



WESLACO INDEPENDENT SCHOOL DISTRICT
Office of Special Education Services

dyslexia

&

Related Disorders

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CHARACTERISTICS OF DYSLEXIA & Related Disorders

The current definition from the International Dyslexia Association states:

Dyslexia is a specific learning disability that is neurological 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.





DYSLEXIA SCREENING

Information

Universal Screening and Data Review for Reading Risk

In kindergarten and first grade, universal screening for reading and dyslexia is administered as required by TEC §28.006 and §38.003(a)

- Kindergarten students must be administered a reading instrument at the beginning of the year (BOY), and may be administered a reading instrument at middle of year (MOY), and end of year (EOY)
- Kindergarten students must be screened for dyslexia at the end of the school year.
- First grade students must be administered a reading instrument at BOY and may be administered a reading instrument at MOY, and EOY
- First grade students must be screened for dyslexia not later than January 31.

Does the screener show the student MAY be at risk for reading difficulties?

NO

Continue grade level, evidence-based core reading instruction (Tier 1) and provide any other appropriate tiered interventions.

YES

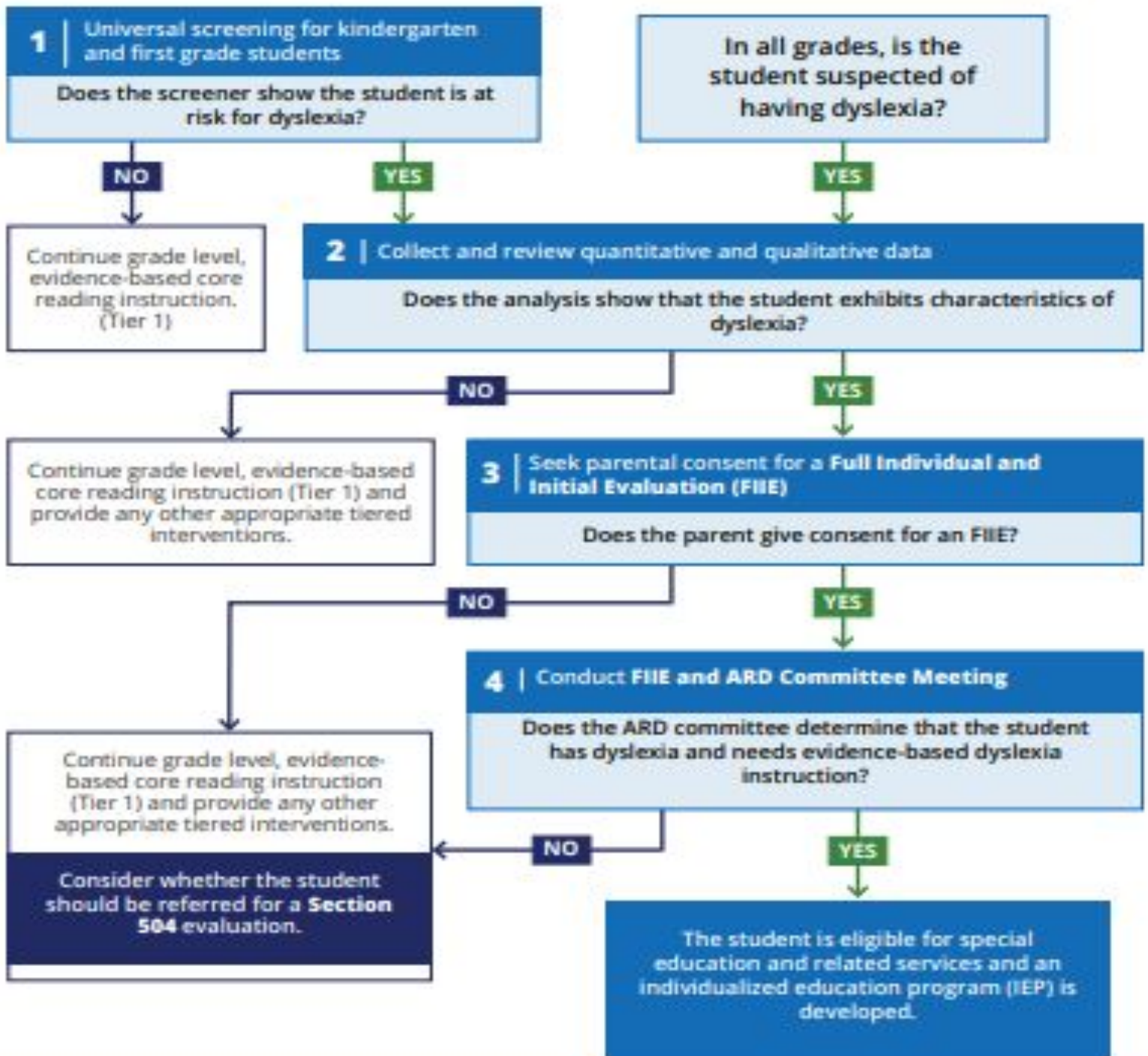
Seek parental consent for a Full Individual Initial Evaluation (FIIE) and follow all required procedures, including giving parents the required Overview of Special Education for Parents form, and, if the school receives consent, conduct the FIIE within 45 school days, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions. The ARD committee (including the parent) meets to review the results of the FIIE.

See Figure 3.8

EVALUATION AND IDENTIFICATION OF DYSPLEXIA & Related Disorders

Figure 3.8. Pathway for the Identification and Provision of Instruction for Students with Dyslexia

Pathway for the Identification and Provision of Instruction for Students with Dyslexia



EFFECTIVE INSTRUCTIONAL STRATEGIES FOR TEACHING STUDENTS WITH DYSLEXIA & *Related Disorders*

Effective literacy instruction is essential for all students and is *especially* critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact.

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.



QUALIFICATIONS OF AND CONTACT INFORMATION FOR PROVIDERS OF DYSLEXIA INSTRUCTION & Related Disorders

In order to provide effective intervention, school districts are encouraged to employ highly trained individuals to deliver dyslexia instruction. Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(d) and must deliver the instruction with fidelity.

Elementary Campus	Provider of Dyslexia Instruction	Contact Information
Airport	Joseph M. Hough	jhough@wisd.us
Cleckler-Heald	Sherrri Bagwell	sbagwell@wisd.us
Gonzalez	Ashley Sanchez	assanchez@wisd.us
Margo	Yolanda Montano	ytrevino@wisd.us
Memorial	Josue Palomo	jcpalomo@wisd.us
North Bridge	Yolanda Montano	ytrevino@wisd.us
Rico	Beatriz de Anda	bdeanda@wisd.us
Sam Houston	Joseph M. Hough	jhough@wisd.us
Silva	Ashley Sanchez	assanchez@wisd.us
Ybarra	Eliza Garcia	elrodrigue@wisd.us
Middle School Campus	Provider of Dyslexia Instruction	Contact Information
B. Garza	Michelle Adams - Muniz	madams@wisd.us
Central	Consuelo Cavazos John Martinez Mary Strickland	cocavazos@wisd.us johmartine@wisd.us mstrickl@wisd.us
Cuellar	Mariela Martinez	marmartinez@wisd.us
Mary Hoge	Gabriella Ortiz	gortiz@wisd.us
High School Campus	Provider of Dyslexia Instruction	Contact Information
South Palm Gardens HS	Jessica Ferrer	jdferrer@wisd.us
Weslaco High School	Itzel Zepeda	imzepeda@wisd.us
Weslaco East High School	Alfredo Oviedo Andrew Rangel	oviedo@wisd.us airangel@wisd.us



INSTRUCTIONAL MODIFICATIONS & ACCOMMODATIONS FOR STUDENTS IDENTIFIED WITH DYSLEXIA & Related Disorders

In addition to dyslexia instruction, accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom. Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation.

Listed below are examples of reasonable classroom accommodations:

- 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, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs

Please note: this list is not exhaustive.



OVERVIEW OF SPECIAL EDUCATION FOR PARENTS

Form

Overview of Special Education for Parents



SPECIAL EDUCATION PROCESS:

Parents have a right to request a special education evaluation at any time. Schools are required to refer a student for an evaluation when a disability is suspected that might require special education services. It's important to understand the steps of the **special education process**.

Steps to Begin Special Education:



Receiving Special Education Services:



Implement the IEP

Special Education is a Service not a Place.





DYSLEXIA HANDBOOK

Information

For information regarding how to request a copy and access an electronic version of the Dyslexia Handbook, please contact:

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