Dyslexia

Dyslexia's primary reading/spelling characteristics are:

- Difficulty reading words in isolation,
- Difficulty accurately decoding unfamiliar words,
- Difficulty with oral reading difficulties (slow, inaccurate, or labored without prosody) and/or
- Difficulty spelling.

Support for students demonstrating these types of reading difficulties is provided through Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RTI), Section 504, and special education.

The Student Intervention Team (SIT) is the team of persons with knowledge of the student, instructional practices, and possible service options. The SIT meets to discuss data collected and the implications of the data. If the team suspects the student has dyslexia or a related disorder, the team should consider the type of instruction that would best meet the student's needs. Schools must recommend evaluation for Dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia indicated in Chapter I: Definitions & Characteristics of Dyslexia
- A student's reading difficulties alone may warrant evaluation under IDEA. At times, students may display additional, potential learning challenges, such as oral language deficits, written expression difficulties (dysgraphia), or math difficulties (dyscalculia), which may further impact student learning. These challenges may also warrant an evaluation under IDEA.
- Students who are currently eligible under IDEA and have an individualized education program (IEP) and who are not suspected of having dyslexia or a related disorder must undergo reevaluation under IDEA.
- When assessment is recommended, the school determines if the assessment will be focused under 504 or diagnostic under IDEA. A focused assessment is completed if there is no suspicion of a learning disability and data supports dyslexia only. A diagnostic assessment is completed when there is suspicion of a learning disability and data supports both a need for specialized instruction and dyslexia or a related disorder.
- Once dyslexia is identified, there are further eligibility questions the Section 504 or ARD committee must still consider.
- If a student is found eligible for special education or Section 504 for dyslexia, appropriate reading instruction must be included in the plan to meet the individual needs of the student. Appropriate reading instruction includes the components and delivery of dyslexia instruction as outlined in the Chapter IV: Critical, Evidence-Based Components of Dyslexia Instruction.

https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved_Accomodated_12_11_2018.pdf