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## **Bartlett ISD Dyslexia District Handbook**

### **Definitions and Characteristics of Dyslexia**

- Texas Education Code (TEC) §38.003 defines dyslexia in the following way:
  - “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” include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.
- The International Dyslexia Association defines “dyslexia” in the following way:
  - 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.

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student’s age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties. The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

It is important to note that individuals demonstrate differences in degree of impairment. The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

## Common Risk Factors Associated with Dyslexia

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. A **family history** of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes) (Olson, Keenan, Byrne, & Samuelsson, 2014).

- Preschool
  - Delay in learning to talk
  - Difficulty with rhyming
  - Difficulty pronouncing words (e.g., "pusgetti" for "spaghetti," "mawn lower" for "lawn mower")
  - Poor auditory memory for nursery rhymes and chants
  - Difficulty in adding new vocabulary words
  - Inability to recall the right word (word retrieval)
  - Trouble learning and naming letters and numbers and remembering the letters in his/her name
  - Aversion to print (e.g., doesn't enjoy following along if book is read aloud)
- Kindergarten and First Grade
  - Difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled apart into "nap" "kin")
  - Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/)
  - Difficulty remembering the names of letters and recalling their corresponding sounds
  - Difficulty decoding single words (reading single words in isolation)
  - Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print ( e.g., "sed" for "said")
- Second Grade and Third Grade
  - Many previously described behaviors remain problematic
  - Difficulty recognizing common sight words (e.g., "to," "said," "been")
  - Difficulty decoding single words
  - Difficulty recalling the correct sounds for letters and letter patterns in reading
  - Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., "after" spelled "eftr")
  - Difficulty reading fluently (e.g., slow, inaccurate, and/or without expression)
  - Difficulty decoding unfamiliar words in sentences using knowledge of phonics
  - Reliance on picture clues, story theme, or guessing at words
  - Difficulty with written expression
- Fourth Grade through Sixth Grade
  - Many previously described behaviors remain problematic
  - Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
  - Avoidance of reading (e.g., particularly for pleasure)
  - Acquisition of less vocabulary due to reduced independent reading
  - Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., "big" instead of "enormous")
  - Reliance on listening rather than reading for comprehension

- Middle School and High School
  - Many previously described behaviors remain problematic
  - Difficulty with the volume of reading and written work
  - Frustration with the amount of time required and energy expended for reading
  - Difficulty with written assignments
  - Tendency to avoid reading (particularly for pleasure)
  - Difficulty learning a foreign language

### **Procedures for the Assessment and Identification of Students with Dyslexia**

It is important to note that progression through tiered intervention (Response-to-Intervention) is not required in order to begin the identification of dyslexia, and it should not delay or deny an evaluation for dyslexia, especially when parent or teacher observations reveal the common characteristics of dyslexia.

The process begins when a parent or teacher requests dyslexia evaluation or expresses student concerns related to dyslexia; or screener and assessment information indicates a student is at-risk for dyslexia. Progress monitoring data is then collected and discussed in a Response-to-Intervention committee meeting (with the student’s teacher present). The committee determines if the student is at-risk for dyslexia. If not, an alternative intervention plan is designed and implemented. If so, the dyslexia assessment will occur via Section 504 (for general education or Section 504 students) or Special Education (for Special Education students) assessment/referral processes.

Dyslexia assessments will be completed by specially trained district or ESC 13 contracted staff. Assessment areas and both formal and informal evaluations will follow requirements per the Dyslexia Handbook, revised in 2014, and published by the Texas Education Agency. Additional documentation and assessments will be completed as needed for English Language Learners (ELLs), and test results 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, nature of the writing system, and any other pertinent factors that affect learning.

### **Instruction for Students with Dyslexia**

Once it has been determined that a student has dyslexia, an appropriate instructional program will be provided. All decision regarding instruction, intervention, and accommodations will be made by a team that is knowledgeable about the student, the meaning of the evaluation information, the instructional components, and delivery of instruction for students with dyslexia. An Admission, Review, and Dismissal (ARD) committee makes these decisions for Special Education students, and a Section 504 committee makes these decisions for other students.

Bartlett ISD utilizes the Wilson Reading System (Just Words and Foundations), and intervention for students with dyslexia is available that meets requirements as outlined in the state Dyslexia Handbook.

- Critical, evidence-based components of dyslexia instruction:
  - Phonological awareness,
  - Sound-symbol association,
  - Syllabication,
  - Orthography,
  - Morphology,
  - Syntax,
  - Reading comprehension,
  - Reading fluency
- Delivery of dyslexia instruction:
  - Simultaneous, multisensory (VAKT instruction),
  - Systematic and cumulative,
  - Explicit instruction,
  - Diagnostic teaching to automaticity,
  - Synthetic instruction,
  - Analytic instruction.

## DYSLEXIA REFERRAL/ASSESSMENT CHECKLIST

**Student name:** \_\_\_\_\_

**ID#:** \_\_\_\_\_

*All documents from steps 1 and 2 must be available to discuss during the RtI meeting.  
If testing is recommended, all documents from all steps must be submitted  
before a dyslexia assessment can be scheduled/completed.*

### **Step 1 – For all students (teacher submits to district 504 coordinator)**

- Staff referral to §504 form (if parent is requesting, staff member receiving request must complete)
- Teacher questionnaire for dyslexia
- Progress monitoring documents
  - Spelling tests (2-3)
  - Unedited writing (2-3)
  - Universal screener and progress monitoring scores/charts for Reading and Math
  - Reading assessments (DIBELS, TPRI, DRA, etc.)
  - Math work samples (2-3)
- Parent contact regarding academic concerns (DATE: \_\_\_\_\_)

### **Step 2 – For all students**

- Section §504 referral form (4 pages that include grades, attendance, discipline, hearing/vision screening, etc.)
- RtI meeting (DATE: \_\_\_\_\_) to discuss referral documents and determine if student is at-risk for dyslexia (Note: If student is not at-risk for dyslexia, process will stop here. RtI committee can create a general education intervention plan, but the Step 3 dyslexia referral and assessment will not occur.)
- RtI meeting includes (at a minimum) – the referring teacher; the district 504 coordinator; and SPED case manager (for SPED students only)
- Parent contact regarding outcome of meeting (DATE: \_\_\_\_\_)

### **Step 3 – For non-SPED students**

- Initial Section 504 referral paperwork
  - Teacher input
  - Parent notice and consent (DATE SIGNED: \_\_\_\_\_) (Note: Legal timeline begins when consent is signed. All other documents must be ready to submit within 5 school days of signed consent.)
  - Parent rights receipt
  - Parent input (with parent dyslexia questionnaire addendum)

### **Step 3 – For SPED students (from SPED case manager to district 504 coordinator)**

- Complete copy of last FIE
- ARD request/consent for dyslexia testing
- Referral paperwork
  - Teacher input
  - Parent input (with parent dyslexia questionnaire addendum)

### **Other notes/information:**

**RtI Meeting Discussion Checklist**  
**Is this student at-risk for dyslexia?**

Note: District dyslexia specialist and/or Section 504 coordinator will use referral checklist to ensure there is adequate documentation of the information below and will use this form to guide/document the discussion.

**Student name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_ **Referred by:** \_\_\_\_\_

**Meeting attendees:** \_\_\_\_\_

**Discussion:**

- Are there health concerns interfering with learning?
  - Results of vision and hearing screening =
  - Other health/medical concerns =
  
- Is the student already in SPED or is a SPED evaluation pending? (If so, for what do they qualify?)
  
- Have the struggles been shared with parents?
  - Is there a family history of dyslexia and/or learning difficulties?
  - Do parents see frustrations/difficulties at home (with homework)?
  - Have parents requested an evaluation? If so, for what (dyslexia, SPED, 504, etc.)?
  
- Is the student ELL? If so, do they receive BIL or ESL services? If so, what is the first language?
  
- Does academic progress indicate “unexpectedness”?
  - Grades/assessments (iStation/SRI/STAR Math, etc.) =
  
  - STAAR =
  
  - Oral language/vocabulary =
  
  - Listening comprehension =
  
  - Reading (comprehension/fluency/letter knowledge/decoding?) =
  
  - Spelling =

- Handwriting =
- Other subject areas (Math, Science, Social Studies) =
- Academic frustrations/extra time needed/etc. =
- Has there been adequate opportunity for instruction?
  - Attendance (absences/tardies) =
  - Interventions/accommodations utilized and their effectiveness =
  - Intervention attendance =
- Is behavior a concern?
  - Attention/focus =
  - Behavior/emotional/social =
- Is there anything else that should be considered?
  - Other strengths/weaknesses/additional information =

**Follow-up:**

- Will a dyslexia assessment be completed?
  - If yes, who is responsible for collecting/submitting the referral document packet?
    - Name/contact information =
    - Timeline/due date =
  - If no, why?
  - If no, what other RtI/intervention plan will be implemented?

**Other notes:**

**Bartlett ISD Characteristic Profile of Dyslexia**

**SAMPLE only - ESC 13 will use their own profile/report when contracted to do so.**

Student name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

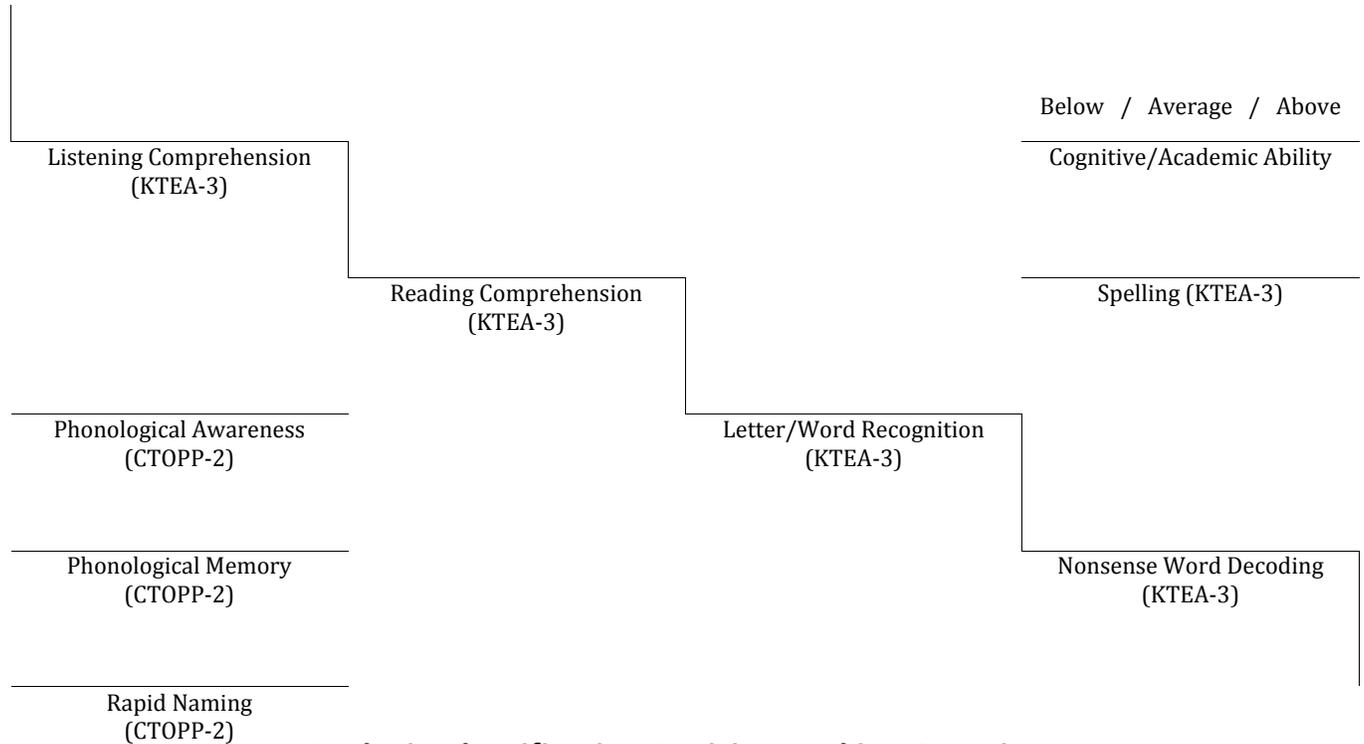
Student Local ID#: \_\_\_\_\_ Campus: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_ Grade: \_\_\_\_\_

In the list of assessment areas below, both primary and secondary indicators of dyslexia are highlighted gray. Primary indicators are further designated by ALL CAPS.	Score Descriptors			Very Low	Low	Below Avg	Low Avg	Avg	High Avg	Above Avg	High	Very High
	Standard Scores	<74	74-81	82-89	90-96	97-103	104-110	111-118	119-126	>126		
	Scaled Scores	1-4	5-6	7	8-9	10	11-12	13	14-15	16-19		
	Percentile Scores	1-3	4-10	11-24	25-39	40-60	61-75	76-89	90-96	95-99		
<b>UNDERLYING CAUSE:</b>				<b>Below average</b>			<b>Average</b>			<b>Above average</b>		
<b>PHONOLOGICAL PROCESSING (PP - KTEA-3)</b>												
PP is optional for grades 3-12 and required for lower grade levels.												
<b>PHONOLOGICAL AWARENESS COMPOSITE (PACS - CTOPP-2)</b>												
Elision(EL) = Blending Words(BW) = Phoneme Isolation(PI)=												
<b>Phonological Memory Composite (PMCS - CTOPP-2)</b>												
Memory For Digits(MD)= Nonword Repetition(NR)=												
<b>RAPID SYMBOLIC NAMING COMPOSITE (RSNCS - CTOPP-2)</b>												
Rapid Digit Naming(RD)= Rapid Letter Naming(RL)=												
<b>LETTER AND WORD RECOGNITION (LWR - KTEA-3)</b>												
<b>CHARACTERISTICS:</b>				<b>Below average</b>			<b>Average</b>			<b>Above average</b>		
<b>NONSENSE WORD DECODING (NWD - KTEA-3)</b>												
<b>ORAL READING INDEX (ORI - GORT-5)</b>												
Rate(RS)= Accuracy(AS)= Fluency(FS)= Comprehension(CS)=												
<b>SPELLING (SP - KTEA-3)</b>												
<b>OUTCOMES: (Variable Impact)</b>				<b>Below average</b>			<b>Average</b>			<b>Above average</b>		
<b>Reading Comprehension (RC - KTEA-3)</b>												
<b>Written Expression (WE - KTEA-3)</b>												
WE is optional-Use if additional writing samples are needed or dysgraphia is suspected.												
<b>COGNITIVE/ACADEMIC ABILITY:</b>				<b>Below average</b>			<b>Average</b>			<b>Above average</b>		
<b>Listening Comprehension (LC - KTEA-3)</b>												
<b>Math Concepts and Applications (MCA - KTEA-3)</b>												
<b>Math Computation (MC - KTEA-3)</b>												
<b>IQ Composite (K-BIT)</b>												
Crystalized(Verbal)= Fluid(NonVerbal)=												
K-BIT is optional-Use ONLY if additional information is needed to determine unexpectedness.												
<b>COEXISTING COMPLICATIONS OR ASSETS</b>				<b>Complication</b>			<b>Neutral</b>			<b>Asset</b>		
Oral language / verbal expression												
Vocabulary (as indicated verbally, written, etc.)												
Attention / focus												
Handwriting												
Behavior / emotions												
<b>Orthographic processing - Total Word Reading Efficiency Index (TWRE - TOWRE-2)</b>												
Sight Word Efficiency(SWE)= Phonetic Decoding Efficiency(PDE)=												

“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.” Lyon, G.R., Shaywitz, S.E., Shaywitz, B.A., (2003b). A definition of dyslexia, *Annals of Dyslexia*, 53, 1-14. (Adopted by the Board of Directors, International Dyslexia Association, November 2002.)

## Dyslexia Testing Profile

Student name: \_\_\_\_\_ Date of §504 review meeting: \_\_\_\_\_



### Dyslexia Identification Decision-Making Questions

- |   |   |   |
|---|---|---|
| Y | N | 1. Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?   |
| Y | N | 2. Are the reading and spelling difficulties the result of a phonological processing deficit?   |
| Y | N | 3. Are the reading, spelling and phonological processing deficits unexpected? Does the student demonstrate cognitive ability to support age level academic learning?  |
| Y | N | 4. Are there secondary characteristics of dyslexia evident in reading comprehension and written expression?   |
| Y | N | 5. Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention? Does the student have above average strengths that could be assets? |

Qualification discussion notes: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Per the §504 committee decision on the date of this review meeting:

- |   |   |  |
|---|---|--|
| Y | N | 1. The student exhibits characteristics of dyslexia.                                   |
| Y | N | 2. The student qualifies for Section 504 services.                                     |
| Y | N | 3. The student will have an accommodation plan.  |
| Y | N | 4. The student will receive dyslexia intervention from a district dyslexia specialist. |

These decisions will be reviewed in upcoming annual reviews and future re-evaluation meetings. Based on student progress and committee decision-making, answers to these questions could change after future meetings.

## **Bartlett ISD Application of a Definition-Based Process to the Identification of Dyslexia**

For the identification of dyslexia, all procedures and guidelines outlined in The Dyslexia Handbook - Revised 2014 should be followed, including data gathering, parent notification, examiner qualifications, test selection and administration, and procedures for English language learners. The Dyslexia Handbook - Revised 2014 is available in electronic format at: [www.region10.org/Dyslexia/interactive-dyslexia-handbook/](http://www.region10.org/Dyslexia/interactive-dyslexia-handbook/)

The following procedures provide support for the use of the Characteristic Profile of Dyslexia as a tool in the identification of dyslexia.

- A. Test all required areas on the profile and test additional skills as needed for individual students.
- B. Utilize norm-referenced tests and report standard scores whenever possible. Criterion-referenced, screening, and achievement group test scores are informative as historical, secondary, or response to intervention progress measures, but are weaker dyslexia identification tools if they are the only measure of a skill.
- C. Plot test scores on profile. Write in the SCORE for norm-referenced standardized tests results. Utilize a different symbol such as a ✓ for criterion, group or screening measures. Indicate alternate test names if needed (primarily for students tested by SPED or outside of the district using different assessments). Plot parent, teacher, and dyslexia designee or diagnostician observations with **P**, **T** and **D**.
- D. Plot individual subtest scores when indicated along with composite or cluster scores.  
*Examples: Plot the Elision, Blending Words and Phoneme Isolation scores on the **CTOPP-2** along with the Phonological Awareness composite. Plot both the Rate and Accuracy subtest from the **GORT-5** along with the Fluency Composite or Oral Reading Quotient.*
- E. Complete the stair-step score profile.
- F. Apply the identification decision-making questions in sequence.

### **Bartlett ISD Dyslexia Assessment Assurances**

- A. Information considered - from teacher (academic, social, behavioral, interventions utilized, language of instruction, etc.); from parent (developmental, family environment, medical, home language, etc.); from school records (grades, discipline, attendance, state assessment score history, hearing/vision screening, ELL program participation, etc.); from doctor, SPED department, etc. (any previous assessments)
- B. Progress monitoring reviewed - TPRI; universal screener data for Math and Reading; spelling tests; writing samples; math samples; etc.
- C. Areas assessed - letter and word knowledge, decoding, reading fluency/rate/accuracy, reading comprehension, spelling, phonological/phonemic awareness, rapid naming, vocabulary, listening comprehension, verbal expression, written expression, handwriting, orthographic processing, math computation/concepts/applications, phonological memory, verbal working memory, processing speed, etc.
- D. Formal assessments given - KTEA-3; CTOPP-2; GORT-5; TOWRE; and/or WJ-4 and WM Bateria for ELL students
- E. Informal assessments done - writing alphabet (and/or days of week, month of year), etc.

## Additional observational assessments

Dyslexia assessments look at a variety of data sources.

Identification is based on a preponderance of evidence.

The following additional assessments will be used to help determine existing complications or assets.

### A. Alphabet

Instructions: Hand student piece of paper with horizontal line across the middle. Ask them to write the alphabet. Time the student and note how long it takes them to finish at the bottom of the page.

Observe student and make notes. Look for: singing alphabet, going back constantly to work up to the next letter, mixing up upper and lower case letters, letter reversals, etc.

### B. Letters and sounds

Instructions: Use the informal letter name and sounds handouts (includes teacher page and student handout). Have students name the letter and give the sound as described. Observe student and make notes describing errors. Document on assessment profile as informal data.

### C. Days of week / Months of year

Instructions for grades 2nd-12th: On back of page, ask student to write days of the week and months of the year. Observe student and make notes. Look for: correct sequence, spelling, handwriting, pencil grip, hand dominance, etc.

Instructions for grades Kinder-1st: Ask students to say days of the week and months of the year. Observe student and make notes. Look for: correct sequence, singing, losing place and going back to work up, etc.

### D. Review work samples and assessments

With handwriting, look for: legibility, letter formation, switching between upper/lower case, spacing, punctuation, reversals, etc.

With spelling, look for: reversals, correct spelling but in wrong order, vowels missing, phonetic spelling or not, leaving off suffixes, etc.

With Math and other subjects, look for: unexpectedness, ability to line up numbers for problems, reversals of digits (15 instead of 51), etc.