The Dyslexia Handbook

Revised 2014

Contents impacting Special Education

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Dyslexia Referral (pg.13)

• Districts should NOT delay identification until 2\textsuperscript{nd} or 3\textsuperscript{rd} grade if Dyslexia is suspected
• The identification process is an evaluation – not a screening
• Dyslexia evaluation should be conducted through Section 504 procedures or through IDEA procedures depending on the student
Dyslexia Referral (pg. 14)

- Evaluation cannot be delayed or denied due to the implementation of an RtI process
- Progression through a tiered intervention is NOT required in order to begin Dyslexia evaluation
- RtI should not delay inclusion of students with dyslexia in intervention specific to dyslexia once the condition has been identified
Timeline (pg.15)

• Dyslexia evaluation should be completed within a reasonable amount of time
• Section 504 does not establish a specific timeline
• Districts should consider the initial evaluation timeline in Texas for special education – 45 school days
“If the student is being assessed as part of a special education evaluation or is already served in special education and a dyslexia evaluation is requested, IDEA 2004 procedures must be followed.”
In the case of a special education student, identification is made by the ARD committee.

Either committee must include someone knowledgeable about:

- Reading
- Dyslexia & Dyslexia Instruction
- Guidelines for Assessment (local, state, & federal)
Questions for Determination (pg.23)

1. Do the data show a pattern of low reading and spelling skills that is **UNEXPECTED** for the student in relation to other cognitive abilities and the provision of effective classroom instruction?

2. Does the pattern indicate the student has dyslexia?

3. Does the student have a disability under Section 504?
Referral to Special Education (pg.23)

- Section 504 may refer students with Dyslexia to special education when:
  - Additional factors are present that complicate dyslexia
  - More support is required than what is available in general education
  - Severe dyslexia is present and insufficient progress within a reading program has been made.
If the student with Dyslexia is referred to special education and found eligible in the area of READING, the IEP must include:

- Appropriate Reading/Dyslexia Instruction
- Goals that reflect the need for Dyslexia Instruction
- LRE for delivery of Dyslexia Intervention
Questions & Answers

Appendix C
27. Can Special Education assess for Dyslexia?

- YES
- BUT…Special Education Assessments are used to determine eligibility under IDEA 2004 and are *usually* not specific to dyslexia identification.
28. Who administers a dyslexia assessment to a student receiving special education services?

- Someone trained to assess Dyslexia
- Someone trained to follow evaluation instructions of test instruments
- Dyslexia Teachers
- LSSP
- Educational Diagnostician
30. Who ultimately identifies the student as Dyslexic and makes the placement decision?

- If a student is in special education, the placement decision would be made by the ARD committee.
- The ARD Committee would need to include member(s) who can fulfill the role of knowledgeable persons in the area of Dyslexia.
43. What is the difference between instruction for students with dyslexia who are in general education and students with dyslexia who are in special education?

- Instruction may take place in a special education setting if determined by the ARD committee.
- Instruction may take place in a general education setting if determined by the ARD committee.
- Students in special education **MAY NOT** be denied access to general education Dyslexia programs.
52. Does the ARD committee need to document in the IEP the dyslexia identification process and instruction specific to dyslexia?

- Yes – the ARD committee should document the identification of dyslexia or reading disability that is consistent with dyslexia.

- Yes – the ARD committee MUST include appropriate reading instruction in the IEP for a student who qualifies as Dyslexic and in the area of reading under special education.
53. If a student is already receiving special education services ... does the ARD Committee need to convene to recommend that the student be assessed for Dyslexia?

- **YES** – Special Education procedures MUST be followed
- Review of Existing Evaluation Data must be conducted to determine what additional data is needed to determine the possible condition of Dyslexia.
- Notice, Consent, Procedural Safeguards are provided
- A timeline is established for completion of the requested assessment.
56. May the Ed. Diag or LSSP use the same diagnostic data that was gathered for the IDEA process to identify a student with dyslexia?

- The same data may be used as long as it includes assessment in the domains listed in the Handbook.

**Figure 2.4. Areas for Assessment**

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>Cognitive Processes</th>
<th>Possible Additional Areas</th>
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</thead>
<tbody>
<tr>
<td>Letter knowledge (name and associated sound)</td>
<td>Phonological/phonemic awareness</td>
<td>Vocabulary</td>
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<td>Reading words in isolation</td>
<td>Rapid naming of symbols or objects</td>
<td>Listening comprehension</td>
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<td>Decoding unfamiliar words accurately</td>
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<td>Written expression</td>
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<td>Reading fluency (both rate and accuracy are assessed)</td>
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<td>Handwriting</td>
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<tr>
<td>Reading comprehension</td>
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<td>Memory for letter or symbol sequences (orthographic processing)</td>
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<td>Spelling</td>
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<td>Mathematical calculation/reasoning</td>
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<td></td>
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<td>Phonological memory</td>
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<td></td>
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<td>Verbal working memory</td>
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<td></td>
<td></td>
<td>Processing speed</td>
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</tbody>
</table>
56. Must the determination of dyslexia be made by the Section 504 committee or the ARD committee?

- The ARD committee serves as the multidisciplinary team for an existing special education student.
- With the addition of a member knowledgeable about
  - Dyslexia
  - Dyslexia Evaluation
  - Dyslexia Interventions
57. What additional training does an Ed. Diag or LSSP need in order to assess a student for Dyslexia?

• Administration of instruments that assess the characteristics of dyslexia
• Awareness of the domains to assess for dyslexia
• Strengths and weaknesses typically exhibited when a student has dyslexia
58. May a special education student be assessed for Dyslexia by a general education teacher?

- A general education teacher may assess a special education student if this is consistent with local policies, and they have met training qualifications.
- Identification should come from the ARD committee.
59. How does a district prevent duplication or conflict between Dyslexia and special education services?

• Collaboration between instructional teachers should occur to ensure coordination of methods & generalization of acquired skills

• The ARD committee is responsible for documenting this collaboration, program of service(s), and the location of delivery