"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 Board of Directors, International Dyslexia Association, November 2002.

Texas Scottish Rite Hospital for Children 1995-2009, Gladys Kolenovsky, M. A.
Please see back for Application Guidelines
Application of a Definition-Based Process
to the Identification of Dyslexia – Revised 2007


The following procedures provide support for the use of the Characteristic Profile of Dyslexia – Revised 2007 as a tool in the identification of dyslexia.

A. Test all dyslexia UNDERLYING CAUSE, CHARACTERISTIC and OUTCOME skills listed in all CAPs on the profile and test additional skills as needed for individual students.

B. Utilize norm-referenced tests and report standard scores whenever possible. Criterion-referenced, screening, and achievement group test scores are informative as historical, secondary, or response to intervention progress measures, but are weaker dyslexia identification tools if they are the only measure of a skill.

C. Plot test scores on profile. Utilize X for norm-referenced standardized tests results and √ for criterion, group or screening measures. Include test standard scores along left margin for reference. Test names may also be noted. Plot parent, teacher, and dyslexia designee or diagnostician observations with P, T and D.

D. Use individual subtest scores rather than composite or cluster scores.
   Examples: Consider both the Elision and Blending Words scores on the CTOPP rather than the Phonological Awareness composite. Plot both the Rate and Accuracy subtest from the GORT rather than the Fluency Composite or Oral Reading Quotient. Always consider the subscales of an intelligence or ability test.

E. Apply the following differential identification questions in sequence.
   1. Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?
   2. Are the reading and spelling difficulties the result of a phonological processing deficit?
   3. Are the reading, spelling and phonological processing deficits unexpected? Does the student demonstrate cognitive ability to support age level academic learning?
   4. Are there secondary characteristics of dyslexia evident in reading comprehension and written expression?
   5. Does the student have strengths that could be assets? Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention?

Detailed guidance for the interpretation of these differential questions is available in TEA’s The Dyslexia Handbook – Revised 2007 and in the companion to this profile, The Thinking Person’s Step-by-Step Identification Process for Dyslexia – Revised 2007. For training information on the use of this profile, contact Texas Scottish Rite Hospital for Children, Dyslexia Identification Seminar, 214-559-7800 or www.tsrhc.org. The Characteristic Profile of Dyslexia – Revised 2007 may be duplicated and utilized in educational settings as a tool for presenting test scores and observations. If it is edited or adapted, please credit the source by including the statement: “Adapted from the Characteristic Profile of Dyslexia – Revised 2007, Texas Scottish Rite Hospital for Children.”
Dyslexia Assessment Student Profile
(For committee use in the Identification of Dyslexia)

Please attach the following documents to be considered by the committee.

- RTI Folder including all PST forms
- DMAC report on previous TAKS and current year checkpoints and benchmarks
- Grade reports for current and previous year
- Writing samples- look for orthographic patterns
- Parent Interview
- Teacher Observation and questionnaire

Review the profile sheet considering the questions below.

1. Is there a deficit in one or more of the primary characteristics of dyslexia? (Is there an indicator documented in the below average range?)
   - Accurate word recognition?
   - Fluent word recognition?
   - Poor decoding?
   - Poor written spelling?

   No: You may still consider phonological processing.

2. Is there a deficit in phonological processing?
   - Phonological awareness?
   - Phonological memory?
   - Rapid naming?

   Still No: The student likely does not meet TEA guidelines for identification

   Has the student received intervention that may have normalized the score? If so, there should be evidence of a prior weakness in phonological awareness.

3. Is there evidence of unexpectedness?
   - Are the deficits unexpected in relation to the student’s listening comprehension, intellectual functioning, or strong math skills in comparison to reading skills?

   No: The student likely does not meet TEA guidelines for identification.

Committee Decision- Based on ALL data reviewed and gathered during the assessment process

- The student qualifies for dyslexia identification
- The student does not qualify for dyslexia identification
- The data is inconclusive with regard to dyslexia

Additional comments including programming decisions:

Committee Members:

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MISD Dec 2009 DM