



Anthony ISD

**Handbook For
Dyslexia**

2017-2018

Anthony Independent School District identifies, instructs, and serves all students who have characteristics of dyslexia. We are committed to providing a high quality, researched-based education for students whose learning may be impacted by these characteristics.

Anthony ISD adopts the definition of dyslexia from the International Dyslexia Association which reads: "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 the growth of vocabulary and background knowledge."

PROGRAM GOALS

The goals for the Anthony ISD Dyslexia program are:

- To assure that identification procedures are equitable and follow the state regulations in order to provide program access to qualifying students
- To appropriately serve the educational needs of all students who display the characteristics of dyslexia and related disorders
- To promote parental involvement in a collaborative effort with educators
- To assure that records and procedures are in accordance with federal, state, and local regulations
- To recruit and maintain qualified educators who will attain additional educational expertise in the nature and needs of all students identified with the characteristics of dyslexia

STUDENT GOALS

- Students who are identified will gain an understanding of dyslexia
- Students will have opportunities for developing reading skills to make adequate academic progress
- Students who are identified and in need will receive instructional strategies that are individualized, intensive and multisensory as appropriate
- Students with additional factors that complicate their dyslexia may receive additional support, or referral to special education

DISTRICT RESPONSIBILITIES

- Ensure that procedures for identifying a student with dyslexia and for providing appropriate instructional services to the student are implemented in the district.
- Ensure procedures implemented are in accordance with the State Board of Education (SBOE) approved strategies for screening, and techniques for treating student with dyslexia
- Ensure the programs utilized shall be characterized as having descriptors found in The Dyslexia Handbook (TEA 2014)
- Ensure that the required CPE for educators who teach students with dyslexia includes training regarding new research and practices in educating students with dyslexia (§TAC 232.11) . The required training may be satisfied through TEA approved online Texas Dyslexia Identification Academy Courses (www.region19.org)
- Notify parent/guardian before an identification or assessment procedures is used selectively with an individual student
- Inform parent/guardian of students eligible under the Rehabilitation Act of 1973, Section 504, of all services and options available to the student under that federal statute
- Each campus must provide students access at his or her campus to the services
- Provide a parent brochure which includes: definition of dyslexia, awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching students with dyslexia; and awareness of information on accommodations for students with dyslexia, especially allowable accommodations on standardized testing. (TAC §74.28)

An initial diagnosis of dyslexia should be offered only as a tentative conclusion based on the data available. A poor reader may appear to “fit the profile” of dyslexia. However, if the learner responds quickly to appropriate intervention, the source of the reading problem is more likely related to earlier educational opportunity than to problems in the child’s physical makeup that limit the ability to learn from the instruction provided. The ability of the learner to benefit from instruction that is focused on the basic skills that support reading and spelling provides valuable information necessary to support or reject the initial diagnosis.

Dyslexia and other related learning disorders cannot be cured. Proper instruction promotes reading success and alleviates many difficulties associated with dyslexia. Instruction for individuals with reading and related learning disabilities should be:

- **Intensive** – given every day or very frequently for sufficient time.
- **Explicit** – component skills for reading, spelling, and writing are explained, directly taught, and modeled by the teacher. Children are discouraged from guessing at words.
- **Systematic and cumulative** – has a definite, logical sequence of concept introduction; concepts are ordered from simple to more complex; each new concept builds upon previously introduced concepts, with built in review to aid memory and retrieval.
- **Structured** – has step-by-step procedures for introducing, reviewing, and practicing concepts.
- **Multisensory** – links listening, speaking, reading, and writing together; involves movement and “hands on” learning.

Common characteristics of dyslexia:

Most of us have one or two of these characteristics. That does not mean that everyone has dyslexia. A person with dyslexia usually has several of these characteristics that persist over time and interferes with his or her learning.

Oral language

- Late learning to talk
- Difficulty pronouncing words
- Difficulty acquiring vocabulary or using age appropriate grammar
- Difficulty following directions
- Confusion with before/after, right/left, and so on
- Difficulty learning the alphabet, nursery rhymes, or songs
- Difficulty understanding concepts and relationships
- Difficulty with word retrieval or naming problems

Reading

- Difficulty learning to read
- Difficulty identifying or generating rhyming words, or counting syllables in words
- (phonological awareness)

- Difficulty with hearing and manipulating sounds in words (phonemic awareness)
- Difficulty distinguishing different sounds in words (phonological processing)
- Difficulty in learning the sounds of letters (phonics)
- Difficulty remembering names and shapes of letters, or naming letters rapidly
- Transposing the order of letters when reading or spelling
- Misreading or omitting common short words
- “Stumbles” through longer words
- Poor reading comprehension during oral or silent reading, often because words are not
- accurately read
- Slow, laborious oral reading
- Written language
- Difficulty putting ideas on paper
- Many spelling mistakes
- May do well on weekly spelling tests, but may have many spelling mistakes in daily work
- Difficulty proofreading

Other common symptoms that occur with dyslexia

- Difficulty naming colors, objects, and letters rapidly, in a sequence
- (RAN: rapid automatized naming)
- Weak memory for lists, directions, or facts
- Needs to see or hear concepts many times to learn them
- Distracted by visual or auditory stimuli
- Downward trend in achievement test scores or school performance
- Inconsistent school work
- Teacher says, “If only she would try harder,” or “He’s lazy.”
- Relatives may have similar problems

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DISTRICT DYSLEXIA PROCESS OVERVIEW

An initial diagnosis of dyslexia should be offered only as a tentative conclusion based on the data available. A poor reader may appear to “fit the profile” of dyslexia. However, if the learner responds quickly to appropriate intervention, the source of the reading problem is more likely related to earlier educational opportunity than to problems in the child’s physical makeup that limit the ability to learn from the instruction provided. The ability of the learner to benefit from instruction that is focused on the basic skills that support reading and spelling provides valuable information necessary to support or reject the initial diagnosis.

- Screening Measures (BOY)
- Accelerated intensive reading interventions provided to students who were at risk based on screening. These interventions must be documented, and a result of the RtI meeting. (Parents must be notified)
- If student continues to struggle with reading, begin to collect information for RtI referral
- Screening Measures (MOY)
- If student continues to struggle, and does not demonstrate progress, refer to Diagnostician for further testing.
- Exit Procedures from Dyslexia Program must follow 504 or Special Education regulations

Referral for Special Education

Special Education and the assessment through IDEA 2004 may occur when dyslexia is associated with factors complicating dyslexia, thus requiring more support than what is available through the general education dyslexia program.

The United States Department of Education, Office of Special Education and Rehabilitation Services offers specific guidance for Dyslexia as a Learning Disorder in its letter released October 23, 2015 which states.....

“Under the IDEA and its implementing regulations “specific learning disability” is defined, in part, as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, *dyslexia*, and developmental aphasia.” See 20 U.S.C. §1401(30) and 34 CFR §300.8(c)(10) (emphasis added). While our implementing regulations contain a list of conditions under the definition “specific learning disability,” which includes dyslexia, the list is not exhaustive. However,

regardless of whether a child has dyslexia or any other condition explicitly included in this definition of “specific learning disability,” or has a condition such as dyscalculia or dysgraphia not listed expressly in the definition, the LEA must conduct an evaluation in accordance with 34 CFR §§300.304-300.311 to determine whether that child meets the criteria for specific learning disability or any of the other disabilities listed in 34 CFR §300.8, which implements IDEA’s definition of “child with a disability.”

8 Areas of Specific Learning Disability (SLD) in IDEA:

- Basic Reading Skills (BRS)
- Reading Comprehension (RC)
- Reading Fluency (RF)
- Math Calculation (MC)
- Math Problem Solving (MPS)
- Written Expression (WE)
- Oral Expression (OE)
- Listening Comprehension (LC)

Dyslexia is an alternative term used to refer to a pattern of learning difficulties characterized by problems with accurate or fluency word recognition, poor decoding, and poor spelling abilities

Texas Administrative Code (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 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 "Dyslexia Handbook: 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 that is aligned with the descriptors found in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders. " The professional development activities specified by each district and/or campus planning and decision making committee shall include these instructional strategies.

(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 instructional programs required in subsection (c) of this section and 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 process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available in each district as outlined in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."

2017-2018 Anthony ISD Dyslexia Team:

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