Dyslexia Identification

Katy Kloberdanz, Dyslexia & Related Disorders Consultant
Amanda Real, Evaluation Consultant
Special Education Support Services
Hot Topics

- *Dyslexia Handbook* Update
- Revised TAC 74.28
- OSEP Visit
- Special Education Strategic Plan
  - Includes Corrective Action Response
  - Dyslexia & Child Find
  - TAA Letters
- Future of Dyslexia....504? Special Education?

Dyslexia Handbook Updates

• **SBOE Committee on Instruction**
  - September Meeting: Sept. 11-14, 2018
  - November Meeting: Nov. 13-16, 2018

• Two committees currently at work focusing on
  - Legal Updates (HB 1886: EOY K/1 Dyslexia Screening)
  - Updating process for assessment and identification*

*In response to OSEP Visit and Special Education Strategic Plan
Revised §TAC 74.28

Added Language to:

1. Include IDEA and Section 504 [(a), (g), (h)]
2. Clarify that screening and/or evaluation should be conducted by trained individuals (d)
3. Clarify that if LEAs choose to develop their own dyslexia program, it must be evidence-based (and still align with the *Dyslexia Handbook* descriptors) (e)
4. Require parent notification prior to evaluation or identification (g)
5. Require parent notification of services and options available (under RTI/MTSS, IDEA, and 504) (h)
6. Clarify that RTI/MTSS may not be used to delay or deny an FIE for a student suspected of having a specific learning disability, including dyslexia or a related disorder (j)
7. **Add components to Parent Educator requirements (k)**
   a. Qualifications of individuals delivering services
   b. Information on eligibility, evaluation requests, and services under IDEA and Section 504, as well as information on the RTI process
8. Require LEAs to provide a copy of or link to the *Dyslexia Handbook* to parents of children suspected to have dyslexia or a related disorder (l)
OSEP Visit

Three Main Findings:

1. Failure to comply with Child Find
2. Failure to provide FAPE
3. Failure (on the part of TEA) to monitor to monitor the above
TEA’s Response: Special Education Strategic Plan

- **Special Education Strategic Plan**
  - Includes Corrective Action Response
- **To the Administrator Address Letters**
  - February 26, 2018
  - June 5, 2018

Simultaneous [SBOE](#) Action: *Dyslexia Handbook* Update
June 6, 2018

• “All students who are identified with dyslexia or a related disorder and who require special education services because of dyslexia or a related disorder should be served under the IDEA as students with a specific learning disability. A student with dyslexia or a related disorder does not need to present with a second potentially disabling condition to be considered for eligibility under the IDEA.”

• “Some students who are identified with dyslexia or a related disorder may receive appropriate intervention supports and services under a Section 504 plan through a district dyslexia and related disorder program. This is permissible when it is not suspected that the student requires special education services or when the student with dyslexia or a related disorder is determined to be not eligible for special education by the ARD committee.”
Various Interpretations of TAA Letter
Section 504

IDEA
The road is not always clearly known.
Not all students take the same route.
### Evaluation Models to Consider for Struggling Readers

**Progress-Based Model**
- Students Previously Identified with Dyslexia, Served by Section 504, and/or Receiving Intervention(s):
  - Consider evaluating students who are currently served in special programs, but are not making adequate progress.
  - Consider evaluating students who are currently served in remedial programs and are not demonstrating adequate progress.

**Hybrid Model**
- Students Previously Identified with Dyslexia, Served by Section 504, and/or Receiving Intervention(s):
  - Consider evaluating students who are currently served in special programs, but are not making adequate progress.
  - Consider evaluating students who are currently served in remedial programs and are not demonstrating adequate progress.

**Service-Based Model**
- Students Previously Identified with Dyslexia, Served by Section 504, and/or Receiving Intervention(s):
  - Consider evaluating students who are currently served in special programs, but are not making adequate progress.

---

#### New Referrals for Students Suspected of Having Dyslexia or Related Disorder(s)
- Review the data, including any available documentation of interventions, for each individual student to determine whether to proceed with Section 504 or IDEA procedures.

#### Resources/Tools to Reference:
- Systemic data analysis process (i.e., ICASED Framework, etc.).
- Interactive tool for Dyslexia and Child Find Considerations.

---

#### New Referrals for Students Suspected of Having Dyslexia or Related Disorder(s)
- Consider evaluating students who are currently served in special programs, but are not making adequate progress.

#### Resources/Tools to Reference:
- Systemic data analysis process (i.e., ICASED Framework, etc.).
- Interactive tool for Dyslexia and Child Find Considerations.
- Specially Designed Instruction Decision-Making Guide.
Specially Designed Instruction
Dyslexia & Child Find Considerations
Interactive Tool
Local Determinations...

What does this all mean? What is our interpretation?

• Based on this interpretation, what will our practices and procedures be?
  • Dyslexia Assessment
  • Dyslexia Instruction

• Varied Points of View
  • New evaluations
  • Students previously evaluated and/or identified with dyslexia
  • Compensatory services

BOTTOM LINE: Consult with your LEA’s legal guidance to determine your next steps.
Future of Dyslexia

- 504?
- Special Education?
HELP!

Katy.kloberdanz@esc20.net  (210)370-5476

Amanda.real@esc20.net  (210)370-5781