Overview of Changes in FINAL Draft by Chapter (New information noted in italics):

Chapter I: Definitions and Characteristics of Dyslexia
- Minimal changes

Chapter II: K-1 Screening for HB 1886, p. 7
  Part A – Universal Screening (Definition) and State & Federal Requirements
  - Timing of Screening (page 10)
    - Kindergarten: End of year
    - 1st grade: January 31st of each year
  Part B – K-1 Universal Screening: Administration
    - Removed rapid naming for both kindergarten and first grade (page 12)
    - Language change from “screening tool” to “screening instrument”
    - Who may administer the dyslexia screener (page 13)
  Part C – K-1 Universal Screening: Interpretation
    - Team required to review data (page 16)
  Part D – Best Practice for Ongoing Monitoring

Chapter III: Procedures for the Evaluation and Identification of Students with Dyslexia
- Pathway for evaluation will be based on data and student’s individual needs (page 21)
- All new information on pages 22-23
  - Data-Driven Meeting of Knowledgeable Persons
  - When the Data Does Not Lead to Suspicion of Dyslexia or a Related Disorder
  - When the Data Lead to a Suspicion of Dyslexia or a Related Disorder
    - NEW TERM: Standard Protocol Dyslexia Instruction
  - When the Data Lead to a Suspicion of Dyslexia or a Related Disorder AND the Need for Special Education Services
  - When the Data Lead ONLY to Suspicion of Dyslexia or a Related Disorder
  - Dyslexia Referral Timelines
- Emphasis added to this statement (page 32): “Therefore, it is not one single indicator but a preponderance of data (both informal and formal) that provide the committee with evidence for whether these difficulties are unexpected.”
• Figure 3.8 (Pathways for the Identification and Provision of Instruction for Students with Dyslexia) on page 35: team of knowledgeable persons review data and existing information and determine an initial evaluation for dyslexia or related disorder should be conducted; determines appropriate pathway for evaluation

Chapter IV: Critical, Evidence-based Components of Dyslexia Instruction

• Standard Protocol Dyslexia Instruction (page 39-40)
• No changes to the Components of Instruction or Delivery of Dyslexia Instruction other than updating research citations
• Change to Figure 4.1 (p.44): Minimum Training Requirements for Educators Providing Dyslexia Services (following statement moved from bottom to top of the chart)
  o “Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification; however, they must at a minimum have additional documented dyslexia training aligned to 19 TAC § 74.28(c) and must deliver the instruction with fidelity.”
• Ineffective Treatment for Dyslexia (p. 53; Figure 4.2)

Chapter V: Dysgraphia, p. 59

• Figure 5.2, Areas for Evaluation (page 64): Working memory moved from required area of assessment to possible additional area of assessment
• Includes Components of Instruction (similar format to Chapter IV)

Appendices

• Appendix A: Questions and Answers
  o Questions added, removed, or edited (see below)
• Appendix B: Sources of Laws and Rules for Dyslexia Identification and Instruction
• Appendix C: State Laws and Rules Related to Dyslexia
• NEW Appendix D: IDEA/Section 504 Side-by-Side Comparison, p. 109
• Appendix E: Contacts for Further Information
• Appendix F: Associated Terms
• Appendix G: Bibliography
• Appendix H: Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities
• NEW Appendix I: 2015 U.S. Department of Education Dyslexia Guidance, p. 141
• NEW Appendix J: Pathway to the Identification and Provision of Instruction for Students with Dyslexia, p. 151
• NEW Appendix K: Addressing Concerns about Dyslexia Programs, p. 153
• Appendix L: History of Dyslexia Law

Changes to Appendix A: Questions and Answers
ADDED: #19, 39, 41, 53, 55
EDITED: #21, 29, 33, 35, 38, 42, 43, 51, 57
REMOVED: Old #3, 35, 41

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