

Bishop C.I.S.D.



District Dyslexia Handbook
2022-2023

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I. What is Dyslexia?


Dyslexia


Risk factors and signs of dyslexia:

- Family history of dyslexia or reading difficulty
- Early language difficulties such as delayed speech or trouble pronouncing words
- Difficulty identifying and manipulating individual sounds within words
- Challenges learning letter names
- Difficulty recalling the names of letters, numbers, and familiar objects
- Avoidance of reading and writing tasks
- Inaccurate or slow reading
- Difficulty with note taking and producing written work
- Over use of pictures to guess at words

Early intervention is critical, and parents or guardians should talk to their child's teacher if they have concerns.

Additional resources and information for parents can be found on the SPEDTex website.

 [SpEdTex.org](https://www.spedtex.org)

 1.855.773.3839

Fact Sheet for Families

What is dyslexia?

Dyslexia is a brain-based learning disability that makes learning to read, write, and/or spell difficult despite adequate instruction and intelligence.

Students with dysgraphia, a related learning disorder, demonstrate academic challenges in handwriting, spelling, and written expression.

Characteristics of dyslexia:

Primary characteristics include difficulties:

- Learning the sounds letters make
- Reading words in isolation or reading unknown words
- Reading smoothly with enough speed and accuracy to comprehend
- Spelling

Secondary characteristics may include difficulty:


- Expressing ideas or concepts in writing
- Understanding what is read


Students with dyslexia may also present with additional difficulties and/or disorders, including attention deficit hyperactivity disorder (ADHD), speech and language disorders, and/or other academic needs.

Procedures for evaluation and identification:

Your children are legally entitled to receive individualized services and supports. State and federal law require schools to have specific procedures in place to identify, locate, and evaluate students with, or suspected of having, dyslexia. Dyslexia is a learning disability that may require special education services.

Parents may request a special education evaluation through their child's campus or district.

 [TEA.Texas.gov/TexasSpEd](https://www.TEA.Texas.gov/TexasSpEd)

 **TEA**
Texas Education Agency

II. Screening

TEC §38.003 requires:

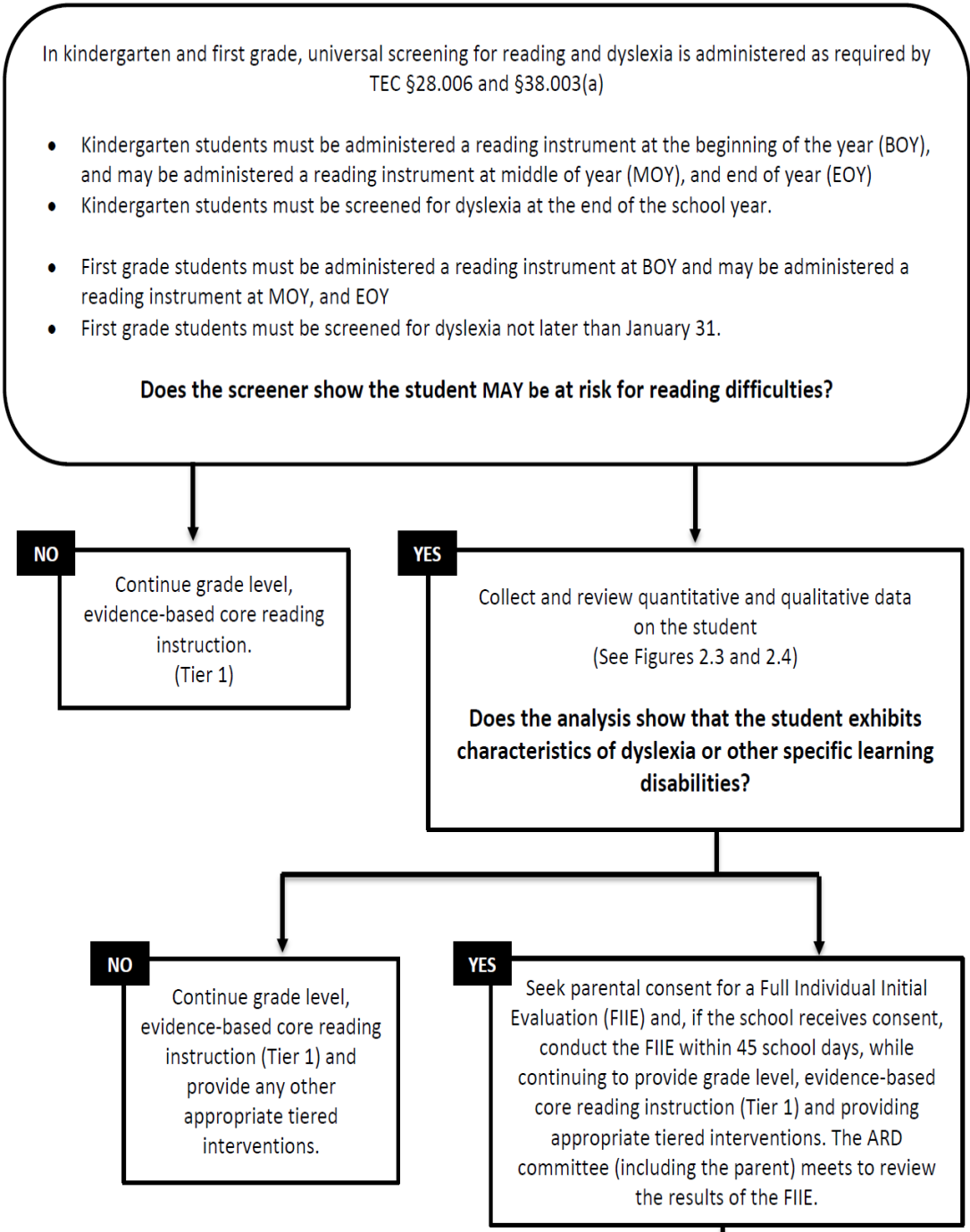
- kindergarten students be screened at the end of the school year
- first grade students screened no later than January 31.
- seventh grade students who did not demonstrate proficiency on the state reading assessment for sixth grade.

Per Texas Dyslexia Handbook Update 2021, Bishop CISD uses Amplify (K-1) and Texas Middle School Fluency Assessment (7th grade) as a dyslexia screening tool to determine testing of suspected students.

Dyslexia screening is a tool for identifying students who are at risk for a reading disability; this means that the screening does not “diagnose” dyslexia. Rather, it identifies “predictor variables” that raise red flags, so parents and teachers can intervene early and effectively.

There is no one set of data that a referral committee should use for determination of testing qualification. Test grades, reading screeners, classroom observations, attendance, vision screenings, dyslexia characteristic checklists, along with observations from the parents and school employees about the student’s struggles should **all** be taken into consideration.

Universal Screening and Data Review for Reading Risk



III. Evaluation

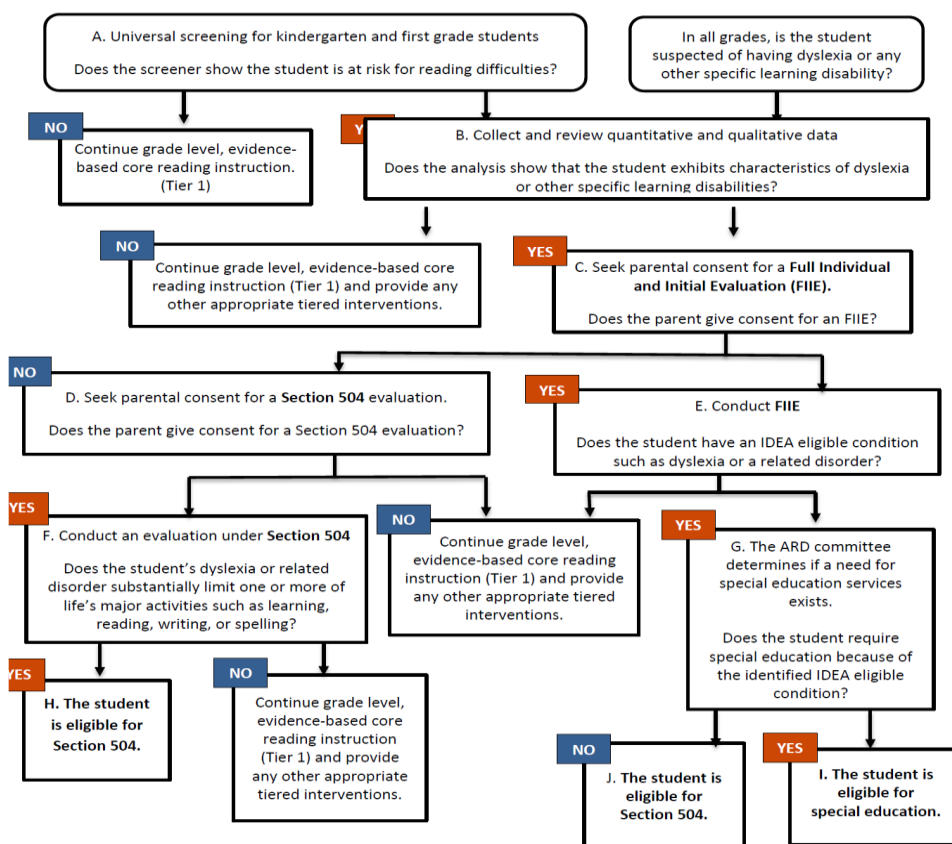
Evaluation Eligibility

- the student's exhibiting characteristics associated with dyslexia (difficulty with accurate or fluent word reading, spelling, decoding)
- difficulties result from deficits in phonological processing components
- the student's unexpected lack of appropriate academic progress
- the student's having adequate intelligence, the ability to learn
- the student's receiving conventional instruction
- the student's lack of progress not being due to socio-cultural factors such as language differences, inconsistent attendance, and lack of experiential background.
- Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time.
- Students enrolling in Bishop CISD will 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 input from parents/guardians. The appropriate time for assessing is early in a student's school career (19 TAC §74.28). Texas Education Code §28.006, Reading Diagnosis, requires assessment of reading development and comprehension for students in kindergarten, first grade, second grade, and as applicable, seventh grade. While earlier is better, students should be recommended for evaluation for dyslexia even if the reading difficulties appear later in a student's school career.

- A team of knowledgeable persons reviews data and determines if a student should be referred for a dyslexia evaluation. If an evaluation is recommended, the evaluation will be conducted as part of a comprehensive full and individual initial evaluation (FIIE) through special education unless the parent does not consent to such an evaluation under IDEA. If a FIIE is refused, the parent will be offered a dyslexia evaluation through 504. If a student is already served under IDEA the ARD Committee will determine if further testing in the area of dyslexia is needed. If a student is receiving services through Section 504 for dyslexia and

continues to struggle a special education referral will be initiated. A parent may request an evaluation at any time for dyslexia through Section 504 or IDEA.

Pathways for the Identification and Provision of Instruction for Students with Dyslexia



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

Sources and Examples of Cumulative Data

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Classroom reading assessments
- Accommodations or interventions provided

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

Dyslexia Identification

If the student’s difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dyslexia. For ELs, an LPAC representative must be included on the ARD committee. The list of questions below must be considered when making a determination regarding dyslexia:

Do the data show the following characteristics of dyslexia?

- Difficulty with accurate and/or fluent word reading
- Poor spelling skills
- Poor decoding ability
- Adequate Intelligence

Do these difficulties (typically) result from a deficit in the phonological component of language? (Please be mindful that average phonological scores alone do not rule out dyslexia.)

Are these difficulties **unexpected** for the student's age in relation to the student's other abilities and provision of effective classroom instruction?

IV. Instruction

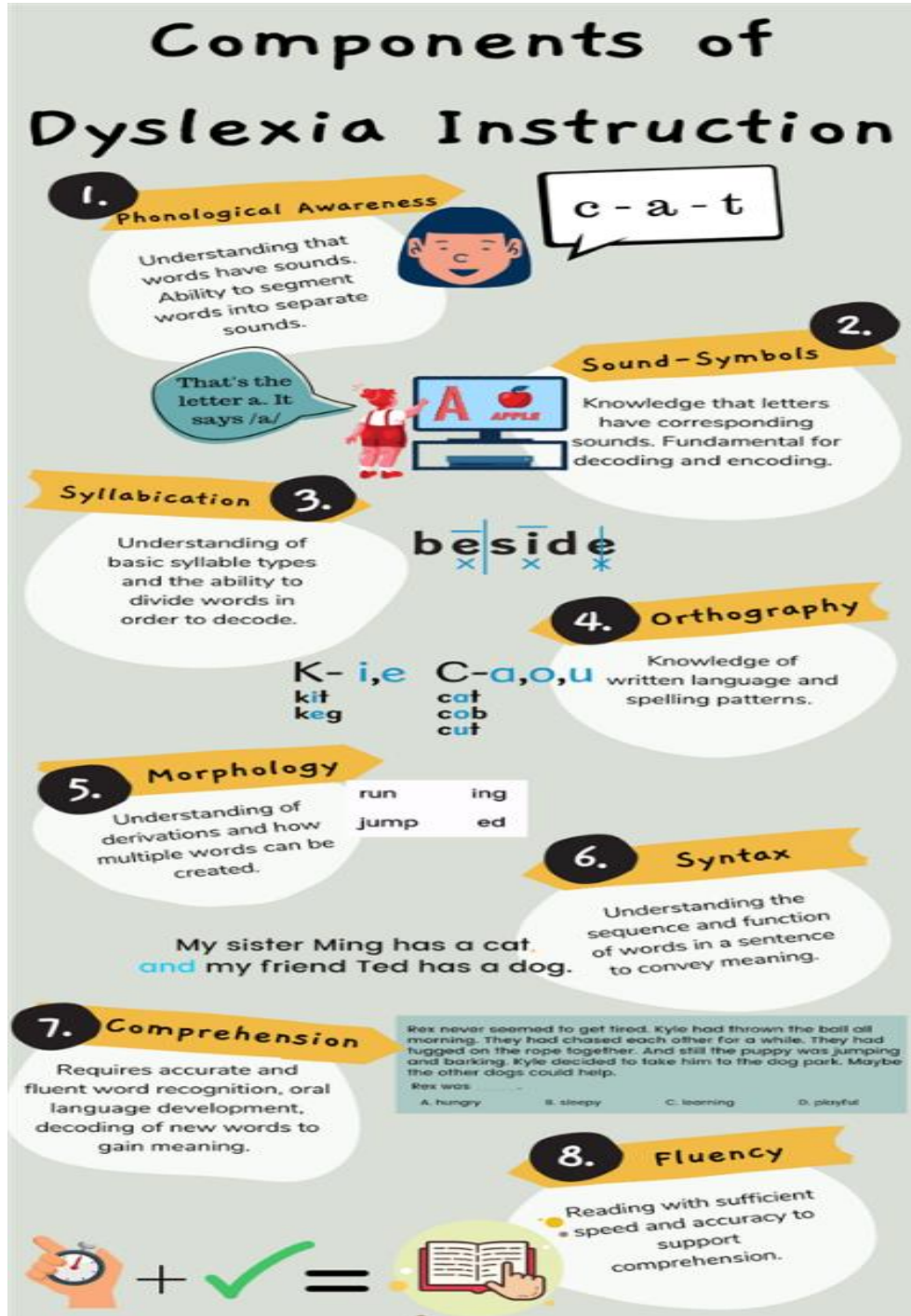
Bishop CISD uses critical, evidence-based components of Dyslexia instruction through **Reading by Design**

Reading by Design: An Individualized Literacy Intervention is a systematic, multisensory approach aligned with research-based practices for developing literacy. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels. This comprehensive program addresses 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 [phonemic awareness].” (Birsh, 2018, p. 26).
- **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, 2018, p. 26). “Explicit phonics refers to an organized program in which these sound symbol correspondences are taught systematically” (Berninger & Wolf, 2009, p. 53).
- **Syllabication**—“A syllable is a unit of oral or written language with one vowel sound. Instruction must include the six basic types of syllables in the English language; closed, open, vowel-consonant, r-controlled, vowel pair (or vowel team), and final stable syllable. Syllable division rules must be directly taught in relation to the word structure” (Birsh, 2018, p. 26).
- **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 morphemes are combined to form words. A morpheme is the smallest unit of meaning in the language” (Birsh, 2018, p. 26).
- **Syntax**—“Syntax is the set of principles that dictate sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language” (Birsh, 2018, p. 26).

Reading by Design is used with students in kindergarten through grade 12 in a small, homogeneous group setting. Group size, frequency of intervention, and duration of each session should be determined by individual student data reflecting mastery of concepts and progress toward reading on grade level. The program includes a

predictable lesson routine consisting of phonological awareness practice, alphabet activities, review of high-frequency words, and reading rules, new learning, reading practice, handwriting, spelling, and components of language. Teachers who provide Reading by Design for students must be trained in the program to ensure fidelity. Progress monitoring and review lessons are embedded throughout the program to inform student progress and promote reading and writing automaticity.



V. Support



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.
- 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/p_child_development.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

VI. Classroom Accommodations

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year and over several years including beyond graduation. Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation. Listed below are examples of reasonable classroom accommodations:

- Copies of notes (e.g., teacher- or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs

Ineffective accommodations:

- Colored Overlays and Colored Lenses
- Specialized fonts designed for people with dyslexia
- Vision Therapy
- Specific Working Memory Training Programs

VII. Procedures for Tracking Accommodations

Bishop CISD procedures for tracking appropriate accommodation/modifications through appropriate assignments and assessments.

At the beginning of every school year, the campus 504 Coordinator and/or Director of Special Education will provide training to all staff that instruct students with dyslexia.

The training will include:

- how to accurately track appropriate accommodations for assignments and assessments
- how to keep record of student work samples
- how to properly understand the success of appropriate accommodations
- confidentiality of student program records

The campus 504 Coordinator and/or Special Education Director will provide an accommodations/modifications tracking sheet based the on the needs of their specific program.

Teachers will be required to maintain accommodation/modification tracking sheets throughout the year and return them at the end of year to the 504 Coordinator or Special Education Director. These trackers will be filed accordingly into the students' 504 or special education file.

VII. Dysgraphia

Procedures for Identification of Dysgraphia

The process of identifying dysgraphia will follow Child Find procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA. These procedural processes require coordination among the teacher, campus administrators, diagnosticians, and other professionals as appropriate when factors such as a student's English language acquisition, previously identified disability, or other special needs are present.

The first step in the evaluation process, data gathering, should be an integral part of the district's or charter school's process for any student exhibiting learning difficulties. Documentation of the following characteristics of dysgraphia could be collected during the data gathering phase:

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

While schools must follow federal and state guidelines, they must also develop procedures that address the needs of their student populations. Schools shall recommend evaluation for dysgraphia if the student demonstrates the following:

- Impaired or illegible handwriting that is unexpected for the student's age/grade
- Impaired handwriting that interferes with spelling, written expression, or both that is unexpected for the student's age/grade

Dysgraphia Symptoms

Symptoms of Dysgraphia may include the following

- 
- Handwriting is illegible
 - Letter sizes and shapes are irregular
 - Incomplete letters
 - Struggles to communicate through writing
 - Awkward pencil grip
 - Makes spelling mistakes often
 - Says words aloud while writing
 - Avoids writing or drawing
 - Missing or incomplete words in sentences



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Data Gathering

Schools collect data on all students to ensure that instruction is appropriate and scientifically based. Essential components of comprehensive literacy instruction,

including writing, as explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff.

Cumulative Data

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dysgraphia is not due to lack of appropriate instruction in handwriting, spelling, and written expression. This information should include data that demonstrate that the student was provided appropriate instruction and include data-based documentation of repeated evaluations of achievement at reasonable intervals (progress monitoring), reflecting formal evaluation of student progress during instruction. This cumulative data also include information from parents/guardians. Sources and examples of cumulative data are provided in Figure 5.1.

Figure 5.1. Sources and Examples of Cumulative Data	
<ul style="list-style-type: none"> • Vision screening • Teacher reports of classroom concerns • Parent reports of concerns about handwriting, spelling, or written expression • Classroom handwriting assessments • Classroom spelling assessments • Samples of written work (e.g., journal, story responses, writing samples, etc.) • Accommodations or interventions provided • Academic progress reports (report cards) • Gifted/talented assessments • Samples of written schoolwork (both timed and untimed) 	<ul style="list-style-type: none"> • State student assessment program results as described in TEC §39.022 • Observations of instruction provided to the student • Full Individual and Initial Evaluation • Outside evaluations • Speech and language assessment • School attendance • Curriculum-based assessment measures • Instructional strategies provided and student’s response to the instruction • Universal screening • Parent survey

Formal Evaluation

Formal evaluation includes both formal and informal data. All data will be used to determine whether the student demonstrates a pattern of evidence for dysgraphia.

Academic Skills

- Letter formation
- Handwriting
- Word/sentence dictation (timed and untimed)
- Copying of text

- Written expression
- Spelling
- Writing fluency (both accuracy and fluency)

Cognitive Processes

- Memory for letter or symbol sequences (orthographic processing) Possible Additional Areas
- Phonological awareness
- Phonological memory
- Working memory
- Letter retrieval
- Letter matching

Possible Additional Areas

- Phonological awareness
- Phonological memory
- Working memory
- Letter retrieval
- Letter matching

Dysgraphia Identification

If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dysgraphia. The list of questions below must be considered when making a determination regarding dysgraphia:

- Do the data show the following characteristics and consequences of dysgraphia?
 - Illegible and/or inefficient handwriting with variably shaped and poorly formed letters
 - Difficulty with unedited written spelling
- Low volume of written output as well as problems with other aspects of written expression
- Do these difficulties (typically) result from a deficit in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms)?
- Are these difficulties unexpected for the student's age in relation to the student's other abilities and the provision of effective classroom instruction?

If the student with dysgraphia is found eligible for special education, the student's IEP must include appropriate writing instruction, which might include instruction from a related services provider.

If the student is identified with dysgraphia but is not considered a student with a disability under the IDEA (because the student does not need specially designed instruction), then the student may receive appropriate accommodations and services under Section 504. Students are protected under Section 504 if the physical or mental impairment (dysgraphia) substantially limits one or more major life activities, such as the specific activity of writing. Additionally, the Section 504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity (writing), must not consider the ameliorating effects of any mitigating measures that student is using. Revision of the Section 504 Plan will occur as the student's response to instruction and to the use of accommodations, if any, is observed. Changes in instruction and/or accommodations must be supported by current data (e.g., classroom performance and dyslexia program monitoring).

Dysgraphia Instruction

Bishop CISD uses critical, evidence-based components of dysgraphia instruction through **Reading by Design**

Delivery of Intervention The way the content is delivered should be consistent with the principles of effective intervention for students with dysgraphia including the following:

- **Simultaneous, multisensory** (VAKT) — “Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning” (Birsh, 2018, p. 19). “Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning” (Moats & Dakin, 2008, p. 58).
- **Systematic and cumulative** — “Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory” (Birsh, 2018, p. 19). 71
- **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, p. 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, p. 326).

• **Diagnostic teaching to automaticity** — “The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The content presented must be mastered to the degree of automaticity” (Birsh, 2018, p. 27). “This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student” (Moats & Dakin, 2008, p. 58). “When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner” (Berninger & Wolf, 2009, p. 70).

Classroom Accommodations

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction.

Listed below are examples of reasonable classroom accommodations for a student with dysgraphia:

- Allow more time for written tasks including note taking, copying, and tests
- Reduce the length requirements of written assignments
- Provide copies of notes or assign a note taking buddy to assist with filling in missing information
- Allow the student to audio record important assignments and/or take oral tests
- Assist student with developing logical steps to complete a writing assignment instead of all at once
- Allow the use of technology (e.g., speech to text software, etc.)
- Allow the student to use cursive or manuscript, whichever is most legible and efficient
- Allow the student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns of numbers
- Offer an alternative to a written project such as an oral report, dramatic presentation, or visual media project

VIII. References

<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

<https://tea.texas.gov/sites/default/files/spanish-dyslexia-handbook.pdf>

<https://www.tsl.texas.gov/tbp/index.html>

<https://learningally.org/>

IX. Contact Information

Dr. Jennifer Trice
Director of Special Education and Dyslexia
719 East 6th Street
Bishop, Texas 78343
Phone: (361) 584-3591 ext. 223
Fax: (361) 584-5128
Email: jtrice@bishopcisd.net

Laura Petro
Dyslexia Teacher
Bishop Elementary School
200 S. Fir St.
Bishop, Texas 78343
Phone: (361)584-3571
Email: lpetro@bishopcisd.net

Anna Gaona
Dyslexia Teacher
Bishop Elementary School
Bishop Elementary School
200 S. Fir St.
Bishop, Texas 78343
Phone: (361)584-3571
Email: agaona@bishopcisd.net