

*China Spring Independent School District*



# *Dyslexia Plan*

*2001-2002*

# **China Spring ISD Dyslexia Plan Timeline**

## **October 4, 2000**

Teachers attended Day 1 of training in dyslexia assessment at Region 12. The teachers were trained using the “Cookbook Approach to Dyslexia Assessment” developed by Charla Rudd, Region 12 Dyslexia Specialist. The teachers were:

Elementary: Connie Caldwell, Karen Griffin, Niki Edwards  
Intermediate: Candice Anderson, Ginger Yedinak  
Middle School: B.J. Buckler, Leann Caywood, Christie Read, Johnny Thompson  
Administration: Becca Bell

## **November 6, 2000**

Teachers attended Day 2 of training in dyslexia assessment at Region 12 led by Charla Rudd.

## **January 22, 2001**

China Spring ISD held its first Dyslexia Forum at the CSISD Administration Building. All faculty and staff members, as well as parents, were invited to attend the forum. Becca Bell presented information about the characteristics of dyslexia and the need for a district plan for dyslexia. Participants discussed areas related to dyslexia that needed improvement and were asked to sign up to be a member of the dyslexia committee.

## **February 20, 2001**

Dyslexia Committee members Dena Benton, Lisa Brewer, Leann Caywood, Niki Edwards, Emmett Funderburk, Karen Griffin, Robin Nix, Candy Spence, and Becca Bell met at the administration building to discuss various screening materials available to our district. The “Cookbook Approach” from Region 12, developed by Charla Rudd, included the most appropriate materials for our district since many of our teachers had been through the assessment training.

## **Summer, 2001**

Becca Bell and Niki Edwards worked during the summer months to develop a dyslexia plan for China Spring ISD. A rough draft was developed for discussion purposes.

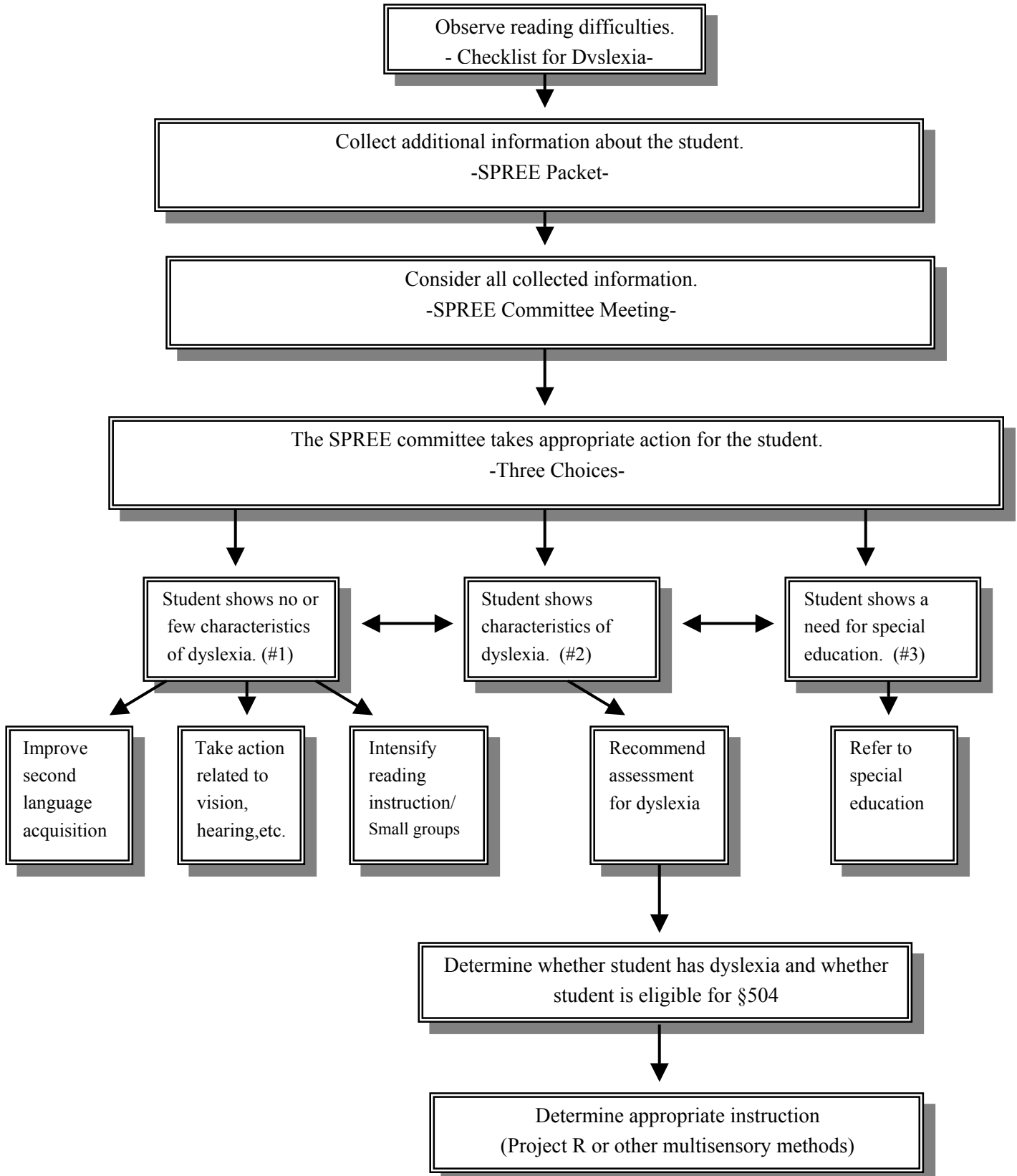
## **Fall, 2001**

Becca Bell visited each campus to distribute the rough draft of the dyslexia plan and to give a brief explanation of the procedures. Faculty and staff members were asked to keep the plan for a few days, look at it, and then return it to Becca with suggestions. Campus meetings took place on the following days:

Elementary: September 10, 2001  
Intermediate: September 5, 2001  
Middle School: September 26, 2001  
High School: October 3, 2001

The information gathered from these meetings was used to develop the final draft of the dyslexia plan and presented to the CSISD Board of Trustees on October 15, 2001.

**China Spring ISD**  
**Flow Chart for Assessment, Identification, and**  
**Instruction for Students with Dyslexia**



## **I. Definitions and Characteristics of Dyslexia**

"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. (TEC §38.003)

### **Dyslexia**

The difficulties of a student identified as having dyslexia occur in phonological and phonemic awareness and manipulation, single-word decoding, reading fluency, reading comprehension, spelling, and/or written composition. These difficulties are **unexpected** for the student's age, educational level, or cognitive abilities. Additionally, there is often a **family history** of similar difficulties.

#### Characteristics of Dyslexia

- Difficulty reading single words in isolation
- Difficulty with the development of phonological awareness, including segmenting, blending, and manipulating sounds in words
- Difficulty accurately decoding nonsense or unfamiliar words
- Difficulty learning the names of letters and their associated sounds
- Slow, inaccurate, or labored oral reading (lack of fluency)
- Difficulty with phonological memory (holding information about sounds and words in memory)
- Difficulty with learning to spell
- Difficulty with rapid naming of familiar objects, colors, or letters of the alphabet

### **Developmental Auditory Imperception**

Developmental auditory imperception is characterized by difficulty learning sounds, sound-symbol relationships, and the meaning of words despite adequate intelligence and sociocultural opportunity.

#### Characteristics of Developmental Auditory Imperception

- Difficulty distinguishing sounds and their relative position in words
- Difficulty blending sounds and moving from the part to the whole

### **Dysphasia**

Dysphasia is characterized by difficulty learning both receptive and expressive oral language despite adequate hearing, intelligence, and sociocultural

opportunity. A student with a language disorder may not acquire speech or oral expression at the predicted developmental stage. Articulation and speech difficulties may result from a weakness in this area. Keep in mind that hearing loss, brain damage, or poor language models may impair a student's ability to deal with the complexity of language.

### **Dysgraphia**

Dysgraphia is characterized by the inability to write legibly. This occurs in the absence of other difficulties in written language. The difficulty is not caused by visual-motor incoordination. Students who have trouble with dysgraphia may lack the ability to coordinate eye and hand with small muscles to produce a precise representation. They may confuse the position of letters and may lack the ability to place letters and words on lined paper.

### **Developmental Spelling Disorder**

Developmental spelling disorder is characterized by the significant difficulty learning to spell. The difficulty occurs in the absence of reading or other written language difficulties.

Children demonstrate an early awareness of the regularities of English spelling. However, young spellers and disabled students tend to over-rely on phonetic rules. Evidence indicates that students progress from this over-reliance on these rules to an ability to employ the visual features of standard English spelling. They move along a continuum of spelling development, passing through various points of spelling development in the process. It is normal for children to revert to an earlier stage when they attempt to spell less familiar words.

## **II. Kindergarten, Grade 1, Grade 2**

Students in Kindergarten, Grade 1, and Grade 2 might demonstrate difficulties during early reading instruction. Teachers should administer the Texas Primary Reading Inventory (TPRI) to all students in Kindergarten and grades 1 and 2 to assess their reading development and comprehension.

\*If, on the basis of the reading instrument results, as well as other teacher observations, students are determined to be at risk for dyslexia or other reading difficulties, they will be referred to an intensive reading program called the Cougar Reading Program. This program should be designed to appropriately address students' reading difficulties and enable them to "catch up" with their average performing peers.

\*During Kindergarten and grades 1 and 2 some students will demonstrate the characteristics of dyslexia or may struggle with reading, writing, and

spelling during the intensive Cougar Reading Program. If these characteristics are present, then the teacher should recommend these students for assessment for dyslexia following the procedures in the China Spring ISD Dyslexia Plan.

### **III. Procedures for Recommending Students For Dyslexia**

**Important: Prior to recommending a student for dyslexia, all teachers should make every effort to provide students with significant amounts of uninterrupted time for reading connected text at both their independent and instructional levels. Students' progress in rate, word recognition, and comprehension should be monitored.**

When a student is showing poor performance in one or more areas of reading and/or the related areas of writing and spelling that is **unexpected** for the student's age/grade, a teacher should complete a "Dyslexia Checklist" to see if the student might exhibit characteristics of dyslexia.

If a student shows many or all of the characteristics of dyslexia, additional information must be collected. The teacher should contact the school counselor to obtain a SPREE (Student Pre-Referral Educational Evaluation) packet and begin collecting data. Some of the information that is collected is in the student's cumulative folder; other information is available from teachers and parents. Information to be considered includes the results from some or all of the following:

- Vision screening (school may conduct screening);
- Hearing screening (school may conduct screening);
- Teacher reports of classroom concerns;
- Basal reading series assessment;
- Accommodations and modifications provided by classroom teachers;
- Academic progress reports (report cards);
- Samples of school work;
- Parent conferences;
- Testing for limited English proficiency;
- Speech and language screening through a referral process;
- The K-2 reading instrument (TPRI); and/or
- State student assessment program (TAAS)

After collecting the data, the teacher should request a SPREE meeting. The SPREE committee will review all accumulated data and make a recommendation based on the needs of the student. The SPREE committee must be knowledgeable about the student being assessed, the reading process, dyslexia and related disorders, dyslexia instruction, the assessment guidelines, the assessments used, and the meaning of the collected data.

## **SPREE Recommendations (Three Choices)**

Choice #1- If a student shows no or very few characteristics of dyslexia, the committee can recommend any of the following interventions:

- ESL screening
- Action related to vision, hearing, etc.
- Literacy groups
- Tutoring (before or after school)
- Cougar Reading Program (Accelerated Reading Instruction Program -ARI)
- Title 1 Schoolwide Services
- Summer school
- Classroom Modifications (Alternative materials and strategies)
- Speech (Complete a Speech/Language Pre-referral Checklist)

Choice #2 - If a student shows many or all characteristics of dyslexia, then the SPREE committee should recommend assessment for dyslexia. The counselor will notify parents or guardians of the recommendation to assess a student for dyslexia. When parental permission is granted, the Literacy Coordinator will be notified to begin the dyslexia assessment process and will assess the following areas related to reading:

- Reading single words in isolation;
- Word decoding (real and nonwords);
- Phonological awareness;
- Letter knowledge (name and associated sound);
- Rapid naming;
- Fluency/rate and accuracy;
- Reading and/or listening comprehension; and/or
- Spelling

Choice #3 - If a student shows characteristics that suggest a need for special education, then the SPREE committee can refer the student to special education for further assessment. At times, students will display additional factors/areas complicating their dyslexia and requiring more support than what is available through dyslexia instruction. At other times, there will be students with severe dyslexia or related disorders who will be unable to make adequate academic progress within any of the programs described in the procedures related to dyslexia. In such cases, a referral to special education for evaluation and possible identification as disabled within the meaning of the Individuals with Disabilities Education Act (IDEA) (20 U.S. C. section 1400 et seq.) should be made as needed. (The Dyslexia Handbook. TEA)

## **IV. Identification of Students with Dyslexia**

A committee of knowledgeable persons will use the following information and guidelines to determine whether the student has dyslexia:

- Does the student show an **unexpected** lack of appropriate academic progress?
- Does the student exhibit characteristics associated with dyslexia?
- Does the student have adequate intelligence (90 or above) and the ability to learn?
- Has the student received appropriate instruction?
- Is the student's lack of progress **NOT** due to factors such as language differences, irregular attendance, and/or lack of experiential background?

If the student has dyslexia, the committee of knowledgeable persons also determines whether the student has a disability under the Rehabilitation Act of 1973, §504. (Not all students with dyslexia are necessarily eligible for §504.) A **student is considered to have a disability under §504 if the condition substantially limits the student's learning.** Students with additional factors that complicate their dyslexia may require additional support or referral to special education. (The Dyslexia Handbook, TEA)

## **V. Appropriate Instruction**

China Spring Elementary/Intermediate schools use the Scottish Rite Program developed by the Texas Scottish Rite Hospital for Children in Dallas. This program provides a trained dyslexia specialist who appears on videotapes in lessons facilitated by a local paraprofessional. The program is intended primarily as remedial reading instruction for children in grades two through five who are pulled out of the regular classroom to meet in small groups. The small groups provide opportunities for individualizing and for giving the immediate feedback needed by students with dyslexia.

For the remainder of the 2001-2002 school year, China Spring ISD will continue to use the Scottish Rite program. In addition, teachers at each grade level will incorporate multi-sensory techniques for students who show characteristics of dyslexia. Helpful hints for elementary, intermediate, and secondary teachers are included in Section V as a reference for teachers who have students with characteristics of dyslexia.

The feedback received from the campus meetings in the fall 2001 suggests that our district should investigate the possibility of developing an instructional approach that meets the needs of students with dyslexia at all grade levels. In addition, the state requires that a certified teacher supervise the dyslexia program. Beginning with the 2002-2003 school year, China Spring ISD will designate a classroom teacher at each campus to facilitate/supervise the identification of and the appropriate instruction for the students with dyslexia. When researching possible programs for dyslexia, the following “Components of Instruction” and “Instructional Approaches” from TEA will be used...

**Components of Instruction** include:

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language;
- Graphophonemic knowledge (phonics) instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds

associated with letters into words and can separate words into component sounds for spelling and writing;

- Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context);
- Linguistic instruction directed toward proficiency and fluency and patterns of language so that words and sentences are the carriers of meaning; and
- Process-oriented instruction in the processes or strategies students use, for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers.

**Instructional Approaches**, as appropriate to meet the instructional needs of the student, include:

- Explicit, direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress;
- Individualized instruction that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student's individual ability level and contains all of the *Components of Instruction* mandated in 19 TAC §74.28;
- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results and contains all the *Components of Instruction*.
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition; and
- Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

Teachers of students with dyslexia shall be prepared to utilize these techniques and strategies. They may also serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and special education teachers.

## **Helpful Hints for Elementary School Teachers**

1. Use a wooden alphabet to teach the names and sequence - capital first, then lower case - close eyes to feel the shape and remember its name and associated sound/sounds.
2. Use the labels vowels and consonants, and teach about the jobs they do.
3. Teach writing from an early stage - practice this in the air, in sand, on a blackboard and in books.
4. Develop a structure for the introduction of letter, word, sentence and text level for the whole class, for groups in the class, and for individuals.
5. Let children develop their own word bank/dictionary, cards, or notebook where they can practice difficult, new, or irregular words.
6. Talk about letters, words, stories to create an interest in words and books.
7. Use technical aids to individualize work - tape recorder and earphones, computers, etc.
8. Play games to reinforce learning.
9. Give as much practice in reading, writing and spelling as possible to develop automatic skills and remember - dyslexic children need more practice than most children.

## **Helpful Hints for Intermediate/Secondary School Teachers**

1. Leave notes on the board as long as possible - the dyslexics take longer to copy.
2. Tidy blackboard presentation and use of several different chalk colors for different sections will help accurate copying.
3. Photocopied summary notes help enormously - hand out at the end of a lecture so that they listen instead of trying to read them! (Or refer to them and encourage everyone to highlight the main points.)
4. Encourage use of the word-processor for course work, and provide opportunities for keyboard practice.
5. Introduce the teaching of good study skills - this should help all pupils.
6. Encourage pupils to be aware of and evaluate the strategies they use for studying. (This can be done effectively in a study skills program.)
7. Provide a list of key vocabulary for your subject.
8. Well before the exams, get students to check that they have a complete set of notes.
9. Always seek opportunities to praise.

(Adapted from *The Dyslexia Institute* – [www.dyslexia-inst.org.uk](http://www.dyslexia-inst.org.uk))

## MULTISENSORY INSTRUCTION

Note: Use the activities that would be appropriate for your grade level/subject area.

### **Visual Learners**

1. Present material visually (overheads, charts, flannel boards, flash cards, etc.).
2. Teach so students can see your mouth as you talk.
3. Use gestures as visual cues.
  - a. Turn your body in the direction of an object being discussed.
  - b. Use a pointer to indicate an object.
  - c. Motion with your hands.
  - d. Raise an eyebrow for emphasis.
  - e. Clap your hands.
4. Write/draw instructions and assignments on the board or on top of the students' papers as well as giving them orally.
5. Keep instruction brief and use lots of visual aids to illustrate key points. (Examples: drawings, films, flash cards, pictures, charts, transparencies, or posters.)
6. Teach visual learners to "picture" ideas in their minds when they want to remember something.
7. Write/draw key points or terms on the board.
8. Visual learners respond to color. Use color to code folders, sight word cards, activities, classroom rules, etc.
9. Have the children make "pictionaries."
10. Visually sequence the order of independent assignments.

### **Auditory Learners**

1. Keep paper and pencil assignments short. Keep silent reading assignments short.
2. Provide many opportunities for small group and paired learner activities to accommodate the auditory learner's need for verbal interaction.

3. When demonstrating anything visually, include verbal explanations and descriptions.
4. Read test questions aloud whenever possible and repeat written instructions orally.
5. Give auditory learners a ruler or guide to help them maintain a visual orientation with printed material; use a typewriter in class.
6. Use songs and rhymes to teach information that must be memorized and use choral and paired reading.
7. When compiling grades for auditory learners, include credit for verbal classroom response and participation.
8. Have children read stories to each other or into a tape recorder; use tape recorders with earphones whenever possible.
9. Use phonetic strategies to teach decoding.
10. When checking understanding, have children repeat learning in their own words.

### ***Kinesthetic Learners***

1. Use manipulatives such as word cards, picture cards, response cards, and manipulatives for making letters and words (pipe cleaners, sand, clay beads, seeds, sandpaper, etc.).
2. Allow students to use the floor or other place of choice for games, activities, or reading.
3. Encourage role-playing.
4. Use finger plays.
5. Utilize the computer.
6. Have centers available that require large muscle movement (i.e., art centers, math manipulatives, puzzles).
7. Have students write letters and words—on another student's back, in a sand or salt tray, in the air, on the carpet, with water on the chalkboard or lap board (use paintbrush), in shaving cream, in pudding, in finger-paint, or form letters and words with the human body.
8. Have students walk on large printed words.
9. Utilize easels for painting letters and words.
10. Substitute “show and tell” with “move and learn.”

## ***Tactile Learners***

1. Use three-dimensional symbols that can be felt to represent ideas, objects or processes. (The key to tactile learners is “hands on” experience.)
2. Resources should be manipulative and three-dimensional, that is, touchable and movable.
3. Substitute “show and tell” with “touch and learn”.
4. Keep the tactile student close to you so that you can reach out and communicate. This learner does not see or hear as well as he responds to touch.
5. Devise learning activities that involve sorting or collating objects.
6. Utilize floor games and game boards.
7. Have a typewriter available for student use.
8. Use manipulatives to teach concepts.
9. Use manipulatives for making, building, tracing (pipe cleaners, sand, clay, beads, seeds, sandpaper).
10. Be tolerant of the tactile learner’s need to touch items in the classroom.

# Teacher Checklist for Dyslexia Characteristics

Student Name \_\_\_\_\_ Teacher \_\_\_\_\_

Check all applicable statements.

## I. Reading

- Student is unable to read satisfactorily in spite of adequate intelligence and educational opportunity (the **unexpectedly** poor reader).
- Insufficient phonological awareness skills (rhyming, blending, phoneme segmentation, and phoneme manipulation)
- Difficulty in learning to read
- Difficulty with reading comprehension
- Difficulty in remembering printed words
- Tends to avoid reading
- Math computation better than word problems

## II. Writing

- Difficulty remembering how to form letter shapes
- Unusual** difficulty with handwriting (cramped, illegible, etc.)
- May mix cursive with print
- Frequent letter reversals, inversions, rotations, and transpositions in reading, writing, and/or spelling. (was-saw, girl-gril, b-d, b-p, u-n)
- Student has **unusual** difficulty with spelling (repeated errors and/or inconsistent spelling)
- Slow rate of writing
- Difficulty taking notes from a lecture or writing from dictation
- Student's written work does not reflect his or her potential
- Written work is poorly organized and not well-developed
- Difficulty completing written assignments
- Student has difficulty expressing himself or herself clearly and fluently, both orally and in writing
- Chooses oral performance over written when given choice
- Difficulty copying accurately from near point, far point, or both

### **III. Listening and Memory**

- Errors in naming letters
- Unable to recite or write the alphabet correctly in sequence (without singing or chanting)
- Auditory discrimination problems, sometimes confusing similar speech sounds
- Recall ability is poor, especially for words and names
- Shows some directional confusion and/or has difficulty with spatial orientation: left-right, before-after, etc.
- Difficulty remembering and following directions, especially with multiple steps
- Problems learning concept of time and temporal sequencing
- Confusion with math symbols but not computation

### **IV. Organization, Homework and Study Skills**

- Poor organization and study habits
- Forgets assignments and/or loses papers frequently, procrastinates
- Difficulty starting assigned independent activities
- Short attention span
- Good grades, but requiring too much struggle
- Homework is better quality than class work
- An inordinate amount of time is spent on homework

### **V. Behavior and Ability**

- Student is either overly active and disturbing or unusually passive and withdrawn most of the time.
- Intellectual ability is average or higher
- Mechanical ability
- Talent in non-academic area

### **VI. Motivation to Learn**

- Deteriorating motivation and/or self-esteem
- Inconsistent performance on academic tasks
- Inconsistent performance on standardized tests

**Please write additional comments below or on another page.**

# Dyslexia Screening Information

Name: \_\_\_\_\_ Age: \_\_\_ yr. \_\_\_ mo. Sex: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_

	<b>BELOW AVG.</b>	<b>AVERAGE</b>	<b>ABOVE AVG.</b>
INTELLIGENCE			
READING			
Listening Comp.			
Word Identification			
Instructional Reading Level			
Frustrational Reading Level			
SPELLING			
PHONOLOGY			

	<b>YES</b>	<b>NO</b>
ALPHABET		
MULTISENSORY SKILLS		
Corresponding Hand-Eye Dominance		
Visual Discrimination		
RAPID AUTOMATIZED NAMING		
WRITTEN COMPOSITION		
FAMILY HISTORY		

Created by Charla Rudd, Region 12 Dyslexia Specialist