



Welcome  
Dyslexia  
Coordinators!

# HB 1886 Updates

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ROEL GARZA

EARLY LITERACY SPECIALIST/DYSLEXIA

REGION ONE ESC

# HB 1886

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- 85th Texas Legislature, Regular Session, 2017, identified requirements for the **screening** or testing of all students enrolling in Texas public schools for dyslexia and related disorders.
- Signed by the Governor on June 15, 2017
- Effective immediately June 15, 2017

# HB 1886 - Dyslexia

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- Dyslexia is widely accepted to be one of the most common learning disabilities. Studies indicate the prevalence of dyslexia in school aged children is between **five** and **seventeen** percent.
- **Early identification and intervention** improve a child's academic success.
- Many children **miss early opportunities for assistance** due to **not being identified soon enough**.
- HB 1886 provides for the **early identification and intervention** for a child with dyslexia to **improve the child's academic success**.
- ALL students enrolled in Texas public schools will be screened or tested, as appropriate, for dyslexia and related disorders at the end of the **kindergarten** and **first grade** school years.

# TEC 28.006

Texas Dyslexia Handbook Revised 2014 - Chapter 2 / Page 15

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## **Figure 2.1. State and Federal Laws**

### ***Reading Diagnosis—TEC §28.006***

This education code requires schools to administer early reading instruments to all students in kindergarten and grades 1 and 2 to assess their reading development and comprehension. Additionally, the law requires a reading instrument from the Commissioner's approved list be administered at the beginning of grade 7 to any student who did not demonstrate proficiency on the reading assessment administered under TEC §39.023(a). If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the school must notify the students' parents/guardians. According to TEC §28.006(g), the school must also implement an accelerated (intensive) reading program that appropriately addresses the students' reading difficulties and enables them to catch up with their typically performing peers.



# TEC 28.006

Texas Dyslexia Handbook Revised 2014 - Chapter 2 / Page 15

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## **Figure 2.1. State and Federal Laws**

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# Early Identification & Intervention

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TEC 28.006:

**EARLY**  
**INTERVENTION**  
**IS KEY**

HB 1886:

**EARLY**  
**INTERVENTION**  
**IS KEY**

# T.E.A.

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## Contact Us

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Division of Curriculum  
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# HB 1886 Passed

Guidance

Clarification

Education Service Centers  
Core Group

AGENDA  
November 14-15, 2017

Hotel Indigo –Mezzanine floor

Tuesday, November 14, 2017

10:00 AM – 5:00 P.M.

Welcome and Review of Agenda

Laura Strube, Region 15

- Regions 2, 3, and 4 provided updates of recovery efforts for hurricane stricken areas
- Expressed concerns and frustrations of school system leadership with FEMA supports
- Lack of housing for families and educators
- Region 20 shared impact of shooting on three school districts. Importance of crisis team at each ESC.

Academy Updates / Etc.

Monica Martinez, TEA

- Reading Academy for upcoming academic year is on hold ~~at this time~~ due to integration of additional Governor's Reading priorities.
- Dyslexia handbooks are still available for interested ESCs
- Expanded listing of prioritization campuses moving forward will include an entire list for possible expansion to serve campuses beyond highest prioritization campuses that have already been served. Listing may not be available until late Spring, however, if ~~advance planning~~ advance is needed then utilize prior year's listing.
- Social Studies Streamlining:
  - First workgroup scheduled for end of January regarding Social Studies streamlining.
- SBOE
  - Proposed revisions to HS graduation requirements
    - Specifically how Computer Science courses should be credited
      - Satisfy LOE and Math requirements
    - One CS course satisfies two credit requirements (LOE + Math)
  - Recommendation is to review graduation requirement proposed rule changes
- Dyslexia HB 1886 – Additional guidance to be provided by SBOE
  - Dyslexia specialists at ESCs
  - Dyslexia screening for EC
  - Any changes applicable for 2018-2019 school year

# HB 1886

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- TEA will NOT provide a list of APPROVED screeners
- LEA Conversation – decision as to which screener to administer
- LEA Conversation – review assessments that you are already using/administering in Kinder and 1<sup>st</sup> grade
- Example: TPRI
- Texas Dyslexia Handbook (Program by Statute)

# Texas Dyslexia Handbook

## P. 10

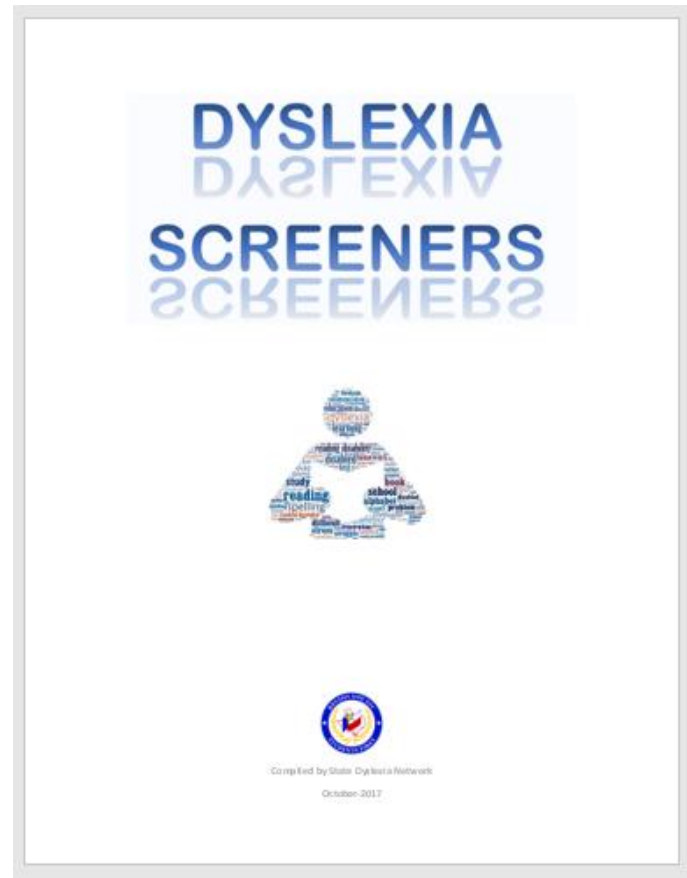
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### Common Risk Factors Associated with Dyslexia for Kindergarten and 1<sup>st</sup> Grade:

- Difficulty in Phonemic Awareness (Segmenting and blending individual phonemes) K-1
- Difficulty in Phonemic Awareness (Manipulating phonemes) – 1st
- Difficulty learning Letter Names K-1
- Difficulty learning Letter Sounds K-1
- Difficulty reading words in isolation K-1
- Difficulty spelling words K-1

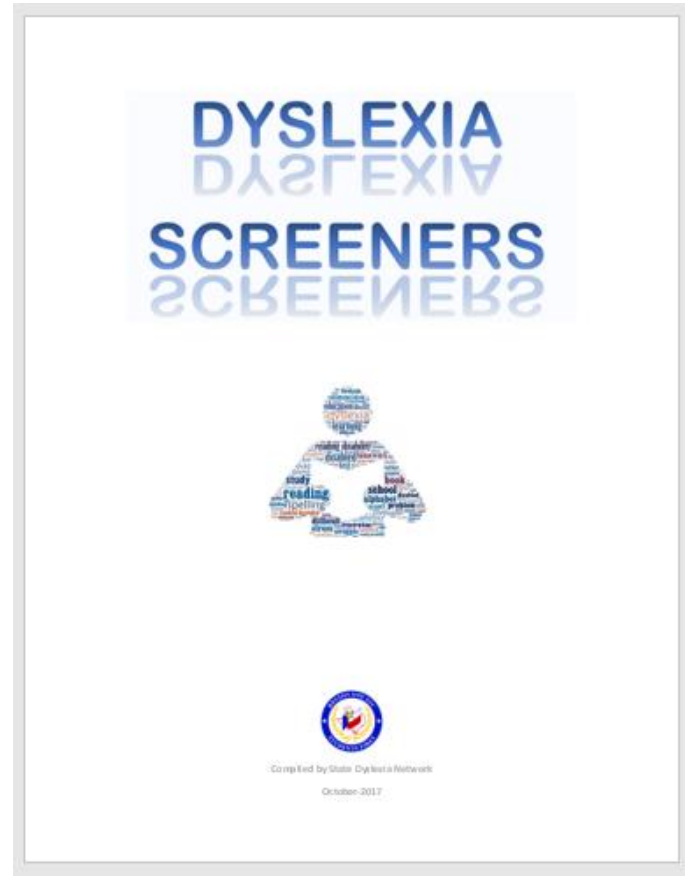
# Dyslexia Screeners

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# THIS IS **NOT** AN APPROVED LIST OF SCREENERS

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# HB 1886

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- LEA Conversation – referencing the state dyslexia handbook/district dyslexia handbook as to process to follow after the screener

Things to consider:

- At-risk characteristics in a screener does not necessarily mean formal assessment
- Consider the circumstances of each individual student, grade level, RTI, family history

# Data Collection

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- Legislature holds “**statutory authority**” on all state laws that are passed
- TEA did not receive a directive from the legislature for a data collection for HB 1886
- No data collection scheduled by TEA for “Dyslexia Screening” **at this time**

**H.B. 1886** requires that students enrolled in Texas public schools be screened or tested, as appropriate, for dyslexia and related disorders at the end of the **kindergarten** and **first grade** school years.

# S.B.O.E.

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- Next meeting January-2018
- HB 1886 is on the agenda
- The guidance and clarification will probably not go into effect until the 2018-2019 school year

# T.E.A.

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- HB 1886 was passed for the right reasons:
  - Early Identification
  - Early Intervention
  - To better serve students
- Additional guidance and clarification is needed
- In 2019-Legislature



IN THE MEANTIME



## HB 1886: Early Screener for Dyslexia and Related Disorders

Kindergarten and Grade 1 Students

School Year: \_\_\_\_\_

Campus Name: \_\_\_\_\_

Campus Contact Name & Title: \_\_\_\_\_

I. Have your teachers been trained in Dyslexia and Related Disorders? Yes or No  
If no, describe your action plan to train staff:

II. Did you screen all Kindergarten and Grade 1 students for dyslexia? Yes or No

Name of Screener:

If no, list any exceptions:

III. The following factors were reviewed as we analyzed the data from the screening instrument:

- Difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled apart into "nap" "kin")
- Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /a/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said")

**As a result of** this screening process, our campus initiated the following for students that demonstrated "at risk" characteristics for dyslexia:

- \_\_\_ Reviewed BOY, MOY, and EOY data
- \_\_\_ Held parent conferences
- \_\_\_ Proceeded with dyslexia assessment
- \_\_\_ Created an intervention plan
- \_\_\_ Other:

Adapted from The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2014

Student: \_\_\_\_\_

Student ID #: \_\_\_\_\_

**Risk Factors Associated with Dyslexia-Preschool through First Grade**

Please indicate how often the student exhibits the following behaviors.

Date:	Pre-K Teacher:	Campus:
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Preschool	Always	Sometimes	Never	Not Observed
Delay in learning to talk				
Difficulty with rhyming				
Difficulty pronouncing words (e.g., "spaghetti" for "spaghetti," "mower" for "mower")				
Poor auditory memory for nursery rhymes and chants				
Difficulty in adding new vocabulary words				
Inability to recall the right word (word retrieval)				
Trouble learning and naming letters and numbers and remembering the letters in his/her name				
Aversion to print (e.g., doesn't enjoy following along if book is read aloud)				

Please include any additional information about this student that would indicate a need for dyslexia assessment:

Date:	Kinder Teacher:	Campus:
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Kindergarten	Always	Sometimes	Never	Not Observed
Difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled apart into "nap" "kin")				
Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /a/ /n/)				
Difficulty remembering the names of letters and recalling their corresponding sounds				
Difficulty decoding single words (reading single words in isolation)				
Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "said" for "said")				

Please include any additional information about this student that would indicate a need for dyslexia assessment:

Date:	1 <sup>st</sup> Grade Teacher:	Campus:
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First (1 <sup>st</sup> ) Grade	Always	Sometimes	Never	Not Observed
Difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled apart into "nap" "kin")				
Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /a/ /n/)				
Difficulty remembering the names of letters and recalling their corresponding sounds				
Difficulty decoding single words (reading single words in isolation)				
Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said")				

Please include any additional information about this student that would indicate a need for dyslexia assessment:





## Review of HB 1886 as it relates to dyslexia

- HB 1886 became effective September 1, 2017.
- Requires education service centers to employ a person licensed as a dyslexia therapist to help school districts with support and resources.
- Requires students to be screened, or tested, for dyslexia at the end of kindergarten and first grade.
- Requires TEA to develop a list of training opportunities for educators regarding dyslexia that meet the requirements of Section 21.054 (b) regarding continuing education.



## Question: Roel, who is this person at Region I?

### Answer:

Thank you for your inquiry into House Bill 1886 created by the 85<sup>th</sup> Texas Legislature. Several key components of the legislation will impact both the Education Service Center and local education agencies (LEA's) as we continue to support students identified with dyslexia. Currently, we are seeking additional clarification from both the Texas Education Agency and the State Board of Education regarding both the dyslexia specialist and early screeners. The adoption of each piece of legislation requires interpretation from the commissioner of education. As TEA provides more guidance on this issue, we will certainly provide updates through our Instructional Leadership Network and the Dyslexia Coordinator meetings. The Texas Education Agency has advised the ESC that in January 2018, TEA will collaborate with the SBOE to address the identification of an approved list of screeners. In the meantime, we highly encourage you to continue to screen your kindergarten and first grade students for dyslexia and utilize the results to make individual decisions based on the needs of your students. At this time, our dyslexia specialists will continue to support districts served by Region One until we receive additional clarification from TEA regarding the dyslexia therapist. If you have any questions or need assistance, please contact our current dyslexia specialists listed below.

**Roel Garza**  
Dyslexia Specialist  
(956) 984-6182  
[rogarza@esc1.net](mailto:rogarza@esc1.net)

**Brenda De La Garza**  
Assessment Specialist  
(956) 984-6202  
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Sincerely,

Kelly K. VanHee  
Administrator  
Curriculum, Instruction & Assessment  
Region One Education Service Center  
[kkvanhee@esc1.net](mailto:kkvanhee@esc1.net)

# Announcements and Upcoming Events



Saturday, January 27, 2018

## Dyslexia Awareness

Educators are invited to attend an awareness workshop on the topic of dyslexia and the social-emotional impacts that this learning disability can have on students of all ages.

Educators can earn 3hrs. of continuing education training (TEC 21.054(b))

ALTA approved workshop

Contact:  
Roel Garza, Specialist  
[rogarza@esc1.net](mailto:rogarza@esc1.net)  
956/984-6107

### The Social Emotional Aspects of Dyslexia

Dyslexia can affect more than one's ability to read, spell, and write. Many times, because of the fact of *not* being able to do these things, one's self-esteem can be affected resulting in behaviors such as anger, frustration, avoidance, just to name a few. These behaviors not only challenge the student, but can impact everyone around them. This session brings an awareness to the social-emotional impacts of dyslexia and reviews some recommendations for coping.

Date: Saturday, January 27, 2018

Time: 8:30am – 11:30am

Location: Willacy Room

Workshop #: 77034

Fee: \$ 50.00

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