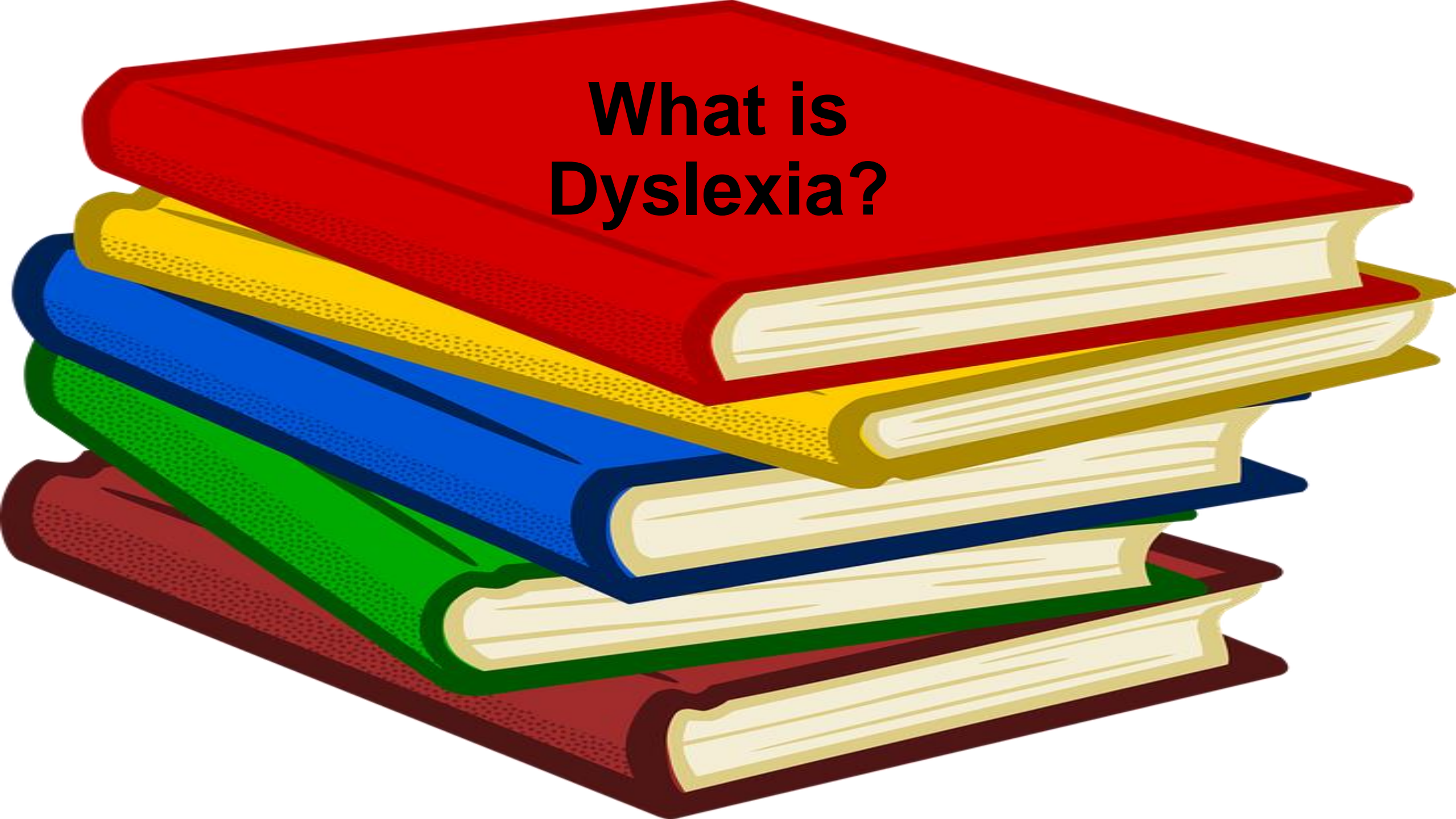


# What is Dyslexia?



# What does Dyslexia mean?

- **Dys-** means difficulty
- **Lexia-** means words
- Dyslexia's literal meaning is **difficulty with words**.

What is the legal definition? TEC §38.003 (d) (1)

**Dyslexia is**

**a disorder of constitutional origin,**

**manifested by a difficulty in learning to read,  
write, or spell,**

**DESPITE conventional instruction, adequate  
intelligence, and sociocultural opportunity.**

# 5-15% of the population has dyslexia



## The Invisible Disability

# How do I know if I should consider a student for dyslexia testing? Is the student UNABLE to....

## Listen?

- follow directions the first time?
- isolate individual sounds of a word in sequence?(more than 3 sounds in a word)

## Speak?

- pronounce multi-syllable words correctly?  
(sku-betty for spaghetti)
- recall words when retelling a story?  
(say...“that thing” too often)
- break the words into individual sounds?

Does this child receive speech services?





# Is the student UNABLE to....

## Read?

- use varied word attack strategies?
- identify all letter names and sounds?
- rhyme words easily?
- read fluently, or is it labored due to focus on word attack?
- remember what he just read?
- read aloud comfortably, or does he avoid reading all together?
- recall a word that was just provided on the previous page?
- read accurately, or does he substitute a word with similar meaning? (home for house)
- unable to read with appropriate expression?
- easily recognize sight words?



# Written Expression Struggles?



## Does the student...

- spell words and sentences without vowels?
- make good grades on spelling tests; yet, spells poorly in context?
- form letters that are stick-like, not connected, floating off the line, or extraordinarily large or small?
  
- take a great deal of time to compose a sentence?
- use simplistic words in a composition due to spelling limitations?
- reverse letters/numbers past the age of 8?
  
- create a sentence as if it were one long word?
- have an abnormal pencil grip that makes writing laborious?
- avoid writing tasks?

# Is there a family history of reading difficulties?

- Studies have shown that **dyslexia can be an inherited gene.**
- Research in the area of dyslexia is relatively new. Family members may not have received any assistance in school for the reading difficulty.
- Dyslexia is identified as a **brain miscommunication.** It is not caused by an injury or a nutritional deficit. It cannot be “cured”, but with research-based instruction, students can improve literacy skills.







**Nolan Ryan**

People with dyslexia often excel in areas other than reading.

Athletes like Mohamed Ali, Magic Johnson, Tim Tebow, and Greg Louganis have successfully overcome dyslexia.

# Myths about Dyslexia

## 1. **People with dyslexia see things backwards.**

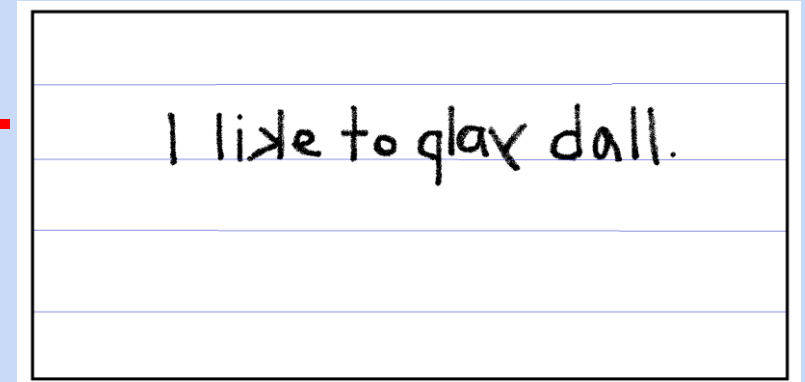
The brain processes information incorrectly, which may result in inverted/reversed letters and sounds within words.

## 2. **Dyslexia is a result of inferior intelligence.**

Generally, dyslexics are of average to above average intelligence.

## 3. **All dyslexics reverse their letters.**

Reversal of numbers & letters can be a common developmental issue for many beginning writers; however, some dyslexic students struggle with directionality into adulthood.



# Common Evidence of Dyslexia

## Preschool:

- Talk later than most children
- Poor auditory memory for nursery rhymes and chants
- Difficulty pronouncing words
- Is slower to learn new vocabulary words
- May be unable to recall the 'right' word when sharing
- Not interested in learning to read/write



# Kindergarten through 3<sup>rd</sup> grade:

- Fails to understand that words can be segmented
- Has difficulty learning the letter names and their sounds
- Has difficulty decoding single words - lacks a strategy
- Has difficulty spelling phonetically
- Reads in a choppy and labored manner
- Relies on context to recognize a word
- Show significant anxiety for reading and writing



## 4<sup>th</sup> Grade through High School:

- History of reading and spelling difficulties
- Avoids reading aloud
- Reads most materials slowly
- Strong auditory learner
- Oral reading is labored, not fluent
- Avoids reading for pleasure
- Inadequate vocabulary due to lack of reading exposure
- Uses simplistic vocabulary when writing, due to poor spelling





## Frontal Lobe

- Problem solving
- Emotional traits
- Reasoning (judgment)
- Speaking
- Voluntary motor activity

## Parietal Lobe

- Knowing right from left
- Sensation
- Reading
- Body orientation

## Occipital Lobe

- Vision
- Color perception

## Temporal Lobe

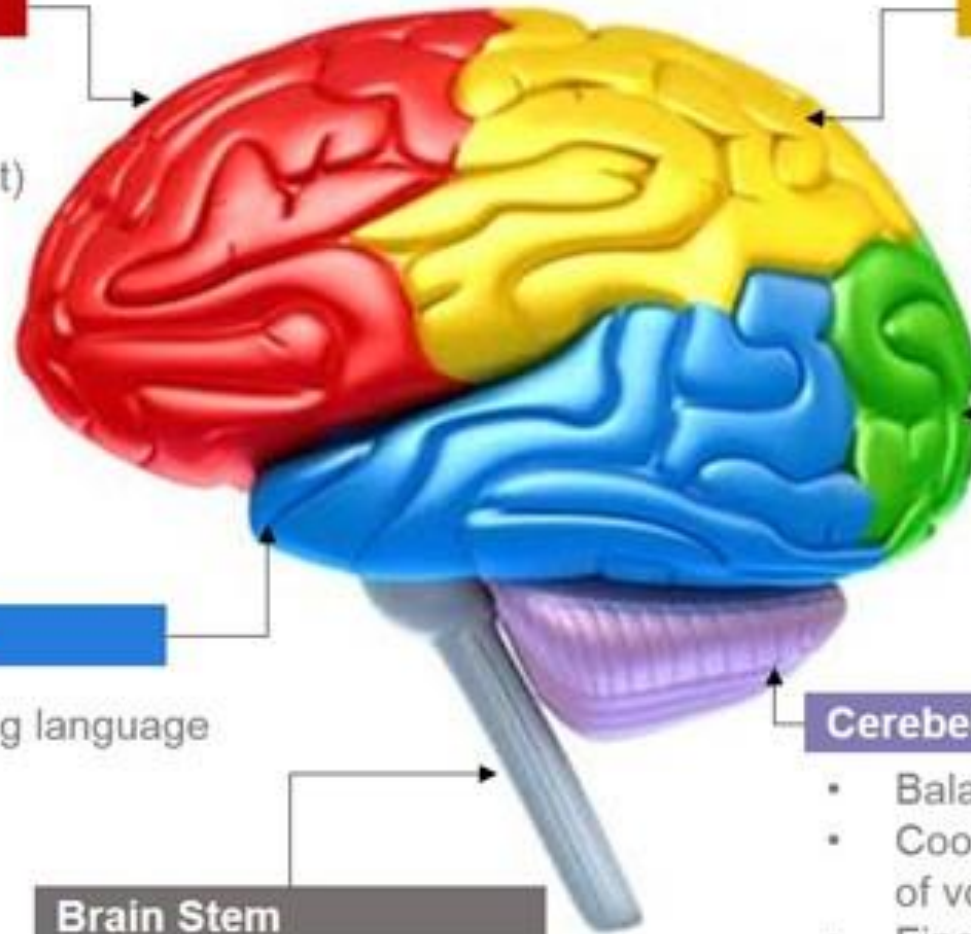
- Understanding language
- Behavior
- Memory
- Hearing

## Brain Stem

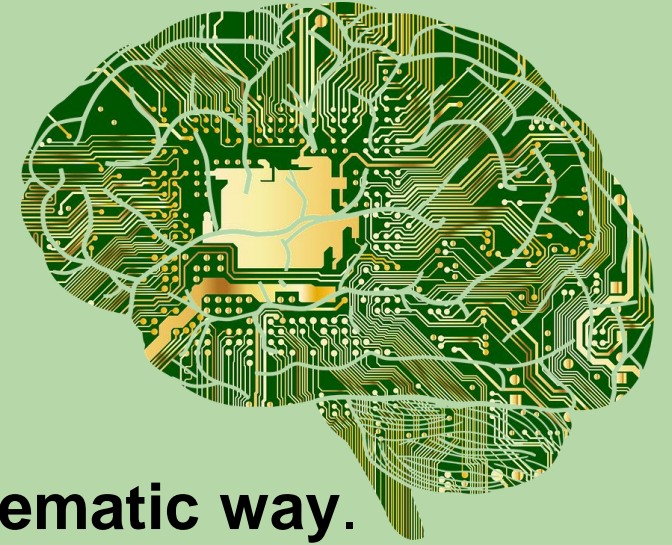
- Breathing
- Body temperature
- Digestion
- Alertness/sleep
- Swallowing

## Cerebellum

- Balance
- Coordination and control of voluntary movement
- Fine muscle control



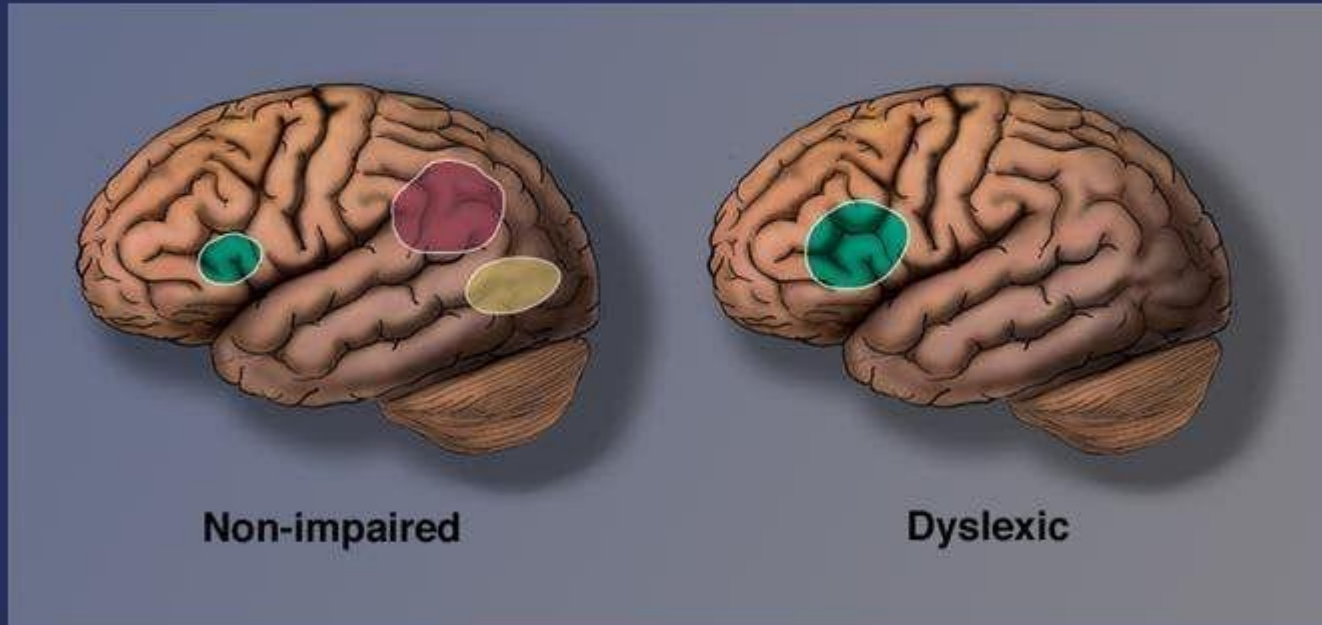
# The BRAIN



- The brain is initially wired to **share information in a systematic way.**
- Functioning MRI's** (the subject is awake and actively reading) have shown that individuals with dyslexia have inefficient electronic pathways in the brain. These miscues cause delays as messages travel to the reading/writing control center of the brain.
- This **misfiring of signals** may contribute to the inconsistent performance of a student with dyslexia.

# Functioning MRI comparison

## Neural Signature for Dyslexia: Disruption of Posterior Reading Systems



- Dyslexia is a lifetime challenge. It affects how the brain processes information.



- Kaufman ISD offers instruction that will strengthen the weak areas of the brain so that dyslexic students will be able to become successful readers.



# What's the Law?

**Texas Dyslexia Law maintains that:**

-a child may only enter or exit the dyslexia program via **504 or IEP meetings**.

-the identification process is to collect both **formal and informal data** to evaluate the whole child when making a decision.

-referral information should be collected from, but not limited to:

**parents**

**teachers**

**nurse**

**academic history**

**test data**

**prior**

**interventions**







# State Mandates for Instruction

A highly skilled and knowledgeable educator who has specific preparation in the remediation of dyslexia should teach the student using:

- a **research-based, systematic, explicit, and intensive reading** curriculum.
- a structured program using **phonemic awareness, phonics, fluency, vocabulary, reading comprehension strategies, and handwriting.**”

# Dyslexia Instruction in Kaufman ISD



- Available to all elementary and secondary students.
- Offered at the student's home campus.
- Consistent Orton-Gillingham based instruction, **in addition to** classroom reading instruction.  
(Secondary class circumstances may vary.)

504/IEP committees, with LPAC representation when needed, are responsible for placement decision.

# Dyslexia Program Instruction

- Phonological Awareness and Listening Comprehension
- Letter/Sound Automaticity
- English Reading and Spelling Rules
- Alphabet and Dictionary Mastery
- Cursive Handwriting
- Reading Rate, Accuracy, and Fluency
- Prefix and Suffix meanings
- Greek and Latin Root Word meanings
- Reading comprehension techniques



## **Whoopie Goldberg**

Many people with dyslexia find an outlet in acting, comedy, and the arts. Keira Knightley, Tom Cruise, Robin Williams, Jay Leno, Orlando Bloom, Pablo Picasso, Leonardo di Vinci, and Ansel Adams are only a few.

# Effective strategies for teaching dyslexia students

Addressing:

- poor reading skills
- slow processing speed
- low self-esteem

- Allow the student to **whisper read** during 'read-to-self' time.
- Allow use of a **place marker** for reading or copying.
- Offer opportunities for the student to present content **in alternative ways**, such as a speech, skit, video, power point, or art project.
- **Provide questions prior to group discussion**, to allow student time to prepare a response.
- **Be sensitive** when asking the student to read aloud in class.



# Effective strategies:

Addressing:

- Dysgraphia
- Spelling difficulties



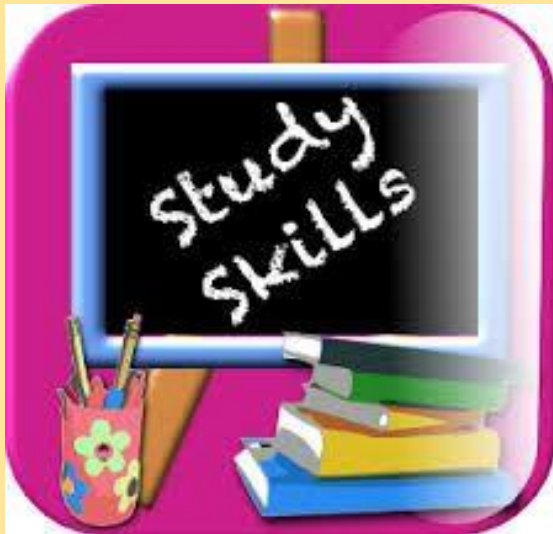
**Allow the student to focus on content and understanding, rather than notetaking.**

- **Share teacher notes** with the student before lecture.
- **Ask a peer to share** notes with the student.
- Allow the student to **take a picture of the notes** from the lecture.
- Provide student with a **fill-in-the-blank outline**.
- Issue the student a **commonly misspelled word list** as a reference tool for writing.

# Effective strategies:

Addressing:

- Disorganization
- Written expression
- Spelling



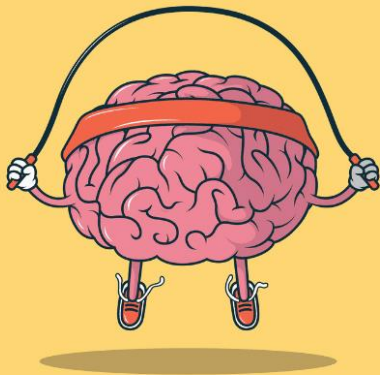
**Teach study skills within the content areas:**

- **Use of outline** to identify vital information.
- **Teach organizational skills** with the use of agendas and binders.
- **Use graphic organizers or illustrations** to structure writing and other academic subjects.
- **Take pictures** of board notes or assignments on electronic devices.
- Allow **speech-to-text technology** for written expression.

# Suggested Strategies

Addressing:

- ADD
- ADHD

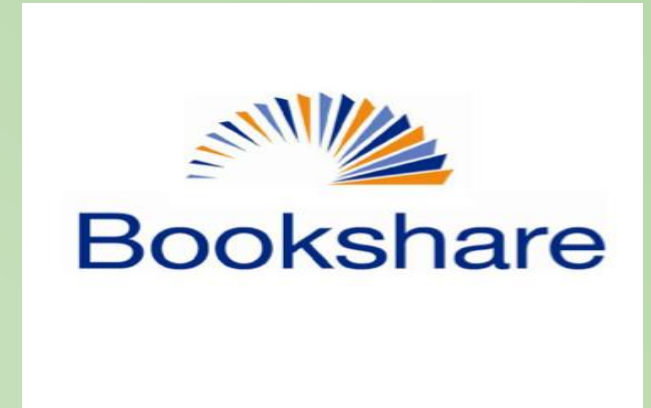


- Allow the student to **stand during class**.
- **Place velcro** under the student's desktop to touch with fingers.
- Provide a **clipboard** to complete assignments while standing.
- Stretch **bungee cords** across the front of a chair, so the child may quietly bounce legs.
- Incorporate **body movement** into the daily lesson for brain breaks.

# Effective strategies:

Addressing:

Access to grade level reading material.



## -Use of Audio Books

- **Auditory books are** accessible on many electronic devices.
- Over 80,000 book titles, including Texas adopted textbooks.
- Provides students with grade-appropriate content
- Bookshare is available to all students with dyslexia through state grant
- **Dyslexia Teachers must enroll eligible students in grant subsidized Bookshare.**

# Effective STANDARDIZED TESTING options:

Addressing:

All 504/IEP students  
with the identification  
of dyslexia



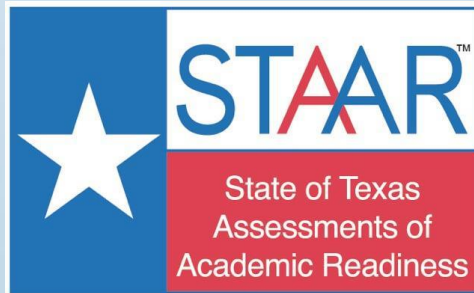
- **504/IEP only accommodations**
  - Oral assessments within the classroom
  - Oral questions and answers (not available for Writing)
  - Provide extra time to complete assignments
  - Small group administration



# Effective STANDARDIZED TESTING options:

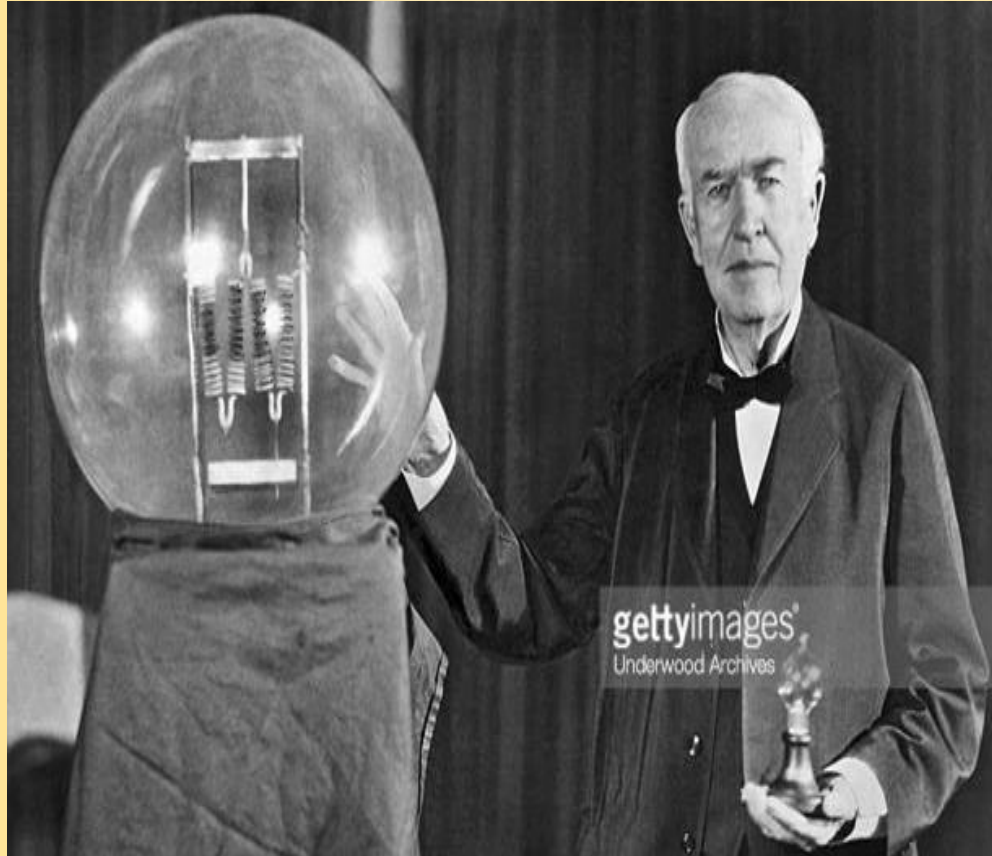
Addressing:

All 504/IEP students  
with the identification  
of dyslexia



**Each child is treated individually.  
Accommodations are tailored to  
reflect student need.**

- **On-Line Testing**, must provide thorough on-line tool training.
- **Oral Administration**
- **Small Group**
- **Extended Time**
- **Transcribing** (must meet specific criteria)



**Thomas Edison**



**Steve Jobs**

Students with dyslexia may think differently, read more slowly, and spell incorrectly; but, many people with dyslexia have changed the world forever by use of their curiosity, tenacity, and grit.

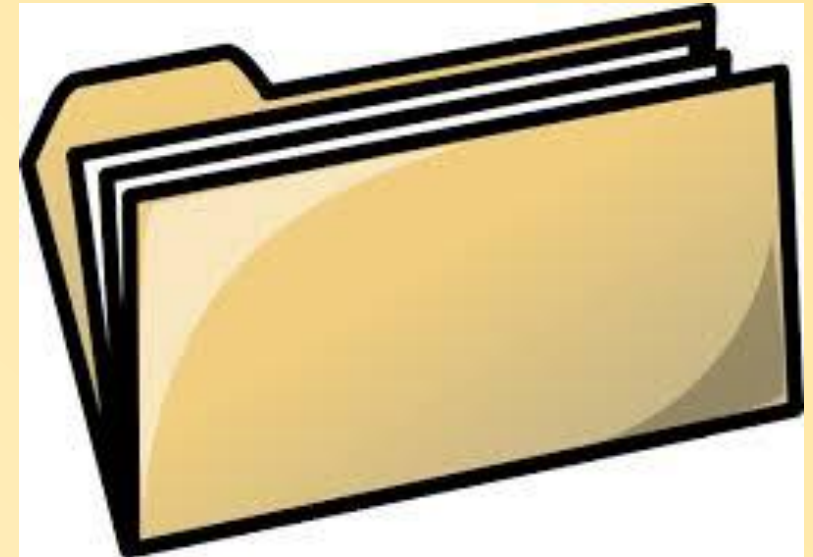
# Kaufman ISD Referral Process

## PRE-REFERRAL

- Open **communication with the parents** to express reading/writing concerns
- **Review student academic history** to identify when struggles began
- Present the **interventions tried** to the campus RTI committee
- If interventions have yielded little progress, characteristics have been discussed and apply, a dyslexia referral may be in order
- **504 Coordinator will contact parent** to obtain 'permission to test'

# REFERRAL IN PROCESS

- Referral forms are completed
  - Dyslexia Collection
    - teacher information
    - parent information and consent
    - health data
    - work samples



# ASSESSMENT

- Dyslexia Department Diagnostician/SPED Diagnostician
  - Cognitive, language, and achievement tests

Informal and Formal data will be compiled in a report and submitted for 504/IEP Committee review.



# FOLLOW-UP MEETING

- 504/ IEP meeting will discuss the findings of the data
- Placement will be determined
- Accommodations will be discussed and decided
- Even if a student does not qualify for the dyslexia program, the committee may find that the testing data shows eligibility for 504 protection with accommodations.





# Student Progress



- Dyslexia Progress Reports are **sent annually**.
- **Dyslexia staff are to be represented at the 504/ IEP meetings** to discuss student progress.
- This 2-3 year program is systematic and cumulative. The student is constantly reviewing previous concepts in order to achieve skill mastery.



# Dismissal from Dyslexia Program

The campus committee should consider the following factors when recommending a student exit the program or receive reduction of services.

- Progress within the dyslexia program
- Improved classroom reading performance
- Reading STAAR results
- Teacher/Parent input
- Student Success

**Do not delay  
dismissal for  
spelling alone.**

Spelling  
Test

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

1 _____	7 _____
2 _____	8 _____
3 _____	9 _____
4 _____	10 _____
5 _____	11 _____
6 _____	12 _____

-If a student is exhibiting success in reading, but a lack of significant progress in spelling, **they should not be detained in the dyslexia program.**

-It is research-based that **spelling abilities are far delayed to reading skills.** It is considered normal.

Therefore, the student should not be penalized by remaining in the dyslexia classroom for poor spelling only.

**A student may also be dismissed** from the  
Dyslexia Program for the following reasons:

- Limited progress/ **inappropriate placement**
- Receiving **other services**

**All dismissals require 504/IEP committee decision.**



**Walt Disney**



**Steven Spielberg**

Out-of-the-box thinking isn't always a negative attribute of dyslexia.



# 504/ IEP Protection

Although a dyslexic student may not be receiving direct services, **they still qualify for protection under the 504 and IDEA laws**, as 'Dyslexia with No Plan'.

Dismissed students continue to be eligible to use the accommodations within the classroom and on standardized tests that have been successful for them.

**These accommodations could follow them through college.**



**IDEA**  
Individuals with  
Disabilities Act



Contact your child's campus or the Special Programs Department, if you have questions about dyslexia.

Thank you!

Sherry Kerr  
Director of Special Programs  
972-932-2622  
skerr@kaufman-isd.net