

Characteristics of Dyslexia

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”)
- Poor auditory memory for nursery rhymes and chants
- Difficulty 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 a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ā/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words: (reading 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”)

Second Grade and Third Grade many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud
- Avoidance of reading (particularly for pleasure)
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

The Gift of Dyslexia Common Strengths of Dyslexia

1. Seeing the Bigger Picture
2. Excel at Global Visual Processing
3. Improved Pattern Recognition
4. Good Spatial Knowledge
5. Picture Thinkers
6. Sharper Peripheral Vision
7. Business Entrepreneurs
8. Highly Creative
9. Excellent Problem Solvers

Dyslexia Around the World

Legendary Film Director
Steven Spielberg

Former NFL Quarterback
Tim Tebow

Influential Physicist
Albert Einstein

Celebrity Chef
Jamie Oliver

American Industrialist
Henry Ford

Architect
Richard Rogers

Famous Musician
John Lennon

Dyslexia Program Awareness for Educators and Parents

Information for educators and parents
about dyslexia in the State of Texas

What is dyslexia?

What are the school
district’s requirements
related to dyslexia?

What are characteristics of
dyslexia?

Who can I contact if I have
questions or concerns?





What is Dyslexia?

Texas Education Code 38.003 defines dyslexia and related disorders in the following way:

- “Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
- ”Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific development dyslexia, development dysgraphia, and developmental spelling disability.

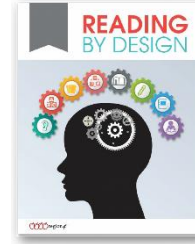
The International Dyslexia Association defines dyslexia in the following way:

- 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.

Alto ISD Dyslexia Instruction

Reading By Design

The Region 4 ESC Reading by Design Program is a systematic, multisensory set of instructional routines.



This program is aligned with research-based practices for developing literacy and is designed for students with basic reading difficulties, such as dyslexia. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels.

Reading by Design includes all of the components of instruction and instructional approaches supported through research cited in the *The Dyslexia Handbook- Revised 2021: Procedures Concerning Dyslexia and Related Disorders*.

Teacher Training Requirements:

- Must have valid Texas teaching certificates for the particular grade level(s) that they teach.
- Must be trained in dyslexia and related disorders.
- Must be trained in the program the district has developed or purchased for use with students with dyslexia as well as in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods.

Alto ISD Contacts

Elementary Counselor: Samantha Iles
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Middle School Counselor: Emily Rabago
erabago@alto.esc7.net

High School Counselor: Tonya Watson
twatson@alto.esc7.net

District Curriculum Director: Misty Townsend
mtownsend@alto.esc7.net



Parent Resources

Bookshare

<https://www.bookshare.org>

Learning Ally

<https://www.learningally.org>

International Dyslexia Association

<http://www.interdys.org>

Texas Education Agency

<https://tea.texas.gov>