

ASPERMONT ISD DYSLEXIA PROGRAM PROFILE

The Aspermont Independent School District (AISD) Dyslexia program is designed to provide a comprehensive reading, writing and spelling program for students who continue to struggle to read despite conventional or intensified instruction (RTI).

In PK, AISD uses CIRCLE Progress Monitoring Tests. In Kindergarten, AISD uses the Texas Kindergarten Entry Assessment (TKEA). In 1st and 2nd grades, AISD uses the Texas Primary Reading Inventory (TPRI). If a student does not pass the 6th grade STAAR test, then they are given the ISip test in 7th grade as a screener as well. These assessments are used as a screening tool to identify students at risk for dyslexia. These tests are given three times a year to each student in those grades.

A dyslexia checklist from parents and teachers, work samples and other testing results (MAPS), are also used to gather additional information. If a student is found to be at risk for dyslexia, or the testing shows concern for characteristics of dyslexia, a letter will be sent home to the parent.

An intervention support team has been implemented on each campus to evaluate students with educational concerns. This team is composed of campus principal, District dyslexia teacher, classroom teacher, Special Education teacher, and District Diagnostician.

AISD has a District Dyslexia Teacher to assist with the screening and identification. This person is responsible for gathering data such as information from the student's cumulative folder, teacher checklists, reviewing screener testing, and reviewing MAPS data. If the Dyslexia teacher, or general education teacher feels that further testing is needed, contact with the parent will be made by an administrator.

At this point, a referral for an IDEA_B (special education) evaluation will be initiated. A referral meeting will be held with the parent, Diagnostician, campus administrator, classroom teacher and special education teacher. **At the referral meeting, the parent has the right to allow or decline testing through SPED.** If consent is declined for a SPED evaluation, an evaluation through general education will be recommended/completed.

Dyslexia testing may be requested by the parent, teacher, or district at any time.

Tests that **may** be administered to assess for dyslexia are:

CTOPP - Comprehensive Test of Phonological Processing
GORT - Gray Oral Reading Tests
GDTP - Gray Diagnostic Reading Tests

Regardless of the testing path chosen (SPED or General Education), the data is gathered and compiled into a written summary and a recommendation is made for services.

What to look for in those with Dyslexia:

Some or all of the following 13 characteristics of Dyslexia will be present in an individual:

1. Difficulty in learning to read, write, spell, and do arithmetic
2. Difficulty in following oral and written instructions.
3. Cramped or illegible handwriting
4. Difficulty in staying on task
5. Easily distracted
6. Confusion in sequence of letters and symbols: e.g. B and d, quite and quiet, was and saw, 18 and 81
7. Delayed spoken language
8. Confusion about directions in space, time, right and left, up and down, north and south, yesterday and tomorrow
9. High level of frustration
10. Difficulty in retaining information
11. More than average test-taking anxiety
12. Increased or reduced energy level
13. Immaturity

Are there laws to protect a child with dyslexia?

FEDERAL LAWS

Several federal laws pertain to the education of children with dyslexia. Section 504 of the Rehabilitation Act of 1973 states that: "no otherwise qualified individual with disabilities in the United States shall solely by reason of his/her disability be excluded from participation, be denied the benefits of, or be subjected to discrimination under any program of activity receiving federal financial assistance." Most public schools are covered under this law because they receive federal funds, and dyslexia has been determined to be a disability as defined by law. The IDEA, Individuals with Disabilities Education Act, is designed to assure that all children with disabilities have available to them a free appropriate public education. This emphasizes special education and related services designed to meet their unique needs.

TEXAS STATE LAWS

The State of Texas legislature has enacted several laws under the Texas Education Code requiring a school district to implement programs for the screening and treatment of dyslexia and related disorders. Compliance, enforcement and funding for those laws are an ongoing issue. The TEA has determined that an instructional program for dyslexia students must be individualized, multi-sensory, with intensive phonics and synthetic phonics. AISD uses the Reading by Design curriculum in their dyslexic program.

EFFECTIVE STRATEGIES FOR TEACHING

- Reduce reading aloud and grade oral work in addition to written.
- Decrease the amount of written work in favor of oral.
- Call on the student to read aloud only when he/she volunteers.
- Ask the student to listen and report orally on a specific topic.
- Make directions simple and brief.
- Give examples, demonstrate.
- Break assignments into steps.
- Provide memory aids.
- Provide visual reminders or examples.
- Provide audio books of content area textbooks.

TESTING ACCOMMODATIONS

Not all accommodations used in the classroom are allowed during a state assessment. However, the decision to use a particular accommodation with a student would be made on an individual basis. An educator's ability to meet the individual needs of a student with dyslexia should not be limited by whether an accommodation is allowable on a state assessment. An educator should take into consideration both the needs of the student, and whether the student routinely receives the accommodation in classroom instruction and testing. If a student receives special education services or Section 504 services, all accommodations must be documented in the student's individualized education program (IEP) or Section 504 individualized accommodation plan (IAP).

For specific accommodation descriptions, STAAR assessments, student eligibility criteria, and the committee that has the authority for decision-making and the required documentation, view the TEA Accommodation information at:

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources>

TALKING BOOK PROGRAM

The State Library Archives Commission provides a free service for audio books. You have to register, but it is a free service provided to students with dyslexia or other reading disabilities.

<https://www.tsl.texas.gov/tbp/index.html>

CONTACT INFORMATION

Dyslexia specialist,
Region 14 Service Center, 325-675-7032

Shayla Morris, Diagnostician,
Aspermont ISD, 940-989-3355 X 119

Emilea Flowers, Dyslexia Instructor
Aspermont ISD, 940-989-3355 X 126

Trent Van Meter, Elementary Principal,
Aspermont ISD, 940-989-3355 X 100

Tiffany Potts, Secondary Principal,
Aspermont ISD 940-989-3355 X 200

Zach Morris, Superintendent,
Aspermont ISD 940-989-3355 X 400

RESOURCES

Texas Talking Book Program

<https://www.tsl.texas.gov/tbp/index.html>

Texas Education Agency Dyslexia Handbook

<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>