



Dyslexia Plan
for
Kerrville Independent School District

Revised 2008

This document was compiled by

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Forward

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 unlikely to ever flourish in school or life.

Moats, L. C. (1999). *Teaching Reading IS Rocket Science: What expert teachers should know and be able to do*. Washington, D.C.: American Federation of Teachers.

LEGAL MANDATES

In Texas, the identification and instruction of students with dyslexia and related disorders are mandated and structured by two statutes and one rule. Texas Education Code (TEC) §38.003 defines dyslexia and related disorders, mandates testing students for dyslexia, provides instruction for students with dyslexia, and gives the State Board of Education authority to adopt rules and standards for administering testing and instruction (Screening and Treatment for Dyslexia and Related Disorders) [See Appendix A].

Chapter 19 of the Texas Administrative Code (TAC) §74.28 outlines the responsibilities of districts in the delivery of services to students with dyslexia (Students with Dyslexia and Related Disorders) [See Appendix B].

The Rehabilitation Act of 1973 §504 establishes assessment and evaluation standards and procedures for students.

In addition to the statutes and rules related to dyslexia, the State Board of Education approved (1992) and revised (1998) a set of guidelines referred to as the *Revised Procedures Concerning Dyslexia and Related Disorders*. In February of 2007, the State Board of Education released *The Dyslexia Handbook – Revised 2007: Procedures Concerning Dyslexia and Related Disorders*. This handbook was used to compile KISD's *Dyslexia Handbook – Revised 2008*.

This dyslexia handbook replaces all previous Kerrville ISD handbooks and guidelines, and introduces legal changes with the addition of TEC §7.028(b) [See Appendix C] and with revisions to TAC §74.28(c) and (h). **Each campus has a Student Assistance Team (SAT) and should be considered “the committee of knowledgeable persons” (the term used by the State of Texas).**

DEFINITIONS OF DYSLEXIA

As defined in TEC §38.003:

(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 socio-cultural opportunity.

(2) *Related disorders* include disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The current definition from the International Dyslexia Association states:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002).

CHARACTERISTICS OF DYSLEXIA

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

The primary reading and spelling characteristics of dyslexia are as follows:

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

The reading/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words;
- Learning the names of letters and their associated sounds;
- Phonological memory (holding information about sounds and words in memory);
- Rapid naming of familiar objects, colors, or letters of the alphabet.

Secondary consequences of dyslexia may include the following:

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

Common Signs of Dyslexia:

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

Pre-school:

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

Kindergarten through third grade:

- Fails to understand that words come apart;
- Has difficulty learning the letter names and their corresponding sounds;
- Has difficulty decoding single words (reading single words in isolation)—lacks a strategy;
- Has difficulty spelling phonetically;
- Oral reading is choppy and labored (nonfluent);
- Relies on context to recognize a word.

Fourth grade through high school:

- Has a history of reading and spelling difficulties;
- Avoids reading out loud;
- Reads most materials slowly;
- oral reading is labored, not fluent;
- Avoids reading for pleasure;

- May have an inadequate vocabulary;
- Has difficulty spelling;
- may resort to using less complicated words in writing that are easier to spell.

Sources for Common Signs of Dyslexia from The International Dyslexia Association
retrieved July 10, 2006, from
http://www.interdys.org/servlet/compose?section_id=5&page_id=79.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Alfred A. Knopf.

Special Note: Interpretation

The term “dyslexia” is sometimes inappropriately used to describe any type of reading difficulty, but not everyone who has a reading problem has dyslexia. Some people who read poorly have reading problems due to inadequate instruction, below average intelligence, or poor motivation. Reading problems may also be associated with visual or hearing impairments, attention deficit disorder, general developmental disabilities, or other conditions. These factors may coexist with the dyslexia but they don’t cause it.

Identification of dyslexia is difficult because people and characteristics are different. Keep in mind that some characteristics of dyslexia are developmentally appropriate and only become detrimental when they remain as the child continues to age. (Currie, P. S., & Wadlington, E. M. (2000). *The Source for Learning Disabilities*. East Moline, IL: LinguiSystems, Inc.)

IDENTIFICATION OF STUDENTS WITH DYSLEXIA

A team or committee of knowledgeable persons (SAT) determines whether the student has dyslexia. The team must be knowledgeable about the following:

- The student being assessed;
- The reading process;
- Dyslexia and related disorders;
- Dyslexia instruction;
- District, state, and federal guidelines for assessment;
- The assessments used;
- The meaning of the collected data.

A committee of knowledgeable persons (SAT) determines the identification of dyslexia after reviewing all accumulated data including the following areas:

- The observations of the teacher, district, and/or 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.

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

- Reading words in isolation;
- Decoding nonsense words;

- Reading fluency (both 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 the following:

- Phonological awareness;
- Rapid naming;
- Phonological memory.

Students with dyslexia may also have difficulty with the secondary characteristics of dyslexia, including reading comprehension and written composition.

The committee of knowledgeable persons (SAT) will also incorporate the following guidelines from TEC §38.003 and 19 TAC §74.28:

- The student has received conventional (appropriate) instruction;
- The student has an unexpected lack of appropriate academic progress (in the areas of reading and spelling);
- The student has adequate intelligence (an average ability to learn in the absence of print or in other academic areas);
- The student exhibits characteristics associated with dyslexia;
- The student's lack of progress is not due to socio-cultural factors such as language differences, irregular attendance, or lack of experiential background.

After taking into consideration the previous information, the committee of knowledgeable persons (SAT) determines whether the student has dyslexia. If the student has dyslexia, the committee of knowledgeable persons (SAT) will place the student with dyslexia under the Rehabilitation Act of 1973, §504, **(unless the parent does not consent)**. A student is considered to have a learning difficulty under §504 if the condition substantially limits the student's learning. Students with additional factors that complicate their dyslexia may require additional support or referral to special education.

Referrals to Special Education

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 the student with dyslexia is found eligible for special education, the admission, review, and dismissal (ARD) committee must include appropriate reading instruction on the student's Individualized Education Program (IEP).

Assessment of Students Identified Outside the District

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

PROCEDURES FOR ASSESSING STUDENTS FOR DYSLEXIA

Procedures Required by State and Federal Law Prior To Formal Assessment

For students who demonstrate difficulties during early reading instruction (Kindergarten, Grade 1, Grade 2), the most common form of instructional help is available through the Student Success Initiative (SSI) as mandated by TEC §28.006 [See Appendix D]. The SSI is a state-level effort to ensure that all Texas students receive the instruction and support needed to be academically successful in reading and mathematics.

TEC §28.006 requires districts and charter schools to administer early reading instruments to all students in Kindergarten and grades 1 and 2 to assess their reading development and comprehension. (KISD's early reading instrument is the TPRI.) If, on the basis of the reading instrument results, students are determined to be **at risk** for dyslexia or other reading difficulties, the district or charter school must notify the students' parents or guardians. According to TEC §28.006(g), the district or charter school must also implement an accelerated (intensive) reading program that appropriately addresses the students' reading difficulties and enables them to "catch up" with their typically performing peers.

The interventions provided to students who are reported to be at risk for dyslexia or other reading difficulties should align with the requirements of the No Child Left Behind (NCLB) Act of 2001 that requires districts and charter schools to implement reading programs that use scientifically based reading research. Ongoing assessment and progress monitoring of reading achievement gains is required for students at risk. Parents or guardians always have the right to request a referral for assessment at any time.

Data Gathering

At any time (from Kindergarten through grade 12) that a student continues to struggle with one or more of the components of reading, the district must collect additional information about the student. The district will use this information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. To ensure that under-achievement in a student is not due to lack of appropriate instruction in reading, other information should be considered. 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;
- Hearing screening;
- Teacher reports of classroom concerns;
- Basal reading series assessment;
- Accommodations provided by classroom teachers;
- Academic progress reports (report cards);
- Samples of school work;
- Parent conferences;
- Oral language proficiency (LEP);
- Speech and language screening through a referral process;
- The K-2 early reading instrument as described in TEC §28.006;
- Language Proficiency Assessment Committee (LPAC) documentation;
- Student assessment as required by the State of Texas (TEC §39.022).

One of the actions Kerrville ISD has available is to recommend that the student be assessed for dyslexia. The district recommends assessment for dyslexia if the student demonstrates the following:

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

Formal Assessment

Students enrolling in public schools in Texas 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 input from the parents or guardians. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), **the earlier the better**.

The elementary campuses currently employ that if a student's progress in the essential components of reading warrants continued intervention AND the student demonstrates characteristics associated with dyslexia, the student should be recommended for a formal assessment of dyslexia.

While earlier is better, students should be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career. When the district recommends that a student needs to be assessed for dyslexia, the district proceeds using the following criteria for assessment.

Assessment Criteria

Assess the student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAK §74.28).

Tests, assessments, and other evaluation materials must have the following characteristics:

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

Domains to Assess

Depending on the student's age and stage of reading development, the following are the areas related to reading that will be assessed using a variety of measures (Dyslexia Screening Test):

- Rapid naming;
- Reading real words in isolation;
- Phonological awareness and segmentation;
- Rhyming words;

- Written spelling;
- Reading real and nonsense words in a paragraph;
- Writing and copying;
- Handwriting;
- Vocabulary.

Based on the student's academic difficulties and characteristics, additional areas that can be assessed include letter knowledge (name and associated sound), reading fluency (rate and accuracy); reading comprehension, written expression, and mathematics.

English Language Learners

This refers to students served in ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services.

Additional data to be gathered when assessing English Language Learners:

- Language Proficiency Assessment Committee (LPAC) documentation which includes the following:
 - a. Home Language Survey;
 - b. Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests);
 - c. TAKS documentation when available;
 - d. Texas English Language Proficiency System (TELPAS) information, (Reading Proficiency Test in English [RPTE], and Texas Observation Protocol [TOP];
 - e. Type of language programming provided and language of instruction;
 - f. Linguistic environment and second-language acquisition development;
 - g. Previous schooling in and outside of the United States.

Additional assessment when assessing English Language Learners:

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

Interpretation:

The testing results of English Language Learners will be interpreted in light of the student's language development (in both English and the student's native language), educational history, linguistic background, socioeconomic issues, and any other pertinent factors that affect learning.

KISD DYSLEXIA REFERRAL PROCEDURES

1. Any referrals on students who may be showing dyslexia characteristics must first go through the campus Student Assistance Team (SAT) even if a parent is referring the child.
2. The referral must go through the **Student Assistance Team: Referral Timeline** [See Appendix E].
3. The following are the steps for **Phase I** of the SAT Referral Timeline.
 - a. A teacher who has noted a student exhibiting dyslexia characteristics and interventions have failed must obtain a campus **SAT Referral Form** from the Campus SAT Coordinator [See Appendix F];
 - b. The teacher completes the referral form and if needed, the **Behavior Observation Sheet** [See Appendix F];
 - c. The teacher returns completed forms to the Campus SAT Coordinator.
4. The following are the steps for **Phase II** of the Referral Timeline.
 - a. Once the Campus SAT Coordinator has received the referral, the coordinator must log the name of the student in the SAT referral log and schedule a SAT meeting;
 - b. A case manager is assigned to the student and the referral. The case manager must make sure all the data is collected. This includes grades, attendance, discipline, and if needed, behavior observation sheets from teachers;
 - c. All information gathered is to be presented to the campus SAT for review. **This committee will be made up of a team of persons knowledgeable about the student, the meaning of the evaluation information, and instructional components and approaches for students with dyslexia.**
5. The following are the steps for **Phase III** from the Referral Timeline.
 - a. At the SAT meeting, the SAT will review information and determine if the potential dyslexic student needs an **Academic Screening**. If that is the case, KISD trained personnel will need to administer the Kaufman Brief

Intelligence Test (KBIT), the Kaufman Test of Educational Assessment (KTEA) brief form, or Kaufman Survey of Early Academic and Language Skills (KSEALS), and the Dyslexic Screening Test (DST) for the appropriate age of the student;

- b. Obtain permission from the parent or guardian before assessing the student [See Appendix F- **Parent’s Permission Form/English and Spanish Versions**];
- c. Once permission is gained, the student can be assessed. Screening information is presented on the **Student Assistance Form** at the next SAT meeting [See Appendix F];
- d. At the next meeting, the SAT determines what intervention plan is needed.
 1. Develop intervention plan;
 2. Determine if additional information is needed;
 3. Contact the parents or guardians to notify the results of the testing;
 4. If the student shows dyslexic characteristics, the student need to be placed under The Rehabilitation Act of 1973 §504 with parents’ permission;

A §504 meeting will need to be scheduled with the parents or guardians to process paperwork for the student to be classified as §504 as well as to notify them of their rights under §504. The notices and contents must be provided in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless it is clearly not feasible to do so;

5. The dyslexia committee will use §504 to monitor students’ achievements, changes in placement, and for entry and exit of students from §504;
6. The student may be referred to Special Education (SAT Campus Coordinator begins the Special Education referral packet);
7. It is the responsibility of the campus Dyslexia Coordinator to ensure that all data regarding dyslexic students is entered into PEIMS/Skyward. The “date of testing” is the date on which the student was administered the DST. [See Appendix G];

8. The information concerning §504 must also be entered in PEIMS/Skyward. The date that needs to be used is the date the actual §504 meeting occurred. A copy of the §504 paperwork needs to be placed in the cumulative record;
- e. The case manager will continue to track interventions to ensure student success, and will report progress to SAT.

ALLOWABLE TAKS ACCOMMODATIONS

A testing accommodation is a change to the testing environment to assist a student with special needs so that assessment can mirror classroom instruction as much as possible without invalidating test results. Only test accommodations that do not cause test results to be invalid may be used with state tests.

The decision to use a particular accommodation with a student should be made on an individual basis and should take into consideration (a) **the needs of the student** and (b) **whether the student routinely receives the accommodation in classroom instruction.**

Dyslexia Bundled Accommodations – Texas Assessment of Knowledge and Skills (TAKS) Reading Assessment

In the spring of 2004, a study was conducted to evaluate the effects of a series of accommodations on the performance of elementary students with dyslexia on the Texas Assessment of Knowledge and Skills (TAKS) reading test. The purpose of the study was to determine if the bundled accommodations “leveled the playing field” for students who had been identified with dyslexia or who had a severe reading disability that caused them to have difficulty reading words in isolation.

The study found that these three bundled accommodations provided appropriate support for this population of students without creating an unfair advantage or invalidating their reading performance on the test.

As a result of the 2004 study and a subsequent research study, the three bundled accommodations are now available for students in grades 3 – 8 who meet the eligibility requirements. These accommodations can be used to administer the TAKS reading test in English and Spanish at grades 3 – 6, including all three Student Success Initiative (SSI) opportunities at grades 3 and 5, and the TAKS reading test in English at grades 7 - 8. The

dyslexia accommodations may also be used for all three SSI test opportunities offered at grade 8.

The test administrator must administer the reading test using all three accommodations as a bundled package. Students should be tested individually or in small groups.

Fletcher, J. M., Francis, D. J., Boudousquie, A., Copeland, K., Young, V., Kalinowski, S., & Vaughn, S. (2005). Effects of accommodations on high-stakes testing for students with reading disabilities. *Exceptional Children*, 72(2), 136 – 150.

The three bundled accommodations include:

- Orally reading all proper nouns associated with each passage before students begin individual reading;
- Orally reading all questions and answer choices to students; and
- Extending the testing time over a two-day period.

General guidelines for administering the dyslexia bundled accommodations are provide in the District and Campus Coordinator TAKS Manual. Test instructions specific to the administration with the dyslexia bundled accommodations and the applicable proper-nouns list will be provided to test administrators. Copies of the dyslexia test administrator instructions and the dyslexia proper-nouns lists must be made using the blackline masters provided in each campus box. Note: beginning in 2008, there are separate test administrator instructions and proper-nouns lists for TAKS (Accommodated). For further clarification: see District or Campus TAKS Coordinator.

Requirements for Eligibility

A student who meets the following criteria is eligible to receive the set of three bundled accommodations on the English and Spanish TAKS reading tests at grades 3, 4, 5, and 6, and in English at grades 7, and 8:

- A student **not receiving special education services** must be identified with dyslexia; or
- A student **receiving special education services** must either be identified with dyslexia or have a severe reading disability that exhibits the characteristics of dyslexia, causing the student to lack word-identification skills and to have difficulty reading words in isolation; **and**
- The student must routinely receive accommodations in classroom instruction and testing that address the difficulties he/she has reading words in isolation.

Authority for Decision

For students who meet the eligibility criteria outlined above, the decision to provide the bundled accommodations should be made by:

- The examinee's placement committee required by §504 of the Rehabilitation Act of 1973 and must be documented in the student's Individual Accommodation Plan (IAP); or
- The examinee's ARD committee and must be documented in the examinee's IEP.

TAKS ORAL ADMINISTRATION

Students served by §504 or who have been identified as having dyslexia may receive an oral administration of TAKS in mathematics, science, and/or social studies.

A test administrator may read the test questions and answer choices out loud for mathematics, science, and/or social studies tests to an eligible examinee identified as having a learning difficulty or disability that affects the examinee's reading **and** who regularly receives this accommodation in the classroom.

Authority for Decision

For examinees who meet the eligibility criteria outlined above, the decision to provide an oral administration should be made by:

- The examinee's placement committee required by §504 and must be documented in the student's Individual Accommodation Plan (IAP); or
- The examinee's ARD committee and must be documented in the examinee's IEP.

(Oral administration is not allowed for reading, writing, or English language arts tests.)

INSTRUCTION FOR STUDENTS WITH DYSLEXIA

Once it has been determined that a student has dyslexia, Kerrville ISD shall provide an appropriate instructional program for the student (TEC §38.003). The following procedures will be followed:

- Instructional decisions for a student with dyslexia are made by a team (SAT) that is knowledgeable about the student, the meaning of the evaluation information, and instructional components and approaches for students with dyslexia;
- Kerrville ISD shall provide a reading program or develop its own reading program for students with dyslexia and related disorders as long as the program is characterized by the descriptors found in *The Dyslexia Handbook – Revised 2007*, which include instructional approaches that include explicit, individualized, and multisensory instruction (19 TAC § 74.28);
- Kerrville ISD will provide each identified student access at his/her campus to the services of a teacher trained in dyslexia and related disorders;
- Parents/guardians of students eligible under the Rehabilitation Act of 1973, §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 will be trained in the professional development activities specified by the district and/or campus decision making committee;
- As stated in 19 TAC, §74.28, the teachers who provide appropriate instruction for students with dyslexia must be trained and be prepared to implement instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components. They may serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and special education teachers;

Components of Instruction

The instructional program should be offered in a small class setting and include reading, writing, and spelling as appropriate. The major instructional strategies will utilize individualized, intensive, and multisensory methods as appropriate.

Components of instruction, as appropriate to meet the reading needs of the student, include the following:

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language;
- Graphophonemic knowledge (phonics) 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;
- Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context);
- Linguistic instruction directed toward proficiency and fluency with patterns of language so that words and sentences are carriers of meaning;
- Strategy-oriented instruction in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers.

Instructional approaches, as appropriate to meet the instructional needs of the student, include:

- Explicit, direct 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. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress;

- Individualized instruction that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student's individual ability level and contains all of the Components of Instruction mandated in 19 TAC §74.28;
- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all of the Components of Instruction mandated in 19 TAC §74.28;
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition;
- Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

CLASSROOM ACCOMMODATIONS FOR STUDENTS **WITH DYSLEXIA**

“Teaching students with dyslexia across settings is challenging. Both general education and special education teachers seek accommodations that foster the learning and management of a class of heterogeneous learners. It is important to identify accommodations that are reasonable to ask of teachers in all classroom settings. The following accommodations appear reasonable and provide a framework for helping students with learning problems achieve in general education and special education classrooms” (Mercer, 2001).

If a student is found to be dyslexic or has a severe reading disability that causes difficulty reading words in isolation, accommodations may be allowed in the classroom setting. Some of the most common and necessary accommodations are extended time for reading due to the student’s lack of fluency and not penalizing the student for spelling errors on assignments without time for editing, since dyslexia directly affects spelling.

The following are additional accommodations from Cecil D. Mercer Ed.D. found in *The Houston Branch of the International Dyslexia Association 2000-2001 Resource Directory* in an article called “Accommodation Students with Dyslexia in All Classroom Settings. They are organized according to accommodations involving materials, interactive instruction, and student performance.

Accommodations Involving Materials

1. **Use a tape recorder or CD player.** Directions, stories, and specific lessons can be recorded on tape or CDs. The student can replay the tape or CD to clarify understanding of directions or concepts. To improve reading skills, the student can read the printed words silently as they are presented on tape or CD.
2. **Clarify or simplify written directions.** The teacher can simplify directions by underlining or highlighting the significant parts of the directions. Rewriting the directions is often helpful.
3. **Present a small amount of work.** The teacher can tear pages from workbooks and materials to present small assignments to students who are anxious about the amount of work to be done. This technique prevents students from examining an entire workbook, text, or material and becoming discouraged by the amount of work. Also, the teacher can reduce the amount of work when it appears redundant. (Ex: Divide a worksheet by drawing lines across it and writing go and stop within each section; request odd or even-numbered problems, etc.)
4. **Block out extraneous stimuli.** Use a blank sheet of paper to cover sections of the page not currently being worked on. Line markers may be used to aid reading, and windows can be used to display individual math problems.
5. **Highlight essential information.**
6. **Provide additional practice activities.** Some materials do not provide enough practice activities for students with learning problems to acquire mastery on selected skills. Teachers then must supplement the material with practice activities. Recommended practice exercises include instructional games, peer teaching activities, self-correcting materials, computer software programs, and additional worksheets.
7. **Provide a glossary in content areas.** At the secondary level, the specific language of the content areas requires careful reading. Students often benefit from a glossary of content-related terms.

8. Develop reading guides. A reading guide provides the student with a road map of what is written and features periodic questions to help him or her focus on relevant content. It helps the reader understand the main ideas and sort out the numerous details related to the main ideas. A reading guide can be developed paragraph-by-paragraph, page-by-page, or section-by-section.

Accommodations Involving Interactive Instruction

1. Use explicit teaching procedures. Teachers can include explicit teaching steps within their lessons (i.e., present an advanced organizer, demonstrate the skill, provide guided practice, offer corrective feedback, set up independent practice, monitor practice, and review).

2. Repeat directions. If directions contain several steps, break down the directions into subsets; present only one portion at a time; and write each portion on the chalkboard as well as state it orally. When using written directions, be sure that students are able to read and understand the words as well as comprehend the meaning of sentences. Have students repeat instructions.

3. Maintain daily routines.

4. Provide a copy of lecture notes (for students who have difficulty taking notes during presentations).

5. Provide students with a graphic organizer. An outline, chart, or blank web can be given to students to fill in during presentations. This helps students listen for key information and see the relationships among concepts and related information.

6. Use step-by-step instruction. This helps learners with limited prior knowledge who need explicit or part-to-whole instruction.

7. Simultaneously combine verbal and visual information. Verbal information can be provided with visual displays (e.g., on an overhead or handout).

8. Write key points or words on the chalkboard. Prior to a presentation, the teacher can write new vocabulary words and key points on the chalkboard or overhead.

9. Use balanced presentations and activities. An effort should be made to balance oral presentations with visual information and participatory activities. Also, there should be a balance between large group, small group, and individual activities.

10. **Use mnemonic instruction.** Mnemonic devices can be used to help students remember key information or steps in a learning strategy. (An example of mnemonic instruction is using the word HOMES to remember the names of the Great Lakes. H is for Lake Huron, O is for Lake Ontario, M is for Lake Michigan, E is for Lake Erie, and S is for Lake Superior.).

11. **Emphasize daily review.** Daily review of previous learning or lessons can help students connect new information with prior knowledge.

Accommodations Involving Student Performance

1. **Change response mode.** For students who have difficulty with fine motor responses (such as handwriting) the response mode can be changed to underlining, selecting from multiple choices, sorting, or marking. Students with fine motor problems can be given extra space for writing answers on worksheets or can be allowed to respond on individual chalkboards.

2. **Provide an outline of the lecture.** An outline enables students to see the organization of the material, ask timely questions, follow the lesson successfully, and make appropriate notes.

3. **Encourage use of graphic organizers.** A graphic organizer involves organizing material into a visual format. To develop a graphic organizer, the student can use the following steps: (a) list the topic on the first line, (b) collect and divide information into major headings, (c) list all information relating to major headings on index cards, (d) organize information into major areas, (e) place information under appropriate subheadings, and (f) place information into the organizer format.

4. **Place students close to the teacher.** Students with attention problems can be seated close to the teacher, chalkboard, or work area and away from distracting sounds, materials, or objects.

5. **Encourage use of assignment books or calendars to improve organizational skills.** Students can use calendars to record assignment due dates, list school related activities, record test dates, and schedule timelines for schoolwork. Students should set aside a special section in an assignment book or calendar for recording homework assignments.

6. **Reduce copying.** Include information or activities on handouts or worksheets.

7. **Have students turn lined paper vertically or use grid paper for math.** Lined paper can be turned vertically to help students keep numbers in appropriate columns while computing math problems.
8. **Color code math symbols.** For students who have difficulty remembering to transition from one operation to another, the following color coding system may be used to code math symbols: addition (green); subtraction (red); multiplication (blue); division (orange).
9. **Use cues to denote important items.** Asterisks or bullets can denote questions or activities that count heavily in evaluation. This helps students spend time appropriately during tests or assignments.
10. **Design hierarchical worksheets.** The teacher can design worksheets with problems arranged from easiest to hardest. Early success helps students begin to work.
11. **Allow use of instructional aids.** Students can be provided with letter and number strips to help them write correctly. Number lines, counters, and calculators help students compute once they understand the mathematical operations.
12. **Use peer-mediated learning.** The teacher can pair peers of different ability levels to review their notes, study for a test, read out loud to each other, write stories, or conduct laboratory experiments. Also, a partner can read math problems out loud for students (who have difficulties with reading) to solve.
13. **Use flexible work times.** Students who work slowly can be given additional time to complete written assignments.
14. **Provide additional practice.** Students require different amounts of practice to master skills or content. Many students with learning difficulties need additional practice to learn at a fluent level.
15. **Use assignment substitutions or adjustments.** Students can be allowed to complete projects instead of oral reports or vice versa. Also, tests can be given in oral or written format. (For example, if a student has a writing problem, the teacher can allow her or him to outline information and give an oral presentation instead of writing a paper.).

ADDITIONAL SUGGESTIONS FOR CLASSROOM TEACHERS

Find a Way for Students to Use their Special Talents

- Building three-dimensional models or projects
- Demonstrating and/or discussing hobbies
- Mechanical projects
- Art projects
- Oral reports

Stress Verbal Participation

- Reduce reading requirements
- Provide tapes or CDs of content area textbooks
- Do not require student to read out loud; call on student to read out loud only when he/she volunteers
- Reduce written work assignments
- Substitute oral reports for written
- Accept work dictated by student and written by parent or tutor
- Allow oral and untimed testing whenever possible

Make Directions Brief and Simple

- Give only one step at a time
- Ask student to repeat; make sure he/she understands
- Give examples; allow student to rehearse each step
- Encourage student to ask questions; treat each question patiently

Teach Students How to Organize

- Break assignments into small steps
- Allow a "buddy" to write down assignments
- Help schedule long term assignments
- Allow student more time to think

Provide Memory Aids

- Post visual reminders or examples
- Provide graphic organizers
- Allow student to tape record lectures and test reviews
- Allow sub-vocalizing while spelling and reading
- For spelling: repeat word, spell orally as word is written

Grade Abilities, Not Disabilities

- Grade verbal performance more than written
- Give credit for effort and time spent
- Test student orally whenever possible
- Mark correct instead of incorrect answers
- Make encouraging remarks whenever possible

Request Parents' Cooperation and Help

- Encourage parents to read student's homework to him/her
- Help parents structure student's study time
- Designate a regularly scheduled study time and work area
- Teach student how to keep up with homework
- Make parents aware of the need for structure in student's daily life
- Encourage parents to provide opportunities for student to discover and develop his/her unique talents
- Help parents develop a positive attitude and understanding of their child's worth

Beever, J. C. (2007). *Suggestions for Classroom Teachers*. Pearsall Independent School District Dyslexia Plan – Revised 2007.

CRITERIA FOR EXITING FROM THE DYSLEXIA PROGRAM

Dyslexia is not a condition students overcome; therefore KISD does not exit students from the program. Students who are successful and are not receiving any accommodations should stay in the program as *monitor-only* students. Parents may exit their child from the dyslexia program by requesting in writing the withdrawal of dyslexia services; however KISD will continue to monitor the students.

KISD DYSLEXIA PROGRAMS

The following programs are available and can be utilized to address students' needs.

1. **Reading Recovery:** Teachers are trained and certified through this program which was designed by Marie Clay. This program serves identified first grade students individually on a daily basis.
2. **Herman Method:** a complete, multisensory, remedial reading program that evolved from the Orton-Gillingham philosophy. It is an approach to help students compensate for their visual and auditory processing problems. Students are taught the complete range of reading skills through mastery of twenty levels of instruction. Each reading level has a spelling and handwriting component to reinforce reading skills.
3. **Basic Learning Skills:** This program was developed by the Neuhaus Education Center, (Houston, Texas) based on the Orton-Gillingham method. It may be used with individual students or small groups. It is a multisensory phonics program. Students use visual, auditory, and kinesthetic associations to remember the concepts in the three different ways. It also combines written expression, oral language, and listening activities.
4. **Lexia Computer Software – Phonics-Based Reading:** is a phonics-based reading program from the Lexia Learning Systems company that uses technology to help students acquire and improve basic reading skills. The activities in the program support the development of word attack strategies to single words and contextual material. The activities focus on developing awareness of the

phonological structure of language as well as on monitoring for meaning. The activities also encourage listening skills and following directions.

5. **Lexia Computer Software – Strategies for the Other Students (S.O.S.):** is a phonics-based reading program that is intended to be used with fourth graders through adult learners. The activities are similar to the phonics-based reading computer program.

PARENT TIPS

What Can You Do?

If your child has reading problems, they will need more instructional time and practice. It's really important for you to listen to your child read at home every day for about 15 minutes. Remind them that to develop any special skill requires practice. Just ask someone who participated in the Olympics, plays a musical instrument, or is learning to drive a car!

Be sure that what your child is reading out loud to you is at a level below his classroom instruction. This gives them a chance to reinforce skills and make them automatic. If your child makes more than five errors on a page, there is a good chance that the text is too hard for them to practice on. Ask their teachers to supply the books that they should be reading at home.

Spend some time reading a book out loud to your child. By reading a book that children can not read independently but are interested in, you will help them increase their vocabulary. By asking questions about what you have read or having them retell the story to a family member, you can check on their level of understanding. There may even be an added benefit of developing a desire to improve reading skills to find out more information for themselves.

Baumel, J. M.S. (2008) *A Parent's Guide to Reading Basics*. Retrieved on May, 2008, from http://www.schwablearning.org/pdfs/EGuide_ReadingBasic.pdf.

Helpful Tips for Parents

Students with dyslexia can learn successfully, if they use strategies to both master concepts and skills and/or compensate for weaknesses. Although they will never outgrow dyslexia, they can learn to cope and succeed in school and life.

Understanding of Student's Academic Difficulty

- Learn about your child's learning differences so you can creatively build on strengths and help compensate for weaknesses. Example: be conscious of problem words. Students with dyslexia usually have difficulty reading words with similar spellings (from/for/form; no/on; tab/tap) and function words (who, when, where). Have students practice with these words using raised letters on cards so they can trace, say, and look at them at the same time. Post the words with clues next to them if necessary.
- Read books on the subject of dyslexia.

Homework:

- Provide consistent rules and guidelines regarding homework. Help students maintain a consistent homework routine regularly scheduled time, find a special place to do homework, determine a way to organize supplies, and teach students how to keep up with homework. Structure helps all students but it is imperative for those with learning difficulties.
- Involve children in planning when and where to do homework. Use positive reinforcement rather than punishment.
- Provide a calm workplace free of distractions, like TV, telephone, visitors, and perhaps even clutter of a child's own bedroom.
- Provide an example of expected behavior. Calmly sit and read a book or write while your child works. Tranquil company can keep a child on task. Your presence can also provide security – you are there if help is needed.
- Allow students frequent breaks and plenty of time. This might help those times when homework discussions degenerate into abusive talk or arguments.

These talks will not get the homework accomplished nor will it foster a love of learning.

- Help your child develop and improve organization skills. Assist your child in organizing his/her backpack, binders, assignment book, and schoolwork. Teach them to keep a calendar with due dates for assignments and extracurricular activities. This will require lots of monitoring at first. Start young. By the time they reach seventh grade, students will want more privacy and independence. All the ground work you've done before will pay off.
- Use homework as an opportunity to teach problem solving skills. Knowing how to approach a problem is crucial. Be sure the help you give increases your child's academic competence.
- If your child's homework is taking too long to complete and involves too much frustration, discuss homework with your child's teacher. Modifications are often possible.
- Make study multisensory – auditory, kinesthetic, and visual.
- Read all books out loud.
- Teach students to self-monitor reading – students with dyslexia often concentrate so hard on decoding words that they do not realize they do not understand the meaning. Create comprehension cards.
 - a. **Who:** tells who the story is about, the characters or subject of the passage.
 - b. **When:** tells time of day, time of year, or time on a continuum; part of the setting.
 - c. **Where:** tells where the story takes place; part of the setting.
 - d. **What:** tells what is happening or what happened; students must identify the most important happenings or event of the text.
 - e. **Why:** tells the problem/goal or why the most important events took place.

Help at School

- Encourage students to get extra help from teachers or tutors.
- Practice, practice, and practice. Students need many opportunities to practice speaking and listening. Develop stress-free, authentic situations such as peer discussions, dinner table discussions, book reports, written composition sharing and responding, and story telling.

Help Child Locate and Develop Other Talents

- Help students find talents in sports, drama, art, and music. Never take away an area of talent as punishment for poor grades due to dyslexia.
- Help students appreciate their own strengths and understand their weaknesses. Help them also to understand strengths and weaknesses in others.
- Give tasks at home that students can master.

Work Closely with Classroom Teachers

- If you are dissatisfied or angry with your child's teacher, discuss your issues with the teacher, not your child. Be an advocate for your child. Teachers want to help your child. They also want to help you.
- Explain the student's difficulty to the teacher.
- Discuss modifications that need to be made; such as lighter homework loads, assignments done orally instead of written work, assign projects instead of written work.

Tips for Secondary Level Students

- Teach a three-tier reading process that includes scanning, organizing, and discussion. (Pre-reading and scanning helps students grasp necessary background information).
- Provide a list of reading questions to help learners focus and increase comprehension.
- Have learners read small chunks of material and create their own questions or reword yours.

- Ask some “what if” questions to encourage deeper analysis and critical thinking skills.
- Encourage learners to do post-reading, review, and discussion of reading matter.

Currie, P. S., Wadlington, E. M. (2000). *The Source for Learning Disabilities*. East Moline, IL: LinguiSystems.

DEFINITIONS

Accelerated reading instruction: intensified, research-based reading instruction that addresses the student’s reading needs that were determined by the results of 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 number of answers. Accommodations/changes should not be made to the state curriculum standards known as the Texas Essential Knowledge and Skills (TEKS) student expectations.

Adaptive behavior: the effectiveness in 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.

“At risk” for dyslexia: students whose K–2 reading instrument (TEC §28.006) results indicate needs in the areas of reading and/or reading development. The students considered at risk are at the pre-identification level and are not identified as students with dyslexia at this time. These students must be provided accelerated reading instruction (intensive, research-based instruction that addresses the reading needs of the student).

Developmental dysgraphia: an inability to write legibly. This may 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: to recognize students’ varying background knowledge, readiness, language, preferences in learning, and interests and to react responsively. 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.

Dyslexia: specific learning difficulty that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and

the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (International Dyslexia Association, 2002).

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.

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.

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 due to a learning difficulty to improve performance and achieve adequate progress.

Language dominance: the language of the individual that is stronger and more developed.

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 consisting of a word, such as book, or a word element, such as –ed in walked, that cannot be divided into smaller meaningful parts.

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.

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

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: instructional practices that emphasize how spelling is related to speech sounds in systemic ways; explicit instruction in letter-sound correspondences.

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

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 within the handbook.

Scientifically based research: under the No Child Left Behind (NCLB) definition of “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;
- Be accepted by peer-reviewed journals or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review.

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.

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.

(The Dyslexia Handbook – Revised 2007 from the Texas Education Agency)

RESOURCES

Books/Brochures:

- Baumel, J. M.S. (2008) *A Parent's Guide to Reading Basics*. Retrieved on May, 2008, from http://www.schwablearning.org/pdfs/EGuide_ReadingBasic.pdf.
- Currie, P. S. & Wadlington, E. M. (2000). *The Source for Learning Disabilities*. East Moline, IL: LinguiSystems, Inc.
- Gorman, C. (2003). The New Science of Dyslexia. *Time Magazine*, June 28, 2003, 53-59.
- Jordan, D. (1996). *Overcoming Dyslexia in Children, Adolescents, and Adults*. Austin, TX: Pro-Ed.
- Levine, M. (2002). *All Kinds of Minds*. New York, NY: Simon and Schuster.
- Moats, L. C. (1999). *Teaching Reading IS Rocket Science: What expert teachers should know and be able to do*. Washington, D.C.: American Federation of Teachers.
- Richards, R. G. (1999). *The Source for Dyslexia and Dysgraphia*. East Moline, IL: LinguiSystems, Inc.
- Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Alfred A. Knopf.
- Snow, C., Burns, M., & Griffin, P. (Eds.). (1998). *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press.

Organizations:

The International Dyslexia Association (IDA)

40 York Rd., 4th Floor

Baltimore, Maryland 21204

(410) 296-0232

www.interdys.org

Houston Branch – International Dyslexia Association (HBIDA)

P. O. Box 540504

Houston, Texas 77254-0504

(832) 282-7174

www.houstonida.org

Neuhaus Education Center

4433 Bissonnet

Bellaire, Texas 77401

(713) 664-7676

www.neuhaus.org

Websites:

Attention Deficit Disorder Association (ADDA)	http://www.add.org
Children and Adults with Attention-Deficit / Hyperactivity Disorder (CHADD)	http://www.chadd.org
Council For Learning Disabilities	http://www.cldinternational.org
Hello Friend: Ennis William Cosby Foundation	http://www.hellofriend.org
Learning Disabilities Association of America (LDA)	http://www.ldanatl.org/
Learning Disabilities/ LD OnLine	http://www.ldonline.org/
National Center for Learning Disabilities (NCLD)	http://www.nclد.org/
National Association for the Education of African American Children with Learning Disabilities	http://www.aacld.org
National Coalition on Auditory Processing Disorders	http://www.ncapd.org/php/
National Dissemination Center for Children with Disabilities	http://www.nichcy.org
Reading Rockets	http://www.readingrockets.org/
Schwab Learning	http://www.schwablearning.org
MULTISENSORY STRUCTURED LANGUAGE EDUCATION	
Academic Language Therapy Association	http://www.altareads.org
Academy of Orton-Gillingham Practitioners and Educators	http://www.ortonacademy.org
International Multisensory Structured Language Education Council (IMSLEC)	http://www.imslec.org/
ACCOMMODATIONS & TECHNOLOGY	
Recording for the Blind and Dyslexic (RFB&D)	http://www.rfbd.org

HIGHER EDUCATION	
Association on Higher Education and Disability (AHEAD)	http://www.ahead.org
CollegeView	http://www.collegeview.com/
Council for Opportunity in Education	http://www.coenet.us
Peterson's Guide	http://www.petersons.com
RESEARCH & READING DISABILITIES	
Florida Center for Reading and Research (FCRR)	http://www.fcrr.org/
National Institute for Literacy	http://www.nifl.gov/
National Research Center on Learning Disabilities	http://www.nrclld.org/
Vaughn Gross Center for Reading and Language Arts	http://www.texasreading.org/utcrcla/
What Works Clearinghouse	http://www.whatworks.ed.gov/
RESOURCES FOR EDUCATORS	
Council For Exceptional Children (CEC)	http://www.cec.sped.org/
National Center for Education Statistics	http://nces.ed.gov/nationsreportcard/
National Association of State Directors of Special Education (NASDSE)	http://nasdse.org/
Special Education Resources on the Internet (SERI)	http://www.seriweb.com
U.S. Department of Education	http://www.ed.gov/
IDEA Partnership	http://www.ideapartnership.org
Study guides and strategies University of St. Thomas	http://www.studygs.net
Phonemic Awareness, Alphabetic Phonics, Vocabulary, Fluency, Comprehension University of Oregon	http://reading.uoregon.edu
Reading Skills	http://texasreading.org

APPENDIX A

Texas Education Code §38.003 (State Law)

§38.003. 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.
- 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.
- 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 imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

APPENDIX B

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

§74.28. 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 "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 only be done 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, as long as the program is characterized by the descriptors found in "Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components described in the "Procedures Concerning Dyslexia and Related Disorders" and in the professional development activities specified by each district and/or campus planning and decision making committee.
- 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 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 program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district as outlined in the “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.

APPENDIX C

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

§ 7.028(b). Limitation on Compliance Monitoring

(b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state education programs.

Added by Acts 2003, 78th Leg., ch. 201, §4, eff. Sept. 1, 2003. Renumbered from V.T.C.A., Education Code § 7.027 by Acts 2005, 79th Leg., ch. 728 § 23.001(9) eff. Sept. 1, 2005.

APPENDIX D

Texas Education Code §28.006 (State Law).

§ 28.006. 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) 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.

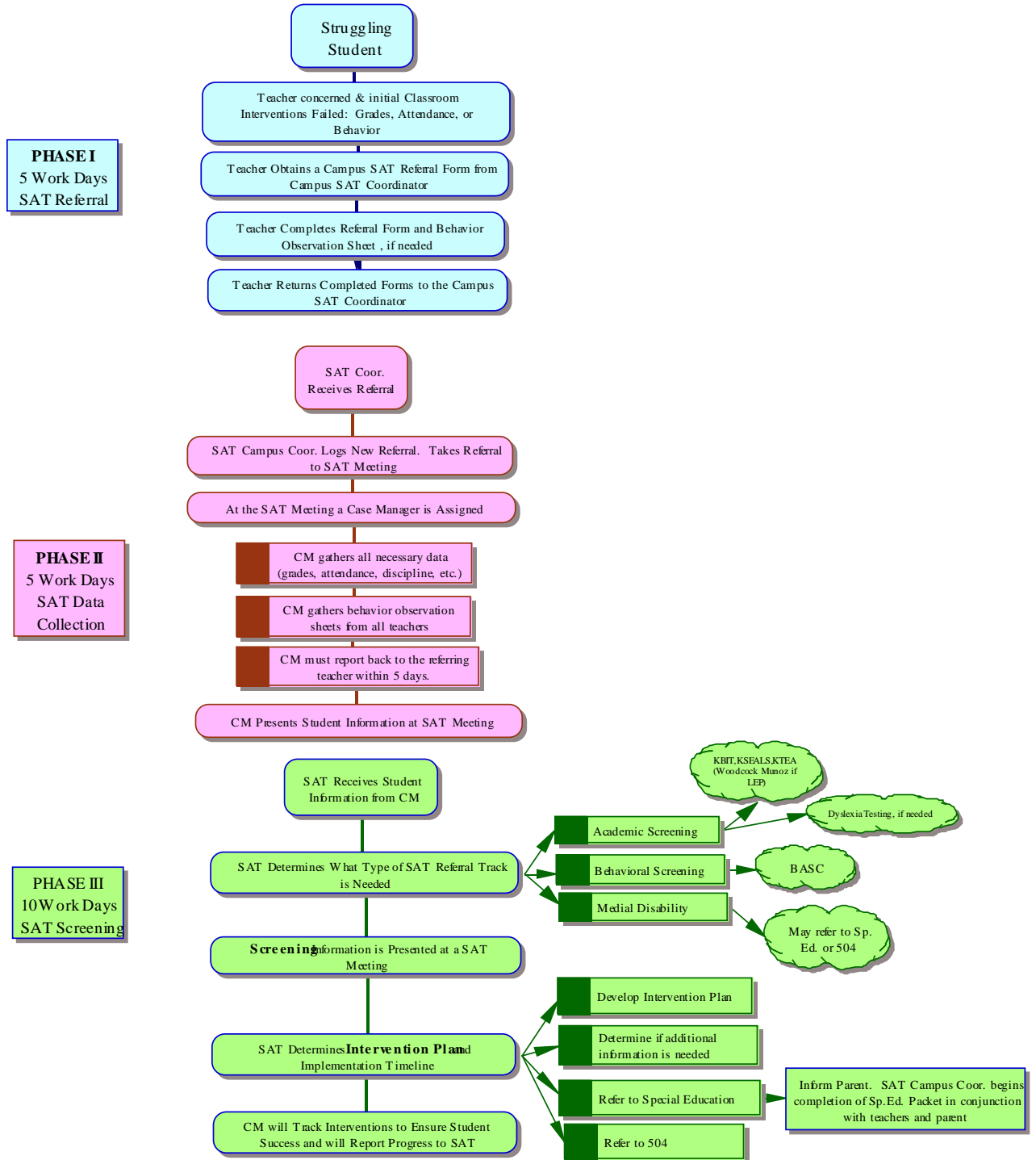
Subsection (l) and (m) expired January 1, 2002.

Added by Acts 1997, 75th Leg., ch. 397, § 2, eff. Sept. 1, 1997. Amended by Acts 1999, 76th Leg., ch. 396, § 2.11, eff. Sept. 1, 1999.

APPENDIX E

Student Assistance Team: Referral Timeline (20 Work Days Total)

This flow chart shows the Kerrville ISD SAT referral process. Use the chart as a foundation, but remember flexibility is a key to the responsive SAT. Students can be referred from a number of sources, including counselors, administrators, parents, other students, and self.



Appendix F

KISD SAT Referral Form

Student name: _____

DOB: _____ SS#: _____

Homeroom Teacher: _____

Is this referral because of:

_____ Academic Concerns?

_____ Behavioral Concerns?

_____ Combination or other?

1. List (or attach) the student's scores on the following assessments:

TAKS: Reading _____ Math _____ Writing _____ Date: _____

TAKS Reading Benchmark Score: Date _____ Score _____

TAKS Math Benchmark Score: Date _____ Score _____

TAKS Writing Benchmark Score: Date _____ Score _____

Bilingual Assessment: Date _____ Score _____

STAR Test (Latest): Date _____ Score _____

2. **Attach a copy of the student's grades for this year with examples of school work.**

3. Has this student been retained? _____ If yes, which grade? _____

4. Has this student had individual tutoring? _____

5. Or had any other intervention? _____ If yes, what kind? _____

6. Is this student's parent concerned about student's academic or behavior issues?

Yes No

7. Have you had a parent conference and discussed your concerns? Yes No

Date of conference _____

8. Is the student new to the school, district, or both? (Circle which.) Yes No

If yes, what is the date of enrollment? _____

9. How many days has this student been absent this year? _____

9. Is this student participating in mentoring or counseling? (Circle which.) Yes No

10. Have you made modifications for this student? Yes No

11. **If yes**, please list the modifications and how well they worked:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

12. Why are you referring this student to the SAT committee? **If because of behaviors, please complete a Behavior Observation Sheet and turn it in with this referral form.**

13. Please list any weaknesses you think this student possesses:

- a. _____
- b. _____
- c. _____

14. Please list any strength you think this student possesses (This could include hobbies, talents, special skills, etc.):

- a. _____
- b. _____
- c. _____

15. Please give any additional information you think is important: _____

Behavior Observation Sheet

Kerrville ISD

Behavior Observation Sheet

STUDENT: _____ M / F GRADE/AGE: ____ / ____ DATE: _____

COMPLETED BY: _____ SUBJECT: _____ PERIOD(s): _____

Please check the **patterns of behaviors** you have observed and forward this to _____
no later than _____

<p>STUDENT'S STRENGTHS</p> <p><input type="checkbox"/> Self motivated/self starter</p> <p><input type="checkbox"/> Engaged in school/class</p> <p><input type="checkbox"/> Displays sense of humor</p> <p><input type="checkbox"/> Has creative outlet(s)</p> <p><input type="checkbox"/> Asks for assistance</p> <p><input type="checkbox"/> Shows integrity</p> <p><input type="checkbox"/> Stands up to peer pressure</p> <p><input type="checkbox"/> Responsible for self</p> <p><input type="checkbox"/> Thinks before acting</p> <p><input type="checkbox"/> Sound decision-making skills</p> <p><input type="checkbox"/> Empathetic or sensitive</p> <p><input type="checkbox"/> Respects cultural differences</p> <p><input type="checkbox"/> Resolves conflicts peacefully</p> <p><input type="checkbox"/> Tolerates change</p> <p><input type="checkbox"/> High self-esteem</p> <p><input type="checkbox"/> Positive view of future</p> <p>INTERESTS: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>COMMUNICATION</p> <p>Have you communicated with the student's parents?</p> <p><input type="checkbox"/> Yes,</p> <p><input type="checkbox"/> Phone; date(s) _____</p> <p><input type="checkbox"/> Conference; date(s) _____</p> <p><input type="checkbox"/> No</p> <p style="text-align: center;">(Write comments on back)</p> <p>Student's current grade in your class? _____</p> <p>Student's last report card grade in your class? _____</p> <p>Number of absences in your class? _____</p> <p>Number of times you've referred the student for discipline violations? _____</p> <p>Use the back to document any intervention or accommodations that have been tried with this student, including frequency & duration, and whether or not they were helpful.</p>	<p>BEHAVIORS</p> <p><input type="checkbox"/> Inattentive</p> <p><input type="checkbox"/> Easily distracted</p> <p><input type="checkbox"/> Forgetful</p> <p><input type="checkbox"/> Disorganized</p> <p><input type="checkbox"/> Defiance of rules</p> <p><input type="checkbox"/> Irresponsible</p> <p><input type="checkbox"/> Blaming</p> <p><input type="checkbox"/> Fighting/argumentative</p> <p><input type="checkbox"/> Secretive behavior</p> <p><input type="checkbox"/> Cheating</p> <p><input type="checkbox"/> Dramatic attention-getting</p> <p><input type="checkbox"/> Verbal abuse</p> <p><input type="checkbox"/> Obscene language/gestures</p> <p><input type="checkbox"/> Crying inappropriately</p> <p><input type="checkbox"/> Physically aggressive</p> <p><input type="checkbox"/> Bullying others</p> <p><input type="checkbox"/> Impulsive</p> <p><input type="checkbox"/> Stealing</p> <p><input type="checkbox"/> Vandalism</p> <p><input type="checkbox"/> Rigid obedience</p> <p><input type="checkbox"/> Extremely negative</p> <p><input type="checkbox"/> Hyperactive or nervous</p> <p><input type="checkbox"/> Agitation/fidgety</p> <p><input type="checkbox"/> Excessive demands on teacher</p> <p><input type="checkbox"/> Day dreams regularly</p> <p><input type="checkbox"/> Unresponsive to interaction</p> <p><input type="checkbox"/> Easily led by others</p> <p><input type="checkbox"/> Sudden change in peers</p> <p><input type="checkbox"/> Refuses to comply with requests</p> <p><input type="checkbox"/> Isolating/withdrawn</p> <p><input type="checkbox"/> Apathetic</p> <p><input type="checkbox"/> Expression does not match feelings</p> <p><input type="checkbox"/> Excessive sadness</p> <p><input type="checkbox"/> Expresses self-destructive thoughts/actions</p> <p><input type="checkbox"/> Dishonesty</p> <p><input type="checkbox"/> Excessive mood swings</p> <p><input type="checkbox"/> Expresses fear for self or others</p> <p><input type="checkbox"/> Less/more mature than peers</p> <p><input type="checkbox"/> Expresses low self-esteem</p> <p><input type="checkbox"/> Erratic behavior changes</p> <p><input type="checkbox"/> Violates other's boundaries</p> <p><input type="checkbox"/> Sexually preoccupied</p>	<p>ACADEMIC</p> <p><input type="checkbox"/> Low grades</p> <p><input type="checkbox"/> Drop in grades</p> <p><input type="checkbox"/> Academic failure</p> <p><input type="checkbox"/> Inconsistent daily work</p> <p><input type="checkbox"/> Does not follow directions</p> <p><input type="checkbox"/> Lack of motivation</p> <p><input type="checkbox"/> Change in student to teacher relationship</p> <p><input type="checkbox"/> Change in participation</p> <p><input type="checkbox"/> Overly sensitive to criticism</p> <p><input type="checkbox"/> Compulsive over-achiever</p> <p><input type="checkbox"/> Easily frustrated/gives up</p> <p><input type="checkbox"/> Homework incomplete</p> <p><input type="checkbox"/> Lacking English skills</p> <p>CLASS ATTENDANCE</p> <p><input type="checkbox"/> Excessive absenteeism</p> <p><input type="checkbox"/> Patterns of absences</p> <p><input type="checkbox"/> Frequent tardiness</p> <p><input type="checkbox"/> In jeopardy of losing credit</p> <p><input type="checkbox"/> Frequent visits to restroom</p> <p><input type="checkbox"/> Frequent visits to nurse</p> <p><input type="checkbox"/> Frequent visits to counselor</p> <p>EXTRACURRICULAR ACTIVITIES</p> <p><input type="checkbox"/> Loss of interest</p> <p><input type="checkbox"/> Increased non involvement</p> <p><input type="checkbox"/> Loss of eligibility</p> <p><input type="checkbox"/> Dropped out of activity</p> <p><input type="checkbox"/> Over extended in activities</p> <p><input type="checkbox"/> Unable to meet deadlines</p> <p>PHYSICAL CONCERNS</p> <p><input type="checkbox"/> Frequently fatigued</p> <p><input type="checkbox"/> Sleeping in class</p> <p><input type="checkbox"/> Impaired coordination</p> <p><input type="checkbox"/> Difficulty with vision/hearing</p> <p><input type="checkbox"/> Poor hygiene</p> <p><input type="checkbox"/> Rapid increase/drop in weight</p> <p><input type="checkbox"/> Frequent physical complaints</p> <p><input type="checkbox"/> Frequent illnesses</p> <p><input type="checkbox"/> Burn marks/bruises/cuts</p> <p><input type="checkbox"/> Slurred speech</p> <p><input type="checkbox"/> Smells of tobacco/marijuana</p> <p><input type="checkbox"/> Smells of alcohol</p> <p><input type="checkbox"/> Runny nose</p> <p><input type="checkbox"/> Red or glassy eyes</p>
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**Teacher Observation Comments
(back of Behavior Observation Sheet)**

Student: _____ Date: _____

Is this referral in any way related to the child's ability to speak, read, or write English?
___yes ___no

What is the student *not able* to do that you want him or her to do? Be as specific as you can!

What is the student doing that you *do not* want him or her to do? Be as specific as you can!

What interventions or accommodations have been implemented consistently with this student. Include description for each intervention along with frequency, duration and outcome.

Describe intervention:

1. _____

Date intervention started: _____ Date intervention ended: _____ Effective? _____

2. _____

Date intervention started: _____ Date intervention ended: _____ Effective? _____

3. _____

Date intervention started: _____ Date intervention ended: _____ Effective? _____

Student's interests: _____

Staff completing this form: _____



Parent's Permission Form

Dear Parent/Guardian of _____,

In order to better meet the needs of our students, Kerrville ISD is able to assess students who may be experiencing difficulties being successful at school. These tests will help indicate specific strengths/weaknesses, assist in the planning of classroom programs, and help in deciding if more testing would benefit your child. With your permission, the assessment will be done at the school by trained personnel. Results will be shared with you upon completion of the testing.

Screening/assessments to be administered:

- | | |
|--|-------------------------------------|
| _____ KTEA/KBIT (Academic Achievement) | _____ DST (Dyslexia Screening Test) |
| _____ Scotopic Sensitivity Screening (Irlen) | _____ BASC (Behavior Testing) |
| _____ Other: _____ | |

Please sign below indicating consent for school personnel to perform the assessment(s) so that we may better serve your child.

If you have any questions, please call at _____.

Sincerely, _____

I give permission: Yes No

_____ Date: _____

Parent/Guardian Signature



Parent's Permission Form in Spanish

Estimados Sr/Sra _____ Fecha: _____

Para mayor server las necesidades de nuestros alumnos, el distrito escolar de Kerrville es capaz de probar a estudiantes quienes pueden estar experimentando dificultades en tener éxito en la escuela. Éstas pruebas ayudarán e indicarán las fuerzas especificadas/debilidades, asistir en la planificación de programas del salon, y ayudarán a decidir si más pruebas beneficiaria a su niño/a. Con su permiso la evaluación se hará en la escuela por maestros entrenados en ésta especialidad. Los resultados se compartirán con usted según la terminación de las pruebas.

Pruebas que se darán:

_____ KTEA/KBIT (lectura/lenguaje/matematica) _____ DST (dyslexia)
_____ SSS (detección de sensibilidad de vision) _____ BASC (comportamiento)
_____ Otro: _____

Solicitamos su firma, el consentimiento que indica para que los maestros entrenados puedan realizar la evaluación (es) para que major podamos servir a su niño/a.

Sinceramente, _____

_____ Doy el permiso para mi niño/a que sea valorado por la escuela sobre asuntos relacionados de escuela.

_____ Fecha _____

Firma de Padre/Guardian

STUDENT ASSISTANCE PROGRAM

STUDENT _____ **GRADE** _____

DATE _____ **DOB** _____

TESTS ADMINISTERED

_____ Kaufman Brief Intelligence Test (KBIT) Date: _____

_____ Kaufman Test of Educational Achievement (KTEA) Date: _____

_____ Dyslexia Screening Test Date: _____

_____ Scotopic Sensitivity Screening (Irlen) Date: _____

_____ BASC Date: _____

_____ Other _____ Date: _____

KBIT Results

Vocabulary _____

Matrices _____

Composite _____

RESULTS

KBIT Composite _____ KTEA Reading _____ Difference _____

KBIT Composite _____ KTEA Math _____ Difference _____

KBIT Composite _____ KTEA Writing _____ Difference _____

Dyslexia Screening Test Results _____

Scotopic Sensitivity Screening (Irlen) _____

BASC Results _____

Other screening results _____

APPENDIX G

Procedures for coding students in Skyward for Dyslexia Program:

1. Double click on Skyward Student (log on)
2. Click on Student Management
 - a. Click on Student (PAC Version) (Select a student in name field)
 - b. Click on NCLB2 (scroll down on left)
 - c. Click on Misc.
 - d. Click on Begin Status (Input a start/enroll date)
 - e. Click on Category
 - f. Select Dyslexia
3. Then input modifications under starting comments. For examples: monitoring only, intervention plan, Lexia, etc.
4. Click OK
5. Click Save.