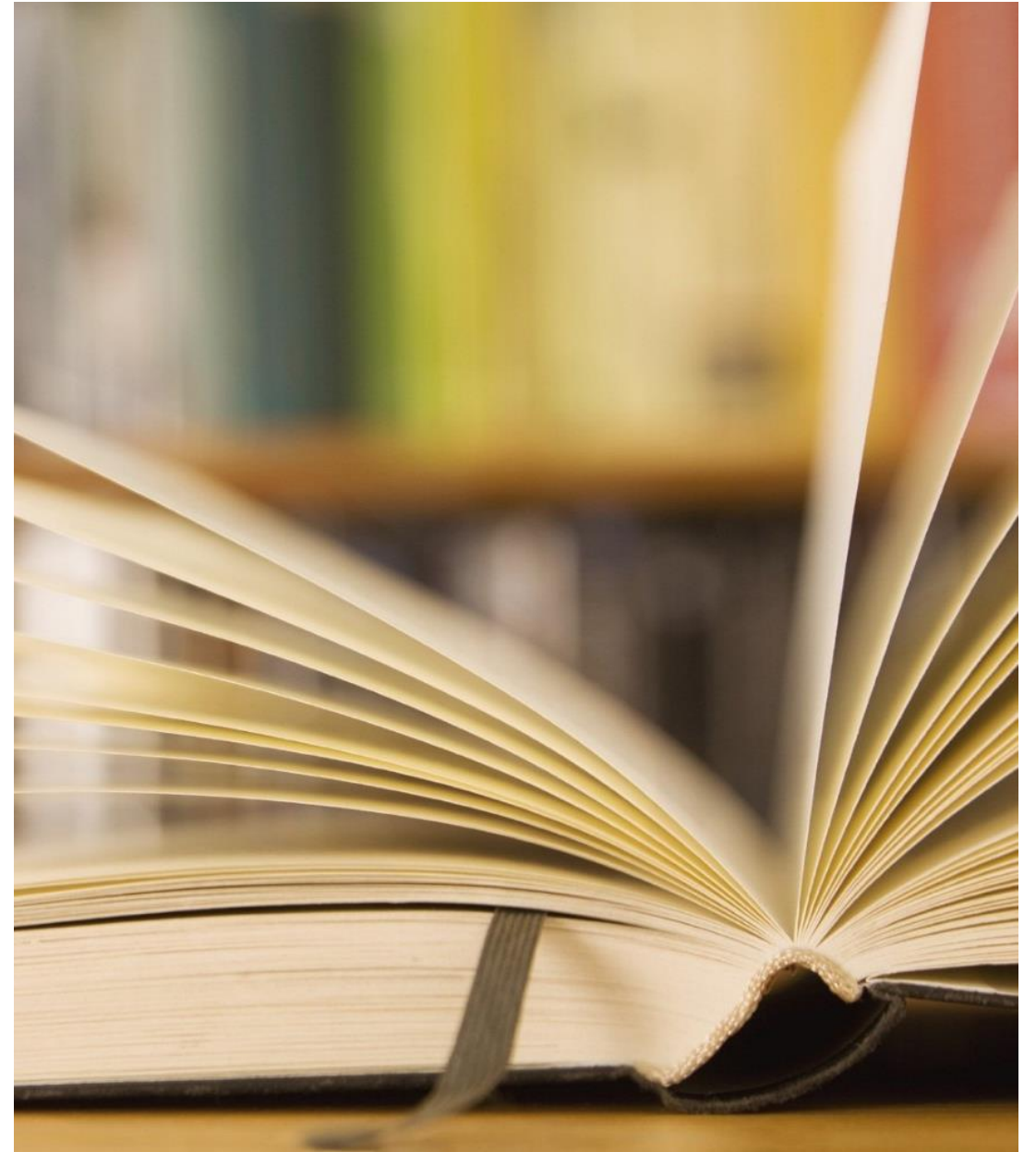


Galveston Independent
School District

**DYSLEXIA
PARENT
GUARDIAN
INFORMATION**



GISD DYSLEXIA EDUCATION

Definition and Characteristics of Dyslexia

Screening, Testing, and Identification for Dyslexia

Effective Teaching Strategies for Dyslexia

Qualifications for those Delivering Dyslexia Services

Classroom and Testing Accommodations and Modifications for Dyslexia

Eligibility, RTI Information, Evaluation Requests and Services for Dyslexia

Resources for Dyslexia

District Contact Information

“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.

Dyslexia

Students identified as having dyslexia typically experience primary difficulties in **phonological awareness**, including phonemic awareness and manipulation, **single-word reading**, **reading fluency**, and **spelling**. Consequences *may* include difficulties in **reading comprehension** and/or **written expression**.

- **The following characteristics identify risk factors associated with dyslexia at different stages/grade levels. (Per TEA Handbook)**

- **Preschool** · Delay in learning to talk · Difficulty with rhyming · Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawnmower”) · 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 (e.g., “baseball” can be pulled apart into “base” “ball” or “napkin” can be pulled apart into “nap” “kin”) · Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ă//n/) · Difficulty remembering the names of letters and recalling their corresponding sounds · Difficulty decoding single words (reading single words 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 (e.g., “to,” “said,” “been”) · Difficulty decoding single 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 (e.g., reading is slow, inaccurate, and/or without expression) · 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 (e.g., fear of reading aloud in front of classmates) · Avoidance of reading (particularly for pleasure) · Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression) · Difficulty decoding unfamiliar words in sentences using knowledge of phonics · 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”) 4 · Reliance on listening rather than reading for comprehension
- **Middle School and High School** Many of the previously described behaviors remain problematic along with the following: · Difficulty with the volume of reading and written work · Frustration with the amount of time required and energy expended for reading · Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression) · Difficulty decoding unfamiliar words in sentences using knowledge of phonics · Difficulty with written assignments · Tendency to avoid reading (particularly for pleasure) · Difficulty learning a foreign language
- **Postsecondary** Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student’s reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following: · Difficulty pronouncing names of people and places or parts of words · Difficulty remembering names of people and places · Difficulty with word retrieval · Difficulty with spoken vocabulary · Difficulty completing the reading demands for multiple course requirements · Difficulty with notetaking · Difficulty with written production · Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

Screening, Evaluating and Identifying Dyslexia

- Dyslexia Screenings occur at the end of Kindergarten, middle of 1st Grade, and any time dyslexia is suspected. Screenings give indicators of strengths and weaknesses on key components of language: Foundational skills (phonological awareness, alphabetic principal, whole word reading), Fluency (accuracy and rate of reading), and Comprehension.
- Evaluations per Child Find occur anytime that a parent, student or teacher suspects a learning disability.
- Identification Pathway through a Full Individualized Evaluation (FIE) includes the following: Consent for Evaluation, Safeguard Procedures, Special Education Overview, Data Collection that may include health screening, primary language, parent survey, classroom observation, student work samples, as well as cognitive and academic testing. Once an assessment is complete, a committee (consisting of parents, child (if age appropriate), a representative from general and special education, dyslexia representative, school administrator, and any other specialist involved, will have a meeting to go over evaluation results.
- If a student is identified as having a specific learning disability, the committee will then determine the best instructional plan for the student.

Services for Students with Dyslexia

Section 504 Plan

- Tiered Interventions: Student will receive interventions that are part of the general education program, which could include instruction from the general education dyslexia interventionist or any other tier reading or writing intervention.
- Accommodations: Student will receive accommodations provided as part of Section 504 plan.
- Dyslexia Instruction: Student receives dyslexia instruction with a general education dyslexia interventionist in a general education setting and any appropriate accommodations.

Special Education Services

- General Ed Dyslexia Instruction & Indirect SPED services: Student receives dyslexia instruction from a general education dyslexia interventionist in a general education setting. Dyslexia is identified in the IEP and a certified SPED staff member provides indirect/support/consultative services. The IEP includes annual goals, progress monitoring, and accommodations.
- General Ed Dyslexia and Direct SPED services: Student receives dyslexia instruction from a general education dyslexia interventionist and those services are reflected in the IEP. Student also may receive additional direct special education and related services as part of the IEP.
- Special Ed Dyslexia Instruction: Student receives dyslexia instruction from a special education teacher in a special education setting as reflected in the IEP.

House Bill 3928 was signed into law on June 10, 2023 and addresses evaluation, identification and services for students with Dyslexia.

Keep updated with this link:

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-hb-3928>

Effective Strategies to use for Instruction

Critical, Evidence-Based Components of Dyslexia Instruction Must Include:

- Phonological Awareness
- Sound-Symbol Association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension
- Reading Fluency

Delivery of Instruction

Simultaneous,
Multisensory (VAKT)

Systematic and
Cumulative

Explicit Instruction

Diagnostic teaching
to automaticity

Synthetic and
Analytic Instruction

Teacher must be
highly trained in the
delivery of dyslexia
instruction

Accommodations and Modifications that will be Considered

Classroom

Read aloud materials upon request
Note taking
Assistance/Copies of notes
Spelling not counted incorrect unless for spelling test or final copy of work
Reminders to stay on task
Preferential Seating
Manipulatives/Graphic Organizers
Additional time on assignments
Reduced/shortened assignments

Technology

Text to speech
Speech to text
C-Pen
Word Processing tools
Audiobooks
Electronic Dictionary

District Testing

Small group
Oral Administration
Extended time

STAAR

Small group
Oral Administration
Extended time
Content Language Supports

DYSLEXIA ELIGIBILITY, EVALUATION REQUESTS, AND SERVICES THROUGH INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), OR THE REHABILITATION ACT, SECTION 504 AND RESPONSE TO INTERVENTION (RTI)

<https://www.understood.org/articles/individuals-with-disabilities-education-act-idea-what-you-need-to-know>

<https://www.gisd.org/departments/special-educationsection-504>

<https://spedsupport.tea.texas.gov/sites/default/files/2023-11/Guidance%20for%20the%20Comprehensive%20Evaluation%20of%20SLD.pdf>

Texas State Library *Talking Books* *Program*

- Audiobooks are highly encouraged as students figure out the code to reading. By listening to good quality literature, students gain new vocabulary, comprehend valuable text, and hear fluent reading: all great skills to develop. Audiobooks also offer an opportunity to listen while traveling, relaxing, or exercising!
- To get access to this free service, please use the following link.
- <https://www.tsl.texas.gov/tbp/aboutus>





Extra Resources

- **Neuhaus Education Center**
<https://www.neuhaus.org/>
- **Region 4 Teacher Services**
<https://www.esc4.net/>
- **International Dyslexia Association**
<https://dyslexiaida.org>
 - **Texas Education Agency**
 - <https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>
 - **TEA Dyslexia Handbook**
 - <https://tea.texas.gov/academics/special-student-populations/texas-dyslexia-handbook-2021.pdf>

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