**Objectives**

- Participants will have an understanding of Texas state and federal regulations for identification of Dyslexia
- Participants will have an understanding of documentation of assessment for identifying characteristics of dyslexia
- Participants will have an understanding of requirements for an identification of dyslexia

**Purpose & Rationale**

- Reauthorization of IDEA (2004)
- "Ensure that educators and parents have the necessary tools to improve education results for children with disabilities" (p. 5)
- Dyslexia Profile and Report Tool
- Adapted from Characteristic Profile for Dyslexia
- Texas Scottish Rite Hospital for Children
- Psycho-educational Assessment
- Cover Reports
- Dyslexia Profile

**Did you know?**

- Texas was the first state to adopt a statewide dyslexia law in 1985.
- As of June 2009, 9 states have statewide dyslexia laws
- 5% - 17% of all US Students have Dyslexia
- 80% of all Individuals Identified with Learning Disabilities have Dyslexia
- 1,600 Students Identified with Dyslexia out of approximately 157,000 Students in the Dallas ISD

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Specific learning disability is defined as follows:
(i) General. The term means 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 an 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.

Texas Education Code §38.003
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:
   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.
   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.

Texas Education Agency
The Dyslexia Handbook – Revised 2007
http://www.tea.state.tx.us

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

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.

**IDA Definition of Dyslexia**
- It is characterized by difficulties with accurate and/or fluent word recognition
  - Word Recognition
  - Reading Fluency
- by poor spelling and decoding abilities.
  - Word Decoding
  - Spelling

**IDA Definition of Dyslexia**
- These difficulties typically result from a deficit or a history of a deficit in the phonological component of language
  - Phonemic Awareness and Manipulation
    - Phonological Awareness (Ga)
    - Phonological Memory (Gsm)
    - Rapid Naming (Glr)
  - Letter ID/Sound

**IDA Definition of Dyslexia**
- That is often unexpected in relation to other cognitive abilities
  - Cognitive Processing
    - Crystallized Intelligence (Gc)
    - Fluid Reasoning (Gf)
    - Long-Term Retrieval (Glr)
    - Short-Term Memory (Gsm)
    - Auditory Processing (Ga)
    - Visual Processing (Gv)
    - Processing Speed (Gs)
  - Oral Language Skills
    - Oral Expression
    - Listening Comprehension
  - Strong Math Skills
    - Calculations
    - Problem Solving
  - Ability to Learn
    - in the absence of print

**IDA Definition of Dyslexia**
- That is often unexpected in relation to the provision of effective classroom instruction.
  - Screening At-Risk for Dyslexia
    - Kindergarten
    - 1st & 2nd Grade
  - Referrals for Dyslexia Assessment
    - Occur by the end of 1st Grade
    - Occur by 7 years-of-age
  - Ensures that the student has the opportunity to receive the provision of effective classroom instruction.

**Common Signs of Dyslexia**
- Secondary consequences may include problems in reading comprehension
  - Reading Comprehension
- And reduced reading experience that can impede growth of vocabulary and background knowledge.
  - Reading Vocabulary
  - Written Expression

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"This book is good! I think I'll like it even more when I learn to read."
Common Signs of Dyslexia

Pre-School
- May talk later than most children
- May have poor auditory memory
- May have trouble learning

Kindergarten - 3rd Grade
- Fails to understand that words come apart
- Has difficulty learning letter names and their corresponding sounds
- Has difficulty decoding single words
- Has difficulty spelling phonetically
- Reads disfluently

Common Signs of Dyslexia

Kindergarten - 3rd Grade
- Has a history of reading and spelling difficulties
- Avoids reading aloud or for pleasure
- May have an inadequate vocabulary
- May resort to using less complicated words in writing that are easier to spell.

Common Signs of Dyslexia

4th Grade - High School
- 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

TEC §38.003 & 19 TAC §74.28
Guidelines for Identification of Dyslexia
- 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

Committee of Knowledgeable Persons
A team or committee of knowledgeable persons 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 or charter school, state, and federal guidelines for assessment
- The assessments used
- The meaning of the collected data
Committee of Knowledgeable Persons

A committee of knowledgeable persons determines the identification of dyslexia after reviewing all accumulated data including the following areas:
- The observations of the teacher, district or charter school staff, and/or parent/guardian
- Data gathered from the classroom and information found in the student’s cumulative folder
- Data-based documentation of student progress during instruction/intervention
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- Results of administered assessments

Dyslexia Profile and Report Tool
A Process for Identifying the Characteristics of Dyslexia

Unexpectedly low reading performance will be the result of a deficit in phonological processing, including the following:

- Phonological Awareness
  - CTOPP
  - Phonological Awareness (Composite)
  - Elision
  - Blending Words
  - WJ III – Achievement
  - Sound Awareness
  - WJ III – Cognitive Ability
  - Sound Blending
  - Incomplete Words
  - WIAT III
  - Early Reading Skills
  - KTEA II
  - Phonological Awareness

- Phonological Memory
  - CTOPP
  - Phonological Memory (Composite)
  - Memory for Digits
  - Nonword Repetition
  - WJ III – Cognitive Ability
  - Memory for Words
  - Numbers Reversed
  - WISC IV
  - Digit Span
  - Letter Number Sequencing
  - KABC II
  - Atlantis – Memory for Names
  - Number Recall
The student’s reading difficulties will reflect one or more of the primary characteristics of dyslexia with unexpectedly low performance for the student’s age and educational level.

**Dyslexia Profile and Report Tool**

A Process for Identifying the Characteristics of Dyslexia

- **Rapid Naming**
  - CTOPP
  - Rapid Naming (Composite)
  - WJ III – Cognitive Ability
  - Rapid Picture Naming
- **Letter Knowledge**
  - WRMT
  - Letter Identification
  - Sound Identification
  - WIAT III
  - Letter Names

- **Word Decoding (Nonsense Words) Weaknesses**
  - WJ III Achievement
  - Word Attack
  - WIAT III
  - Phoneme Decoding
  - KTEA II
  - Nonsense Word Decoding
- **Word Recognition (Words in Isolation) Weaknesses**
  - WJ III Achievement
  - Letter-Word Identification
  - WIAT III
  - Word Reading
  - KTEA II
  - Letter & Word Recognition

- **Spelling (Written Spelling) Weaknesses**
  - WJ III Achievement
  - Spelling
  - Spelling of Sounds
  - WIAT III
  - Spelling
  - KTEA II
  - Spelling

- **Reading Fluency Weaknesses**
  - GORT 4
    - Oral Reading Fluency (Composite)
    - Rate
    - Accuracy
  - WIAT III
    - Oral Reading Fluency
    - ORF Prosody Scale
    - Appropriate
    - Monotone
    - Choppy
    - Variable
  - KTEA II
    - Word Recognition Fluency
    - Decoding Fluency
Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including reading comprehension and written composition.

The difficulties the student exhibits in reading are unexpected in relation to the student’s other cognitive abilities.

Cognitive Ability Strengths: General Intelligence

WISC/IV

- Full Scale Intelligence Quotient (FSIQ)
- Verbal Comprehension (Gv)
- Similarities (Gc)
- Comprehension (Gc)
- Perceptual Reasoning (Gf/Gc)
- Block Design (Gv)
- Picture Concepts (Gf)
- Matrix Reasoning (Gf)
- Working Memory (Gsm)
- Digit Span (Gsm)
- Letter-Number Sequencing (Gsm)
- Processing Speed (Gs)
- Coding (Gs)
- Symbol Search (Gs)

WJ III Achievement

- Reading Comprehension Cluster
- Reading Vocabulary
- Passage Comprehension

WIAT III

- Reading Comprehension

KTEA II

- Reading Comprehension

Cognitive Ability Strengths: General Intelligence

WJ III Cognitive Ability

- General Intelligence Ability (GIA)
- Verbal Comprehension Knowledge (Gc)
- Verbal Comprehension
- General Information
  - Nonverbal \([60+(Gv+Gf)] < 2\)
  - Fluid Reasoning (Gf)
  - Visual-Spatial Thinking (Gv)
  - Long-Term Retrieval (Gir)
  - Auditory Processing (Gsa)
  - Processing Speed (Gs)
  - Short-Term Memory (Gsm)

WIAT III

- Reading Comprehension Cluster
- Reading Vocabulary
- Passage Comprehension

KTEA II

- Reading Comprehension

Writing Expression Weaknesses

WJ III Achievement

- Written Expression Cluster
  - Writing Fluency
  - Writing Samples

WIAT III

- Written Expression (Composite)
  - Sentence Composition
  - Sentence Combining
  - Sentence Building
  - Essay Composition

KTEA II

- Written Expression

Dyslexia Profile and Report Tool
A Process for Identifying the Characteristics of Dyslexia

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Cognitive Ability Strengths: General Intelligence
- KABC II
  - Nonverbal Index (NVI)
- UNIT
  - Full Scale Intelligence Quotient (FSIQ)
  - Memory Quotient (MQ)
  - Spatial Memory (Gv)
  - Spatial Memory
  - Spatial

Cognitive Ability Strengths: Oral Language
- WJ III Achievement
  - Oral Language Cluster
    - Story Retell
    - Picture Vocabulary
    - Listening Comprehension
- WIAT III
  - Oral Expression
  - Listening Comprehension
- KTEA II
  - Oral Expression
  - Listening Comprehension

Cognitive Ability Strengths: Mathematics
- WJ III Achievement
  - Mathematics Calculation Cluster
    - Calculation
    - Math Fluency
  - Mathematics Reasoning Cluster
    - Applied Problems
    - Quantitative Concepts
- WIAT III
  - Numerical Operations
  - Math Reasoning
- KTEA II
  - Math Concepts and Applications
  - Math Computation

Identification of Dyslexia
The following factors must NOT be used as the sole reason to identify a student for a dyslexia program:
- The student has irregular attendance.
- The student lacks experiential background including sociological information.
- Medical Issues

Committee Consideration
- Data demonstrates characteristics of dyslexia
- Data does not demonstrate characteristics of dyslexia
- Data demonstrates some characteristics of dyslexia; however, these characteristics are not consistent with Texas Education Agency (TEA) guidelines for an Identification of Dyslexia

Scenarios