Dyslexia

Nueces Canyon CISD

What is Dyslexia?

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays average ability to learn in the absence of print and receives the same classroom instruction that benefits most children however, the student continues to struggle with some of all of the many facets of reading and spelling. This student may be a student with dyslexia.





Characteristics of Dyslexia

The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling.

Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are unexpected for the student's age, educational level, or cognitive abilities.

Additionally, there is often a family history of similar difficulties.

Evaluation

Child Find is a provision in the Individuals with Disabilities Education Act (IDEA), a federal law that requires the state to have policies and procedures in place to ensure that every student in the state who needs special education and related services is located, identified, and evaluated. The purpose of IDEA is to ensure that students with disabilities are offered a free and appropriate public education. Because a student suspected of having dyslexia may be a student with a disability under the IDEA, Child Find mandate includes these students. Therefore, when referring and evaluating students suspected of having dyslexia, Local Education Agencies must follow procedures for conducting a full individual and initial evaluation (FIIE) under IDEA. For detailed information regarding Child Find, scan the QR code.



Effective Instruction

Students with dyslexia receive dyslexia instruction that contains the components of an Evidence-Based Dyslexia (EBD) instruction. Evidence-based dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. This instruction must be explicit, systematic, and intentional in its approach. This instruction is designed to likely take place in a small group setting. Multi-sensory instruction involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language. Our school utilizes the Reading by Design program for dyslexia intervention. The curriculum meets all state requirements.



Accommodations

Accommodations are not a one size fits all, but rather selected to address the impact of dyslexia on each individual student. Listed below are examples of reasonable classroom accommodations:

- Copies of notes
- Note-taking assistance
- Additional time on assignments and tests
- Reduced/shortened assignments
- Alternative test location
- Priority seating assignment
- Oral reading of directions and written material
- Word banks
- Audio Books
- Test to speech
- Speech to test
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs



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2024 Texas Dyslexia Handbook

If you would like a printed copy, please contact your child's campus.