each major section with a marker or highlighter.
6. Place boxes on the paper in the places where the student will write important information.
7. Number the items, in a different color, on the worksheet in the order in which the student is to do them.
8. When the student is copying math problems onto his/her paper, have him/her write the problem itself with a colored, fine-point marker but work the problem in pencil. The color contrast will help distinguish between the digits in the problem and his/her own computation.
9. Provide verbal information to support information the student receives visually.
10. Allow the student to use a place marker or follow with his/her finger.
11. Provide repeated exposures to printed visuals.

NOTE: Of all of the cognitive abilities, visual processing is least related to academic performance. Thus, students with weaknesses in visual processing may not require any accommodations.

PROBLEM: DOES NOT KNOW ALL THE LETTERS OF THE ALPHABET

The following activities and recommended materials are drawn from the work and writings of Gillingham and Sillman; Cox and the teaching staff of the Language Laboratory of the Scottish Rite Hospital in Dallas, Texas; Hogan and Smith of Edmar Educational Associates in Frney, Texas; and the staff of the Neuhaus Education Center in Bellaire, Texas.

MATERIALS FOR INSTRUCTION:

1. Classroom uppercase alphabet strip
2. A set of 3-D plastic uppercase block letters for each student
3. Individual uppercase alphabet strip for each student

SCHEDULE:

1. Allot 5-7 minutes within a 50- to 60- minute lesson for letter identification
2. Activities should be taught through a multi-sensory letter introduction procedure

ACTIVITIES:

1. ALPHABET BATTLE

*Individual alphabet strip and 3-D letter set for each pair of students

Students are divided into pairs. Simultaneously, both players draw a letter from the set of 3-D letters without looking at the letters. Each player places his or her letter on the desk and says the name of the letter. The player whose letter is closer in the alphabetical order to "Z" wins both letters. The student must say, for example, "U is after G, I win the letters." The winner is the player with the most letters at the end of the game.

Variation: The player whose letter is closer to "A" wins the letters (e.g., "J is before T. I win the letters").

2. ALPHABET BINGO

*Individual alphabet strip (for reference) and 3-D letter set for each student 3-D letter set for the teacher

Each student selects any seven letters from his or her container of letters and places them on the desk in a vertical column on the left-hand side. The other letters are put away. The teacher selects one letter from another container, shows it to the students, and names it. Students repeat the name. If they have the letter on their desk, they move it to the right-hand side of the desk to form a second vertical column. The first person to move all seven letters to the right side of the desk is the winner. The teacher checks for accuracy by having the winner name the seven letters. For a faster game, start with fewer than seven letters.

3. GUESS WHAT?

*3-D letter set for each pair of students

A student, with eyes closed, draws a letter from a container. The student tries to identify the letter by its shape. If successful, the student keeps the letter and his or her opponent takes a turn. If unsuccessful, the student returns the letter to the container and his or her opponent takes a turn. Play continues until all 26 letters have been named or time runs out. The student with the most letters at the end of play is the winner.

4. DON'T SAY Z

*Individual alphabet strip for each pair of students

Two players alternate saying letters of the alphabet in sequence. Each player may choose to say two or three letters in one turn. For example, if Player 1 says, "AB" and Player 2 says, "COE", Then Player 1 can say, "FG" or "FGH", and so forth. The object is to avoid saying "Z".

Variation: The game can be changed to Catch the Z in which the object is to be the player who says, "Z".

5. SUPER SLEUTH

*One individual alphabet strip (for reference) and 3-0 letter set for each pair of students

*pencil and paper

The students work together in pairs to arrange the 3-D letters in an arc. The first student closes his or her eyes while the second student removes one letter and closes the gap left in the arc. The first student then must discover the missing letter. After the missing letter has been identified, it is replaced in the arc and the other student gets the chance to identify a missing letter. Students may keep track of correct guesses to determine the winner. The game continues until time runs out.

PROBLEM: REVERSES LETTERS WHEN READING

Letter reversals and letter transpositions are commonly associated with beginning readers, and students with dyslexia often continue to reverse and transpose letters within words. When students misidentify "b" as "d" or "p", visual perception or visual memory are not the sources of the difficulty. The students may not have made a stable or fixed association between the letter name or sound and the spatial orientation of the letter. For many students, it is only through extensive practice that secure associations are formed between the visual form and its verbal label.

STRATEGIES AND ACCOMMODATIONS:

MULTISENSORY PROCEDURE FOR INTRODUCING A LETTER OR LETTER CLUSTER: Letter-sound relationships are introduced through discovery teaching and multisensory structured procedure.

1. The teacher reads five or six discovery words that contain the new letter sound.
2. Students repeat each word while looking in a mirror and listening for the sound that is the same in all of the words.
3. While looking in the mirror, students repeat the sound and discover the position of the mouth. Is it opened or is it blocked or partially blocked by the tongue, teeth, or lips?
4. While placing their fingers on their vocal cords, students repeat the sound to discover whether the sound is voiced (cord will vibrate) or unvoiced.
5. Students determine whether the new sound is a vowel or a consonant sound. Vowel sounds are open and voiced. Consonants sounds are blocked or partially blocked by the tongue, teeth, or lips. They may be voiced or unvoiced.
6. Students guess the key word for the new sound by listening to a riddle or by feeling an object obscured in a container. The key word holds the new sound in memory.
7. The teacher writes the discovery words on the board.
8. Students determine the letter that is the same in all of the words and that represents the new sound.
9. The teacher shows a card with the new letter on it.
10. Students name the letter, say the key word, and give the sound.
11. The teacher names the new letter just before writing a large model of the letter on the board.
12. The teacher names the letter and then demonstrates sky writing. The teacher describes the letter strokes while sky writing the letter.
13. Students stand and sky write, naming the letter before writing.
14. The teacher distributes papers with a large model of the new letter.
15. Students trace the model three times with the pointer finger of the writing hand and three times with a pencil. Students name the letter each time before writing.
16. Students turn the model over, and the teacher dictates the name of the letter.
17. Students repeat the letter name and write the letter.
18. The teacher shows the letter card again as students name the letter, say the key word, and produce the sound.

During the various steps in this procedure, the four properties of the letter-name, sound, shape, and feel are being connected through the use of the auditory, visual and kinesthetic modalities. This multisensory teaching reinforces the discovery information and builds associations in memory.

PROBLEM: OMMITS, ADDS, SUBSTITUTES, OR REVERSES LETTERS, WORDS, OR SOUNDS WHEN READING ALOUD:

Accurate reading of words is key to associating pronunciations with correct orthographic patterns as well as to facilitating comprehension. The teacher can use the following strategies to guide a student to the accurate decoding of a word or to correct a mistake when he or she is reading.

STRATEGIES AND ACCOMMODATIONS:

1. MISREADING OR SKIPPING LETTERS:

If a student misreads a letter in a word (e.g., lid for lip) or skips a letter in a word (e.g., pat for past), then the teacher directs the student to name the letters in the word. The naming of the letters focuses the student's attention on the letters and also strengthens the orthographic identity of the word.

2. MISREADING A WORD:

If a student misreads a word (e.g., pane for plant) the teacher directs the student to use a backing-up procedure. The student identifies the syllable type, determines the vowel sound (short or long), and codes the vowel accordingly (i.e., marks it with a breve or a macron). The student produces the appropriate vowel sound and blends it with the consonant sound immediately after the vowel. He or she blends this unit with any remaining consonant sounds after the vowel, adding sounds one at a time. The reader then blends the vowel and all of the consonant sounds after the vowel with the consonant sound immediately before the vowel. Any remaining consonants that precede the vowel are blended on one at a time. The backing-up procedure with the word plant looks like this:

Step 1: The student codes a with a breve and says /a/	plant
Step 2: The student blends /a/ with /n/	plant
Step 3: The student blends /an/ with /t	plant
Step 4: The student blends /// with /ant/	plant
Step 5: The student blends whole word	plant

AUDITORY SYNTHESIS: The student may be quite familiar with the individual sound elements, but cannot blend them to make a smooth pronunciation of the word. The student may sound only the first symbol or two in a word and guess at the rest. He or she may sequence the sounds or syllables oddly. Recognition of the same sounds in different words will present a problem.

3. Have the student count the number of syllables in a word while the teacher says it slowly. The student can also tap the syllables and accent the word as it is being said by the teacher. Vocabulary familiar to the student should be used.
4. Use a sight word vocabulary approach in order to teach the student key words and phrases when reading directions and instructions (e.g., key words such as "circle", "underline", "match", etc.).
5. Tape record pronunciations of words on which the student commonly makes errors in order that he/she can hear all the sounds.
6. Have the student point to syllables as he/she reads them in order to help him/her recognize omissions, additions, substitutions, or reversals.
7. Have the student place his/her finger under each letter as it is sounded out and then sweep his/her finger under the whole word as the sounds are blended together to say the complete word.

8. Consider using the GLASS ANALYSIS METHOD (Easier to Learn, Box 329, Garden City, NY 11530)
 - a. Identify the whole word and the letters and sound of the target cluster (on a word card)
 - b. Give the sound(s) and ask for the letter or letters
 - c. Give the letter or letters and ask for the sound(s)
 - d. Take away letters and ask for the remaining sound
 - e. Say the whole word

STEPS IN GLASS ANALYSIS

- a. The word is carpenter
- b. What letters make the /er/ sound? The /ar/ sound? The /car/sound?
- c. What sound does the letters "ar" make? "ter"? "en"?
- d. Say carpenter without the /c/ sound. Say carpenter without the /ter/ sound.
- e. The word is carpenter.

This intervention is usually done in a small group for 10 minutes.

PROBLEM: DEMONSTRATES DIFFICULTY WITH PHONIC SKILLS WHEN READING

(Once the students have identified the letter-sound relationships of a word, they must meld the sounds to produce a word. The blending of the sounds in a word is a critical component of learning sound-symbol correspondences. Fluid blending of letter sounds aids students in producing recognizable words.)

STRATEGIES AND ACCOMMODATIONS:

1. Before students begin reading words, they should have opportunities to blend sounds together orally with the use of manipulative (e.g., blocks, buttons, pennies).
2. SAY IT SLOWLY:
Using one set of letter cards or lettered tiles, the teacher sets out m, e, and t. The teacher demonstrates how to say the word met slowly by blending the sounds together in units-by saying/ml, then /me/, then /met/, not by say /m/-/e/-/t/.
3. SAY IT FASTER, MOVE IT CLOSER:
Using one set of letter cards or lettered tiles, the teacher sets out s and a, separated by a wide space. The teacher points to the first letter. Students say /s/ and hold it until the teacher points to the second letter and students produce /o/. The letters are moved closer together and the procedure is repeated, with students blending the sounds together faster. The letters are moved closer together and sounds are produced together faster until students can produce the two sounds as a single unit, /sa/. A final consonant is added and blended with the unit to produce a word (e.g., sot, sod, sop).
4. ONSETS AND RIMES:
Using letter cards or lettered tiles, the teacher sets out o and t. Students blend the letter sounds to produce /at/. This /at/ unit is the rime, the combination of the vowel and the consonant(s) that comes after it in a syllable. The teacher places the letter m before the rime. This is the onset, the consonant(s) of a syllable before the vowel. Students blend /m/ and /o/ to produce /mot/. The teacher changes the onset to create new words that students blend and read (e.g., sot, rat, fat, bat). Other rimes for practice include the following: in, it, at, am, op, ang, ing, and link.
5. PLAYING WITH SOUNDS:
Using one set of letter cards or lettered tiles, the teacher set out o and t. The student blends the letter sounds to produce /at/. The teacher asks the student to change /at/ to /sat/. The student adds the card or tile with s and reads /sat/. The teacher asks the student to read new words by changing or adding new letter sounds (e.g., change satto mat, mat to map, map to mop, mop to top, top to stop).
6. TAPPING Our:
The teacher lays out or displays letter cards or letter tiles to form a word such as mat. Using one hand, students quickly tap the pointer finger to the thumb and say the sound of the first letter, /m/. In quick succession, they tap the middle finger to the thumb and say the sound of the second letter, /a/. Finally, they tap the ring finger to the thumb and say the sound of the final letter, /t/. When all of the letter sounds have been tapped out, students say the word as they drag the thumb across their fingers, beginning with the index finger.

7. TAPPING AND SWEEPING:

The teacher lays out letter cards or lettered tiles to form a word such as mat. Each student takes a turn. He or she makes a fist and taps under them as he or she says the sound m. Next, he or she taps under the a and says la/. Finally, he or she taps under the t and says It/. After the student has said each sound, he or she sweeps a fist under the letters and says the word.

8. Three programs that are based on research and research-based principles and that stress the transitions from phonemes to graphemes, as well as mastery of sound blending and sound-symbol connections, are Road to the Code, Phonic Reading Lessons, and Phoneme-Grapheme Mapping.

9. Examples of Systematic Phonics Approaches

- Corrective Reading (www.sraonline.com)
- Explode the Code (www.epsbooks.com)
- Foundations (www.wilsonlanguage.com)
- Phonics Reading Lessons (www.academictherapy.com)
- Touch Phonics (www.epsbooks.com)

PROBLEM: FAILS TO DEMONSTRATE WORD ATTACK SKILLS

Children with dyslexia have extraordinary difficulty in using word attack skills to read new words as well as trouble committing decoded words to memory.

STRATEGIES AND ACCOMMODATIONS:

1. AUDITORY AWARENESS OF SYLLABLES: The following activities promote awareness of syllables in words.
 - a. Syllable awareness begins early, with students identifying or generating short words (farm, feet, fat, fark, food) and long words (February, firefighter, fisherman). The chosen words might begin with a certain sound or pertain to a particular unit of study (plants, animals, ocean, United States)
 - b. Students repeat words dictated by the teacher. They clap or tap out the number of syllables. The teacher starts with compound words (playground, flashlight, cowboy), then moves on to two-syllable words (velvet, plastic, mascot) and then on to words with three or more syllables (fantastic, investment, invitation).
 - c. Students repeat words dictated by the teacher and move a counter (e.g., block, button, penny) for each syllable they hear. The use of the counters provides a visual and kinesthetic anchor for the sounds.
 - d. Students repeat a word with two or more syllables dictated by the teacher. Students are asked to repeat the word again, omitting a designated syllable as illustrated in the following dialogue:
 - Teacher: Say "transportation"
 - Students: Transportation
 - Teacher: Say "transportation" without "trans"
 - Students: Portation
 - Teacher: Say "transportation" without "tion" (sh) (u) (n)
 - Students: Transporta

This activity is effective in helping students with the correct pronunciations of words and becomes important reinforcement for reading and spelling words of more than one syllable.

2. SIX TYPES OF SYLLABLES:

A complicating factor in learning the sound-symbol correspondence of written English is the instability of the vowels - they have more than one sound. Knowledge of syllable types is an important organizing tool for decoding unknown words. Students can group letters into known syllable types that give clues about the sounds of the vowels. There are six orthographic types of syllables.

- a. Closed Syllable (it, bed, and, lost)
- b. Open Syllable (no, me, she, we, he)
- c. Vowel-Consonant-e Syllable (name, five, slope, these)
- d. Vowel-Pair(Vowel Team) Syllable (each, boil, sweet, tray)
- e. Vowel-r (R-Controlled) Syllable (fern, burn, thirst, star, bird, dollar, doctor)
- f. Consonant-le (Final Stable) Syllable (-die, -fie, -gle-, -pie, -age, -sion, -tion, -ture) A high percentage of the more than 600,000 words of English can be categorized as one of these syllable types or as a composite of different syllable types.

3. MORPHOLOGY

The study of morphemes not only provides a springboard for vocabulary development and spelling and bridges the gap between alphabetic reading and comprehension.

a. MULTISENSORY INTRODUCTION OF AFFIXES

Quite often the means to reading multisyllabic words is identifying affixes that are part of the word. Students may be able to recognize an unfamiliar word simply by identifying the affixes and then the remaining base word or root. Affixes can be introduced using a multisensory guided discovery approach:

1. The teacher reads a list of five or six derivatives that have a common trait as students repeat each word (e.g., joyful, careful, helpful, graceful, cheerful).
2. Students discover what sounds the same in each word.
3. The teacher writes the derivatives on the board.
4. Students discover which letters are the same in each word and where the letters are found.
5. Students discover whether the same letters (the affix) are a suffix or a prefix, and they discover the meaning of the affix.
6. Students verbalize what they have discovered (e.g., -ful is a consonant suffix that means full of).
7. The teacher writes the new affix on an index card and adds it to an affix deck that is systematically reviewed. During review, students identify and spell the affix, give a key word, give the pronunciation, and give the meaning of the affix (e.g., when looking at the affix cared for suffix -ful, students say, "Consonant suffix -ful, hopeful, /full, full of").

The four most frequent prefixes:

Dis-	opposite
In-, im-, il-, ir-	not
Re-	again
Un-	not

58% of prefixed words in English

The four most common suffixes

-ed	past tense verb
-ing	verb form
-ly	characteristic of
-s, -es	more than one

72% of suffixed words in English

b. SYLLABLE DIVISION

Skilled readers are able to sense where to divide longer words because they have an awareness of syllables and internalized the orthographic patterns of the language. The following activities heighten students' visual awareness of syllables and syllable division patterns.

i. SEPARATED SYLLABLES

Students identify syllable types of separated syllables, join them into words, and read the words aloud:

Cac/tus	Mas/cot	Ban/dit	Nut/meg
Mag/net	Gob/let	Prob/lem	Nap/kin

ii. MANIPULATION OF MULTISYLLABIC WORDS

Students identify syllables written on individual cards, arrange them into words, and read the words aloud.

iii. SCOOPING THE SYLLABLES

As students read multisyllabic words on a worksheet, they call attention to the syllables in the words by scooping the syllables. Using a pencil, students "scoop" (i.e., draw an arc underneath) the syllables from left to right, identify the syllable type, place a syllable code under each syllable (e.g., o for open, r for r-controlled) and code the vowel.

iv. COMMON PATIERNRS FOR DIVIDING WORDS INTO SYLLABLES

There are four major patterns in English that indicate that a word will be divided into syllables according to how it is pronounced:

- VCCV-Two Consonants between two vowels
- VC'/CV, VC/CV', V'/CC\
- VCV-One Consonant between two vowels
- V'/CV, V /CV', VC'/C
- VCCCV-Three Consonants Between Two Vowels
- VC'/CCV, VC/CCV', WC'/CV
- VV-Two Adjacent Vowels
- V'/V, V/V

4. PROCEDURE FOR DIVIDING WORDS

A structured procedure provides readers with a systematic approach for reading long, unfamiliar words and builds an orthographic memory for syllable-division patterns. Dyslexic students may need additional visual and kinesthetic information to build the memory of these patterns.

- a. *Touch the vowels*: Using the index fingers of both hands, students touch the sounded vowels or vowel pairs and identify them.
- b. *Count the consonants*: Students count the number of consonants between the two vowels or vowel pairs and identify the division pattern.
- c. *Code*: Students identify each syllable type and code the vowels accordingly.
- d. *Read*: Students reach each syllable without accenting either syllable.
- e. *Read again*: Students read the syllables together with the appropriate accent.
- f. *Adjust*: Students adjust the accent or division of the word is not recognizable. Adjusting the accent or the division to produce a recognizable word teaches students to be flexible with language.

5. PROGRAMS FOR MULTISYLLABIC WORD READING

- Decoding Multisyllabic Words (www.scholastic.com)
- Glass Analysis (www.glassanalysis.com)
- Mega-words (www.epsbooks.com)
- Patterns for Success in Reading and Spelling (www.proedinc.com)
- WORDS (www.proedinc.com)
- REWARDS (www.rewardsreading.com)

6. WEBSITES WITH INFORMATION ON BASIC READING SKILLS

- Cambridge Online Dictionary (<http://dictionary.cambridge.org>)
- Dolch Sight Words(www.createdbyteachers.com)
- Read Well (www.readwell.net)
- Starfa/1 (www.Starfall.com)
- Vaughn Gross Center for Reading and Language Arts (www.texasreading.org)

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

PROBLEM: DOES NOT COMPREHEND WHAT HE/SHE READS

CHOOSING RESEARCH-VALIDATED STRATEGIES FOR COMPREHENSION INSTRUCTION

The NRP identified 16 categories of comprehension instruction, 7 of which appear to have a strong scientific basis for concluding that they improve comprehension in typical readers:

1. Comprehension monitoring, in which readers learn how to be aware of their level of understanding as they read.
2. Cooperative /earning, in which students work together in pairs or small groups as they learn reading strategies.
3. Graphic and semantic organizers (including story maps) that help students make graphic representations of the material they are reading in order to bolster comprehension.
4. Question answering, in which teachers ask questions and students receive immediate feedback about their responses.
5. Question generation, in which students ask themselves questions to clarify understanding.
6. Story structure, in which students learn how to use the structure of the text to help them recall content to answer questions about what they have read.
7. Summarization, to encapsulate and remember important ideas from the text.

The reading comprehension instructional approaches that follow take advantage of the above mentioned methods. Keep in mind that the National Reading Panel subgroup on comprehension did not include studies of students with disabilities in its meta-analysis. While the strategy instruction methods presented below are appropriate for students with dyslexia (i.e., with decoding problems but with average or above oral language and verbal intelligence), they may not be appropriate for students with more global oral language disorders.

8. Reciprocal Teaching is an instructional model designed to teach metacognitive strategies (a) generating questions about the text prior to reading; (b) summarizing portions of the text; (c) predicting what will happen next; and (d) clarifying and evaluating after reading the text.
9. Transactional Strategies Instruction is designed to provide students with direct instruction in a number of comprehension strategies and are encouraged to talk about and choose a strategy for understanding as they read. Teachers model their own thinking aloud and encourage students to do this for each other.
10. Book Clubs are student-led discussions in a heterogeneous, small group setting within the classroom in which students share their ideals about what they have read.
11. Questioning the Author is a comprehension approach that is based on ideas about constructing one's own learning when presented with new material.
12. Comprehension through Imagery, for example Visualizing and Verbalizing for Language Comprehension and Thinking developed by Lindamood-Bell or The Visual Imagery Strategy developed at the University of Kansas Center for Research on Learning.

MOST EFFECTIVE TEACHING METHODS AND INSTRUCTION COMPONENTS FOR READING COMPREHENSION

1. Directed response/questioning-The teacher asks questions, encourages students to ask questions, teacher-student dialogue.
2. Control difficulty of processing demands of task-The teacher provides assistance as needed, gives simplified demonstration, sequences steps from easy to difficult and presents in that order, allows student to control level of difficulty, keeps activities short.
3. Elaboration-Activities provide students with additional information and explanation about skills/steps, use redundant text or repetition within text.
4. Modeling of steps by teacher-The teacher demonstrates the steps students are to follow.

5. Group Instruction-Instruction or interaction between teacher and students occurs in small groups with 6 or fewer students.
6. Strategy Cues-The teacher reminds students to use strategies or steps, explains steps or procedures, uses a think-aloud model, identifies benefits of strategy use.

COMMERCIALLY AVAILABLE PROGRAMS

(WITH POTENTIALLY POSITIVE EFFECTS; SEE WHAT WORKS CLEARINGHOUSE WEB SITE)

- Early Intervention in Reading (www.earlyinterventionreading.com)
- Failure Free Reading (www.failurefreereading.com)
- Start Making a Reader Today (www.getsmartoregion.org)

PROBLEM: DEMONSTRATES DIFFICULTY WITH READING FLUENCY

Fluency is the rapid, prosodic flow with which a skilled reader reads. Lack of fluency is marked by a slow, halting, spasmodic pace; mistakes; poor phrasing, and inadequate intonation. A slow, labored rate of reading seriously impairs comprehension because it diverts attention away from the meaning of the text and overloads working memory at the word level so that this memory is not available for understanding the meaning of the text.

STRATEGIES AND ACCOMMODATIONS:

1. RECOGNITION OF IRREGULAR WORDS

- A multisensory structured procedure helps students to achieve permanent memorization of irregular words.
- The teacher writes an irregular word on the board, such as said.
- Students identify the syllable type and code the word according to the regular patterns of reading. Students read the word and discover it does not follow the reliable patterns of the language: /sad/
- The teacher erases the coded word and rewrites the word on the board: said. Beside the word, the teacher writes the pronunciation in parentheses: /sed/
- Students compare the word and the pronunciation. They decide which part is irregular.
- The teacher circles the irregular part.
- The teacher writes the word on the front of a 4" X 6" index card. On the back of the card, the teacher writes the pronunciation. The teacher cuts off the upper left-hand corner of the front of the card. The irregular shape of the card cues students that the word printed on it is an irregular word.
- The teacher holds up the card so that students see the front of the card. Students read the word aloud.
- The teacher turns the card around, and students read the pronunciation aloud.
- The teacher slowly turns the card from front to back four or five times as students read the word and then read the pronunciation aloud.
- The new card is added to a deck of irregular words that is reviewed daily.

2. REVIEW OF IRREGULAR WORDS

Use of a rapid word-recognition chart can build instant recognition of high frequency irregular words.

3. EFFECTIVE INSTRUCTION

Chard et al. reviewed the results of 24 studies that investigated the application of reading fluency interventions for students with reading disabilities. Their findings indicate that effective fluency interventions included:

- Provision of an explicit model of fluent reading
- Multiple readings of text with corrective feedback on missed words
- Established performance criteria for increasing the difficulty level of the text
- Instruction and practice recognizing larger orthographic units quickly enhanced fluency

4. CHOOSING TEXT FOR REPEATED READINGS

- Choose a selection of 50-100 words at the student's instructional reading level.
- If the student takes more than 2 minutes or makes more than 5-10 errors, the passage is too difficult.
- Determine the number of WCPM.
- When the student is able to read 80-85 WCPM, increase the difficulty level of the passages.
- Consider QuickReads (www.quickreads.org)

5. RATE-BUILDING

- Every two weeks, have the student read a passage at their independent level of similar difficulty to passages in rate-building exercise.
- If rate has improved, the teacher sets new target rate on the new rate plus 40%.
- Conducted in a small group setting in two 15 to 20 minute sessions daily.

6. READING FLUENCY PROGRAMS AND RELATED WEB SITES

- Concept Phonics (<http://wwwwoxtonhouse.com>)
- Great Leaps (www.greatleaps.com)
- One Minute Reader (www.oneminutereader.com)
- Read Well (www.readwell.net)

PROBLEM: DEMONSTRATES DIFFICULTY WITH READING FLUENCY

Many researchers have provided evidence that early spelling is the link between phonemic awareness and reading. Regularities in these spellings are an indication of the developing awareness of the phonemic structure of spoken language, an important prerequisite to early reading.

Frith's stage theory is supported by research indicating that spelling precedes reading at what she calls the alphabetic phase of reading acquisition. To spell, one needs to use a left-to-right, letter-by-letter strategy, the very strategy that is so important to the acquisition of the alphabetic or cipher decoding strategy. According to Frith, it is the transition to the alphabetic stage through the strategies practiced in spelling by ear that is such a struggle for children with dyslexia.

Systematic spelling instruction is critical for students with dyslexia.

STRATEGIES AND ACCOMMODATIONS

1. PRINCIPLES OF SPELLING INSTRUCTION

Louisa Moats, author of *Spelling Development, Disability, and Instruction*, provides a comprehensive overview of teaching spelling and of using misspellings to shed light on student's linguistic development.

2. MULTISENSORY REMEDIAL SPELLING INSTRUCTION

The two best know approaches being the Orton-Gillingham and the Fernald Methods.

3. SPELLING LESSONS FOR DYSLEXIC STUDENTS

Pages 287-292 discuss and outline the process by Suzanne Carreker in the book, *Multisensory Teaching of Basic Language Skills*; second edition.

4. ELEMENTS OF EFFECTIVE SPELLING INSTRUCTION

- Segmenting spoken words into their sounds
- Matching the sounds to the letter correspondences
- Spelling common orthographic patterns
- Learning and practicing common spelling rules
- Spelling irregular words with emphasis on the irregular parts
- Adding affixes to words
- Spelling different syllable types
- Spelling word derivatives
- Learning about word origins

5. FIVE MAJOR ENGLISH SPELLING RULES

- The rule for doubling the final consonant (the Floss rule)
- The rule for doubling the medial consonant (the Rabbit rule)
- The doubling rule
- The dropping rule
- The changing rule

6. FERNALD MULTISENSORY SPELLING METHOO

- Write the word on a chalkboard or piece of paper
- Say the word clearly and ask the student to look at the word and pronounce it clearly
- Ask the student to study the word and try to develop a visual image of the word. The student may try to picture the word; may say the word, and/or may trace the word with the index finger. The student studies the word until he or she can make a mental picture
- When the student indicates that he/she knows how to spell the word, erase the word and then have the student attempt to write the word from memory
- Erase the word or turn the paper over and ask the student to write the word two more times correctly from memory

7. CARREKER MULTISENSORY SPELLING METHOD

- Write the word in large letters and have the student circle the irregular part of the word
- Have the student trace the word three times, saying the word and naming the letters while tracing
- Have the student write the word three times with the word in view, naming each letter while writing
- With eyes closed, have the student spell the word, then check the model; repeat this step three times
- Remove the model, have the student say the word, then write the word three times, naming the letters while writing

8. COMMERCIAL PROGRAMS FOR EXPLICIT SPELLING INSTRUCTION

- Phoneme-Grapheme Mapping (Sopris West)
- Scholastic Spelling (Scholastic)
- Sitton Spelling (Educators Publishing Service)
- Spellbound and the Spell of Words (Educators Publishing Service)
- Spellography (Sopris West)
- Spellwell (Educators Publishing Service)

9. SPELLING-RELATED WEB SITES

- www.wordcentral.com (on-line dictionary, thesaurus, games)
- www.spellingcity.com (educational site to help children improve spelling)
- www.gamequarium.com/spelling www.funbrain.com/spellroo www.kidspell.co,
- www.resourceroom.net
- www.everydayspelling.com www.eduplace.com

PROBLEM: DEMONSTRATES DIFFICULTY WITH HANDWRITING

The development of handwriting involves the acquisition of both legibility and fluency, which are analogs of reading accuracy and reading fluency. Handwriting is more complex than reading, though, because it involves recognizing letter shapes, names, and sounds, as well as integrating spelling and motor planning in order to produce formations that can be read by others.

Regina Cicci, in addressing the writing problems of students with dyslexia, listed seven possible underlying difficulties that could lead to poor handwriting: (a) incorrect pencil grasp, (b) excessive tension in pencil grasp, (c) incorrect position of paper, (d) inappropriate size and spacing of letters and words, (e) poor visual memory for letter formations, (f) slow rate, and (g) poor fine-motor coordination or dysgraphia. Not all children with dyslexia have handwriting difficulties and not all children with handwriting difficulties are dyslexic.

GENERAL PRINCIPLES IN THE MULTISENSORY TEACHING OF HANDWRITING

- Alphabet wall cards provide easy reference for children.
- Good Posture
- Proper Pencil Grasp: An awkward pencil grip can indicate finger agnosia. The use of an auxiliary plastic pencil grip can aid in changing the fatiguing grip to a normal, less tiring one. Children may need to experiment with pencil grips to determine which one works for them. Many become frustrated with these implements once the novelty has worn off. The pencil should point toward the shoulder of the writing arm for both left- and right-handed students.
- Writing Implement: While the child is writing, he or she is receiving feedback in the form of pressure and the pull of the pencil against the paper. A No. 2 or softer pencil should be used. Pencils with soft lead require less pressure from the child, thereby reducing fatigue.
- Paper: Handwriting instruction begins with activities that involve gross motor movements so that children may feel the movement in the shoulder and arm and improve their kinesthetic memory. Tracing at the chalkboard is the first step. Paper patterns also should be large and gradually become smaller as children become proficient with letter forms. Initially, letter forms should be taught using a chalkboard or dry erase board, then using unlined paper, then wide-lined paper (1" between rows), next primary-grade lined paper, and finally regular lined notebook paper.
- It is neither necessary nor desirable to keep the alphabet in sequence while teaching handwriting.
- There are many forms of print writing, but the one most often recommended for dyslexic children is one that utilizes a continuous stroke whenever possible.
- Group printed letters by similar strokes such as the h group. The print letter form introduces the idea of continuous stroke. Its basic arm movement is also used in such letters as b, m, n, r, and p. Be prepared to spend considerable time on the letter b because of the confusions between b and d. The b group consists of letters that start with the same movement as the letter a. It includes a, c, d, g, o, q, and s. These letters begin at the 2 o'clock position just below the mid-line. Other groups such as the letters, i, j, k, l, and t begin with straight down strokes, whereas the letters, v, w, and x start with slight slants. The letters e, u, y, and z do not belong to a particular group. Lowercase letters are taught first in cursive handwriting.

CAN HANDWRITING BE IMPROVED?

Handwriting is not one of the areas investigated by the National Reading Panel (2000), but both clinicians and researchers who carry out training studies suggest that instruction in this area is worthwhile. Handwriting instruction can improve both legibility and automaticity.

Cox (1992) claims that handwriting retraining for dyslexic students who are not identified early is more difficult and time-consuming than reading remediation. However, King(1985) states that true dysgraphia is extremely rare, despite the fact that the diagnosis is frequently made. King and Cox both urge that students with dyslexia learn to type, in addition to, but not in lieu of, developing handwriting skills.

SUGGESTIONS FOR HANDWRITING INSTRUCTION

The following suggestions are taken from a variety of sources and programs and tend to represent best practice.

- Begin early. It is difficult to change a child's awkward pencil grip once it has become a habit. Begin encouraging the three-finger grip in kindergarten.
- Look for fat pencils or soft pencil grips to accommodate individual needs. Some children do well with thin-tip colored markers for handwriting practice because they flow much more easily than pencils.
- Make handwriting instruction multisensory. Trace, copy, and use words to describe strokes. Write letters from memory and say the sound as the letter is formed.
- Teach letters by similarities in formation.
- Build sequences of mastered letters into words. With cursive writing, learning the connecting strokes is just as important as the formations.
- Combine practice in spelling with practice in handwriting. Dictate words in which both formations and letter sounds have been taught.
- Just as reading practice involves accuracy first and then fluency, practice letters until they are consistently legible and then practice them for speed.
- Words can be a scaffold for remembering patterns. Be consistent in your terminology. Adapting a school-wide program ensures consistent terms from year to year.
- Handwriting usually takes several years to become automatic. For example, if cursive is begun in Grade 3, it will need to be reviewed and made automatic in Grade 4.
- Some children may become legible writers but may continue to be slow.
- Cicci suggest compensatory modifications such as using parents as scribes and proofreaders, accepting taped or oral reports, and reducing length of written assignments.
- Use of the computer has become a significant help to children who struggle with handwriting.

PROBLEM: DEMONSTRATES DIFFICULTY WITH WRITTEN EXPRESSION

Writing is a complex task that requires the integration of multiple cognitive, linguistic, and motor abilities. In fact, writing may be the most complex task students are asked to perform in school because it requires the integration of so many different skills. For example, good oral language and background knowledge underlie good writing; but this is not enough. Many students with writing difficulties can formulate clear, coherent ideas, but they then have trouble translating these thoughts into written form. The process of integrating the various language demands with the memory and motor demands can easily overload a student's ability to attend and concentrate, and, thus the written output suffers. A problem in any one aspect of writing, including spelling or handwriting, can have a detrimental effect on the quality of written expression.

The achievement domain of written language has not received the same intensity of focus from researchers, educators, or legislators as has reading, or even mathematics for the matter. In fact, writing has been called the "Neglected R" (National Commission on Writing in America's Schools and Colleges, 2003).

EXAMPLES OF HOW VARIOUS DIFFICULTIES IMPACT WRITING PERFORMANCE

<u>WEAKNESS</u>	<u>IMPACT ON WRITING PERFORMANCE</u>
GRAPHOMOTOR	Slow writing, difficulty forming letters, awkward pencil grip, limited output on writing tasks
ATTENTION	Difficulty in initiation writing tasks, careless errors, inconsistent legibility, poor planning
SPATIAL	Poor use of lines on paper, uneven spacing, organizational problems, misspellings
MEMORY	Poor vocabulary, misspellings, frequent errors in transcription skills
LANGUAGE	Difficulty with sentence structure and word order, or vocabulary, poor spelling

The National Writing Project, designed for teachers of writing at all grades, is a professional development network that strives to improve student achievement by improving the teaching of writing. For more information see www.nwp.org.

EXAMPLE ACCOMMODATIONS OF INSTRUCTIONAL MATERIALS

- Highlight key words or phrases
- Simplify language used in writing prompts
- Use graphic organizers and procedural checklists
- Display mnemonic strategies in the classroom so students can access these cues
- Develop individual spelling lists and have students keep personal dictionaries of troublesome words
- Provide (as needed) pencil grips, raised-or color-line paper, personal alphabet strips, and paper positioning marks on a student's desk

EXAMPLE MODIFICATIONS OF TASK DEMANDS

- Increase time to complete writing tasks
- Decrease length or complexity of writing assignment
- Use text frames (i.e. partially completed text)
- Reduce or eliminate copying tasks
- Permit use of dictation or a scribe
- Permit use of word processors (requires keyboarding skills)
- Use technology to support writing (e.g., spell checker, voice recognition, semantic mapping, outlining software)
- Allow other means of demonstrating assignment (e.g., oral versus written)

6 TRAITS OF WRITING

- www.edina.k12.mn.us
- www.greatsource.com

PROBLEM: DEMONSTRATES DIFFICULTY WITH ORTHOGRAPHIC PROCESSING

A number of cognitive correlates for basic reading skills have been identified by researchers, including phonemic awareness, associative memory, rapid naming, orthographic processing, perceptual speed, and working memory. Students struggling with acquiring sound-symbol relationships often do so because of limited phonemic awareness. In addition, students often have difficulty storing and retrieving accurate representations of phoneme-grapheme relationships and words, implicating weaknesses in associative memory, working memory, and/or orthographic processing. Some students will demonstrate pronounced problems with the phonological aspects of reading, whereas others will have more difficulty with the visual, or orthographic, aspects of reading.

Children acquire orthographic knowledge and processing skills through repeated exposure to printed words, which enables them to develop stable visual representations of letter sequences, word parts, and whole words in long-term memory. Recently, there has been increasing interest in orthographic processing as a possible second contributor to reading ability in view of the consistent finding that phonological skills do not account for all of the variance in word recognition.

Developing readers must know phoneme-grapheme relationships before they can gather a substantial sight vocabulary. Thus, most promising approaches to increasing word recognition skills seem to focus first on developing accuracy in word reading, and then they work on improving fluency and rate.

SIGHT WORD INSTRUCTION

One systematic way to practice high-frequency words is to use a carefully developed list of words, such as Edward Fry's list of 300 Instant Words. This list of words makes up about 65% of the words used in written material and it may be used for both reading and spelling instruction. The first 100 words make up about 50% of words used in written materials. As an informal assessment, a student may attempt to read or spell the words starting at the beginning of the list and continue until an error is made. Instruction can then begin at the point where the student does not immediately recognize or does not know how to spell a word. The student can continue working on the list until all 300 words have been mastered.

RAPID WORD RECOGNITION CHART

Another simple way to improve speed of recognition for words with an irregular element is the use of a rapid word recognition chart. The chart is a matrix that contains five rows of six irregular words, with each row containing the same six words in a different order. After a brief review of the words and a warm up in which the teacher points randomly to eight to ten words on the chart, students are timed for 1 minute (or until they complete the chart) as they read each word in the squares aloud. Students can then count and record the number of words they read correctly.

SPEED DRILLS

To conduct a speed drill, the student reads a list of words for 1 minute as someone records the number of errors. The list may be a high-frequency word list or the sample speed drills provided in a program like Concept Phonics, where lists are provided for 1-minute timings. The purpose of these drills is to help students develop automatic sight recognition of words. The general guidelines for reading lists of words at the desired rate are as follows:

- 30 correct wpm for first- and second-grade children
- 40 correct wpm for third-grade children
- 60 correct wpm for mid-third-grade children
- 80 wpm for students in fourth grade and higher

SPELLING DEVELOPMENT

Similar linguistic processes are involved in pronouncing and spelling words, but spelling much more difficult. Reading a word requires only recognition, whereas spelling requires the complete recall of every letter in the correct sequence. A weakness in phonemic awareness is often found in poor spellers in the early grades. However, in the later grades, the primary characteristics of a poor speller include difficulty understanding spelling rules, word structure, and letter patterns. Poor spellers are thought to have a visual memory problem specific to letters and words. This specific problem is referred to as orthographic memory because the student's visual memory for other material may be intact. Poor spelling is a common characteristic of dyslexia. Knowledge of the spelling patterns (orthography) is required for quick production of common letter strings and letter patterns. Thus, memory of orthographic letter patterns and representations is a key component of accurate spelling. In fact, problems in phonology or orthography are two different impairments that can affect a student's ability to learn to spell.

QUESTIONS TO ASK WHEN ANALYZING SPELLING ERRORS

Does the student:

- Put the sounds of words in the correct sequence?
- Add or omit certain sounds from words?
- Spell the irregular elements of words correctly?
- Have vowels in every syllable?
- Spell homophones correctly?
- Spell common affixes correctly?
- Understand how to form plurals and change verb tenses?

Spelling instruction should engage students in active, reflective thinking about the reliable patterns and rules, and not be focused on copying and memorizing lists of individual words.

ELEMENTS OF EFFECTIVE SPELLING INSTRUCTION

Provide instruction in:

- Segmenting spoken words into their sounds
- Matching the sounds to the letter correspondences
- Spelling common orthographic patterns
- Learning and practicing common spelling rules
- Spelling irregular words with emphasis on the irregular parts
- Adding affixes to words
- Spelling different syllable types
- Spelling word derivatives
- Learning about word origins

WORD SORTS

One easy way to help children acquire knowledge of spelling patterns is to have them engage in word sorts. Students can be given a group of words to sort and then asked to figure out various spelling patterns. Word sorts for alternative spellings of the same phoneme are also effective. More advanced sorts can involve different syllable types, common affixes, or sorting into Greek or Latin origins.

SPELLING FLOW LISTS

Students who struggle with spelling need a considerable amount of practice and review to master the spellings of words. Some research suggests that daily spelling tests are more effective than weekly spelling tests for these students. The procedure for keeping track of words has been referred to as a spelling flow list, or add-a-word list. This type of procedure provides students with sufficient repetition and review.

TEACHER RESOURCES

- www.readwritethink.org
- www.everydaysspelling.com
- www.eduplace.com

PROBLEM: DEMONSTRATES DIFFICULTY WITH AUDITORY PROCESSING IN THE REGULAR EDUCATION CLASSROOM

Auditory processing disorder is the inability to make sense of information taken in through the ears. The problem is not with a student's hearing but with the way the brain processes auditory information. Auditory processing disorders can affect all areas of language, including reading and writing. Some specific auditory disorders include:

- Auditory discrimination-the ability to recognize differences in sounds
- Auditory memory-the ability to store and recall information given verbally
- Auditory sequencing-the ability to remember information in order
- Auditory blending-the process of putting together sounds to form words (The student can sound the letters out, but cannot blend the sound together to form a word e.g., /i/ plus /ti makes it).

A student with auditory perception difficulties often struggles with the following:

- Analyzing information taken in through the ears
- Making sense of auditory information
- Processing and interpreting auditory information (The teacher may say one thing, but the students interprets his or her words as something totally different).

STRATEGIES AND ACCOMMODATIONS:

ADAPT SETTING:

- Allow time for sorting activities, which help build auditory processing skills
- Schedule brief meetings with the student to help fill in gaps in understanding
- Plan frequent breaks to help the student make sense of the information

ADAPT INSTRUCTION

- Keep oral questions brief. If possible, supplement oral instructions with written instructions.
- Slow the rate of speech.
- Make sure the student is attending before giving directions or important ideas.
- Rephrase information (say it differently) if the student does not understand. (Do not just restate.)
- Pre-teach when starting a new activity (discuss vocabulary, main ideas, or highlights of activity prior to starting).
- Provide visual aids such as writing key words on the board, provide written/picture outlines of lectures, provide hardcopies of other oral information such as audiotapes, class discussion, etc.
- Read aloud material that is written on chalkboards or on overheads.
- Provide oral and written directions.

PROBLEM: DEMONSTRATES DIFFICULTY WITH AUDITORY MEMORY

(e.g., cannot remember information received auditorily)

STRATEGIES AND ACCOMMODATIONS:

1. Make certain the student's hearing has been recently checked.
2. Reinforce the student for remembering information received auditorily:
 - a. Give the student a tangible reward (e.g., special privileges, line leading, passing out materials, five minutes free time, etc.) when he/she remembers information received auditorily, or
 - b. Give the student an intangible reward (e.g., praise, handshake, smile, etc.) for remembering information received auditorily.
3. Evaluate the appropriateness of the task to determine if:
 - a. the task is too difficult (e.g., too much information to remember); or
 - b. the length of time required for the student to remember is inappropriate (e.g., presentation of information was too brief or time lapse between presentation of material and request for recall was too long).
4. Draw the student's attention to key aspects of auditory communications as they occur (e.g., repeat important points, call the student by name, tell the student which information is particularly important, etc.).
5. Provide the student with more than one source of directions, explanations, instructions, etc., before requiring him/her to remember.
6. When the student is required to recall information, provide him/her with auditory cues to help his/her remember the information previously presented (e.g., say, "Remember yesterday when I said ... ," etc.).
7. Provide visual information to support information the student receives auditorily.
8. Teach the student to learn sequences and lists of information in segments (e.g., telephone numbers are learned as 314, then 442, then 7094).
9. Have the student follow verbal one-, two-, and three-step directions.
10. Provide the student with verbal directions, rules, lists, etc. Reinforce the student for being able to recall the information in verbal form.
11. Write stories, directions, etc., so the student may listen as he/she reads along.
12. Tell the student what to listen for before delivering auditory information.
13. Send the student on errands to deliver verbal messages to other teachers in the building.
14. Be certain that auditory information is presented slowly enough for the student to know what is being communicated.
15. While reading a story to the student, stop on occasion to ask questions about the plot, main characters, events in the story, etc.
16. Have the student pretend he/she is a waiter/waitress. Have the student recall what he/she can from an order given to him/her.
17. Have the student paraphrase directions, explanations, and instructions soon after hearing them.
18. Use as much visual information as possible when teaching (e.g., chalkboard, projections, pictures, etc.).
19. Have the student tape record directions, explanations, and instructions in order that he/she may replay needed information.
20. Use simple concise sentences to convey information to the student.
21. Have the student recall names of friends, days of the week, months of the year, addresses, telephone numbers, etc.
22. After listening to a tape, story, record, etc., have the student recall characters, main events, sequence of events, etc.
23. Provide the student with study guides for listening activities.
24. Provide assistance with note taking

PROBLEM: DEMONSTRATES DIFFICULTY WITH AUDITORY DISCRIMINATION

Auditory discrimination is necessary for learning the phonemic structure of oral language.

Auditory discrimination for word sounds can be weak and faulty in children whose hearing, as measured by acuity tests, is within the normal range

STRATEGIES AND ACCOMMODATIONS:

1. Place the following objects in four identical glass jars: wooden beads, glass beads, pebbles, and a spoon. The child is to watch as the teacher demonstrates the sound of each. The child turns his/her back and listens, and then tries to duplicate the sound he heard.
2. Tell the child he/she is to clap whenever he hears a sound, for example "f". Utilizing both visual and auditory cues, have him/her perform sample exercises. Explain now that you're going to try to fool him/her by mixing the sound with others, such as "b, m, f, s, th". When trying to fool the student, the teacher should place a white card before her mouth to limit visual clues.
3. The teacher reads orally a silly sentence, for example, "Sally smiles sweetly at Sue." Which word does not begin with the "s" sound? Initially, tell the children what to look for.
4. Teach discrimination of phonetic elements. Begin with consonants, then long vowels, blends, and short vowels. Have the children recognize the sounds, not the letters names. For example, say a series of short vowel sounds:
 - 11a-f-a-o-i-a-a"
Have the children raise their hands when they hear the "a" sound.
 - "ai"; "o-a11 ; "a-a11 Later: uhat-hit"; "hat-hat11
Have the children raise their hands if the pairs are alike in sound.
 - "ab-ib-ob-ab" (nonsense)
Have the children raise their hands when they hear the "ab" sound.
 - "lb-ab"; "ab-ab"
Have the children tell if the pairs alike. Later use short "e" and "u" sounds.
5. Show the child some pictures and ask him/her to mark the one that does not start with a particular letter.
6. Have the child sort pictures according to the sounds he hears at the beginning, middle, or end of the words.
7. Have index cards prepared with letter, diphthongs, blends, diagraphs, etc. When the child hears the sound, he/she holds up the index card with the appropriate sound.
8. When teaching words that have sounds that are alike, color code those sounds that are alike with the same color.
9. On a list of rhyming words, ask the child to circle the parts of the words that are alike. This draws attention to the point that rhyming words have parts that are said and spelling in a similar way.
10. Have the child make up a riddle whose answer begins with the last letter of the answer to the previous riddle. For example, "I say meow cat. I am the opposite of bottom top. I am a green round vegetable that comes in a pod pea."
11. Tell the child to listen for a specific sound in a word. Say a word and ask, "Is the sound at the beginning or end of this word?"
12. Read a sentence to the child with a missing word and ask the child to fill in the missing word with a word that rhymes with it. For example, "The bird was sitting on its . The word I'm looking for rhymes with vest."
13. Pass blank papers to the children. A typical lesson might be: "I will say a word twice. After I say it twice, I want you to write (1) the first sound (2) the long vowel (3)the beginning blend (4) the last sound (5) a rhyming word.
14. The children are to listen to a series of sentences and act out the one that is different. For example, "Touch your arm. Touch your arm. Wave your hand. Touch your arm."
15. Use cards with symbols and pictures to help teach sounds. Have the child listen for a sound and then select a picture which represents the sound.

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

PROBLEM: DEMONSTRATES DIFFICULTY WITH AUDITORY PERCEPTION

Auditory perception is defined as the ability to receive and understand sounds and words. Auditory perception has a key role in the development of efficient reading skills, processing incoming verbal information, basic communication, social relationships, and in the ability to respond in an appropriate and safe manner to the environment.

STRATEGIES AND ACCOMMODATIONS:

1. Teachers should use one-concept phrases and sentences. Ask only short questions; use experience charts in reading, and give visual cues whenever possible.
2. Use listening games, such as "Simon Says," and recordings such as "Let's Listen."
3. Ask the child to answer "yes", "no", or "maybe" to questions: "Can you pick up a house?, Is a brick heavy? Do girls grow beards?" This will increase receptive vocabulary.
4. Book exercises. For example, "Find page 29. Show me the fourth paragraph on page 24. Point to the last word in the second paragraph."
5. Use a series of pictures. As the teacher describes an object (for example, a picture), or tells a story about the picture, the child holds up the appropriate picture(s).
6. The teacher reads aloud poems or parts of a funny story, such as the Dr. Seuss series. Who? Where? When? Why? And How? Questions are asked of the child.
7. Have the child clap or raise his hand when he/she hears a word that belongs to a particular category. For example, "Clap your hands when you hear the name of a vegetable."
8. Read a description of a scene to the student. Encourage the student to draw a picture from what he/she heard.
9. After hearing a song, ask the student to describe orally the story behind the song's words.
10. To continue building a receptive vocabulary, this exercise may be used. The child is asked to recognize subtle differences in words when the teacher gives a sentence verbally that contains an inappropriate word. The student picks out the inappropriate word or words, and substitutes the correct word for the incorrect. For example, "Mr. Jones dove his par into the garage."
11. Use a series of pictures. As the teacher describes the picture or tells a story about the picture, the child holds up the appropriate picture.

PROBLEM: DEMONSTRATES DIFFICULTY WITH LISTENING COMPREHENSION

Dyslexia is "characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities" (NICHD/IDA 2002). According to this definition, listening comprehension should not be an area of deficit. As definitions of dyslexia have become more and more specific, and more driven by the NICHD's insistence on careful descriptions of research participants, listening comprehension presents as a skill that should be average to strong in individuals with dyslexia. However, there are a number of individual differences across the dyslexic population and evidence of listening problems for some of these individuals.

Children with specific listening comprehension problems have normal hearing and average or above average nonverbal intelligence, but have problems comprehending vocabulary, sentences, or connected language. Some have difficulty perceiving words correctly and others have problems remembering what they hear.

Any of these problems may have an impact on expressive language and higher levels of learning including reading comprehension, written expression, and verbal aspects of mathematics. Problems may also interfere with social interactions.

STRATEGIES AND ACCOMMODATIONS:

- Make certain the child is attending before giving instructions.
- Speak slowly so the child has time to process each word.
- Repeat instructions and ask the child to restate them. Provide visual supports and written instructions as needed.
- Reword questions and material that is too difficult for the child to understand.
- Teach the vocabulary that is needed for all courses and help students use various strategies to acquire word meanings.
- Help the child understand idioms and figures of speech.
- Provide breaks or rest periods after extensive listening tasks.
- Teach the child to be an active listener. Encourage paraphrasing, not simple repetition.
- Teach abstract concepts with visual supports.
- Help students listen for tone of voice and inflectional patterns that convey meaning.
- Encourage students to think about the speaker's intent of a message not just the words.
- Teach conversational skills including turn taking, topic initiation, and appropriate responses.
- Emphasize meaning. Do not ask children to read or spell words they do not understand.
- Encourage students to activate background knowledge.
- Teach strategies to aid recall, such as rehearsal, chunking and categorization.
- Include work on linguistic awareness as needed.
- Help students' abstract significant ideas from lectures and to take good notes.

PROBLEM: DEMONSTRATES DIFFICULTY WITH AUDITORY SYNTHESIS

(e.g., has difficulty with the ability to combine smoothly all the sounds or syllables of words to make them a whole, or the ability to analyze a word into its separate sounds)

STRATEGIES AND ACCOMMODATIONS:

1. Have the child count the number of syllables in a word while the teacher says the word slowly. The child can also tap the syllables and accent as he/she hears them. Tokens or chips can be used to show how many sounds are heard. Vocabulary familiar to the child should be used.
2. Have the child listen to the word while being pronounced in parts such as, "pa-per, cray-on, bas-ket-ball, "etc. Then have the child point to the objects in the room and say the name as it is usually pronounced. He/she may also point to pictures.
3. Use kinesthetic letters (sandpaper, velour, pipe cleaner), and have the child trace the letters as he sounds them. Cursive script which is connected would be more appropriate than manuscript for the blending principle.
4. The teacher begins by repeating a riddle such as one of these indicated below. The student listens to each riddle, give the answer word, and spell the word. If the student is capable, he/she may compose similar riddles on his/her own. For example, "I am thinking of an animal. It is a short-i word. It begins with "p". It ends with "g". What is the word? (pig)
5. Plastic letters or cutout letters can be pushed together as the child is blending the sounds orally.
6. A strong sight word vocabulary should be developed.
7. Language Master cards may be used in the remedial exercises.
8. A word wheel can also be used showing blends and phonograms. The child would rotate the inner circle and read the words as they appear.
9. New Zoo is a game like approach to auditory synthesis which young children enjoy. The names of two familiar animals are blended to make a new word. For example, turtle and turkey could become a turkle, a lion and a goose could become a gion. The child can then draw a picture of the new animal. The exercise offers an opportunity for the student to use sounds in different way.
10. Have the student draw a word card from a group of cards all representing words containing blends. Ask the student to say the word selected and give another word which begins with the same blend.

PROBLEM: DEMONSTRATES DIFFICULTY WITH LONG-TERM RETRIEVAL

Long-term storage and retrieval is the ability to store information in and fluently retrieve new or previously acquired information (e.g., concepts, ideas, items, names) from long-term memory.

STRATEGIES AND ACCOMMODATIONS:

1. Sequence materials from simple to more complex.
2. Provide intensive review, repetition, and over-learning at each step.
3. Introduce only as many facts, words, etc., as the student is able to learn in a session.
4. Provide frequent opportunities for practice and review. Provide systematic review within a few hours of learning and review previous information in each lesson.
5. Provide the student with mnemonic aids or strategies for retention, such as the use of verbal mediation or rehearsal.
6. Provide the student with a list of steps that will help organize behavior and, subsequently, facilitate recall.
7. Provide immediate feedback of results. This may be accomplished with small group instruction, programmed learning materials, or a microcomputer.
8. Provide advance organizers.
9. Post outcomes or key results areas.
10. Use bracketing.
11. Eliminate distractors.
12. Ask for expectations.
13. Generate previous experiences related to the topic.
14. While a wide variety of different activities may serve as memory facilitators, key features cluster into four categories. The "Big 4" memory facilitators are: active learning, structured activities, systematic presentation, and sensory modalities.
 - Consider structuring an activity using the concept of a pattern
 - Use colored pencils or pens to enhance critical features
 - Consider music

For more information refer to source titled, "The Source for Learning & Memory Strategies" by Regina G. Richards (800-776-4332)

PROBLEM: DEMONSTRATES DIFFICULTY WITH SHORT-TERM MEMORY

Short-term memory is the ability to apprehend and hold information in immediate awareness and then use it within a few seconds. *Gsm* is a limited-capacity system, as most students can retain only seven chunks of information (plus or minus two chunks) in this system at one time.

STRATEGIES AND ACCOMMODATIONS:

1. Use short, simple sentences when speaking to the student. Be sure to keep verbal instructions at the student's vocabulary level.
2. Present one instruction at a time.
3. Ask the student to paraphrase instructions or to repeat the directions to the teacher before beginning an assignment.
4. Repeat directions as many times as necessary.
5. Provide the student with assignments written on index cards.
6. Have responsible peer record assignments for the student.
7. Have assignments on a tape recorder so that the student can hit the pause button or replay the assignment as many times as needed.
8. Check frequently to ensure that the student understands the task.
9. Use visual aids combined with verbal instruction whenever possible.
10. Teach specific memory strategies and techniques that will improve immediate recall, such as the use of verbal rehearsal, grouping or chunking of information, making visual images and mnemonics. The memory strategies should be taught within a context for which they may be used.
11. Teach specific learning or study strategies for each area of difficulty.
12. Ensure that the student continually reviews vocabulary words, math facts, or any information that requires extended practice for retention. Materials should be reviewed within hours of learning and then daily until mastery is insured.

PROBLEM: DEMONSTRATES DIFFICULTY WITH PROCESSING SPEED

Strategies that will help reduce distractions and enable students to work more rapidly and efficiently include:

STRATEGIES AND ACCOMMODATIONS:

1. Provide clearly duplicated worksheets that contain only a few problems and plenty of white space. Double-space all printed directions. If needed, type words in large letters with extra spaces in between.
2. Seat the student in the front row near the chalkboard for all copying activities.
3. Eliminate copying or limit the amount of material that a student is required to copy from the chalkboard or from a text book. Do not require speed or accuracy in copying.
4. Cut a window or box in a piece of cardboard so the student can frame and separate each problem as needed or have student cover the part of the page that is not being worked on.
5. Point to all words and phrases while reading from the board.
6. Allow the student to use an index card or finger for keeping his or her place in reading.
7. Encourage the use of graph paper in mathematics.
8. Extend the time for completing assignments.
9. Provide ample time for responding on written tasks.
10. Shorten assignments so that they may be accomplished in a reasonable time period.
11. Use visual clues to organize worksheets, such as instructing the student to place each answer in a box.

PROBLEM: DEMONSTRATES DIFFICULTY WITH FLUID REASONING

Fluid reasoning is required for both reading comprehension and math problem solving. Students with a deficit in this area are likely to have difficulty developing concepts, organizing and classifying ideas, sequence steps in a problem logically, or succeeding with tasks that require multiple associations.

Strategies for students who have difficulties formulating concepts must relate tasks to information that the student already knows. In order to comprehend concepts and rules, the student must organize new information into his or her existing system of knowledge about the world. The classroom tasks must be matched to the student's reasoning level.

STRATEGIES AND ACCOMMODATIONS:

1. Encourage the use of manipulatives to develop concepts.
2. Attempt to teach concepts in a concrete manner. Use concrete cues in all directions, telling the student exactly what to do at each step.
3. Limit the amount of material presented at one time.
4. Select structured materials that are carefully sequenced.
5. Engage the student in demonstrations of the concept.
6. Have the student verbalize what he or she has learned.
7. Provide ample opportunities for repetition and review.
8. Provide the student with a list of procedures to follow when working with tasks that involve problem solving.
9. Teach problem-solving techniques in the contexts in which they are most likely to be applied.
10. Provide cue sheets or prompts, such as a written copy of the steps in a process, to prevent the student from getting "bogged down" in the sequencing. This enables the student to process at higher levels.
11. Provide concrete examples of concepts before teaching the abstract.
12. Provide daily review of facts, rules, and formulas that are or will be applied to complex activities.

ADAPT SETTING:

1. Use study carrels or other means of providing privacy for reading thinking aloud.
2. Seat the student in an area as free of distractions as possible.
3. Allow the student to select his or her seating.
4. Provide time daily for the student to write in learning logs to reinforce concepts learned.

ADAPT ASSESSMENT:

1. Reduce amount of print on page.
2. Break test into parts and have student complete parts at different times.
3. Allow extra time for testing.
4. Allow testing in private for thinking aloud or reading aloud.
5. Simplify wording and keep directions as simple as possible.

PROBLEM: DYSGRAPHIA

STRATEGIES AND ACCOMMODATIONS:

1. Student should write with hard lead pencils that do not become dull quickly. Using a 4-F pencil instead of a #2 pencil prevents smudged, messy writing.
2. Student should double space all writing. It also may be necessary to teach the student who is dysgraphic to lay a finger between words to make sure that the student does not inadvertently write the words too close together.
3. Student must be reminded where to start on the page. A starting mark, such as a brightly colored dot or a star, should be placed where writing should begin on each page. The student should be taught to touch the starting place before he/she starts to write.
4. Student must be coached repeatedly in left-to-right, top-to-bottom orientation. As the student writes, he/she must be reminded to move the pencil systematically from left to right, and he/she must be reminded to check his/her work for anything he/she may have written backwards or upside down.
5. Student must show clearly marked paper margins. A felt-tip pen should be used to draw margin lines down the left and right sides of the paper. Student must be coached in "bumping the margin" as he/she writes.
6. Student must have a study buddy who patiently guides the writer in reviewing each written activity. Together they should find any reversed or upside-down letters or numerals, and they should talk about pencil strokes that can cut through the line or float above the line. As a team they can practice bumping the left margin and keeping the pencil inside the correct spaces. Over time, these coaching strategies teach learners who are dysgraphic how to monitor their own work and correct most of their errors in directionality.
7. Encourage student to outline his/her thoughts. It is important to get the main ideas down on paper without having to struggle with the details of spelling, punctuation, etc.
8. Have student draw a picture of a thought for each paragraph.
9. Have student dictate his/her ideas into a tape recorder and then listen and write them down later.
10. Have the student practice keyboarding skills. It may be difficult at first, but after he/she has learned the pattern of the keys, typing will be faster and clearer than handwriting.
11. Have a computer available for student to organize information and check spelling. Even if their keyboarding skills aren't great, a computer can help with the details.
12. Have the student continue practicing handwriting. There will be times through a student's life that they will need to be able to write things down and maybe even share their handwriting with others. It will continue to improve as long as the student keeps working at it.
13. Encourage student to talk aloud as they write. This may provide valuable auditory feedback.
14. Allow more time for written tasks including note-taking, copying and tests.
15. Outline the particular demands of the course assignments/continuous assessment, exams, computer literacy, etc., so that likely problems can be foreseen.
16. Give and allow student to begin projects or assignments early.
17. Include time in the student's schedule for being a "library assistant" or "office assistant" that could also be used for catching up or getting ahead on written work, or doing alternative activities related to the material being learned.
18. Instead of having the student write a complete set of notes, provide a partially completed outline so the student can fill in the details under major headings (or provide the details and have the student provide the headings).
19. Allow the student to dictate some assignments or tests (or parts thereof) to a "scribe". Have the scribe to write what the student says verbatim and then allow the student to make changes, without assistance from the scribe.

20. Remove neatness or spelling (or both) as grading criteria for some assignments, or design assignments to be evaluated on specific parts of the writing process.
21. With the students, allow abbreviations in some writing (such as b/c for because). Have the student develop a repertoire of abbreviations in a notebook. These will come in hand in future note-taking situations.
22. Reduce copying aspects of work. For example, in Math, provide a worksheet with the problems already on it instead of having the student copy the problems.
23. Separate the writing into stages and then teach students to do the same. Teach the stages of the writing process (brainstorming, drafting, editing, and proofreading, etc.). Consider grading these stages even on some "one-sitting" written exercises, so that points are awarded on a short essay for brainstorming and a rough draft, as well as the final product.
24. On a computer, the student can produce a rough draft, copy it, and then revise the copy, so that both the rough draft and final product can be evaluated without extra typing.
25. Encourage the student to use a spellchecker and, if possible, have someone else proofread his work. Speaking spellcheckers are recommended, especially if the student may not be able to recognize the correct word.
26. Allow the student to use cursive or manuscript, whichever is most legible.
27. Encourage primary students to use paper with the raised lines to keep writing on the line.
28. Allow older students to use the line width of their choice. Keep in mind that some students use small writing to disguise its messiness or spelling.
29. Allow students to use paper or writing instruments of different colors.
30. Allow student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns of numbers.
31. Allow the student to use the writing instrument that is most comfortable for them.
32. If copying is laborious, allow the student to make some editing marks rather than recopying the whole paper.
33. Consider whether use of speech recognition software will be helpful. If the student and teacher are willing to invest time and effort in training the software to the student's voice and learning to use it, the student can be freed from the motor processes of writing or keyboarding.
34. Develop cooperative writing projects where different students can take on roles such as the "brainstormer", "organizer of information", "writer", "proofreader", and "illustrator".
35. Provide extra structure and use intermittent deadlines for long-term assignments. Discuss with the student and parents the possibility of enforcing the due dates by working after school with the teacher in the event a deadline arrives and the work is not up-to-date.
36. Build handwriting instruction into the student's schedule. The details and degree of independence will depend on the student's age and attitude, but many students would like to have better handwriting.
37. Keep in mind that handwriting habits are entrenched early. Before engaging in a battle over a student's grip or whether they should be writing in cursive or print, consider whether enforcing a change in habits will eventually make the writing task a lot easier for the student, or whether this is a chance for the student to make his or her own choices. Beware of overload and remember that the student has other tasks and courses.
38. Teach alternative handwriting methods such as "Handwriting Without Tears." www.hwtears.com/inro.htm
39. Writing just one key word or phrase for each paragraph, and then going back later to fill in the details may be effective.
40. Multi-sensory techniques should be utilized for teaching both manuscript and cursive writing. The techniques need to be practiced substantially so that the letters are fairly automatic before the student is asked to use these skills to communicate ideas.
41. Have the students use visual graphic organizers. For example, you can create a mind map so that the main idea is placed in a circle in the center of the page and supporting facts are written on lines coming out of the main circle, similar to the arms of a spider or spokes on a wheel.

42. Do papers and assignments in a logical step-wise sequence. An easy way to remember these steps is to think of the word POWER:
- P -plan your paper
 - O -organize your thoughts and ideas
 - W -write your draft
 - E -edit your work
 - R -revise your work, producing a final draft
43. If a student becomes fatigued, have them try the following:
- a. Shake hands fast, but not violently.
 - b. Rub hands together and focus on the feeling of warmth.
 - c. Rub hands on the carpet in circles (or, if wearing clothing with some mild texture, rub hands on thighs, close to knees).
 - d. Use the thumb of the dominant hand to click the top of a ballpoint pen while holding it in that hand. Repeat using the index finger.
 - e. Perform sitting pushups by placing each palm on the chair with fingers facing forward. Students push down on their hands, lifting their body slightly off the chair.
44. Allow student to tape record important assignments and/or take oral tests.
45. Prioritize certain task components during a complex activity. For example, students can focus on using descriptive words in one assignment, and in another, focus on using compound sentences.
46. Reinforce the positive aspects of student's efforts.
47. Be patient and encourage student to be patient with himself.

PROBLEM: MATHEMATICS (DYSCALCULIA)

According to van Aster (2000), the triple code model of numeric representation provides a theoretical foundation for three possible subtypes of developmental dyscalculia. One subtype of dyscalculia can be referred to as the verbal subtype, and consists of students who have difficulties with counting and rapid number identification skills, and deficits retrieving or recalling stored mathematic facts of over-learned information. In essence, the verbal subtype of dyscalculia represents a disorder of the verbal representations of numbers, and the inability to use language-based procedures to assist in arithmetic fact retrieval skills. In fact, these students may also have difficulties in reading and spelling. (Sound familiar) Verbal dyscalculia does not hinder a student's ability to appreciate numeric qualities, understand mathematical concepts, or detract from making comparisons between numbers, but does hinder a student's ability to encode and retrieve math facts stored in a verbal format automatically most notable multiplication and addition.

The second subtype of dyscalculia can be labeled the procedural subtype, and represents a disorder in the ability to transcode numeric systems into a meaningful language system. Just as students must ultimately link phonemes with graphemes in order to learn the phonological code to reading, children must also learn the language of mathematics by linking the verbal name of a numeral with its numeric representation. According to von Aster (2000), children who fall into this subtype often have difficulty reading numbers aloud, and may struggle to write numbers from dictation as well. Children with a procedural error subtype tend to have learning difficulties solely related to math.

The third subtype of dyscalculia is referred to as the semantic subtype, and reflects an inability to decipher magnitude representations among numbers. There is a fourth type of dyscalculia called the visual-spatial subtype.

EFFECTIVE MANAGEMENT STRATEGIES FOR MATHEMATICS

Instruction in mathematics, just as in language, must be multisensory, explicit, cumulative, sequential, and presented in small increments. Bley and Thornton (1989) focus on ten general techniques that are valuable in planning and implementing an appropriate program of instruction and have found success in many programs. These are:

- Use visuals and manipulative to illustrate new and important ideas and concepts;
- Use visual cueing (boxes, circles, and lines);
- Assign fewer problems and minimize or eliminate copying from textbook or board;
- Use visual cueing, code by color
- Alter, adjust, or reinforce the standard text presentation when this meets a special need;
- Allow children to finger trace or use other tactile cues;
- Capitalize on patterns and other associations to promote understanding or retention;
- Use auditory cueing
- Make samples for students who need them;
- Carefully sequence instruction in small steps, with adequate provision for practice and review
- In addition to the above strategies, the use of technology may also assist the student. This includes the use of calculators, software programs, and computers. It is important to use technology to assist the student in understanding concepts and not just as a tool to reach an answer.

For the individual with dyslexia it is important that these stages are linked through language. There are three kinds of language that allow the student to fully integrate mathematical learning.

- First, is the student's own language. No matter how imperfect this language is, it is important that the individual discusses, questions, and states what he or she has learned.
- Second, is the language of the instructor which corrects or clarifies the student's own language, and links to the third language, the language of mathematics.
- This language includes not only the vocabulary of mathematics, but the efficient uses of symbols to express mathematical ideas and concepts. It can be as simple as being able to use not only the symbols $1 + 1 = 2$ or $(x)(x + 3) = 28$ to express an idea, but also the vocabulary to discuss what one has written.

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

5 WAYS TO FACILITATE WORKING MEMORY IN THE CLASSROOM

- **TEACH MULTIPLE WAYS TO PROBLEM SOLVING.** Research indicates that students who utilize both visual-spatial and/or verbal strategies to solve problems tend to outperform those who over-rely on just a single strategy.
- **AVOID SKILL DRILLS.** Speed and competition are a sure-fire way to create anxiety in students. Fluency and automatic retrieval of over-learned math facts can be ascertained without classroom competition.
- **LINK PROBLEM SOLVING WITH PASSION.** Whether its calculating batting averages in baseball, determining life points in Yu-Gi-Oh, or simply making change from a shopping spree, students to be more active learners when personal meaning is attached to the cold harshness of problem solving.
- **SET ALGORITHMIC PROCEDURES TO A SONG.** Math calculation exercises, from subtraction with regrouping to diving fractions often involve a series of problem solving steps that seem devoid of logic and meaning. Students frequently lose track of the necessary sequences of steps to arrive at the answer, and tend to panic in mid-drift. Verbalizing strategies by way of song can be a key memory enhancer that can often bail out students while simultaneously reducing their fear of failure.
- **ENCOURAGE VISUAL CUES.** Most students prefer to problem solve in their head, rather than make an effort to jot down the equations on scratch paper. "Mental math" requires strong working memory skills. When anxiety is a factor, the cognitive counterspace required to calculate equations in our minds diminishes, thus heightening anxiety levels. As Hopko et al. (1998) noted, the central executive system in the prefrontal cortex is the main filter that allows us to sustain attention in the face of negative distractors. This mechanism lies particularly vulnerable in the anxious brain of a math student. Being preoccupied by worrisome or anxious thoughts ultimately leads to the detriment of working memory systems being able to contribute to more higher level cortical functioning.

MATH WEBSITES

- www.aaamath.com
- www.aplusmath.com
- www.funbrain.com
- www.math.com
- www.multiplication.com

INSTRUCTIONAL PROCESSES WITH STRONG EVIDENCE OF EFFECTIVENESS

- **Classwide Peer Tutoring (CPT)** : Paired learning approach Students take turns as teacher and learner (greenwood@ku.edu)
- **Peer-Assisted Learning Strategies (PALS)**: Structured pair learning strategy (www.kc.vanderbilt.edu/pals)
- **Student Teams-Achievement Divisions (STAD)**: Structured cooperative learning program Students work in teams of four (nmadden@ihu.edu)
- **Team Accelerated Instruction Math (TAI Math)**: Structured cooperative learning program Explicit instruction by teacher Students work in four-member teams (www.charlesbridge.com)

REFERENCES:

Essentials of Evidence-Based Academic Interventions, Barbara J. Wendling and Nancy Mather

Auditory Processes, Pamela Gillet

The Neuropsychology of Mathematics: Diagnosis and Intervention, Steven G. Feifer and Philip A. De Fina

Mathematics and Dyslexia, The Orton Emeritus Series

Multisensory Teaching of Basic Language Skills, Judith R. Birsh

Dyslexia Theory and Practice of Instruction, 3rd Edition, Jo Anna Kellogg Uhry and Diana Brewster Clark

WJ-III Reports, Recommendations and Strategies, Nancy Mather and Lynne Jaffe

Early Reading Assessment, Natalie Rathvon

DYSLEXIA-ASSOCIATED TERMS

ACCELERATED READING INSTRUCTION: Intensified, research-based, reading instruction that addresses the student's reading needs that were determined by the K-2 Reading Instruments (TEC §28.006). This intensive research-based instruction is provided for students determined to be at risk for dyslexia or other reading difficulties. The district or charter school determines the form, content, and timing of the intensive instruction that is designed to meet students' needs (e.g., instruction in phonemic awareness, alphabetic principle, word analysis strategies, fluency, and/or reading comprehension).

ACCOMMODATION: Changing or altering the learning environment, materials, delivery method, or response mode. Modifications/changes should not be made to the state curriculum standards known as the Texas Essential Knowledge and Skills (TEKS).

ADAPTIVE BEHAVIOR: The effectiveness with which the student meets the standards of personal independence and social responsibility expected of his or her age and cultural group.

ALPHABETIC PRINCIPLE: The understanding that the sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words.

ASSISTIVE TECHNOLOGY: Any item, place of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability (IDEA).

AT-RISK FOR DYSLEXIA: A term used to describe students who are not making adequate progress in the areas of reading and/or reading development but who have not yet been identified as students with dyslexia. The students considered at risk are at the pre-identification level. These students must be provided accelerated reading instruction (intensive, research-based instruction that addresses the reading needs of the student).

CHILD FIND: A school district's system for identifying, locating, and evaluating individuals with disabilities (birth through 21 years of age) who reside in its jurisdiction and who may need special education and related services.

COGNATE: A word in one language that looks and means the same as a word in another language [family (English)/familia (Spanish)/familia (Portugese)/famiglia (Italian)/famille (French)/familia (Catalan)/familie (Romanian)].

CROSS-LINGUISTIC: Relates to the comparison of different languages and the influence that knowledge of one language has on an individual's learning or use of another language.

DEVELOPMENTAL AUDITORY IMPERCEPTION: The inability to receive and understand sounds and words.

DEVELOPMENTAL DISGRAPHIA: An 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: Significant difficulty learning to spell. This occurs in the absence of reading or other written language difficulties.

DIFFERENTIATED INSTRUCTION: A process used to recognize students' varying background knowledge, readiness, language, preferences in learning, and interests. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

DOMINANT LANGUAGE: The language of an individual that is strongest and most developed.

DYSLEXIA: 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

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

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 (International Dyslexia Association, 2002).

DYSPHASIA: A delay in the development of comprehension and/or expression of oral language; terms commonly used to describe this condition include "developmental language disorder" and "specific language impairment."

EVALUATION: The use of multiple methods in evaluating a variety of data to guide establishment of appropriate interventions. For the identification of a student with dyslexia, the data for evaluation should include the teacher's observations, the developmental and academic history of the student, the results of a variety of reading assessments, and all other information relevant to the identification of dyslexia.

EVIDENCE-BASED READING INSTRUCTION: Programs or instructional practices that have a record of success. This will include reliable, trustworthy, and valid evidence suggesting that when the program is used with a given group of students, the students can be expected to make adequate gains in reading achievement. Other terms that are sometimes used to convey the same idea are "research-based instruction" and "scientifically-based research."

EXPLICIT. DIRECT INSTRUCTION: Instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE): An educational right of a child with disabilities in the United States to be provided with an education, including specialized instruction and related services, that prepares the child for further education, employment, and independent living. In 1975, Congress passed Public Law 94-142, also known as the Education for All Handicapped Children Act, which defined and outlined that all public schools should provide all students with a free appropriate public education at public expense without additional charges to parents or students and must be under public supervision and be appropriate for the child's needs.

FLUENCY: The ability to read with speed, accuracy, and proper expression. Fluency is one of several critical factors necessary for reading comprehension.

GRAPHOPHONEMIC KNOWLEDGE (PHONICS) INSTRUCTION: Instruction that takes advantage of the letter sound plan in which words that carry meaning are made of sounds, and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.

INDIVIDUALIZED INSTRUCTION: Instruction that meets the specific learning needs of an individual student. Materials and methods are matched to each student's individual ability level.

INTERVENTION: A change in instruction in the area of learning difficulty to improve performance and achieve adequate progress.

LANGUAGE PROFICIENCY: The level of skill in a language. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language.

LANGUAGE STRUCTURE INSTRUCTION: Instruction that encompasses morphology, semantics, syntax, and pragmatics.

LINGUISTIC INSTRUCTION: Instruction that is directed toward proficiency and fluency with patterns of language so that words and sentences are the carriers of meaning.

MEANING-BASED INSTRUCTION: Instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition.

MORPHEME: A meaningful linguistic unit that cannot be divided into smaller meaningful elements, as the word book. A morpheme is also a component of a word, as "s" in books.

MORPHOLOGY: The study of the structure and form of words in a language, including inflection, derivation, and the formation of compounds. Knowledge of morphemes facilitates decoding, spelling, and vocabulary development.

MORPHOSYLLABIC WRITING SYSTEMS: Writing systems composed of several thousand characters that are visually complex and each represents a morpheme not a phoneme. An example of a morphosyllabic writing system is Japanese Kanji or Chinese Hanzi.

MULTISENSORY INSTRUCTION: Instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentation and student practice.

ORTHOGRAPHIC AWARENESS: The ability to perceive and manipulate aspects of a writing system and the visual aspects of reading and spelling, such as letters, letter patterns, and words.

ORTHOGRAPHIC MEMORY: The memory for letter patterns and words spellings.

ORTHOGRAPHY: The writing system of a language, including the spelling, punctuation, and capitalization rules.

PHONEMIC AWARENESS: The insight that spoken words can be conceived as a sequence of sounds; the ability to manipulate the sounds within words (e.g., segmenting or blending).

PHONICS: A method of teaching reading that helps students build understanding of sound symbol relationships and spelling patterns.

PHONOLOGY: The sound structure of speech and in particular the perception, representation, and production of speech sounds.

PHONOLOGICAL MEMORY: Passive short-term memory that briefly stores speech-based information in phonological form.

PROGRESS MONITORING: A scientifically based practice used to assess students' academic progress and/or performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Progress monitoring is a quick (less than five minutes) probe that is done frequently (weekly or biweekly) in order to make instructional changes in a timely fashion.

RECOMMENDATION FOR ASSESSMENT FOR DYSLEXIA: Recommendation by the teacher, district or charter school staff, and/or the parent or guardian that a student be assessed for dyslexia. Following the recommendation, the district or charter school must adhere to its written procedures and the procedures found in TEA's The Dyslexia Handbook-Procedures Concerning Dyslexia and Related Disorders -Revised 2007, Updated 2010.

RESPONSE TO INTERVENTION: A multistep, or tiered, approach to providing services and interventions at increasing levels of intensity to students who struggle with learning. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in specialized instructional settings or both.

SCIENTIFICALLY BASED RESEARCH: The required standard in professional development and the foundation of academic instruction called for in the guidelines of the Elementary and Secondary Education Act (ESEA). Under the ESEA definition, scientifically based research must meet the following criteria:

- Employ systematic, empirical methods that draw on observation or experiment;
- Involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions;
- Rely on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations;

CISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

- Be accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review.

SEMITIC WRITING SYSTEM: A writing system where each symbol usually stands for a consonant sound and the reader must supply the appropriate vowel sound. Examples of Semitic languages are Hebrew and Arabic.

SPECIFIC DEVELOPMENTAL DYSLEXIA: Another term for dyslexia.

STRATEGY-ORIENTED INSTRUCTION: Thoughtfully ordered step-by-step instruction in the strategies that students need to become independent readers, including strategies for decoding, encoding, word recognition, fluency, and comprehension.

SYLLABIC WRITING SYSTEM: Writing systems in which each symbol represents a syllable. Examples of syllabic writing systems are Japanese Kana, Korean, Hangeul, and many of the Asian-Indian languages.

SYNTAX: The study of rules and patterns for the formation of grammatical sentences and phrases in a language.

UNIVERSAL SCREENING: A step taken by school personnel to determine which students are at risk for not meeting grade-level standards. Universal screening can be accomplished by administering an academic screening to all students in a given grade level. Students whose scores fall below a certain cutoff point are identified as needing closer monitoring or intervention.