

## EFFECTIVE STRATEGIES

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

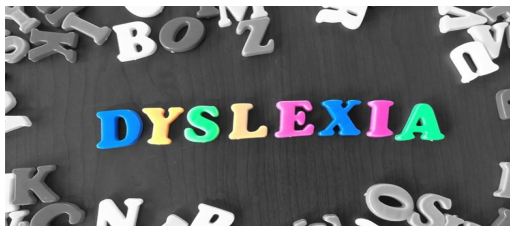
## POSSIBLE ACCOMMODATIONS TO BE DETERMINED BY COMMITTEE

- 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

### Magnolia ISD Dyslexia Contact

Sarah Harcrow

281-252-2111 ext. 1407

[sharcrow@magnoliaisd.org](mailto:sharcrow@magnoliaisd.org)

### 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](http://www.region10.org/dyslexia/index)

### Dyslexia contacts at the

#### Texas Regional Education Service Centers

[http://www.tea.state.tx.us/regional\\_services/esc/](http://www.tea.state.tx.us/regional_services/esc/)

## Parent and Student Resources

### International Dyslexia Association

<http://www.interdys.org>

### Learning Ally

<https://learningally.org/>

### Texas College and Career Readiness Support Center

<http://txccrsc.org/>

### Partners Resource Network

<http://prntexas.org>

### Magnolia ISD website

<http://magnoliaisd.org>

### Talking Book Program for Dyslexia

Students determined, on the basis of dyslexia screening or reading instrument results to have dyslexia or a related disorder, or to be at risk for dyslexia or other reading difficulties, have access to the Talking Book Program (TBP) maintained by the Texas State Library and Archives Commission. The TBP allows students with reading disabilities to borrow audiobooks free of charge. Over 100,000 titles are available, including hundreds of titles in Spanish. Use the link below to open the TBP site.

<https://www.tsl.texas.gov/tbp/index.html>

### Support Groups for Parents

#### A Brighter Education for Dyslexia

<https://brightereducationdyslexia.org/>

### Houston Branch of the International Dyslexia Association (HBIDA) - Parent Networking Group.

<http://www.houstonida.org/about-hbida/what-we-do/>



# Magnolia ISD Dyslexia Program



## 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?

The law that applies to an individual student is determined by data and the student's individual needs.

If a team determines that the data lead to the suspicion of a disability and that special education services are necessary to provide specially designed instruction, the team must refer the student for an evaluation under IDEA and all special education procedures must be followed.

If—based on the data—the team suspects that a student has dyslexia or a related disorder, but does not believe that special education is necessary to meet the student's needs, the team must refer the student for an evaluation under Section 504.

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".

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 or Section 504. Procedural safeguards under IDEA and Section 504 must be followed. Formal evaluations would assess the academic skills and cognitive processes related to dyslexia. Decisions are made by the ARD or the Section 504 committee.

For further information please refer to the Texas Dyslexia Handbook

**The Dyslexia Handbook, 2018 Update**  
<https://tea.texas.gov/academics/dyslexia/>

## QUESTIONS FOR DETERMINING DYSLEXIA

Does the data show the following characteristics of dyslexia? Such as difficulty with accurate and/or fluent word reading, poor spelling skills and/or poor decoding ability.

Do these difficulties (typically) result from a deficit in the phonological component of language?

Are these difficulties unexpected for the student's age in relation to the student's other cognitive abilities and provision of effective classroom instruction?

## DIFFERENCES 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 Provides the Services to the Students with Dyslexia?

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

