This flowchart serves as a sample document that could be used in your district to assist with the process in identifying Dyslexia Related Disorders.

**DYSLEXIA RELATED DISORDERS IDENTIFICATION PROCESS FLOWCHART**

- **§504**
  - Consider §504 for: Specific Developmental Dyslexia*, Developmental Dysgraphia*, or Developmental Spelling Disorder*
  - * May also be assessed through Special Education
  - 34 CFR §104.35(1) indicates that the evaluation is administered by trained personnel in conformance with the instructions provided by the test producer.
  - TAC §74.28(b) specifies that dyslexia screening should be done only by professionals who are trained to assess students for dyslexia and related disorders.

- **Referral**
  - Is initiated due to a Dyslexia Related Disorder: Specific Developmental Dyslexia, Developmental Dysgraphia, Developmental Spelling Disorder, Developmental Auditory Imperception, or Dysphasia

- **Team that identifies: §504 or ARD**

- **Conduct evaluation and report results**
  - Dyslexia Specialist or Diagnostician
  - Diagnostician or LSSP and SLP

- **Review findings at meeting: variety of informal and formal data must be considered**

- **ARD Meeting**
  - IDEA Disability Category with Dyslexia Related Disorder

- **MTD Team determines whether condition is present**
  - Dyslexia Related Disorder

- **§504 Meeting**
  - Not Eligible: Refer to Intervention Team for consideration of need
  - Eligible
    - §504 Dyslexia Related Disorders Services

- **§504 or ARD Team determines eligibility**
  - • Is the related disorder language-based at the level of phonology, word reading, and/or spelling?
  - • If YES, does the related disorder manifest in “unexpectedness” when compared to the student’s other cognitive abilities, age and grade?
  - • Is there a substantial limitation or an educational need?
  - • If YES, does the student need instruction/intervention as a direct result of his/her related disorder?

- **§504 or ARD develops a plan for services addressing the dyslexia related disorder needs of student**

- **Special Education**
  - Consider IDEA Disability Categories for: Developmental Auditory Imperception (disturbance of auditory processing) or Dysphasia (developmental language disorder)
  - TAC §89.1040 indicates that a MDT that collects and reviews evaluation data must include, but is not limited to a LSSP, Diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. (Students in Special Education: Special Education procedures must be followed if assessing for Dyslexia Related Disorders.)
  - Not Eligible: Refer to §504 or Intervention Team for consideration of need

- **Eligible**
  - Special Education Services