

# Detroit I.S.D. Dyslexia Therapy Program



*“Reading is the fundamental skill upon which all formal education depends.”*

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(Adapted with permission from Ennis I.S.D. Language Training Program)

# **Mission Statement**

The intent of the Dyslexia Therapy Program is to match specialized instruction to the individual needs of those students identified with dyslexia and related disorders, based on an educational assessment, in order to provide opportunities for these students to develop their full potential as independent readers.

## **Purpose**

The Detroit Independent School District is intended for all district staff, parents, and community members. The purpose of this plan is to ensure the accomplishment of the following goals.

## **Goals**

1. Students with dyslexia or other reading disorders will be identified with an educational assessment as early as possible in order to provide timely intervention.
2. Students in the program will experience success in reading, writing, and spelling.
3. Students will gain confidence and self-esteem as they experience success.
4. Students will apply their reading skills independently in new situations.
5. Students will enjoy reading.
6. The program will foster in students, staff and community an understanding of dyslexia as a learning difference.

# Introduction

The Detroit Independent School District uses the following definition of dyslexia and follows the subsequent Texas Laws and Codes regarding dyslexia.

## **The working definition of the International Dyslexia Association**

*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)*

## **As defined in Texas Education Code:**

### **§38.003. Screening and Treatment for Dyslexia and Related Disorders**

- (a) Students enrolling in public schools in this state shall be tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education.
- (b) In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.
- (c) The State Board of Education shall adopt any rules and standards necessary to administer this section.
- (d) In this section:
  - (1) "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.
  - (2) "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.

***Texas Administrative Code:***

**§74.28. Students with Dyslexia and Related Disorders**

- (a) The board of trustees of a school must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district. These procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.
- (b) A school district's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating, dyslexia and related disorders. The strategies and techniques are described in "Procedures Concerning Dyslexia and Related Disorders," a set of flexible guidelines for local districts that may be modified by SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening should only be done by individuals/professionals who are trained to assess students for dyslexia and related disorders.
- (c) A school district may purchase a reading program or develop its own reading program for students with dyslexia and related disorders, as long as the program is characterized by the descriptors found in "Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the "Procedures Concerning Dyslexia and Related Disorders" and in the professional development activities specified by each district and/or campus planning and decision making committee.
- (d) Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student's parent or guardian or another person standing in parental relation to the student.
- (e) Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute.
- (f) Each school must provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.
- (g) Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district as outlined in the "Procedures Concerning Dyslexia and Related Disorders."

- (h) Each school district may provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modifications, especially modifications allowed on standardized testing.

Many of the characteristics associated with dyslexia are also found in children with other specific learning disabilities or spoken language disorders. Some of the characteristics also may be present in some young children in the course of normal development.

Certain students with dyslexia or other specific learning disabilities qualify as disabled under federal and state law and may receive special education and related services appropriate for treating the disabling condition. Other students with less severe learning disabilities or dyslexia may not require special education services and should benefit from specific assistance within regular or remedial programs.

When it has been determined that a student, who has been identified as having primary difficulties in reading, writing, and spelling, is not progressing academically in the remedial programs of the district and all other causes have been eliminated, continued evaluation must consider a recommendation for dyslexia assessment. Notice of this proposal to identify the child must be issued in accordance with Federal regulations. This identification made by the school district entails a review of all accumulated data and, in addition, a consideration of the possible constitutional origin of the problem.

### **Issues Related to Kindergarten, Grade 1, and Grade 2 Reading Instruments**

#### ***(The Dyslexia Handbook, 2007)***

Some students demonstrate difficulties during early reading instruction. Two forms of assistance are available for these students. The first is through TEC §28.006. The second is through a recommendation for assessment for dyslexia. The two sources of instructional help are not sequential and must be determined solely by the student's reading needs.

The most common source of instructional help for early struggling readers is through TEC §28.006. Districts and charter schools must administer early reading instruments to all students in kindergarten and grades 1 and 2 to diagnose their reading development and comprehension. (For students in special education, see TEC §28.006(g).) If, on the basis of the reading

instrument results, students are determined to be **at risk** for dyslexia or other reading difficulties, the district or charter school **must** notify the students' parents/guardians. The district or charter school **must** also implement an accelerated (intensive) reading program that appropriately addresses students' reading difficulties (TEC §28.006(g)) and enables them to "catch up" with their typically 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 reading instruction provided through TEC §28.006. Districts and charter schools must initiate procedures to recommend these students for assessment for dyslexia. The information from the early reading instruments will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia. The early reading instruments may or may not be part of the measures used to assess a student for dyslexia and must not be the only measures used to assess a student for dyslexia.

# Dyslexia Therapy Program

This plan follows the procedures in TEC §38.003 and TAC §74.28 (see pages 5-6).

## I. Identification of Eligible Students

### **(1) *Dyslexia Assessment Recommendations***

Parents/guardians, teachers or other school staff can recommend assessment for dyslexia and related disorders for students enrolled in the Detroit Independent School District.

### **(2) *Procedure for Assessment***

Dyslexia Assessment Recommendations will be examined in a number of ways to determine the need of the student.

- Assessment for the Detroit Independent School District Dyslexia Therapy Program can be done at any time a student continues to struggle with one or more components of reading, writing, and/or spelling.
- The person making the recommendation obtains a Dyslexia Assessment Recommendation packet (see page 24) from the district dyslexia therapist.
- The child's homeroom teacher and the dyslexia staff (if needed) confer with the student's parents to explain the process and to solicit the parents' permission for assessment (see page 28). If parents refuse to permit testing, the Dyslexia Assessment Recommendation cannot be completed.
- The parents/guardians are informed of their rights under §504 (see page 29).
- The parents/guardians complete the Parent/Guardian Interview form (see page 35) and sign the assessment permission form (see page 28).
- The school nurse administers vision and hearing tests (see page 38).
- Following the directions (see page 26) in the assessment packet the student's teacher(s) completes the General Information form (see page 27) and the Teacher Checklist (see page 32) and gathers

samples of the student's work to be included in the assessment packet. When everything is complete, the assessment packet is turned in to the dyslexia therapist.

- Intelligence test results are obtained from students' records. In the event no IQ scores are available, an IQ test may be administered.
- Dyslexia program staff will administer measurements that are used to assess the student's educational needs. Depending upon the student's age and stage of reading development the following are to be assessed: reading single words in isolation; word decoding (real and nonsense words); phonological awareness; letter knowledge; rapid naming; fluency/rate and accuracy; reading comprehension; and/or spelling. See Dyslexia Therapy Diagnostic Outline below.
- Test results, plus achievement test scores, are entered on the Dyslexia Assessment Profile.

### ***(3) Dyslexia Therapy Diagnostic Outline***

Information to be considered includes the results from some or all of the following:

#### History

FAMILY: History of oral or written language problems in family?

SCHOOL: Child attends kindergarten? First grade? When trouble with reading? What help has he/she had?

#### Hearing Test

Can child hear spoken language? Can child hear verbal instruction?

#### Vision Test

Can the child see print and letters on the blackboard?

#### Physical Examination

Has child been critically or chronically ill? Is physical development normal?

Physical problems causing, aggravating, or no relation to the reading difficulties?

#### Neurological Screening

Has child had a brain injury, disease, or surgery aggravating or not related to the reading problem?

#### Intelligence

Does the child have intelligence to develop reading skills at level of his peers?

### Oral Language

Is speech normal? Are speech problems aggravating the reading problem? Can child understand classroom instruction? Can he/she communicate effectively for his/her age?

### Written Language

Alphabet: Can the child recite the alphabet correctly? Can he write in sequence, forming letters correctly?

Reading Accuracy: Can child read at grade level and on a level with his mental age?

Reading Comprehension: Does the child comprehend reading at grade level and at level mental age?

Handwriting: Is quality and rate of child's handwriting at grade level? Are problems with handwriting caused by poor visual-motor coordination?

Spelling: Are the child's spelling skills at grade level?

Written Expression: Can the child communicate effectively for his age in writing?

### Other Symbol Systems

Arithmetic: Are the child's math skills on grade level? Are they higher than reading skills?

### Attention Span

Can the child pay attention well enough to make normal progress in the classroom?

### Behavioral Assessment

Is the child's behavior affecting or being affected by his academic achievement?

### Teacher Reports of Classroom Concerns

#### Basal Reading Series Assessments

#### Accommodations and Modifications Provided by Classroom Teachers

#### Academic Progress Reports

#### Samples of School Work

#### Parent Conferences

#### Testing for Limited English Proficiency

#### Speech and Language Screening Through a Referral Process

#### The K-2 Reading Instrument as Described in TEC §28.006 State

#### Student Assessment Program as Described in TEC §39.022

If the Individuals with Disabilities Education Act cover the student, (IDEA) (20 U.S.C. section 1400 et seq.) then the ARD committee would initiate the recommendation for assessment.

## **II. Placement Procedures**

The parents/guardians of all candidates for the dyslexia program are contacted. Prior to the assessment the parent is notified, parents are informed of their rights under §504, and consent for dyslexia assessment is obtained. Individuals/professionals who are trained in assessments to evaluate students for dyslexia and related disorders then administer the assessments. A conference is scheduled with the parents (see page 40) to explain and discuss the results of the assessment procedures. In addition to the homeroom teacher, dyslexia teacher, and principal, others participating in the Placement Committee may include the counselor, the nurse, and/or other teacher(s) as necessary.

The Placement Committee will analyze and evaluate the collected data to determine whether the student is eligible for the program services. This committee must consider any outside reports and all accumulated information for the evaluation. This includes the observations of the teacher and parents, the developmental and educational history of the student, the data collected by the teacher and other district staff, the results of the assessments administered, and all other pertinent information relating to the educational development of the student. Options are considered and the committee will decide on one of five outcomes based on this educational assessment:

1. The student qualifies §504 and has dyslexia.
2. The student qualifies §504 and does not have dyslexia.
3. The student does not qualify §504 and has dyslexia.
4. The student does not qualify §504 and does not have dyslexia.
5. The student is in need of a referral to special education.

In order to be eligible for the dyslexia instruction, the student must exhibit at least average intelligence and must also exhibit a significant profile of characteristics associated with dyslexia and related disorders, as determined by the testing and screening process.

If the educational assessment and evaluation process has identified the child as a student with dyslexia, the staff provides a detailed explanation of the program and solicits written permission (see page 41) for the child to receive the services. The student is then enrolled in the dyslexia program. The minutes of the Placement Committee Meeting are kept on the Dyslexia Therapy Program Documentation of Meeting form (see page 46).

If a student with dyslexia is referred for special education, the ARD committee must include appropriate reading instruction on the student's IEP.

If the educational assessment and evaluation indicates that the student is of average intelligence or above, but does not appear to be a student with dyslexia, the regular program teacher provides classroom accommodations that will help the student overcome the identified problems and achieve greater success in the regular classroom. (*See Appendix for modification strategies*)

In conjunction with the LPAC, the particular needs of Limited English Proficient (LEP) students will be addressed.

### **III. Dyslexia Instruction**

#### **Program Prototype**

The Detroit ISD Dyslexia Therapy Program is based on the Dyslexia Program developed by Scottish Rite personnel and the "Components of Instruction" found in The Dyslexia Handbook. Dyslexia instruction includes therapist(s) who are trained in the components of instruction. Teachers trained by Texas Scottish Rite Hospital Seminars direct classes in a pull out, remedial setting. At the seventh grade through twelfth grade level, the program consists of five orientation tapes and 160 one-hour instructional tapes designed to meet TEA dyslexia program descriptors and the requirements for the junior high and high school Reading Improvement Course.

Dyslexia Therapy classes meet five days a week, one period a day.

Dyslexia instruction follows the "Components of Instruction" from The Dyslexia Handbook, 2007.

- 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 with the patterns of language so that words and sentences are the carriers of meaning.
- Strategy-oriented instruction in the 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* mandated in 19 TAC §74.28.
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition.
- Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

Other components of the Detroit I.S.D. dyslexia instruction:

### **Program Staff**

The dyslexia program classes are instructed by teacher(s) certified by the Texas Education Agency to teach at the grade levels to which they are assigned. Teachers have received training in the Texas Scottish Rite Hospital dyslexia

therapist training program, and they have received training in other instruction that fits the *Components of Instruction* found in The Dyslexia Handbook, 2007.

### **Configuration**

If a student in first or second grade is identified as a student with dyslexia, then the campus placement committee would design an individualized instructional program. This program might include instruction from campus reading specialists, and/or Accelerated Reading Instruction, etc. At grades 3-5, the dyslexia program is a pullout, remedial setting. At the junior high and high school levels, the dyslexia program takes the place of reading or reading improvement.

### **Accountability**

Criterion referenced pre-test and post-tests are given to students each year to determine student progress for the year and provide accountability for the program. Teacher and parent input is also solicited. If the students take the state assessment, then scores from those assessments would also be used.

### **Parent/Guardian Involvement**

Parents/Guardians are to be involved at every stage of the program. Within the first six weeks, a parent/guardian meeting will be held to familiarize parents and guardians with the program content and strategies used. Parents and guardians will have the opportunity to ask questions. Parent's/Guardian's assistance will be solicited in making the program a success. Other opportunities for parents/guardians might include:

- A parent/guardian resource library
- Informational programs open to the public

## **IV. Exit Procedures**

The dyslexia program teacher continually evaluates each student's progress. When the student reaches the standard of performance prescribed by the Scottish Rite Program he/she is exited from the program.

The following will be considered in exiting a student from the Detroit ISD Dyslexia Program:

1. Teacher Recommendation
2. Successful Completion of the Scottish Rite Program
3. State Assessment Results
4. Improvement on Achievement Test Scores

5. Conference with Parent/Guardian
6. Approval or Denial of Services/Signature of Parents or Guardian

If a parent/guardian requests the student exit the program, a conference is held with the parents or guardian, and Placement Committee. The parents/guardians are informed of the student's progress and of reasons why the child should remain in the program. If the parent/guardian insists upon exiting the student from the program even after being fully informed, a written request is obtained from the parent/guardian and placed in the student's permanent file. The student is then exited from the program.

## **V. Yearly Review**

At the end of each school year, the Placement Committee will meet and evaluate the progress of each student in the program. At this time, recommendations will be made relating to the student's instructional program for the next school year.

# In-service Program on Dyslexia Recognition

The district and/or campuses will conduct periodic staff development on the following definitions and characteristics of dyslexia. The district and/or campuses will conduct periodic staff development using resources from the Region VIII Educational Service Center and other associations.

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

(The Dyslexia Handbook, 2007)

The student who struggles with reading, writing, and/or spelling often puzzles teachers and parents. The student displays adequate intelligence and receives the same classroom instruction that benefits most children. Still the student struggles with some or all of the many facets of reading, writing and/or spelling. This student may be identified as a student with dyslexia. As defined in TEC §38.003.

- (1) "*Dyslexia*" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity.
- (2) "*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.

The working definition of the International Dyslexia Association states:

*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)

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

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading real words in isolation;
- Difficulty accurately decoding nonsense words;
- Slow, inaccurate, or labored oral reading (lack of reading fluency);
- Difficulty with learning to spell.

The reading/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulation sounds in words;

- Learning the names of letters and their associated sounds;
- Phonological memory (holding information about sounds and words in memory);
- Rapid naming of familiar objects, colors, or letters of the alphabet.

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension;
- Variable difficulty with aspects of written composition;
- A limited amount of time spent in reading activities.

# **Dyslexia Therapy Program Staff Development**

As stated in 19 TAC, §74.28, the teachers who provide appropriate instruction for students with dyslexia must be trained and be prepared to implement instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components. These teachers must also be trained in the professional development activities specified by the district and/or campus planning and decision-making committee.

## ***Staff Training***

1. Scottish Rite Hospital dyslexia therapist training program
2. International Dyslexia Association Conferences
3. Region VIII Education Service Center
4. Periodic planning/progress report meetings of Dyslexia Staff Personnel

## ***Regular Classroom Teacher Training***

1. Periodic in-service
2. Information disbursed to classroom teacher to heighten awareness of the characteristics of students with dyslexia.
3. Information in The Dyslexia Handbook disbursed to classroom teachers.
4. Detroit I.S.D. Dyslexia Therapy Program plan disbursed to classroom teachers.

## ***Parent/Community Involvement in the Detroit Dyslexia Program***

1. Open door classroom visitation policy
2. Informational programs open to the public (advertised in the local newspaper)
3. Parent/Guardian conferences as needed
4. Parent/Guardian resource library (located in the Elementary School Library)

# Questions and Answers

- (1) Do the teachers use a combination of screening and testing instruments to diagnose students who may be at-risk for dyslexia?

*The teachers use both a combination of screening and assessment instruments for students who may be at-risk for dyslexia and submit to a team of knowledgeable persons for further evaluation. Teachers are trained to look for characteristics, which may be associated with dyslexia. Teachers have a checklist to use as well as their own experience and intuition. Test scores and medical information plus parent interviews may also be used in screening. Ongoing assessment is built into the Dyslexia Program.*

- (2) Are students identified who are achieving below their potential, and are they placed in intervention or remedial programs, such as ESL, Tutorials, Title I or Special Education?

*Students who are achieving below their potential are identified and are placed in remedial programs, such as ESL, Tutorial, Accelerated Reading Instruction, and/or Special Education. Many teachers, other than those trained specifically in dyslexia training methodology, have training strategies, which might be used with students who have dyslexia, related disorders.*

- (3) Do teachers closely monitor reading progress of students and recommend special education testing for those who are not successful in remedial programs?

*Teachers closely monitor reading progress of students, and depending upon the severity, might recommend special education testing for those who are not successful in the remedial programs. Moreover, teachers follow state and federal guidelines and any such recommendations are accompanied by the written notices to the parents of federal and state rights guaranteed to all disabled children. All mandated procedures are followed.*

- (4) Are the students who have been identified as having dyslexia provided services in a special education setting?

*Students who have been identified as having dyslexia are provided individualized assistance in a pull-out small classroom setting, but participate most of the school day in a regular classroom setting as was the intent of House Bill 2168 (1985). Providing this training in regular education allows children to be identified and helped early.*

*The language training (dyslexia) teacher is trained in the treatment of dyslexia. In addition, at all grade levels, teachers use effective teacher practices, which benefit all students and especially the dyslexic student. (Help build the student's self image, communicate with the student through checking for understanding, make special accommodations when needed, maintain a positive atmosphere, and enlist co-operation of parents.)*

- (5) Are students who have been identified as severely disabled with dyslexia provided services in a special education classroom?

*Students who have been identified with dyslexia and have qualified for special education services are provided services in the special education classroom with appropriate reading instruction as determined by the ARD committee. Appropriate reading instruction includes the descriptors listed in the chapter on Instruction for Students with Disabilities in The Dyslexia Handbook.*

- (6) Are all teachers trained in staff development on the recognition of and teaching strategies for students with dyslexia and related disorders?

*All teachers receive periodic training/literature on the recognition and teaching strategies for students with dyslexia. Staff development on dyslexia has been completed on all campuses. Staff development on proper modifications for senior high students has also been addressed.*

- (7) What is the difference between instruction for students with dyslexia who are in general education and students with dyslexia who are in special education?

*There may or may not be a difference. In The Dyslexia Handbook, chapter V, Instruction for Students with Dyslexia describes the reading instruction that must be in place to serve students identified with dyslexia. Students who qualify for special education have an individualized education program (IEP) developed by the admission, review, and dismissal (ARD) committee. For students with dyslexia who qualify for special education, the IEP must include, as appropriate, the reading instruction that matches the descriptors found in chapter V of the handbook.*

*School districts must ensure that students who participate in special education services are not denied access to programs on the basis of their disability. To the extent appropriate, the student must be educated in the least restrictive setting with non-disabled peers and have instruction that enables the student to participate and progress in general curriculum. This means that students who are eligible for special education who also meet the Texas identification criteria for dyslexia and related disorders:*

- Must have an IEP that provides access to instructional programs in reading and written language that comply with the State Board of Education Rules and Procedures Concerning Dyslexia and Related Disorders;*
- May not be denied access to the district's programs for students with dyslexia, unless the ARD committee determines such a program would deny the student a free appropriate public education (FAPE) and educational benefit; and*
- Must have the ARD committee consider the range of services available for students with dyslexia in determining the least restrictive educational placement for the student.*

- (8) Is every student suspected of having dyslexia "disabled" within the meaning of §504?

*No, not in all cases. To be a person with a disability within the meaning of §504, the student must have a disability, have a record of a disability, or be regarded as having a disability. The disability must substantially limit at least one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working [34 cfr 104.3(j)]. Thus a student with dyslexia whose reading difficulties substantially limit learning will be regarded as having a disability within the scope of §504.*

- (9) When is a student who is having problems in reading to be considered for placement in an instruction program for dyslexia and related disorders?

*If the student is not progressing in the general, remedial, and/or compensatory reading programs in school and other causes have been eliminated, the student should be recommended for assessment to determine if he or she has dyslexia or a related disorder.*

- (10) How long must students receive general, remedial, and/or compensatory reading instruction before being recommended for assessment for dyslexia?

*Students demonstrating difficulties with reading or related areas should be carefully monitored by staff during classroom, remedial, and or compensatory reading instruction and should experience ongoing progress monitoring. If the student does not make progress, then a recommendation for assessment for dyslexia should be made.*

- (11) If students do not make expected academic progress in Grade 1, should they be recommended for an assessment for dyslexia?

*They may, but not in all cases. It could be that the student has not had the breadth of enhanced language and literacy experiences required to progress at the same rate as his or her classmates. The student may require tutoring, accelerated (intensive) instruction, placement in smaller groups, or counseling. If the student is not a native English speaker, the student's oral English may not be developed sufficiently and the child may require reading instruction in his/her native language, English as a second language, or bilingual classes. Teachers should consider the results of the early reading instruments that are required by TEC §28.006.*

*Following accelerated reading instruction or other steps to facilitate reading acquisition, students who do not make expected academic progress may require remedial, compensatory, or dyslexia services.*

- (12) Should all students be routinely reviewed for dyslexia?

*The reading progress of all students should be monitored and reviewed. A recommendation for assessment for dyslexia is made only for students who respond poorly to some or all of classroom reading instruction and exhibit some or all of the characteristics of dyslexia. Additionally, the student's poor reading performance is unexpected for the student's age/grade.*

- (13) May a parent recommend a student for assessment for dyslexia?

*Yes, a parent may request to have his/her child assessed for dyslexia or a related disorder. A parent may choose to have his/her child assessed by a private diagnostician or other source. To be valid, this assessment must comply with the requirements set forth in §504 and the guidelines in The Dyslexia Handbook. The district must consider information provided by the parent when interpreting evaluation data and making placement decisions. **However, the district determines whether the student is eligible for services for dyslexia and/or related disorders.***

(14) Must a student fail a class or subject before being recommended for assessment for dyslexia?

*No. When the student is not progressing and the teacher has exhausted alternative strategies for instruction in the regular classroom, the student should be considered for an alternative program (e.g. Title 1, compensatory education) or be recommended for assessment for dyslexia.*

(15) When may a student be referred for special education evaluation?

*A student may be referred for special education evaluation at any time a disability and need for special education is suspected. The dyslexia instructional program is not meant to take the place of special education services. Some students of limited English proficiency are also dyslexic and may need both programs (bilingual education programs/ESL programs and special education or dyslexia instruction).*

# **Dyslexia Assessment Recommendation Packet**

# Dyslexia Assessment Recommendation Packet

(on file with Dyslexia Therapist)

1. Instructions for Dyslexia Assessment Recommendation Packet
2. General Information
3. Parent/Guardian Consent for Student Assessment
4. Notice of Rights for Disabled Students and Their Parents Under §504 of the Rehabilitation Act of 1973
5. Basic Facts Specific Development Dyslexia
6. Teacher Checklist
7. Parent/Guardian Interview
8. Health Information

# Detroit Independent School District

## Dyslexia Therapy Program

### Instructions for Dyslexia Assessment Recommendation Packet

1. Obtain a packet from the district dyslexia therapist.
2. Contact the parent for a conference.
3. Request the parent/guardian to fill out the Parent/Guardian Information Checklist.  
**Give the parent/guardian the §504 Rights notification.**  
**Give the parent/guardian the Basic Facts of Specific Development Dyslexia.**  
Request the parent/guardian to sign the Parent Consent for Student Assessment.
4. Have the school nurse fill out the Health Information.
5. Fill out the General Information Sheet and attach appropriate copies of items requested in **#9**.
6. Fill out the Teacher Checklist.
7. When all forms are completed, please return the packet to the dyslexia therapist.

A completed recommendation packet should contain the following:

Parent/Guardian Consent for Student Assessment  
Parent/Guardian Interview  
Teacher Checklist  
Health Information  
General Information Sheet and copies of:  
**#9**, letters a through d

*All these forms must be completed for the assessment recommendation to be processed.*

## General Information

Please check the student's cumulative folder for the following information:

1. Is the student served by Title I? \_\_\_\_\_ No \_\_\_\_\_ Yes
2. Is the student served by Accelerated Instruction? \_\_\_\_\_ No \_\_\_\_\_ Yes
3. Is the student in ESL? \_\_\_\_\_ No \_\_\_\_\_ Yes
4. Is the student in special education? If "Yes", please list the services student is currently receiving: \_\_\_\_\_ No \_\_\_\_\_ Yes

- 
5. Is the student's only special education service in speech? \_\_\_\_\_ No \_\_\_\_\_ Yes
  6. Is the student receiving counseling services? \_\_\_\_\_ No \_\_\_\_\_ Yes
  7. Has the student been dismissed from one of the programs mentioned above? \_\_\_\_\_ No \_\_\_\_\_ Yes

If yes, which program/s and date? \_\_\_\_\_

8. Has the student been referred for special education? \_\_\_\_\_ No \_\_\_\_\_ Yes

If yes, when \_\_\_\_\_ Results of screening? \_\_\_\_\_

If in progress, when is the date for the initial ARD? \_\_\_\_\_

9. **Attach copies of the following:**

- a. any standardized test results
  - **TPRI – copies of kindergarten, first and second grade test results (The TPRI results are very important to our evaluation so please include these whenever possible)**
  - Any IQ test results
  - Achievement Test results
- b. student work (**especially writing samples and spelling work**)
- c. a current print out of this year's grades

# Detroit Independent School District

110 East Garner Avenue

Detroit, Texas 75436

903-674-6131

## Dyslexia Therapy Program

### Parent/Guardian Consent for Student Assessment

Student \_\_\_\_\_ Campus \_\_\_\_\_

The assessment/identification procedures for the Detroit ISD Dyslexia Therapy Program have been explained to me and I have received the §504 Parental/Guardian Rights.

I give permission for my child to be assessed for possible placement in the program.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# **Notice of Rights for Disabled Students and Their Parents Under §504 of the Rehabilitation Act of 1973**

The Rehabilitation Act of 1973, commonly known in the schools as "Section 504," is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance. In the public schools specifically, §504 applies to ensure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

Under §504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks. Section 504 also applies to students with a record of having a substantially limiting impairment, or who are regarded as being disabled even if they are truly not disabled. Students can be considered disabled, and can receive services under §504, even if they do not qualify for, or receive, special education services.

The purpose of this Notice is to inform parents and students of the rights granted them under §504. The federal regulations that implement §504 are found at Title 34, Part 104 of the Code of Federal Regulations (CFR) and entitle parents of eligible students, and the students themselves, to the following rights:

- 1.** You have a right to be informed about your rights under §504. [34 CFR 104.32] The School District must provide you with written notice of your rights under §504 (this document represents written notice of rights as required under §504). If you need further explanation or clarification of any of the rights described in this Notice, contact appropriate staff persons at the District's §504 Office and they will assist you in understanding your rights.
- 2.** Under §504, your child has the right to an appropriate education designed to meet his or her educational needs as adequately as the needs of non-disabled students are met. [34 CFR 104.33].
- 3.** Your child has the right to free educational services, with the exception of certain costs normally also paid by the parents of non-disabled students. Insurance companies and other similar third parties are not relieved of any existing obligation to provide or pay for services to a student that becomes eligible for services under §504. [34 CFR 104.33].
- 4.** To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the District demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services. [34 CFR 104.34].
- 5.** Your child has the right to services, facilities, and activities comparable to those provided to non-disabled students. [34 CFR 104.34].
- 6.** The School District must undertake an evaluation of your child prior to determining his or her appropriate educational placement or program of services under §504, and also before every subsequent significant change in placement. [34 CFR 104.35].
- 7.** If formal assessment instruments are used as part of an evaluation, procedures used to administer assessments and other instruments must comply with the requirements of §504 regarding test validity, proper method of administration, and appropriate test selection. [34 CFR 104.35]. The District will consider information from a variety of sources in making its determinations, including, for example: aptitude and achievement tests, teacher recommendations, reports of physical condition, social and cultural background, adaptive behavior, health records, report cards, progress notes, parent observations, and scores on TEAMS/TAAS tests, among others. [34 CFR 104.35].
- 8.** Placement decisions regarding your child must be made by a group of persons (a §504 committee) knowledgeable about your child, the meaning of the evaluation data, possible placement options, and the requirement that to the maximum extent appropriate, disabled children should be educated with non-disabled children. [34 CFR 104.35].

**9.** If your child is eligible for services under §504, he or she has a right to periodic evaluations to determine if there has been a change in educational need. Generally, an evaluation will take place at least every three years. [34 CFR 104.35].

**10.** You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child. [34 CFR 104.36]

**11.** You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under §504). [34 CFR 104.36].

**12.** You have the right to an impartial due process hearing if you wish to contest any action of the District with regard to your child's identification, evaluation, or placement under §504. [34 CFR 104.36]. You have the right to participate personally at the hearing, and to be represented by an attorney, if you wish to hire one.

**13.** If you wish to contest an action taken by the §504 Committee by means of an impartial due process hearing, you must submit a Notice of Appeal or a Request for Hearing to the District's §504 Coordinator at the address below:

Donna Pyeatt  
DISD School Counselor  
110 East Garner Ave.  
Detroit, TX 75436  
(903)674-2646  
(903)674-2815 (fax)

A date will be set for the hearing and an impartial hearing officer will be appointed. You will then be notified in writing of the hearing date, time, and place.

**14.** If you disagree with the decision of the hearing officer, you have a right to seek a review of that decision before a court of competent jurisdiction (normally, your closest federal district court).

**15.** With respect to other issues surrounding your child's education that do not specifically involve identification, evaluation, or placement, you have a right to present a grievance or complaint to the District's §504 Coordinator (or their designee), who will then investigate the situation, taking into account the nature of the complaint and all necessary factors, in an effort to arrive at a fair and speedy resolution.

**16.** You also have a right to file a complaint with the Office for Civil Rights (OCR) of the Department of Education. The address of the OCR Regional Office that covers Texas is:

Director  
Office for Civil Rights, Region VI  
1999 Bryan Street, Suite 2600  
Dallas, Texas 75201  
Tel. (214) 880-2459

# Basic Facts of Specific Development Dyslexia

(1988 Texas Scottish Rite Hospital)

A disorder manifested by difficulty in learning to read despite conventional instruction, adequate average or above intelligence, and social -cultural opportunity. It is dependent upon fundamental cognitive abilities, which are frequently, or constitutional origin.

“Dyslexie” introduced in 1887 by Doctor R. Berlin of Stuttgart in his monograph Eine Besondere Art der Wortblindheit (Dyslexie).

A developmental disorder with a maturational lag resulting in slow and uneven differentiation of an established pattern in written language.

## Characteristics of Dyslexia

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- problems in learning names of the letters of the alphabet
- difficulty in learning to write the alphabet correctly in sequence
- difficulty in learning and remembering the printed word
- reversals of orientation of letters or the sequence of letters
- difficulty in learning to read
- difficulty in reading comprehension
- cramped or illegible handwriting
- repeated spelling errors
- degree of involvement may be mild, moderate, or severe

## Characteristics That May Be Associated With Dyslexia

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- delay in spoken language
- difficulty in finding the “right” word when speaking
- may be late in establishing preferred hand for writing
- may be late in learning right and left and other directionality components such as up-down, front-behind, over-under, east-west, and others
- problems in learning the concepts of time and temporal sequencing, i.e., yesterday-tomorrow, days of the week and months of the year
- family history of similar problems

Copyright 1988 Scottish Rite Hospital

# Dyslexia Therapy Program Teacher Checklist

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Birth date \_\_\_\_\_

Recommended by \_\_\_\_\_ Position \_\_\_\_\_

Checklist completed by \_\_\_\_\_ Position \_\_\_\_\_

## Physical

**Yes      No**

\_\_\_\_\_ 1. Has the student had a recent hearing test?  
Date \_\_\_\_\_ Results \_\_\_\_\_

\_\_\_\_\_ 2. Has the student had a recent vision test?  
Date \_\_\_\_\_ Results \_\_\_\_\_

\_\_\_\_\_ 3. Does student take any medication at school?  
If yes, explain \_\_\_\_\_

## Mental Ability

\_\_\_\_\_ 1. Has student been administered a recent IQ test?  
Date \_\_\_\_\_ Test \_\_\_\_\_ Results \_\_\_\_\_

\_\_\_\_\_ 2. Does student seem to have the intellectual ability to develop reading skills at a level equal to his/her peers?

## **Achievement**

<b>Yes</b>	<b>No</b>	
_____	_____	1. Is the student unable to read satisfactorily in spite of adequate intelligence and educational opportunity?
_____	_____	2. Is student's performance in academic tasks often inconsistent?
_____	_____	3. Are student's written assignments of poorer quality than would be expected considering his/her intellectual potential?
_____	_____	4. Can student comprehend reading at his/her grade level?
_____	_____	5. Can student explain major facts from stories read silently?
_____	_____	6. Is student's recall ability limited, especially with words and names?
_____	_____	7. Are student's math skills on grade level?
_____	_____	8. Does student have difficulty reciting the alphabet correctly in sequence (not in song or rhyme)?
_____	_____	9. Does student have difficulty writing the alphabet correctly in sequence?
_____	_____	10. Does student have difficulty matching lower and upper case letters by name?
_____	_____	11. Does student have difficulty visually matching identical words and short phrases?
_____	_____	12. Does student have difficulty with handwriting?
_____	_____	13. Does student have trouble with drawing, writing, and copying skills?
_____	_____	14. Does student have difficulty with spelling?
_____	_____	15. Does student have difficulty discriminating similar words and letter sounds?

**Yes      No**

\_\_\_\_\_      \_\_\_\_\_ 16. Is a downward trend in reading achievement scores noted?

TPRI Scores (attach copy):

	Scores		Scores
Graphophonemic Knowledge Letter Sound:	_____	Phonemic Awareness Blending Onset-Rimes & Phonemes:	_____
Rhyming:	_____	Blending Word Parts:	_____
Blending Phonemes:	_____	Detecting Initial Sounds:	_____
Detecting Final Sounds:	_____	Letter Identification:	_____
Letter to Sound Linking:	_____	Comprehension:	_____

## Behavior

- \_\_\_\_\_      \_\_\_\_\_ 1. Does student demonstrate directional problems or difficulty with spatial orientation, i.e., before/after, left/right, etc.?
- \_\_\_\_\_      \_\_\_\_\_ 2. Does student demonstrate a hand preference? R\_\_ L\_\_
- \_\_\_\_\_      \_\_\_\_\_ 3. Does student demonstrate a short attention span?
- \_\_\_\_\_      \_\_\_\_\_ 4. Does student demonstrate difficulty with coordination?
- \_\_\_\_\_      \_\_\_\_\_ 5. Is student easily distracted from tasks?
- \_\_\_\_\_      \_\_\_\_\_ 6. Does student exhibit signs of frustration in class?
- \_\_\_\_\_      \_\_\_\_\_ 7. Is student frequently overly active or a disturbance in class?
- \_\_\_\_\_      \_\_\_\_\_ 8. Is student often passive or withdrawn?
- \_\_\_\_\_      \_\_\_\_\_ 9. Does student often forget assignments and/or lose papers?
- \_\_\_\_\_      \_\_\_\_\_ 10. Does student have difficulty remembering and following directions?
- \_\_\_\_\_      \_\_\_\_\_ 11. Does student lack organizational skills?
- \_\_\_\_\_      \_\_\_\_\_ 12. Does student show interest and motivation towards school?
- \_\_\_\_\_      \_\_\_\_\_ 13. Does student enjoy going to the library to check out books?



## Physical History

Yes	No	
_____	_____	1. Has your child ever been critically or chronically ill? Please explain _____
_____	_____	2. Has your child ever had an extremely high fever?
_____	_____	3. Does your child have any physical problems, which you feel may cause difficulty in learning? Please explain: _____ _____
_____	_____	4. Does your child have allergies?
_____	_____	5. Has your child ever had a severe blow to the head?
_____	_____	6. Is your child currently taking medication?
_____	_____	7. Does your child seem to have trouble hearing?
_____	_____	8. Does your child seem to have trouble seeing?

## Behavior Observations

Yes	No	
_____	_____	1. Do you often have to repeat instructions to your child?
_____	_____	2. Does your child seem to have difficulty following directions?
_____	_____	3. Does your child seem to spend more time than is appropriate on homework?
_____	_____	4. Does your child seem to need an extraordinary amount of help with homework?
_____	_____	5. Does your child seem to have more difficulty in reading, writing, and spelling than in most other subjects?

**Yes**

**No**

- \_\_\_\_\_ \_\_\_\_\_ 6. Do your child's grades in reading, writing, and spelling seem low compared to his ability to think and understand?
- \_\_\_\_\_ \_\_\_\_\_ 7. Do you spend time reading to your child?
- \_\_\_\_\_ \_\_\_\_\_ 8. Does your child seem to enjoy being read to?
- \_\_\_\_\_ \_\_\_\_\_ 9. Does your child hesitate to read to you?
- \_\_\_\_\_ \_\_\_\_\_ 10. Does your child talk favorably about school?

Please include all additional information, which might help us to help your child.

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# Dyslexia Therapy Recommendation

## Health Information

Name of Student \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Teacher \_\_\_\_\_

<b>Vision</b>		Date of most recent screening _____
		Name of person conducting screening _____
		Type of screening _____
		Results _____
_____	_____	As a result of the screening, is there any indication of a need for further assessment or adjustment? If yes, please explain _____
<b>Yes</b>	<b>No</b>	
_____	_____	Has any follow-up treatment been recommended? If yes, please explain _____
<b>Yes</b>	<b>No</b>	
<b>Hearing</b>		Date of most recent screening _____
		Name of person conducting screening _____
		Results _____
		Under 10 years old impedance _____ Pure Tone _____
		10 years and older Pure Tone _____
_____	_____	As a result of the screening, is there any indication of a need for further assessment or adjustment? If yes, please explain _____
<b>Yes</b>	<b>No</b>	
_____	_____	Has any follow-up treatment been recommended? If yes, please explain _____
<b>Yes</b>	<b>No</b>	
<b>General Health</b>		Does the student exhibit any signs of health or medical problems? If yes, cite observations _____
_____	_____	
<b>Yes</b>	<b>No</b>	
_____	_____	Is there a need for further medical assessment? If yes, please explain _____
<b>Yes</b>	<b>No</b>	
_____	_____	Is the student receiving any medication at school? If yes, please specify _____
<b>Yes</b>	<b>No</b>	

\_\_\_\_\_  
 Signature of person completing this section

\_\_\_\_\_  
 Position

Date \_\_\_\_\_

Return this form to \_\_\_\_\_ (classroom teacher) as soon as possible.

# Forms

# Detroit Independent School District

110 East Garner Avenue

Detroit, Texas 75436

903-674-6131

## Placement Committee Meeting Notice

Date mailed/sent: \_\_\_\_\_

Dear Parent:

Your child \_\_\_\_\_ was recently assessed for services in the Detroit Independent School District Dyslexia Therapy Program. There will be a meeting of the Dyslexia Therapy Placement Committee on:

Date \_\_\_\_\_ Time \_\_\_\_\_

Place \_\_\_\_\_ Room \_\_\_\_\_

This committee will include the principal, the classroom teacher, and the district dyslexia therapist. The purpose of the meeting is to review and discuss your child's evaluation.

Please return your response to \_\_\_\_\_  
at \_\_\_\_\_ as soon as possible.

\_\_\_\_\_ I will attend the meeting.

\_\_\_\_\_ I will not be able to attend the meeting, please contact me to reschedule.

\_\_\_\_\_ I will not be able to attend the meeting, please have it without me.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

# Detroit Independent School District

110 East Garner Avenue  
Detroit, Texas 75436  
903-674-6131

## Parent/Guardian Permission or Agreement

Date \_\_\_\_\_ Student \_\_\_\_\_ Grade \_\_\_\_\_

We wish for our child to participate in the Dyslexia Therapy Program. The assessment and evaluation results have been explained and we understand the requirements for placement into the program. We are committed to helping our child acquire better reading skills and will support the school personnel in implementing the Dyslexia Therapy Program procedures.

We also give permission for our child to be tested by Detroit ISD personnel should further testing be necessary.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

I understand that my consent for placement is voluntary and may be revoked at any time. My child's placement will not change unless a meeting is scheduled by the placement committee.

### DENIAL OF SERVICES

We understand the assessment and evaluation results and the benefits of the Dyslexia Therapy Program have been explained. We do not want our child placed in the program.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

# Detroit Independent School District

110 East Garner Avenue  
Detroit, Texas 75436  
903-674-6131

## Exit Meeting Notice

Date mailed/sent: \_\_\_\_\_

Dear Parent:

Your child \_\_\_\_\_ has recently completed the DISD Dyslexia Therapy Program. There will be an Exit meeting on:

Date \_\_\_\_\_ Time \_\_\_\_\_

Place \_\_\_\_\_ Room \_\_\_\_\_

This committee will include the parent, the principal, and the district dyslexia therapist. The purpose of the meeting is to review your child's progress and exit your child from the dyslexia program.

Please return your response to \_\_\_\_\_  
at \_\_\_\_\_ as soon as possible.

\_\_\_\_\_ I will attend the meeting.

\_\_\_\_\_ I will not be able to attend the meeting, please contact me to reschedule.

\_\_\_\_\_ I will not be able to attend the meeting, please have it without me.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

# Detroit Independent School District

110 East Garner Avenue  
Detroit, Texas 75436  
903-674-6131

## Request for Exit Dyslexia Therapy Program

\_\_\_\_\_ is being dismissed from the Dyslexia Therapy Program  
for the following reason(s):

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\_\_\_\_\_ This decision has been reached after careful consideration of the needs of this student and with the full agreement of the parents and classroom teacher. ***This student, if a 504 student will be eligible for any modifications, determined by the 504 committee, relating to his/her disability for the duration of his/her attendance in the Detroit Independent School District.***

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Signature of Classroom Teacher

\_\_\_\_\_  
Other

\_\_\_\_\_  
Signature of Dyslexia Therapist

\_\_\_\_\_  
Date

# Detroit Independent School District

110 East Garner Avenue  
Detroit, Texas 75436  
903-674-6131

## Exit Form Dyslexia Therapy Program

\_\_\_\_\_ Is being dismissed from the Dyslexia Therapy Program  
for the following reason(s):

*Successful completion of the program*

\_\_\_\_\_ This decision has been reached after careful consideration of the needs of this student and with the full agreement of the parents and classroom teacher. ***This student, if a 504 student will be eligible for any modifications, determined by the 504 committee, relating to his/her disability for the duration of his/her attendance in the Detroit Independent School District.***

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Classroom Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Dyslexia Therapist

\_\_\_\_\_  
Date

# Detroit Independent School District

## Placement Committee Determination Dyslexia Therapy Program

**Date of meeting:** \_\_\_\_\_

After being assessed for the Detroit Independent School District Dyslexia Therapy Program, it has been determined that \_\_\_\_\_

**(check one line)**

\_\_\_\_\_ The student **qualifies §504** and **meets the requirements** for placement in the Language Training Program and is identified as a student with dyslexia.

\_\_\_\_\_ The student **qualifies §504** and **does not meet the requirements** for placement in the Language Training Program.

\_\_\_\_\_ The student **does not qualify §504** and **meets the requirements** for placement in the Language Training Program and is identified as a student with dyslexia.

\_\_\_\_\_ The student **does not qualify §504** and **does not meet the requirements** for placement in the Language Training Program.

The assessment and evaluation results and the requirements for placement into the program have been explained at this meeting. Based on the information presented, I understand the above placement.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Classroom Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Dyslexia Therapist

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal/Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Reading Interventionist

\_\_\_\_\_  
Date

# Detroit Independent School District

110 East Garner Avenue  
Detroit, TX 75436  
903-674-6131

## Grievance Form Dyslexia Therapy Program

I have the following grievance concerning the service/non-service (*circle one*) of

\_\_\_\_\_ in the Detroit ISD Dyslexia Therapy Program.

Name of Student

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Relation to Student: \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_

Phone \_\_\_\_\_ Campus \_\_\_\_\_

Return to: Campus Principal

You may be contacted upon receipt of grievance form.



# Appendix

## **Suggestions for Accommodations for Classroom Teachers**

(For students identified as §504, the teacher must follow the modifications documented on the student's §504 plan. For students identified as special education, the teacher must follow the IEP.)

1. Give extra time to read assignments or material
2. Check for reading level on independent reading (especially outside reading)
3. Plan ahead for special or lengthy projects
4. Read material in class with the students
5. Let students see your lips as much as possible – have eye contact
6. Have students repeat information, directions, etc.
7. Spelling words, vocabulary, study sheets for test and evaluations – need to be given a few days in advance (not the night before)
8. Reduce paper and pencil tasks – students may only complete ½ a worksheet in the time it takes other students to finish
9. Modified tests – Oral tests – short answer test
10. Books on tapes
11. Make allowances for spelling-modify
12. Allow students to use highlighters and colored overlays as needed
13. Note-taking assistance-copies of teacher's notes, overheads, etc.
14. Study sheets – Assignment notebooks
15. Modified assignments (homework and class) – or extended time for completion of assignments
16. Positive reinforcement of all accomplishments
17. Repeated drill and review
18. Use of computers-especially for written assignments
19. Assign a friend to help explain difficult assignments-peer tutor
20. Applaud successes/build self-esteem
21. Allow written assignments to be completed on the computer

## **Suggestions for Parents**

### **ACKNOWLEDGE CHILD'S DIFFICULTY**

- Read books on the subject together
- Discuss concerns openly
- Maintain perspective that learning is different and difficult, but often delightful
- Expect your child's best without setting standards and goals beyond his/her ability to achieve
- Know that it is alright to have questions and problems about your child's difference in learning

### **ACCEPT YOUR CHILD FOR WHAT HE/SHE IS, AND NOT FOR WHAT YOU FEEL HE/SHE SHOULD BE**

- Relieve stress in weak areas
- Guard against negative remarks, especially those referring to laziness or lack of effort
- Avoid threats of punishment for such things as low grades, their need for repetition of directions, ineptness as simple tasks etc.
- Set standards, goals, and expectations of achievement within reach of your child's abilities

### **HELP YOUR CHILD'S SELF WORTH**

- Praise whenever it is deserved
- Plan activities and tasks which child can master
- Respect your child
- Treat your child's questions, concerns, and efforts seriously

### **ACCENTUATE YOUR CHILD'S ABILITIES**

- Help child locate and pursue talents in music, arts, sports, mechanics, etc.
- Encourage hobbies and unique interests
- Initiate varied experiences (museums, historical places, etc.) to introduce child to new avenues of development
- Provide opportunities for "hands-on" learning
- Allow and encourage originality and creativity
- Read aloud to your child for information, literary appreciation, and recreation

### **PROVIDE SOME STRUCTURE AT HOME**

- Agree on regular routine for meals, homework, recreation, chores, bedtime, etc.
- Help organize belongings so they are easy to use and put back in place
- Give instructions in small, clear steps
- Foster good work habits in home, school and community

### **HELP WITH SCHOOL WORK**

- Agree on schedule
- Allow frequent breaks
- Provide comfortable place with minimal distractions
- Read assignments to child
- Help plan and schedule long assignments
- Exhibit genuine interest by discussing work
- Act as child's secretary by writing assignments as he/she dictates
- Record, in advance, lengthy textbook reading assignments
- Place good books, magazines, encyclopedias, and other resources in conspicuous, easily accessible places in your home

### **SUPPORT AND ENHANCE SCHOOL EFFORTS TO HELP CHILD**

- Explain child's difficulty to teachers
- Request modifications in work to reduce need for written assignments
- Ask permission to write assignments as your child dictates
- Ask permission to use tape recorders when feasible
- Ask teacher to call on your child to read aloud only when he/she volunteers
- Act as liaison between school and child, adding the positive dimension for both

### **INVOLVE YOURSELF IN THE COMMUNITY**

- Promote study groups on learning problems
- Be available as resource person
- Guide PTA toward awareness
- Initiate a parent support group for sharing information and encouragement

## Suggested Reading List

**Annals of Dyslexia**, Bowler, R.F., (Ed.) (1985) Baltimore, MD: The Orton Dyslexia Society

**The Early Detection of Reading Difficulties**, Clay, M.M., (1983) (2<sup>nd</sup> ed.) Auckland, New Zealand: Heinemann

**The Reading Teacher**, 39, 176-183, Gentile, L.M., Lamb, P., & Rivers, C.O. (1985). A neurologist's view of reading difficulty: Implications for remedial instruction

**Reading Research Quarterly**, XIX, 484-498, Hynd, G.W., & Hynd, C.R. (1984), Dyslexia: Neuroanatomical/neurolinguistic perspective

**Review of Educational Research**, 56, 111-136, Lipson, M.Y., & Wixon, K.K. (1986) Reading disability research

**Neuropsychological and Cognitive Processes in Reading**, Pirozzolo, F.J., & Wittrock, M.C. (Eds.) (1981), New York: Academic Press

**Language Arts**, 56, 941-945, Taylor, N.E., & Vawter, J.M. (1978) Helping children to discover the functions of written language

**Harvard Educational Review**, 47, 334-354, Velluntino, F.R., (1977), Alternative conceptualizations of dyslexia: Evidence in support of a verbal-deficit hypothesis

**Can't Read, Can't Write, Can't Talk Too Good Either**, Louise Clark

**Something's Wrong With My Child**, Bretten, Richardson, Mangel

**The Misunderstood Child**, Larry Silvers

**Turnabout Child**, Mary McCracken

**The Read Aloud Handbook**, Jim Trelease

**Your Child Can Win**, Joan Noyes and Norma MacNeil

**Growing Minds**, Herbert Kohl

**A Parent's Guide to Learning Disabilities**, Antoni, Minifie and Minifie

**Learning Disabilities: A Family Affair**, Betty Osman

**Helping Children Cope**, Joan Fossler

**Guide to Colleges With Programs for Learning Disabled Students**, Mangum and Strichart; New Jersey: Peterson Guide, 1985

**Dyslexia Defined**, Critchley and Critchley

## Information Resources

### **International Dyslexia Association (IDA)**

8600 LaSalle Road, Suite 382  
Chester Building  
Baltimore, MD 21286-2044  
800-ABCD-123  
[www.interdys.org](http://www.interdys.org)

### **Academic Language Therapy Association (ALTA)**

4020 McEwen, Suite 105  
Dallas, TX 75244-5041  
972-233-9107, ext. 204  
[www.ALTAreading.org](http://www.ALTAreading.org)

### **International Reading Association**

P.O. Box 8139  
Newark, DE 19714-8139  
800-336-READ  
[www.reading.org](http://www.reading.org)

### **Learning Disabilities Association (LDA)**

4156 Library Road  
Pittsburgh, PA 15234  
412-341-1515  
[www.LDAAmerica.org](http://www.LDAAmerica.org)

### **Learning Disabilities Association of Texas (LDAT)**

1011 West 31<sup>st</sup> Street  
Austin, TX 78705  
512-458-8234  
<http://ourworld.compuserve.com/homepages/LDAT>

### **National Center for Learning Disabilities (NCLD)**

381 Park Avenue South, Suite 1401  
New York, NY 10016  
212-545-7510 or 888-575-7373  
[www.NCLD.org](http://www.NCLD.org)

### **Recording for the Blind and Dyslexic (RFB&D)**

20 Roszel Road  
Princeton, NJ 08540  
609-452-0606  
[www.rfbd.org](http://www.rfbd.org)

### **Texas Scottish Rite Hospital for Children**

2222 Welborn St.  
Dallas, TX 75219-9813  
214-559-7800  
[www.tsrhc.org](http://www.tsrhc.org)

### **Texas State Reading Association**

P.O. Box 4396  
Austin, TX 78765-4396  
800-326-5274  
[www.texasira.org](http://www.texasira.org)

### **Association on Higher Education and Disability**

[www.ahead.org](http://www.ahead.org)

### **Center for Academic and Reading Skills (CARS)**

[www.cars.uth.tmc.edu](http://www.cars.uth.tmc.edu)

### **Council of Educators of Students with Disabilities**

[www.504IDEA.org](http://www.504IDEA.org)

### **Dyslexia Handbook/TEA Publication**

[www.ednet10.net/dyslexia.pdf](http://www.ednet10.net/dyslexia.pdf)

### **Dyslexia Handbook (Spanish)/TEA Publication**

[www.ednet10.net/dyslexiaspanish.pdf](http://www.ednet10.net/dyslexiaspanish.pdf)

### **James P. Williams Memorial Foundation**

[Jpwfound@gte.net](mailto:Jpwfound@gte.net)

### **LD Online**

[www.ldonline.org](http://www.ldonline.org)

### **LD Resources**

[www.ldresources.com](http://www.ldresources.com)

### **Literacy Education & Academic Development**

[www.lead1234@gte.net](http://www.lead1234@gte.net)

### **Neuhaus Education Center**

[www.neuhaus.org](http://www.neuhaus.org)

### **Texas Education Agency**

[www.tea.state.tx.us](http://www.tea.state.tx.us)

### **Geraldine "Tincy" Miller**

1100 Providence Tower West/LB#11  
5001 Spring Valley Road  
Dallas, Texas 75244-3910  
[Gtince@aol.com](mailto:Gtince@aol.com)

# Taping Services

## **North Texas Taping and Radio for the Blind**

3001 Bookout

Dallas, TX

214-871-7668      \$1.00 per cassette, Book title, author, publisher, publications year

## **Texas State Library (Talking Books)**

Division for the Blind and Physically Handicapped

P.O. Box 12927

Austin, TX 78711

800-252-9605

## **Recording for the Blind, Texas Unit**

404 West 30<sup>th</sup>

Austin, TX 78705

512-477-9390

## **Recording Library for the Blind and Physically Handicapped**

202 North C Street

Midland, TX 79701

915-682-2731

## **Taping for the Blind**

3935 Essex Lane

Houston, TX 77027

713-622-2767

## **Books on Tape** (rentals and purchases)

P.O. Box 7900

Newport Beach, CA 92658

800-626-3333

## **Recorded Books** (rentals and purchases)

270 Skipjack Road

Prince Frederick, MD 20678

800-638-1304