

# Port Neches-Groves ISD Dyslexia Program Operating Guidelines

## TEXAS EDUCATION CODE 38.003 (State Law)

- Students enrolled in public schools shall be tested for dyslexia...
- Provide treatment (i.e., instruction) for those identified dyslexic...

## TEXAS ADMINISTRATIVE CODE 74.28 (State Board of Education)

- Ensure that procedures for identifying a student w/ dyslexia...
- Provide and implement appropriate instructional services for students identified with dyslexia...

## PROCESS

**Referral process** - begins when the regular education teacher observes a student having difficulties in reading, writing and spelling. Data is gathered and brought to the Response to Intervention Committee (RTI). If interventions and classroom accommodations continue to be unsuccessful, a referral may be made by submitting a completed RTI form to the campus 504 Committee. The 504 Committee will obtain parent permission and forward the referral to the Dyslexia Department.

**Early Intervention referral**– Imagination Station Indicators of Progress (ISIP) will be administered on all campuses, grades K-2. If a child scores below campus expectations on the ISIP, the teacher will implement campus intervention strategies as indicated by the campus plan (Response to Intervention). The campus will continue to monitor and track the student progress and document progress on the RTI paperwork. If Tier I interventions prove to be unsuccessful and the student is exhibiting characteristics of dyslexia according to the Common Signs of Dyslexia checklist on page 2 of the TEA Dyslexia Handbook, a 504/RTI committee can request an Early Intervention screening by the Dyslexia Specialist. Assessment instruments that may be used: CTOPP, PAT, TOWRE, PAL.

The Dyslexia Specialist will report back to the RTI/504 committee and if the child is identified as at-risk for reading problems, Early Intervention materials will be furnished by the Dyslexia Program. The 504/RTI committee will continue to monitor and document the student's progress. By January of the student's 2<sup>nd</sup> grade year, if the student is still having difficulty with reading, writing, and/or spelling, the 504/RTI committee will refer for dyslexia assessment.

**Parent referral** – a parent can also initiate the process. Referral information provided by parents will be sent to the campus administrator and reviewed by the RTI.

**Timeline** - a referral will be processed within 45 school days of receiving 504 parent/guardian consent and completed RTI packet. The assessment will be completed by individuals who are trained to assess students for dyslexia and related disorders.

**Committee Members** - decisions about the student's placement are made by a committee knowledgeable of the student, the reading process, dyslexia and related disorders, dyslexia instruction, district/state guidelines for assessment, assessments used, and placement options. The Campus Dyslexia Committee (CDC) members consist of the campus 504 Coordinator or appointed designee, Dyslexia Specialist, classroom teacher and/or campus dyslexia teacher or any other campus staff that is knowledgeable of the student. Others present may be parents, regular education teacher and counselor, etc. If the 504/CDC committee determines that the child is eligible, an educational plan will be developed.

**Special Education Referral** - an ARD can make a referral for a dyslexia assessment. If a Full Individual Evaluation (FIE) has been completed by a diagnostician, the FIE may be used by the Dyslexia Specialist. The Dyslexia Specialist will report back to the ARD Committee.

**Special Education/DNQ** - a referral may be made by the ARD if a child no longer qualifies for Special Education (DNQ) and has a documented history of characteristic of dyslexia (Common Signs of Dyslexia p.2 of TEA Dyslexia Handbook). The Dyslexia Specialist will report back to the 504/CDC Committee with the results of the assessment.

**Transfers** - students previously receiving dyslexia services from another district will be accepted for eligibility by the 504/CDC Committee, pending documentation. Additional assessments may be administered if all domains were not assessed by previous district. 504 parent permission must be obtained.

## **DOMAINS TO ASSESS AND INSTRUMENTS**

Dyslexia specialists will assess students who are referred for dyslexia testing. Specialists must have training in the evaluation of students for dyslexia and related disorders (19 TAC 74.28).

### **Reading real and nonsense words in isolation (decoding)**

- Woodcock Johnson Reading Battery Test -WJIII
- **Phonological awareness**
- Comprehensive Test of Phonological Processing-CTOPP-2
- Woodcock Johnson Reading Battery Test -WJIII
- **Letter knowledge (name and associated sound)**
- Woodcock Johnson Reading Battery Test -WJIII
- Comprehensive Test of Phonological Processing-CTOPP-2

### **Rapid naming**

- Comprehensive Test of Phonological Processing-CTOPP-2

### **Reading fluency (rate and accuracy)**

- Accuracy-Gray Oral Reading Test 4<sup>th</sup>-GORT4
- Rate- Gray Oral Reading Test 4<sup>th</sup>-GORT4

### **Reading comprehension**

- Oral Reading-Gray Oral Reading Test 4<sup>th</sup>-GORT4
- Woodcock Johnson Reading Battery Test -WJIII

### **Written spelling**

- Woodcock Johnson Reading Battery Test -WJIII

**Additional areas that could be assessed** based on student's academic difficulties and characteristics include written expression, handwriting, listening, mathematics, scotopic sensitivity (SSS), visual perception, and cognitive ability:

- SSS-Irlen Screening
- Visual-Motor—Beery VMI
- Cognitive-Brief Intelligence Test 2<sup>nd</sup> (KBIT-2)

**Additional sources of data** needed to complete Diagnostic Dyslexia Portfolio:

- Vision/hearing screening
- Report cards (past and present)
- Parent survey
- TAKS scores (past and present)
- RTI report
- Teacher Survey

## **ELIGIBILITY/IDENTIFICATION**

Identification must be determined **based** on the following:

- Student has not made adequate academic progress in the areas of reading
- Student has demonstrated ability to learn in the absence of print and/or in other academic areas
- Student has the characteristics of dyslexia or a related disorder

The student's reading difficulties will reflect one of more of the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in:

- Reading real words in isolation
- Decoding nonsense words

- Reading fluency (rate and accuracy)
- Written spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

This **unexpectedly** low reading performance will be the result of a deficit in phonological processing, including:

- Phonological awareness
- Rapid naming
- Phonological memory

Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including;

- Reading comprehension
- Written composition

The following factors must NOT be used as the sole reason to identify a student for a dyslexia program:

- Student's primary language is not English
- Irregular attendance
- Lacks experiential background
- Brain injury, disease, or surgery that interferes with learning

## **PROGRAM METHOD**

Identified dyslexic students will receive a dyslexia instructional program at the student's home campus. **Itinerant Dyslexia Reading Teacher** will provide a program including the components and instructional approaches listed below and referenced in the TEA Dyslexia Handbook:

### **Components of Instruction**

- Phonemic awareness
- Graphophonemic knowledge (phonics)
- Language structure
- Updated/Revised 10/2011
- Linguistic patterns
- Strategy-oriented

### **Instructional Approaches**

- Explicit
- Individualized
- Intensive, highly concentrated
- Meaning-based
- Multisensory

The district's adopted dyslexia program is **Dyslexia Intervention Program (DIP)**. Additional programs and software may be used as **supplemental** programs to reinforce intervention instruction: STAR Renaissance, Reading Mate, Istation, Capstone, Read Theory.

The student may be eligible under Section 504 if his learning is substantially limited in the areas of reading, spelling, and/or written language activities.

Parents of students eligible under the Rehabilitation Act of 1974, Section 504, must be informed of all services and options available to the student. This information will be documented in the dyslexia report and shared with the parent. All documentation will be kept on the student's home campus and dyslexia office.

A referral to Special Services for a comprehensive assessment may be considered by the RTI committee for students who are unable to make adequate progress while being served under the 504/Dyslexia Program.

Students who no longer require a reading program, such as those in Jr. High and High School, may *still qualify* to receive accommodations and monitoring support from the dyslexia department.

## **MONITORING AND STUDENT PROGRESS**

The Dyslexia Specialists will monitor identified dyslexic student's progress at the end of each reporting period. An annual meeting with the campus 504 Committee will be scheduled to review each student's progress and design an educational plan for

the upcoming school year.

**Exiting Criteria** - student will be exited from the 504/Dyslexia program when he/she:

- Passes the Reading, Writing, or ELAR sections of STAAR
- Succeeds in all academic subjects
- Receives recommendations from campus dyslexia teacher and/or classroom teacher
- Has been monitored for one year and passing all academic subjects and TAKS without accommodations
- or
- Parent request

## **ROLES OF DYSLEXIA SPECIALIST AND ITINERANT READING TEACHERS**

### **Dyslexia Itinerant Reading Teachers**

- Delivery of instructional reading program for identified dyslexic students only
- Instructional reading program will be Dyslexia Intervention Program (DIP)
- Itinerant teacher will be assigned to a specific campus for purposes of accountability but will **NOT** be available to assist the campuses with campus responsibilities due to itinerant constraints
- Teacher/student ratio approximately 1:6 per group
- Administer and gather pre/post instructional data to monitor program effectiveness and student growth in the area of reading

### **District Dyslexia Specialists**

- Assess students for the purpose of possible dyslexia identification
- Participate in 504/Dyslexia Initial meeting
- Implement procedures for all campuses to use when referring a student for dyslexia testing