



Dyslexia Plan
for
Kerrville Independent School District
Revised 2012

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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 2010, the State Board of Education released *The Dyslexia*

Handbook – Revised 2007, Updated 2010: Procedures Concerning Dyslexia and Related Disorders. This handbook will be used as well as the Kerrville ISD Dyslexia handbook. 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

See The Dyslexia Handbook – Revised 2007, Updated 2010: Procedures Concerning Dyslexia and Related Disorders.

CHARACTERISTICS OF DYSLEXIA

See The Dyslexia Handbook – Revised 2007, Updated 2010: Procedures Concerning Dyslexia and Related Disorders.

SPECIAL NOTE: INTERPRETATION

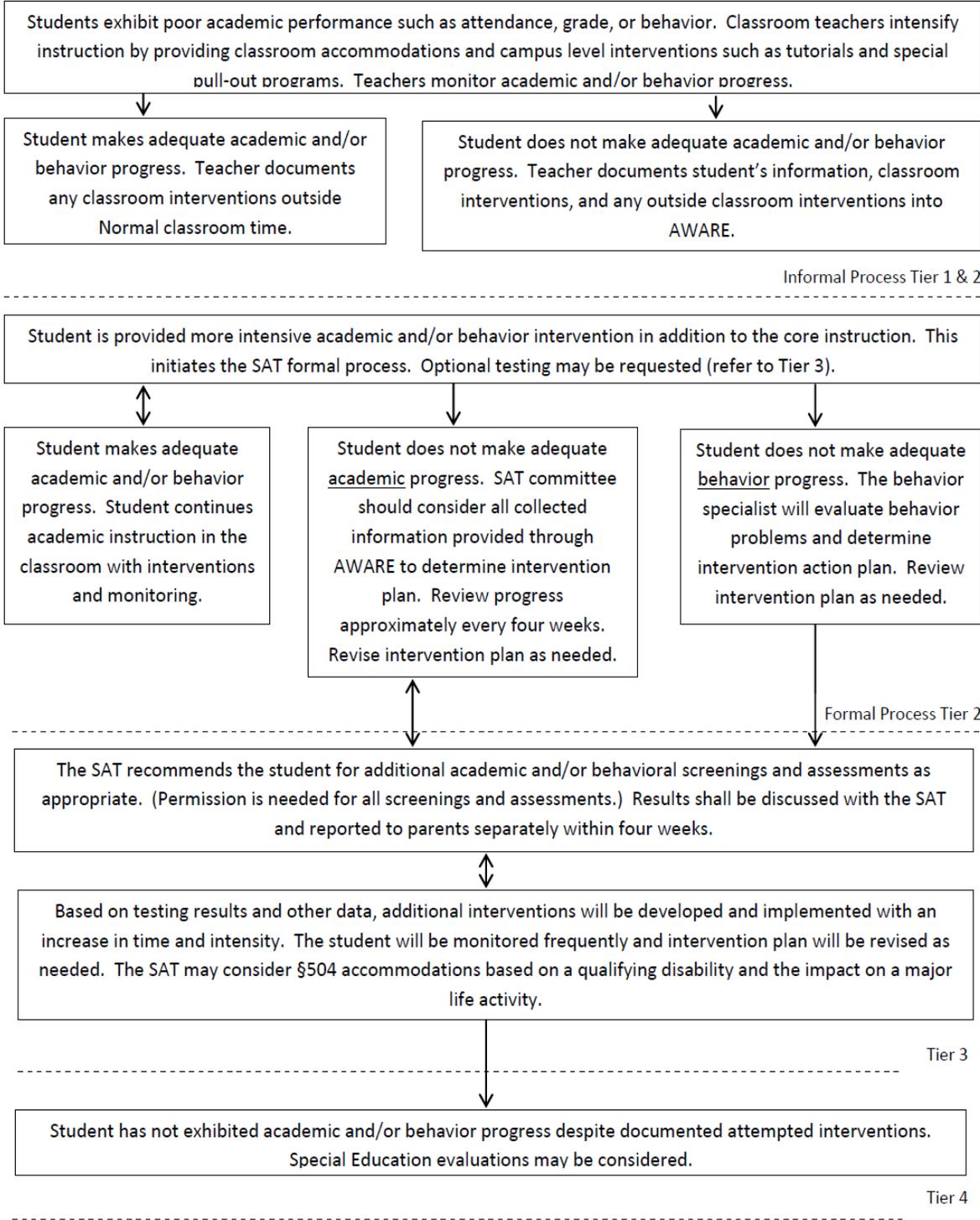
The term “dyslexia” is sometimes inappropriately used to describe any type of reading difficulty, but not everyone who has a reading problem has dyslexia. Some people who read poorly have reading problems due to inadequate instruction, below average intelligence, or poor motivation. Reading problems 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 Molina, IL: LinguiSystems, Inc.

Identification of Students With Dyslexia

SAT/RTI Intervention Plan Flow Chart

This flow chart illustrates the process for determining the instructional support needed by students.



**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

*See The Dyslexia Handbook – Revised 2007, Updated 2010: Procedures Concerning Dyslexia
and Related Disorders.*

INSTRUCTION FOR STUDENTS WITH DYSLEXIA

*See The Dyslexia Handbook – Revised 2007, Updated 2010: Procedures Concerning Dyslexia
and Related Disorders.*

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 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 “Accommodating 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 time and place
- 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. **Herman Method:** a complete, multi-sensory, 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.
2. **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 multi-sensory 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.
3. **Slingerland:** This adaptation of the Orton-Gillingham approach was developed for classroom teachers. It is a multi-sensory, phonetically structured introduction to reading, writing, and spelling.
4. **Lexia Computer Software:** 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 focus of the activities is 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.

PARENT TIPS

Tips for Parents #1 Encourage the Love of Reading

Read aloud. Children love to hear a parent read aloud. Allow your child to select a favorite story and don't be surprised if you find yourself reading the same story over and over. Preschoolers, in particular, love to hear familiar stories. You may also want to select books or magazines about topics that you enjoy, such as a favorite sport or a new science discovery. Your own enthusiasm will help your child realize that reading is an enjoyable and rewarding experience. Even after your child learns how to read, don't stop reading aloud. The time you share together not only encourages reading development, it also creates an important bond.

Allow children to select their own books. Take trips to the library or bookstore and let your kids hunt for books that interest them. If your children aren't sure where to look, introduce them to the children's librarian. Librarians can tell you the most popular books for kids of all ages. Once your children select a book, support their decisions. Don't push your child into selecting challenging material. In fact, if a book is too difficult, your child may lose interest in reading.

Listen to your child. Once children learn how to read, it's important for parents and children to read aloud together. This gives children an opportunity to share new skills and gives parents the opportunity to praise their progress. Provide plenty of approval and avoid making corrections.

Tips for Parents #2 Encourage Reading with Family Activities

Have a family reading night. Show your children that you value reading by reading yourself. Spend time together reading silently or aloud. Read the newspaper, magazines, or a novel in front of your children while your children read their own books. Every week, select a night when everyone will be involved in reading and make it something that your children look forward to.

Broaden your children's horizons. Whether you live in a small town or a big city, your surroundings can provide rich experiences that help develop children's knowledge. The more knowledge your children have, the more success they'll have in reading. Take a walk around the neighborhood together and allow your children to explore. Spend a day in the park, at the zoo, or at a museum and share the experience as a family.

Talk about experiences. While you're on an outing, talk to your children about what they see. These discussions will build a good vocabulary and enhance children's understanding of concepts. Ask questions that inspire creative or critical thinking. For example, "Why do elephants have trunks?" or "What makes trees grow?" By doing so, you help to stimulate their curiosity—a necessary factor in successful reading.

Tips for Parents #3 Make Reading Fun

Use reading as a reward. For example, allow an extra half hour of reading at bedtime as a special treat. Many libraries and bookstores offer programs that allow children to meet the authors of children's books. If your child has a favorite book, meeting the author could be a wonderful and memorable experience.

Use library reading programs. Look into reading programs at your local library. Most of these programs take place during the summer and help keep children in the habit of reading while school is not in session. Your kids will enjoy spending time with other children their own age and their reading skills will improve.

Plug into television. If your children enjoy watching television, you may want to tie this pastime to reading. Many programs are associated with books, and you can encourage your children to read those books. For example, if a favorite animated production is based on a children's story, you can suggest that your child read this book.

Tips for Parents #4 Stay Involved

Show interest. Monitor your child's reading progress by discussing school and helping with homework. Meet with your children's teachers and get involved in school activities. By demonstrating your concern and interest, you send a powerful message to your kids that you care about school, learning, and reading—and most importantly, about them.

The Learning Community. (2011). *Tips for Parents: Encouraging Reading*. Retrieved from <http://www.thelearningcommunity.us/resources-by-format/tips-for-parents/encouraging-reading.aspx>

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 multi-sensory – 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 storytelling.

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

1. Teach a three-tier reading process that includes scanning, organizing, and discussion. (Pre-reading and scanning helps students grasp necessary background information.)
2. Provide a list of reading questions to help learners focus and increase comprehension.
3. Have learners read small chunks of material and create their own questions or reword yours.
4. Ask some "what if" questions to encourage deeper analysis and critical thinking skills.
5. 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 Molina, IL: LinguiSystems.

DEFINITIONS

See *The Dyslexia Handbook – Revised 2007, Updated 2010: Procedures Concerning Dyslexia and Related Disorders*.

RESOURCES

See *The Dyslexia Handbook – Revised 2007, Updated 2010: Procedures Concerning Dyslexia and Related Disorders*.

ADDITIONAL RESOURCES

Books

Berninger, V. W. & Wolf, B. J. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science*. Baltimore, MA: Paul H. Brookes Publishing Co.

Hall, S. L. & Moats, L. C. (2002). *Parenting a struggling reader: A guide to diagnosing and finding help for your child's reading difficulties*. NY: Broadway Books.

Rief, S. A. & Stern, J. M. (2010). *The dyslexia checklist: A practical reference for parents and teachers*. San Francisco, CA: Jossey-Bass.

Shaywitz, S. (2003). *Overcoming dyslexia*. NY: Vintage Books.

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.nclld.org/
National Association for the Education of African American Children with Learning Disabilities	http://www.aacld.org
Reading Rockets	http://www.readingrockets.org/
Schwab Learning	http://www.schwablearning.org
MULTISENSORY STRUCTURED LANGUAGE EDUCATION	
Academic Language Therapy Association	http://www.altaread.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/
Peterson's Guide	http://www.petersons.com
RESEARCH & READING DISABILITIES	
Florida Center for Reading and Research (FCRR)	http://www.fcrr.org/
Vaughn Gross Center for Reading and Language Arts	http://www.texasreading.org/utcr/la/
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



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 alumns, 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 decider 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