



Dyslexia Program Information Brochure

What is Dyslexia?

Dyslexia is a neurological condition caused by a different wiring of the brain. People with dyslexia struggle to read and spell words correctly. Dyslexia may also impact people differently including difficulties with phonics, reading comprehension, and language skills.

These difficulties have no connection to their overall intelligence. While people with dyslexia are slow readers, they have strengths in other areas.

Dyslexia can't be "cured"- it is lifelong. But with the right supports, including systematic and explicit reading instruction, students can physically rewire the brain and improve reading. Dyslexic individuals can become highly successful students and adults.

Common Characteristics Associated with Dyslexia

Difficulties with reading

Difficulties with oral language

Difficulties with spelling

Difficulties with writing

What else might be seen?

- Tendency to avoid reading (particularly for pleasure)
- Resistance to reading aloud
- Trouble with notetaking
- Deflated self-esteem that can seem to be a lack of motivation

How is Dyslexia Identified?

In CFISD, we follow the Texas Education Agency (TEA) requirement that the Special Education ARD/IEP Committee must determine if a student has characteristics of dyslexia.

Screening

All public-school students are required to be screened for dyslexia while in kindergarten and 1st grade. Additionally, students enrolling in public schools in Texas must be assessed for dyslexia and related disorders "at appropriate times" (TEC 38.003(a)).

Considerations

- Poor academic performance in one or more areas of reading and spelling that is unexpected for the student's age/grade.
- Average or better understanding of information that is delivered orally or absent of print.

Data Gathering

Data is collected on the student regarding performance in class (grades) and on district and state tests. Additionally, vision and hearing tests are administered to rule out any complications. Adequate instruction and participation and progress with reading interventions is considered. As always, parent observations and input are critical.

The Student Intervention Team will review the data to determine if a Full and Individual Initial Evaluation through Special Education is needed.

Formal Assessment

Parents are notified and permission is acquired before the Full and Individual Initial Evaluation begins.

An educational diagnostician will complete the Full and Individual Initial Evaluation that measure academic skills and cognitive processes related to dyslexia.

Dyslexia Identification Process

Recommendations & Notification

The ARD/IEP committee will notify parents and determine if a student:

- Is eligible for special education services and individualized education program (IEP) is developed.
- Needs specially designed dyslexia instruction.
- Needs accommodations to support learning in the classroom.
- Needs accommodations for district and state assessments.

Accommodations for the classroom and/or district and state assessments are based on individual student need and must be routinely used in the classroom. Accommodations will be documented for effectiveness and may be adjusted as needed. Refer to the TEA (www.tea.state.tx.us) website for current state testing accommodations.

All Providers of Dyslexia Instruction Teachers have documented training in the evidenced based curriculum.

Effective Instruction

Instruction is provided by a teacher trained in dyslexia and related disorders. Small group settings that include intensive, systematic, sequential, and multi-sensory instruction.

Effective Strategies

In addition to explicit and systematic instruction, as addressed above, students are introduced to:

- Self-monitoring strategies
- Memory techniques to remember processes
- Organizing, time management and reviewing information.

Misconceptions of Dyslexia:

- Dyslexia is not a result of low intelligence. (An **unexpected** gap exists between learning aptitude and achievement.)
- The problem is not behavioral, psychological, motivational, or social.
- People with dyslexia do not “see backward.”

(Source: International Dyslexia Association)

Resources for Dyslexia:

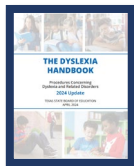
Texas Education Agency

1.512.463.9581

<https://tea.texas.gov/academics/dyslexia/>

The Dyslexia Handbook, 2024 Update

<https://tea.texas.gov/academics/dyslexia/>



Hardcopy of Dyslexia Handbook available upon request from the dyslexia teacher.

Understood– What is Dyslexia

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia>

International Dyslexia Association

<https://dyslexiaida.org/>

The Yale Center for Dyslexia & Creativity

<http://dyslexia.yale.edu/>

Texas Dyslexia Helpline

1.800.232.3030

<https://www.region10.org/programs/dyslexia-statewide/overview/>

Texas Regional Education Service Centers

[Education Service Centers](#)
[ESC Region 4 Dyslexia Department](#)

Region 4 Reading by Design Parent Brochure



Audio Book Resources:

Sora

Student's App Library (CFISD Library Resource)

Talking Books

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



Cypress-Fairbanks ISD

11440 Matzke Road
Cypress, Texas 77429

Stefanie Ware, M. Ed
Director of Dyslexia
Phone: 281.517.6568
Email: stefanie.ware@cfisd.net

CFISD Campus
Providers of Dyslexia Instruction (PDI)
Teachers



Published by CFISD