Child Find and Evaluation Coordinator

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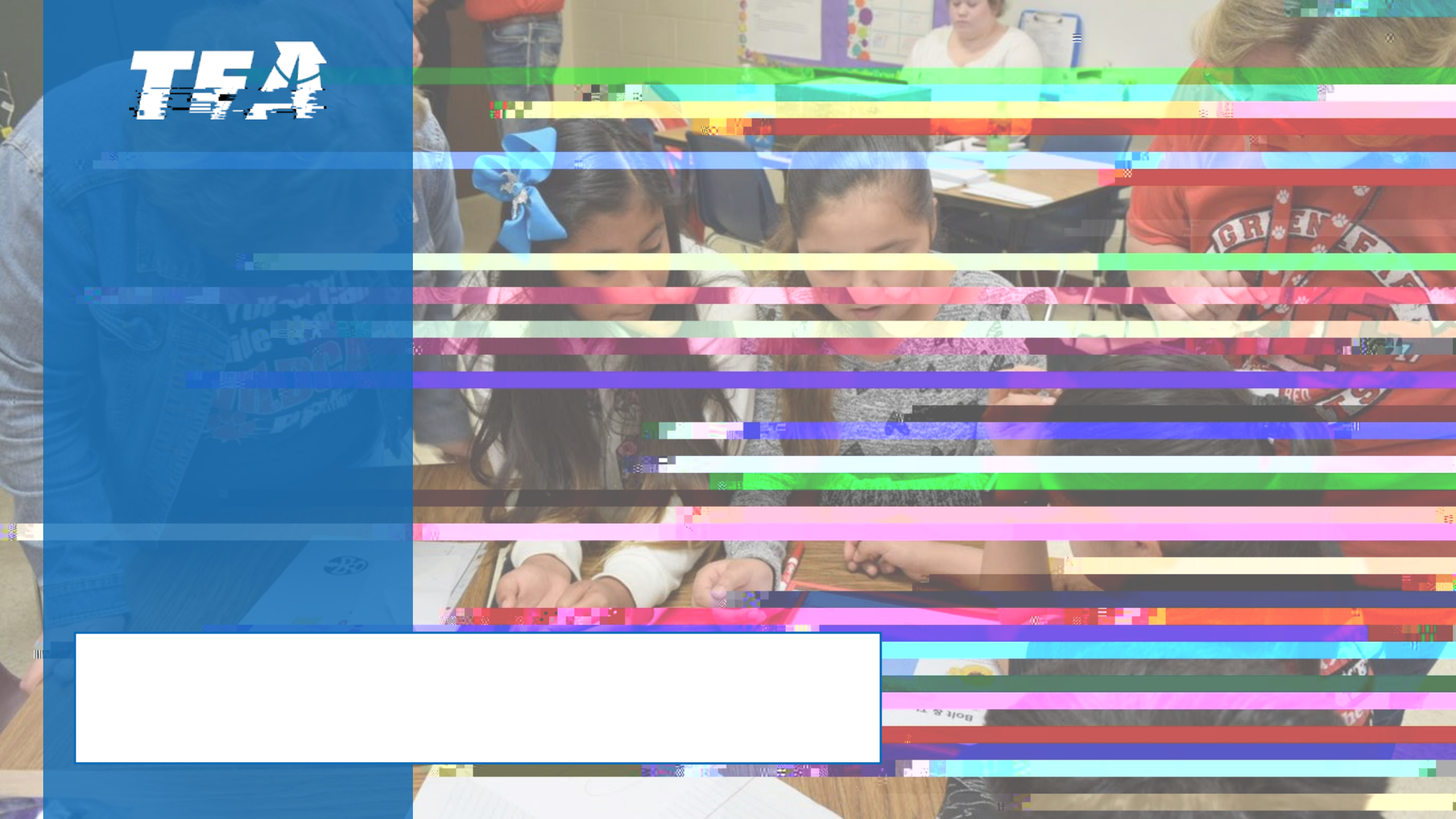
Please submit your questions:

enter code

- Updates to 19 TAC 89(9): Eligibility Criteria for SLD
- The Dyslexia Handbook Updated 2021
- Resources Provided by the Child Find, Evaluation, & ARD Supports Network
- Final Thoughts



(9) _____.

(9) _____.

(A) Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(9)(B)

(II) exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, grade-level standards, or intellectual ability, as indicated by significant variance among specific areas of cognitive function, such as

_____

You need a pattern of strengths and weaknesses in performance, achievement, or both.

That pattern is relative to age, grade-level standards, or intellectual development.

You

- There is no substantive change to practice for the RtI process.
- The change the ways a pattern of strengths and weaknesses can be identified to better align with IDEA.

(9) Specific Learning disability.

(C) _____As part of the evaluation described in subparagraph (B) of this paragraph and 34 CFR, §§300.307-300.311, and in order to ensure that underachievement by (in) a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics, the following must be considered:

(ii) data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal evaluation of student progress during instruction (s)2.4 (o)1.1 (u)2.1 (n)1.5 (d)2.3 (m)1.5 (e)0.8 (n)5.2 (t)1.3 (a)0.3 (t)-4.4 (i)-5.1 (o)-2.4 (n)-30.3 (a)17.2 (e)0.7 (p)-2.3 (e)0.8 (a)4.3 (t)3.1 (e)0.8 (
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- Ensure that local policies and procedures do not require movement through a tiered intervention process prior to referral for evaluation

- An observation in the learning environment was already required as part of the evaluation for a specific learning disability.
- This change integrates federal IDEA language into the state rules.
- No impact on current evaluation practices is anticipated.

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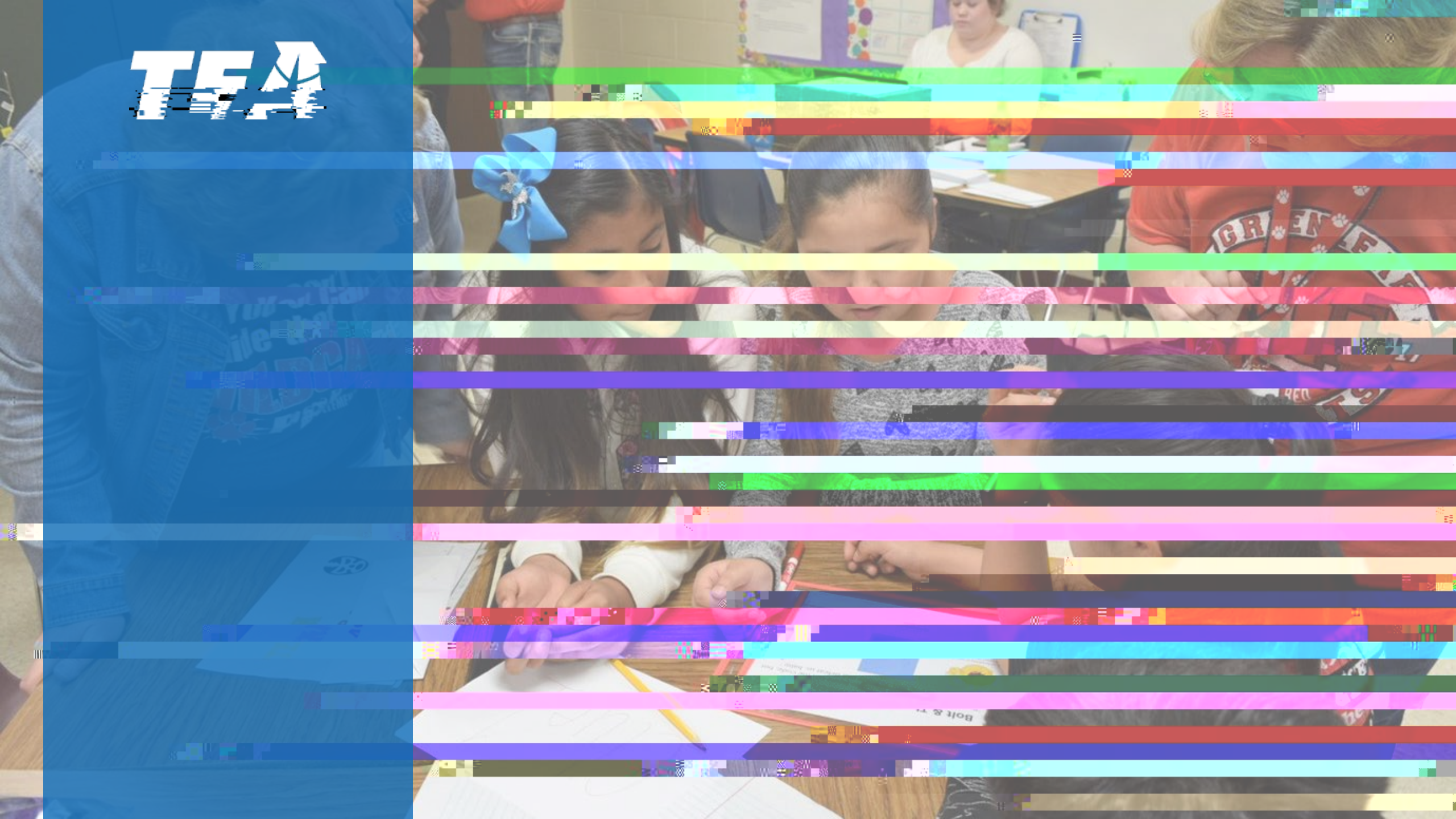
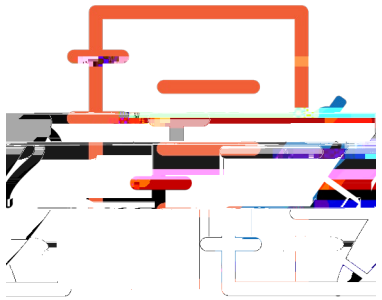


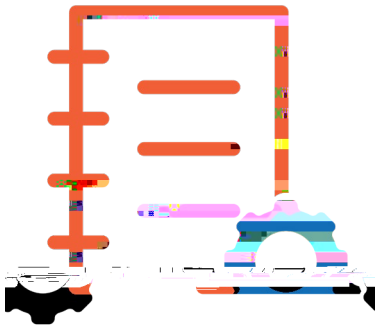
The SBOE gives final approval for updates to the Dyslexia Handbook.

Sept. 3, 2021



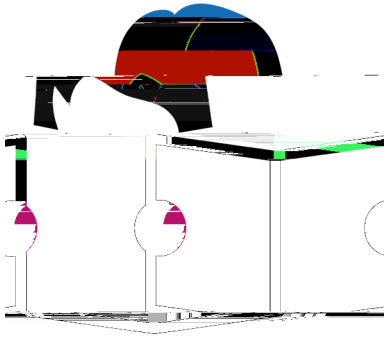
The Dyslexia Handbook 2021 Update was filed with the Texas Register.

Jan. 21, 2022

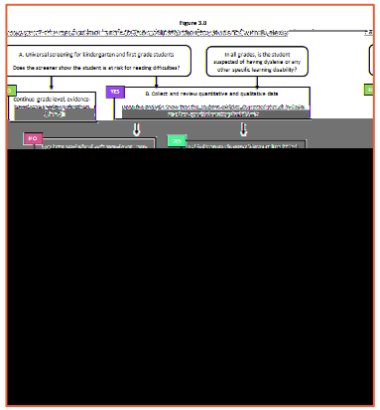


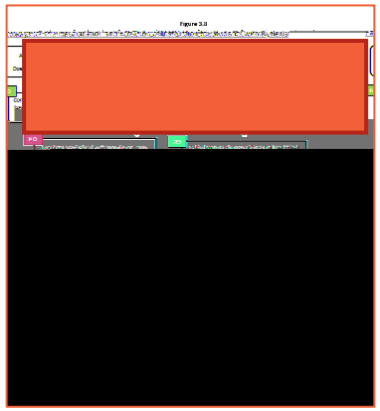
The Dyslexia Handbook 2021 Update is in effect and replaces all previous versions of the handbook.

Feb. 10, 2022



The 2018 Dyslexia Handbook outlined two pathways for the identification of children suspected of having dyslexia:





A. Universal screening for kindergarten and first grade students Does the screener show the student is at risk for reading difficulties?

In all grades, is the student suspected of having dyslexia or any other specific learning disability?

No

Continue grade level, evidence-based core reading instruction. (Tier 1)

Ends

YES

B. Collect and review quantitative and qualitative data

Does the analysis show that the student exhibits characteristics of dyslexia or other specific learning disabilities?

No

Next Slide

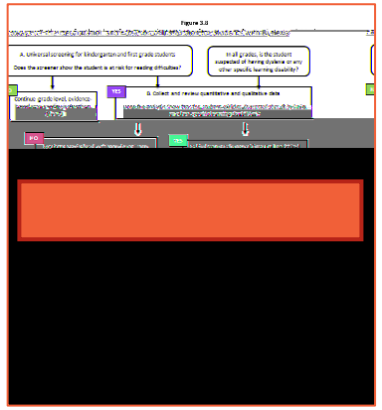
Yes

Continue grade level, evidence-based core reading instruction (Tier 1) and provide any other appropriate tiered interventions.

C. Seek parental consent and conduct Full

Implementation Guidance

C. Seek parental consent and conduct **Full Individual and Initial Evaluation (FIIE).**



C. Seek parental consent and conduct Full and Individual Initial Evaluation (FIIE).

Does the parent give consent for an FIIE?

No

D. Seek parental consent for a Section 504 evaluation.

Does the parent give consent for Section 504 evaluation?

Yes

No

Yes

E. Conduct FIIE

Does the student have an IDEA eligible condition such as dyslexia or a related disorder?

Yes

No

Next Slide

Schools **may not** in any way persuade or encourage parents and guardians to refuse giving consent to conduct an evaluation under IDEA. Schools should work to explain to parents that consenting to an

“If, through the evaluation process, it is established that the student has the condition of dyslexia, as described in Chapter 1, then the student meets the first prong of eligibility under the IDEA (identification of condition). In other words, the identification of dyslexia, using the process outlined in this chapter, meets the criterion for the condition of a specific learning disability in basic reading and/or reading fluency. However, the presence of a disability condition alone, is not sufficient to determine if the student is a student with a disability under the IDEA.

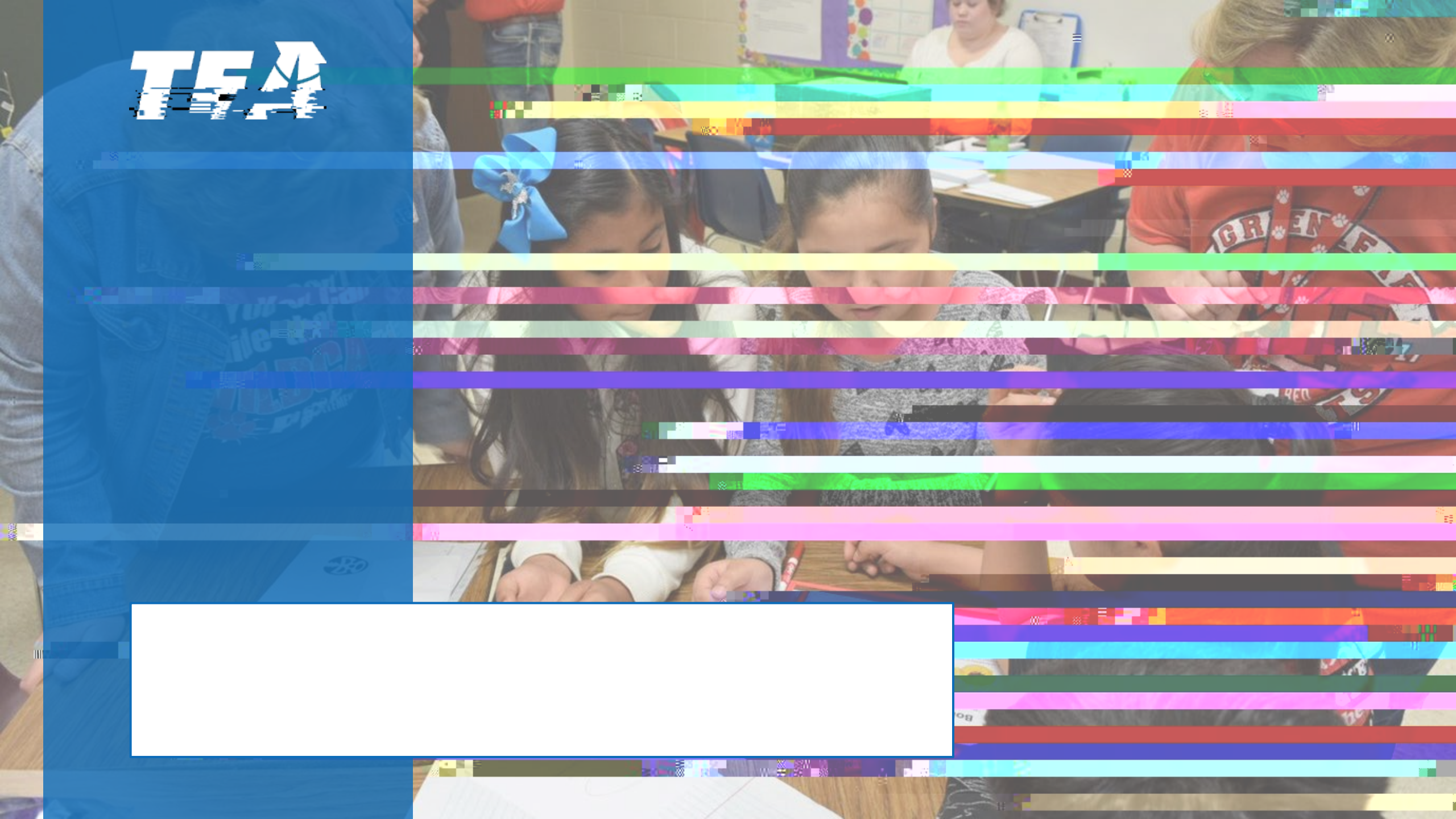
H. The student is eligible for Section 504.

Continue grade level, evidencebased core

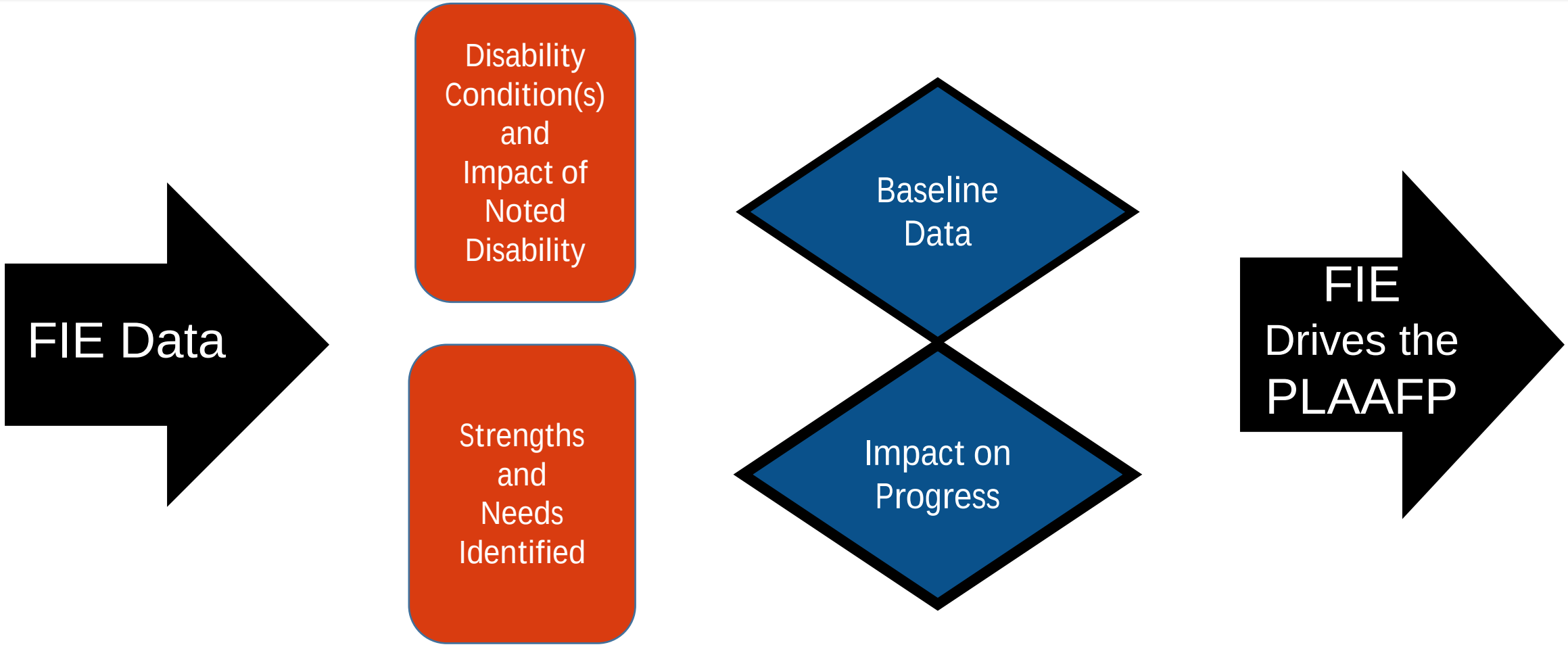
I. The student is eligible for special education.

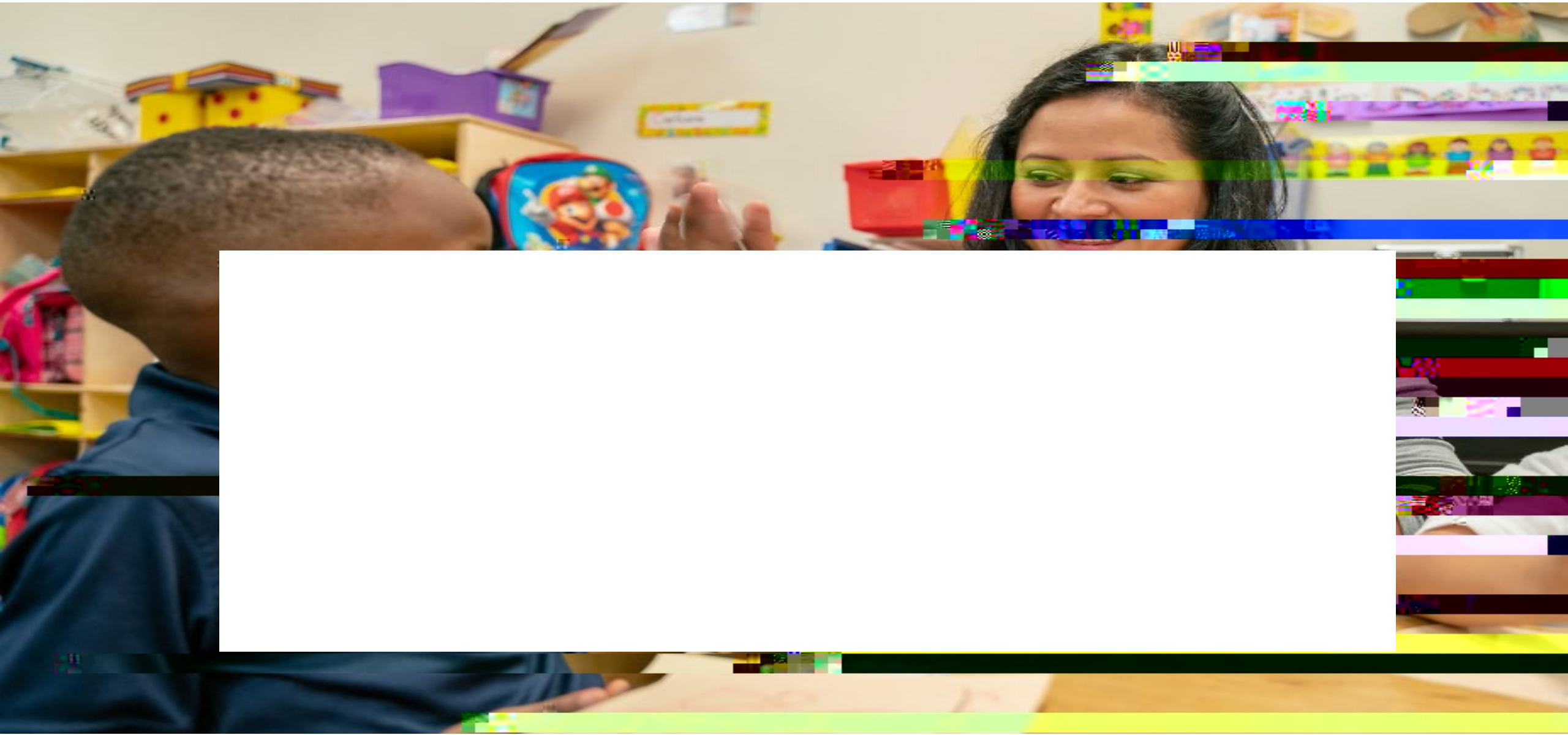
“Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of its refusal to evaluate, including an explanation of why the school refuses to conduct an FIIE, the information that was used as the basis for the decision, and a copy of the Notice of Procedural Safeguards. Should the parent disagree with the school's refusal to conduct an evaluation, the parent has the right to initiate dispute resolution options including; mediation, state complaints, and due process hearings. Additionally, the parent may request an Independent Educational Evaluation (IEE) at public expense. Should the parent believe that their child is eligible for Section 504 aids, accommodations, and services the parent may request an evaluation under Section 504.”

“As part of the evaluation when dyslexia is suspected, in addition to the parent and team of qualified professionals required under IDEA, it is recommended that the multi-disciplinary evaluation team include members who have specific knowledge regarding-



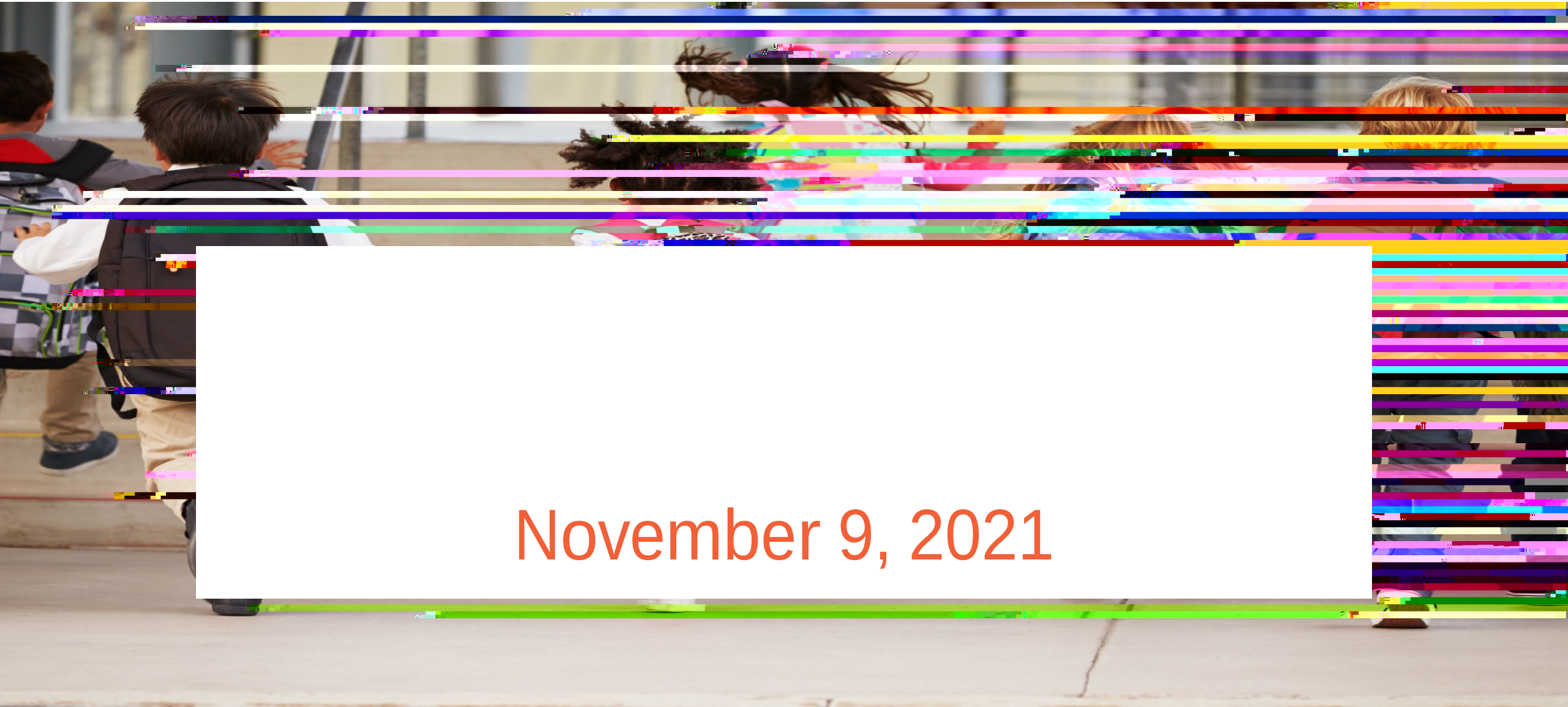
Writing Effective Impact and Need Statements in the FIE


FIE Data
Disability Condition(s) and Impact of Noted Disability
Strengths and Needs Identified
Baseline Data
Impact on Progress
FIE Drives the PLAAFP



CHILD FIND
EVALUATION
ARD SUPPORT

The student’s specific learning disability in math calculation impedes his ability to correctly solve single-digit addition and subtraction problems. On first-grade level benchmark assessments he demonstrated less than 25% mastery of calculation tasks. When provided with an untimed, single-digit addition and subtraction assessment, he independently solved an average of 25% of problems correctly. His peern.9re69y5% solv-100% of problems correctly in about half the amountyf time. When provided with counting ubes, his



November 9, 2021

- Standardized Measures:
  - Achievement tests
  - Cognitive Tests
- Developmental Measures
- Specialized Measures

- State assessment (STAAR® and STAAR ALT 2
- Universal Screeners
- Iowa Test of Basic Skills (ITBS)
- Brigance
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate
- Advanced Placement Tests
- Scholastic Aptitude Test (SAT)
- American College Testing (ACT)

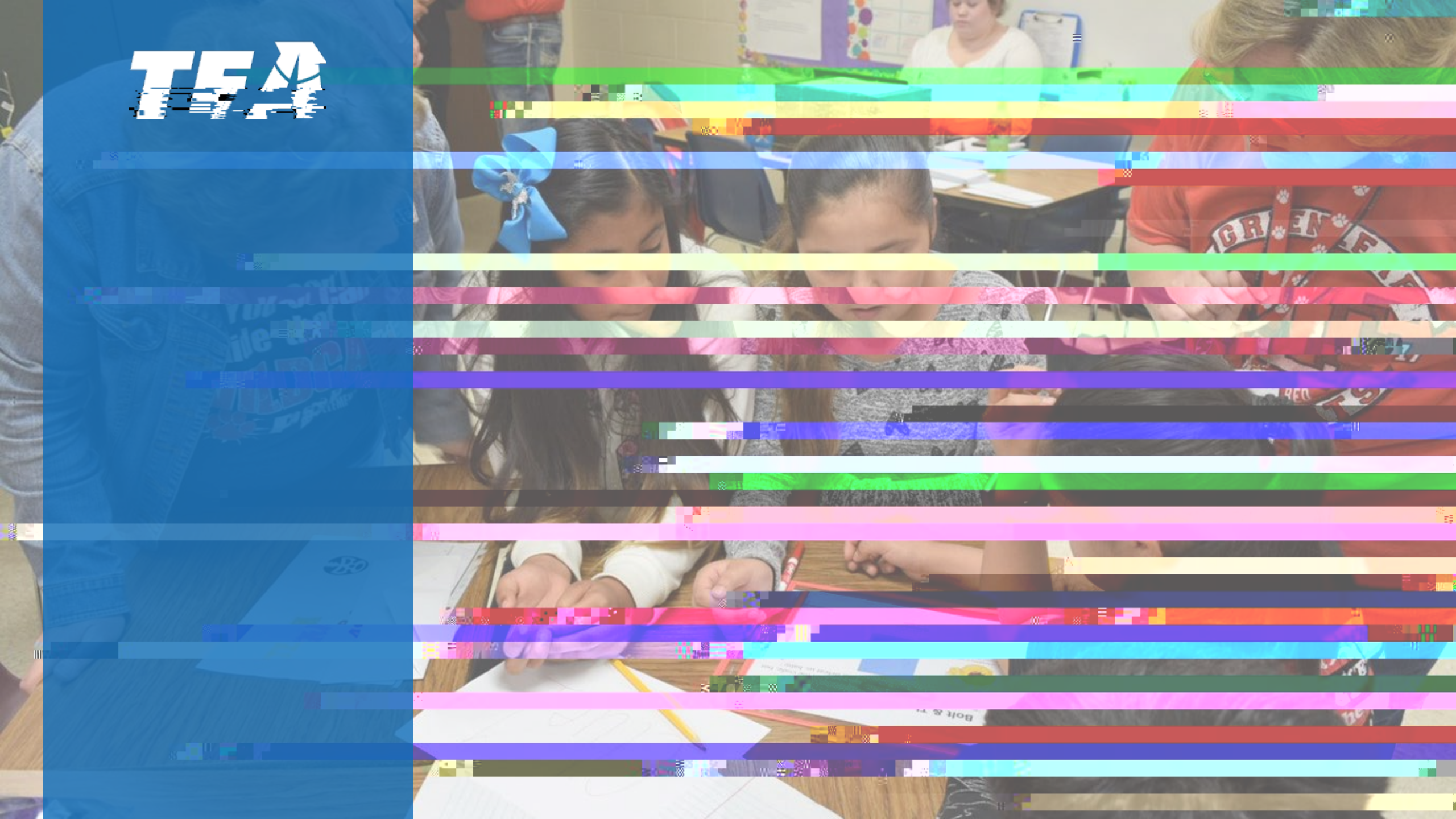
- Vision screening
- Hearing screening
- Teacher information
- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Gifted/talented assessments
- Parent conference notes
- Results of Kindergarten-Grade 1 universal screening
- K–2 reading instrument results

- State student assessment results
- Observations of instruction
- Previous evaluations
- Outside evaluations
- Speech and language assessment
- School attendance
- Curriculum-based assessments
- Instructional strategies provided and student's response
- Parent information
- Screening data

Dyslexia Handbook, 2021 Update, Figure 3.2

- Letter Knowledge
- Reading words in isolation
- Decoding unfamiliar words accurately
- Fluency (rate, accuracy and prosody)
- Reading Comprehension
- Spelling

- Word Reading Fluency CBMs
- Word Recognition CBMs
- Grade-level high frequency word lists
- Teacher-created assessments
- Norm-referenced assessments



Students with an IEP who are receiving standard protocol dyslexia instruction should have this service clearly indicated on the schedule of services. This communicates to families and others what types of supports and services the student receives to meet his or her needs.

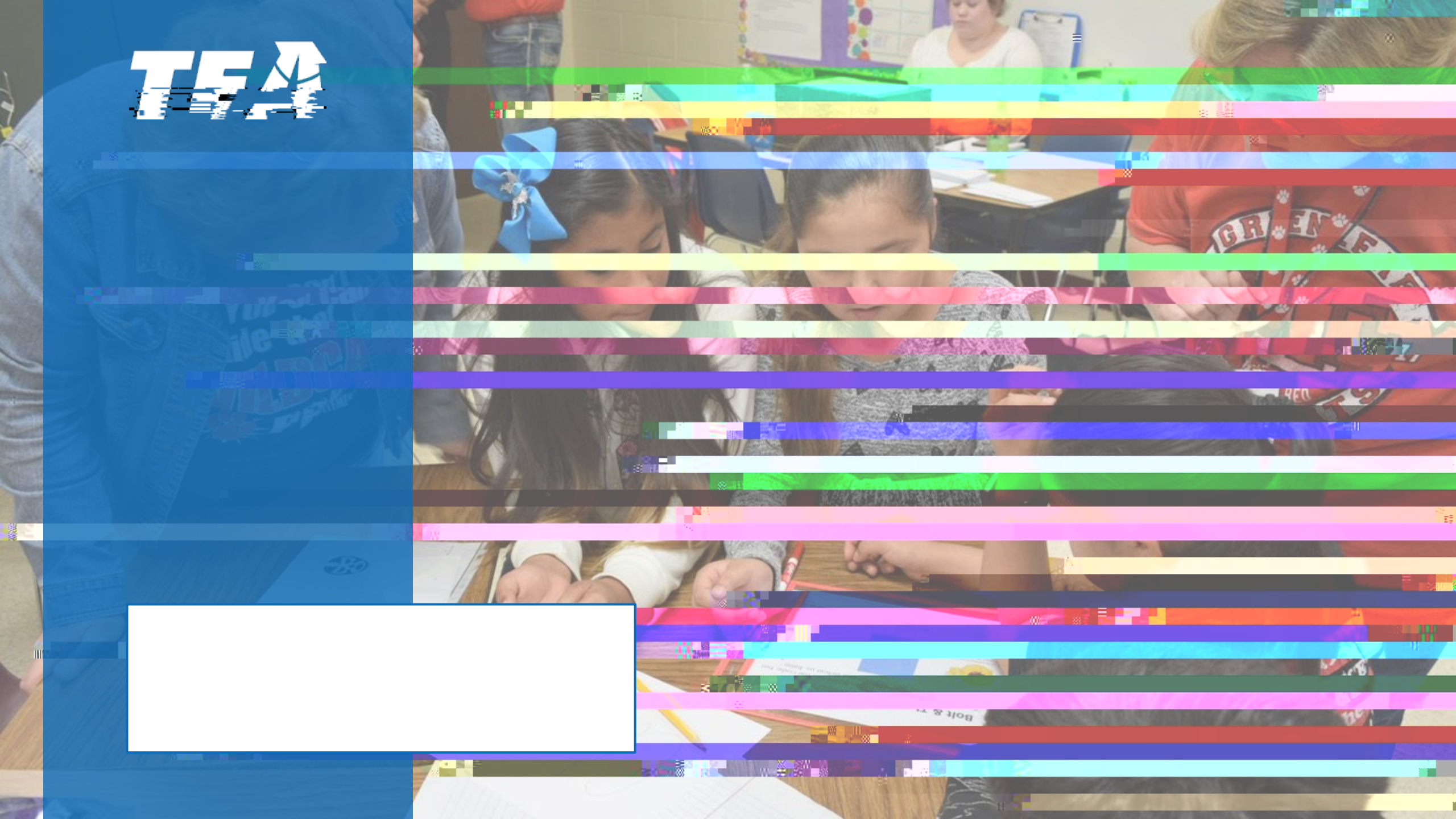
- Special education is not a place, but rather a set of services that can be delivered in different ways (e.g., direct, consultative) in a range of settings (e.g., general education, resource room, self-contained classroom).
- Instructional arrangement calculations and coding refers to the physical location or setting where services are delivered.
- Standard protocol dyslexia instructional services are available to students with or without an IEP and are considered general education minutes when calculating instructional arrangement.
- The standard protocol dyslexia instruction program adopted or purchased and implemented on the campus can be thought of as an extension of the general education classroom for the purposes of calculating instructional arrangement.

- It is not uncommon for a student to be identified with an SLD and a speech impairment. Within the State and Federal definition for SLD, there is a caveat that the academic difficulties are not "primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage."

- This caveat does not mean that SLD can never co-exist with other disability conditions, but rather that evaluation teams and ARD committees must rule out other factors as being the cause of the academic difficulties before determining that a child also has an SLD.

- It is possible that another eligibility condition may be contributing in some way to the academic difficulties but does not fully explain or present as the primary cause of the academic deficits.

- It is a misconception that the presence of a sensory motor, or emotional disability can never co-occur with an SLD. Similarly, a student can have environmental, cultural or economic disadvantage and an SLD. The key is whether those other factors are the primary cause of the academic difficulties.



- Multiple sources of data are used to establish a pattern of strengths and weaknesses. No single piece of data is more important than others.

- Even if an LEA does not use an RtI approach for SLD identification, multidisciplinary evaluation teams should incorporate all available progress monitoring data from research-based interventions into each student's comprehensive evaluation as one of the multiple sources of data.

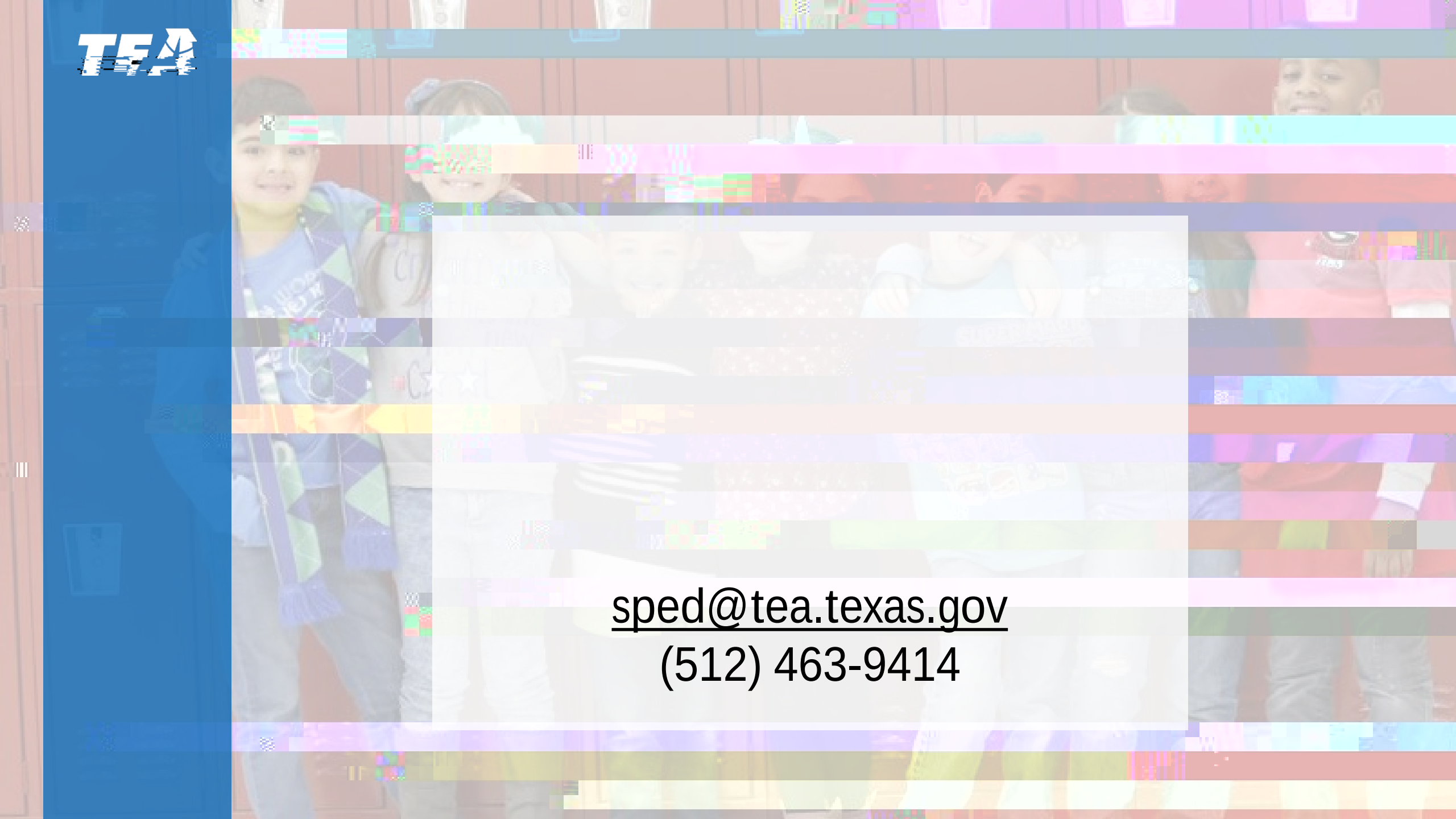
- One score or calculation cannot supersede the preponderance of data gathered as part of the comprehensive evaluation.

Tiered Interventions Using Evidence-Based Research Network

Dyslexia and Related Disorders

Child Find, Evaluation, and ARD Supports Network

Commissioner's Rules about Special Education



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