Dyslexia Program Awareness for Educators and Parents

What is dyslexia?

How do we assess and identify for dyslexia?

What are some effective strategies for students with dyslexia?

Who delivers intervention for students with dyslexia?

What are some accommodations available for students with dyslexia?

What is the difference between IDEA, Section 504, and RtI?

Who do I contact for information or concerns?

WHAT IS DYSLEXIA?

The current definition from the International Dyslexia Association states:

Dyslexia is a specific learning disability that is neurobiological 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.

Referenced in 2018 Dyslexia Handbook

HOW IS DYSLEXIA ASSESSED AND IDENTIFIED?

According to TEC §38.003(a) all public-school students are required to be screened for dyslexia while in kindergarten and first grade. Additionally, students enrolling in public schools in Texas must be assessed for dyslexia and related disorders "at appropriate times".

A knowledgeable team of persons meets to discuss the data collected, including data obtained during kindergarten and/or first grade screening, and the implications of that data.

If a team suspects that a student has dyslexia, a related disorder, or another disability, the team must refer the student for a full individual initial evaluation (FIIE) under IDEA and all special education procedures must be followed.

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

When formal evaluation is recommended, the school must complete the evaluation process as outlined in IDEA. Procedural safeguards under IDEA must be followed.

Formal evaluations would assess the academic skills and cognitive processes related to dyslexia. Decisions are made by the ARD Committee (including the parent).

For further information please refer to the Texas Dyslexia Handbook

The Dyslexia Handbook, 2021 Update
https://tea.texas.gov/academics/dyslexia/

QUESTIONS FOR DETERMINING DYSLEXIA

1. Do the data show the following characteristics of dyslexia?
   ◊ Difficulty with accurate and/or fluent word reading
   ◊ Poor spelling skills
   ◊ Poor decoding ability
2. Do these difficulties (typically) result from a deficit in the phonological component of language?
3. Are these difficulties unexpected for the student's age in relation to the student's other cognitive abilities and provision of effective classroom instruction?

DIFFRENCES BETWEEN RtI/504/IDEA

Response to Intervention: is a tiered approach to providing services and interventions at increasing levels of intensity to students who struggle with learning.

Section 504: provides equal opportunity to eligible students with disabilities when compared to their non-disabled peers. Provides support and interventions through general education.

IDEA: ensures that all children with disabilities have available to them a free appropriate public education. Provides individual supplemental educational services and supports in addition to what is provided to students in the general curriculum to ensure that the child has access to and benefits from the general curriculum.

WHO DELIVERS DYSLEXIA INTEVENTION?

A certified teacher who has been trained in dyslexia and related disorders and the curriculum of instruction.

EFFECTIVE STRATETEGIES

In addition to explicit and systematic instruction in phonological awareness and phonemic awareness, phonics and word recognition, spelling, fluency, vocabulary, and comprehension…

- Self-monitoring strategies
- Memory techniques to remember processes
- Explicitly teach and practice skills for organizing, time management and reviewing information

POSSIBLE ACCOMMODATIONS TO BE DETERMINED BY COMMITTEE

- Copies of notes (e.g., teacher or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts.
- Student planner to assist with assignments
- Alternative test location
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech or speech to text
- Electronic spellers or dictionaries
- Charts
- Adaptive learning tools and features in software programs

For further information on state assessments please visit

https://tea.texas.gov/student.assessment/special-ed/

https://tea.texas.gov/accommodations

Contacts for Further Information

State Dyslexia Consultant
Region 10 Education Service Center
400 E. Spring Valley Road Richardson, TX 75083-1300
Texas Dyslexia Hotline: 1(800) 232-3030
www.region10.org/dyslexia/index

Statewide English Language Arts/Reading Coordinator
Texas Education Agency Division of Curriculum
1701 N. Congress Avenue (512) 463-9581
www.tea.state.tx.us /index2.aspx?id=4434

Dyslexia contacts at the
Texas Regional Education Service Centers
http:www.tea.state.tx.us/regional_services/esc/

District/Campus Dyslexia Contact:
Kim McConal
806-319-7546
kmcconal@loopisd.net

Parent Resources

International Dyslexia Association
http://www.interdys.org

Learning Ally
https://learningally.org/

Bookshare
http://www.accessiblebooks4tx.org/

Talking Book Program
https://www.tsl.texas.gov/tbp/reading_disabilities

Texas College and Career Readiness Support Center
http://txccrsc.org/

Partners Resource Network
http://prntexas.org