

Dyslexia Awareness Night 2024-2025

EISD Dyslexia & Related Disorders Awareness

Presented By: Allison Key & Dawn Shakespeare



What If We Asked AI to Create Like Dyslexic Thinkers?



Definition of Dyslexia

The International Dyslexia Association:

“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.”

Adopted by the IDA Board of Directors, Nov. 12, 2002.



Texas Definition of Dyslexia

Texas Education Code (TEC) §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 developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

TEC §38.003(d)(1)–(2) (1995)

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>



Characteristics by Grade Level

Grades K–2

- Trouble learning letter names and sounds
- Lack of automaticity of letter names and sounds
- Struggles with phonemic awareness tasks (including rhyming, blending, segmenting and manipulation)
- Difficulty recalling “sight” words
- Difficulty with isolated word reading
- Poor handwriting (letter reversals at this age may still be developmentally common)
- Avoidance of reading and writing activities



Characteristics by Grade Level

Grades 3–6

- Difficulty recalling sight words even after practice
- Difficulty reading words in isolation
- Difficulty with phonics patterns in decoding and spelling
- Inaccurate and slow oral reading
- Comprehension issues arising from poor word recognition; Lower reading comprehension vs. listening comprehension; Poor vocabulary
- Poor handwriting and/or written expression
- Laborious reading and writing tasks create fatigue and hinder multitasking strategies



Characteristics by Grade Level

Middle and High School

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty in learning a foreign language
- Has developed strategies to compensate for lack of word reading proficiency
- Reduced vocabulary and in-depth comprehension from lack of access to wide reading



Twice Exceptional Students

“Twice exceptional students may not initially appear to be at risk for dyslexia. Twice exceptional, or 2e, is a term used to describe students who are both intellectually gifted and learning disabled, which may include students with dyslexia. Parents and teachers may fail to notice either giftedness or dyslexia in a student as the dyslexia may mask giftedness or the giftedness may mask dyslexia”

The Dyslexia Handbook (TEA, Updated 2024)

The International Dyslexia Association’s Gifted and Dyslexic: Identifying and Instructing the Twice Exceptional Student Fact Sheet (2013), identifies the following common characteristics of twice-exceptional students.

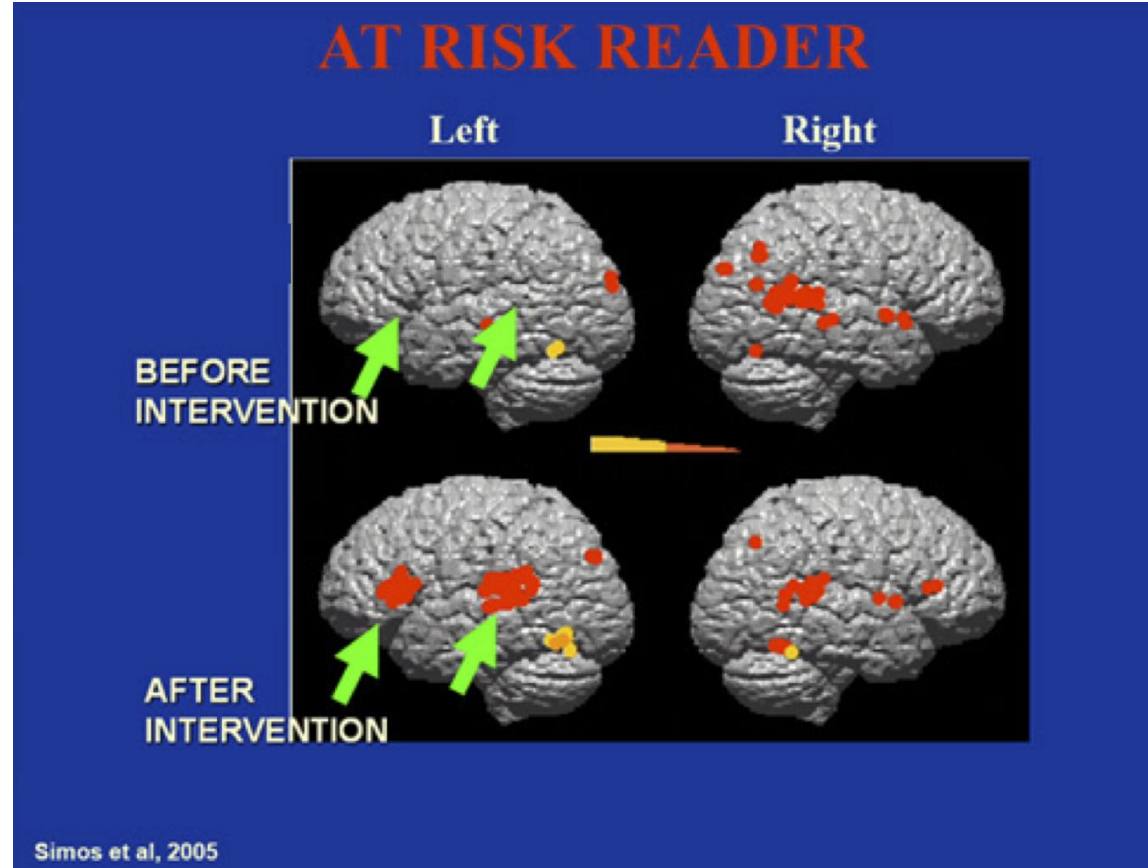
- Superior oral vocabulary
- Advanced ideas and opinions
- High levels of creativity and problem-solving ability
- Extremely curious, imaginative, and questioning
- Discrepant verbal and performance skills
- Clear peaks and valleys in cognitive test profile
- Wide range of interests not related to school
- Specific talent or consuming interest area
- Sophisticated sense of humor



A Neurobiological Disorder

Neurobiological means that the disorder is caused by genetic, metabolic, or other biological factors and is located physically in the brain. Research has found that individuals with dyslexia show neurological differences in both their structure (gray and white matter) and their function.

Early Intervention Benefits



Guiding Principles of Dyslexia Instruction

- **Multi-Sensory** learning is the linkage of visual, auditory, and kinesthetic activities to enhance memory and learning of written language.
- **Language based** learning is the building of skills in the four overlapping areas of language: listening, speaking, reading, and writing.
- **Systematic and Cumulative** instruction is the progression of concepts is from the easiest to the more challenging.
- **Direct and Explicit** instruction is the deliberate teaching of concepts, teacher models, frequent review of skills to help with automaticity.
- **Diagnostic** instruction changes based on student performance.



Elements of Literacy Instruction (Structured Literacy)

- **Phonological Awareness** is the ability to separate and manipulate the sounds in spoken words.
- **Sound-Symbol Association** is mapping sounds to the printed letter
- **Syllable Instruction** is teaching the 6 syllable types and syllable division
- **Morphology** is the study of base words, prefixes, suffixes, and root words
- **Syntax** is the study of the structure of a sentence and the rules of grammar.
- **Semantics** is the study of the meaning of words, phrases, and sentences.
- **Discourse** is the spoken and written language that we use to communicate.
- **Reading Fluency** is reading words with prosody and phrasing in order to retain meaning.
- **Reading Comprehension** is making meaning of what is read.



Dysgraphia

Dysgraphia is related to dyslexia as both are language-based disorders. In dyslexia, the impairment is with word-level skills (decoding, word identification, spelling). Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills—finding, retrieving and producing letters, which is a subword-level language skill.

(Dyslexia Handbook, 2024)



Characteristics of Dysgraphia

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slower writing and copying



Screening and Evaluation Process



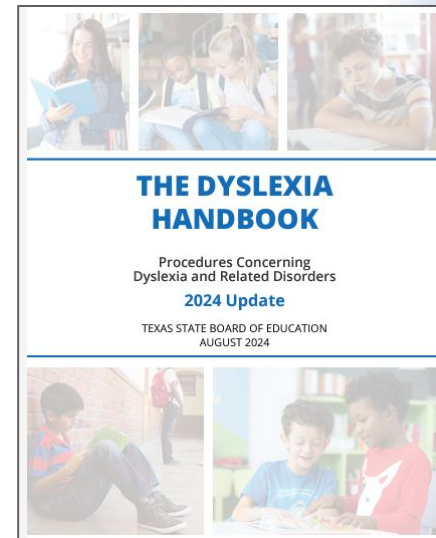
Dyslexia Screener

- In 2017, the Texas legislature passed TEC 28.006 requiring public schools to administer a screener to all students in Kindergarten and 1st grade to help identify students at risk for dyslexia.
- Kindergarten students are screened at the end of the year and First graders are screened in the middle of the year
- Eanes ISD uses mCLASS by Amplify to meet the requirements of the screener as outlined in the Texas Dyslexia Handbook.
- TEC, §28.006(c-1) requires each school district to administer a reading instrument at the beginning of the seventh grade to each student whose performance on the grade 6 STAAR reading assessment did not demonstrate reading proficiency.
- Parents will receive notification if their child is at risk and the action plan to support students.



Texas Dyslexia Handbook Updates

- New Dyslexia Handbook released in June of 2024
- As of February 2022, there is a single pathway for a dyslexia evaluation, which is through Special Education.
- When a school receives an outside diagnosis for dyslexia, this action initiates the Full Initial and Individual Evaluation (FIIE) request process.
- Evidence based dyslexia intervention is considered specially designed instruction (SDI) and therefore Special Education services



Dyslexia Evaluation & Identification Pathways

- **Special Education FIIE**–The campus School Psychologist is responsible for conducting the evaluation according to special education guidelines. If the results of the evaluation prove that the student meets IDEA eligibility criteria for a specific learning disability and that the student needs special education because of dyslexia or a related disorder; then, the ARD committee makes the determination as to whether or not the student has dyslexia and determines the best way to serve the child with either/or specially designed instruction, services, and accommodations
- Dyslexia exists on a continuum. Where the student falls on the continuum determines the amount and type of support needed.



Student Support Team Process

- If the school has a concern related to dyslexia or the parent requests testing, then the Student Support Team (SST) will examine available data such as:
 - Dyslexia screener data
 - Benchmark data
 - Past and current academic records
 - RTI/Intervention Data
 - Work Samples
 - Parent information
 - Teacher/Counselor/Interventionist observations and data
 - New Medical documentation (if applicable)
- Based the review of data, a recommendation for further testing will be determined



Parent Concerns

- Parent should schedule a meeting with their child's teacher to discuss concerns.
- Kindergarten and 1st Grade students will have data from the dyslexia screener.
- 7th grade students who did not master the RLA STAAR will have the reading inventory data
- Classroom and/or Tier 2 teachers will have data to show student progress or lack of growth and the need for an evaluation.
- At any time, parents have the right to request an evaluation through FIIE

<https://www.eanesisd.net/dept/sped/child-find/fiee>

[TEA Dyslexia and Related Disorders: Information for Parents](#)



Dyslexia Intervention in Eanes

- Eanes is currently using the Wilson Reading System and Reading By Design.
- The Wilson Reading System and Reading By Design are structured literacy programs based on the phonological coding research and Orton-Gillingham principles and meet the Dyslexia Handbook requirements.
- Dyslexia intervention will be implemented by a Provider of Dyslexia Instruction (PDI)
- Elementary -most students receive dyslexia intervention during Whatever I Need time (WIN) or as determined by an ARD committee
- Secondary- Students receive dyslexia intervention during a typical class period. In 6th grade this can occur during the WHEEL block.



Campus Dyslexia Specialists

Barton Creek Elementary– Dawn Shakespeare – dshakespeare@eanesisd.net

Bridge Point Elementary– Shane Oberle – soberle@eanesisd.net

Cedar Creek Elementary– Angela Maldonado – amaldonado@eanesisd.net

Eanes Elementary– Elizabeth Harpine – eharpine@eanesisd.net

Forest Trail Elementary– Ashley Krause – akrause@eanesisd.net

Valley View Elementary– Lisa Bost – lbost@eanesisd.net

Hill Country Middle School – Sharon Burns – sburns@eanesisd.net

Westridge Middle School– Kristin Behnke – kbehnke@eanesisd.net

Westlake High School– Joy Eickhoff – jeickhoff@eanesisd.net

*Other staff members at each campus are trained to provide dyslexia instruction.



Support for Students with Dyslexia/Dysgraphia

- Graphic Organizers
- Instructional apps for phonics and fluency practice
- Note taking strategies and support
- Handwriting tools
- Oral administration (by a person or through the use of technology)
- Text to speech; Speech to text
- Spelling Assistance
- Access to audiobooks (Learning Ally and/or Talking Books)



Support at Home

- Create a language rich environment: listen to audiobooks, re-read favorite books, talk about the stories that you have read.
- Set up a study space. Make sure they have a dedicated space to do their work.
- Give appropriate praise. Take the time to acknowledge their efforts.
- Recognize their strengths and nurture their gifts.
- Promote self-advocacy. Teach your children to ask for help and to know their accommodations.



Recommended Reading List

- *Overcoming Dyslexia* by Sally Shaywitz
- *Equipped for Reading Success* by David Kilpatrick
- *Raising a Child with Dyslexia: What Every Parent Needs to Know* by Don Winn
- *Straight Talk About Reading: How Parents Can Make a Difference During the Early Years* by Louisa Moates
- *Unlocking Literacy: Effective Decoding and Spelling Instruction* by Marcia Henry
- *Dyslexia Explained* by Mike Jones



Resources

[Dyslexia Resources on the District website](#)

[International Dyslexia Association - ...until everyone can read!](#)

[Reading Rockets | Launching Young Readers](#)

[The Yale Center for Dyslexia](#)



Questions



References

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