

# *Dyslexia Procedural Manual*



**Revised 2013**

## Dyslexia Procedures and Guidelines

### *Summary of Program Review*

At the request of the HISD District Improvement Team, HISD conducted a program review of the Dyslexia Services during the 2009-2010 school year. Surveys were sent to principals and dyslexia teachers. The surveys requested information regarding services, identification, assessment and training for staff. Through the process, new materials were purchased and the program revised. The following is an explanation of services.

### *Definition of Dyslexia*

As defined in Texas Education Code §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 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.

The definition of 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 Board of Directors, November 12, 2002).

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.

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## *District Intervention prior to Referral*

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

## *Referral*

The referral process will include recommendations from the campus' student intervention teams and may involve the 504 Committee (see 505 Services below). In extenuating circumstances, a student new to the district may be referred for assessment based on information from the sending district at the principal's discretion. Campuses will include Dyslexia on the checklist on the student registration form. Dyslexia, along with other special services, should be included on the student registration form completed at the beginning of each year or at the time of enrollment. If the parents indicate the student received Dyslexia at the previous school, the student should be referred to the appropriate teacher, counselor or administrator. Additionally, parents of students that have been in the district can request a referral.

## *504 Services*

Many students receiving Dyslexia services will qualify for 504 services. If a student is determined to be in need of Dyslexia services, the student should be referred to the 504 Campus Coordinator. The Coordinator, with input from the parent, teachers and

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administration may determine that a referral to the 504 Committee is appropriate. While many students that receive Dyslexia services will qualify for 504 eligibility, not every student receiving Dyslexia Services will also be carried under 504 eligibility. See additional information on students with Dyslexia and Special Education Services on page 6.

### *Assessment and Identification*

Upon referral for Dyslexia assessment, the campus Dyslexia contact will conduct the assessment. Generally, students that have been referred to Dyslexia evaluation will be administered the following assessments: CTOPP, WRAT-4, GORT-4, NNAT (Science) and Word Attack. Upon completion and evaluation of the assessments, the Dyslexia teacher and the early intervention team determines if services are needed. Parents are provided with procedural safeguards and information regarding the assessments. This meeting and communication from the meeting should be documented and a formal letter either outlining services to be provided or summarizing the results and the determination not to provide services should be sent to the parents.

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 and/or report cards
- Samples of school work
- Parent conferences
- Testing for limited English proficiency
- Speech and language screening through a referral process
- The K-2 reading instrument as described in TEC §28.006
- State student assessment program as described in TEC §39.002

### *Summary of Services*

Each campus has a designated teacher or teachers that provide Dyslexia services to the students. As campus schedules vary, the schedule of Dyslexia services may vary from campus to campus. The schedule of services will be determined by the campus administration.

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Generally, students receiving Dyslexia services will be provided 30-45 minutes of instruction 3-5 times per week. The instruction and curriculum will be based on the Herman Method, a researched based Dyslexia program. The Herman Method includes level based instruction based on assessments and progress monitoring which roughly takes place at the end of each level of the Herman Method. Each benchmark will provide data which will direct the level of instruction. Progress for each student is tracked via a comprehensive Dyslexia tracking record, to be maintained by the Dyslexia teacher.

### *Components of Instruction*

The instructional program will 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 for the reading needs of the student, include:

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language
- Graphonemic 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

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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 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.

### *Monitoring*

As students progress through intervention, a determination may be made to reduce or eliminate some services. Before being exited from the program, students should be monitored for continued success. Monitoring may include, but is not limited to the collection/evaluation of:

- progress reports
- report cards
- state assessment data
- teacher reports/checklists
- parent reports/checklists
- counselor reports
- other program reports
- additional assessment data

### *Exiting*

Students that perform successfully through Progress Monitoring on Herman assessments will be monitored and then considered for exiting of Dyslexia services. Criteria for exit consideration will be determined by the campuses and the early intervention teams or the 504 Committee. Students who are in the process of exiting the Dyslexia program may be

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considered for referral to the 504 Committee for review of eligibility. Any determination to exit will involve input from the parents and the decision to exit will be communicated to the parents.

The committee may consider the following factors when recommending exiting or reduction of dyslexic services:

- Completion of the district dyslexia program;
- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards;
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher;
- The student passed the reading portion of the state assessment;
- Committee recommendation;
- Parents request in writing that the student exit the program.

If a student has shown substantial progress and the committee of knowledgeable persons determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services. When a child is exited from the dyslexia program, a dismissal form will be completed and placed in the child's cumulative folder.

## *Special Education Students and Dyslexia*

Students that are served through Special Education services and are identified as in need of Dyslexia services shall be served in a manner prescribed by the ARD committee.

## *Resources*

Resources to be used in identifying and serving Dyslexia students include the Herman Method, Herman tracking sheet, CTOPP, WRAT-4, GORT-4 and Word Attack. Other materials may be used as determined by the teacher or campus.

## *Training*

Howe ISD is a member of the Region 10 staff development program. Region 10 has provided the needed Dyslexia training in recent years and HISD will continue to use Region 10 for the needed Dyslexia training. Dyslexia teachers should also remain current in regards to training

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needed to conduct Herman Method services and administer the identification assessments. The HISD District Improvement Team and the Campus Improvement Teams may also recommend training for specific teachers or general staff training.

### *Federal Program Expenditures*

Any purchase of materials, training or services paid for partially or totally by Federal Funds must comply with the Howe ISD NCLB Federal Handbook. All Federal expenditures should be based on needs assessment data and must be reflected in either the district or campus improvement plans.