

# Dyslexia and Related Disorders: Information for Parents

## Characteristics of Dyslexia and Related Disorders:

### What is Dyslexia?

Dyslexia is a brain-based learning disability that makes learning to read, write, or spell difficult.

#### Primary characteristics include difficulties with:

- ◆ Learning the sounds letters make
- ◆ Reading words in isolation or reading unknown words
- ◆ Reading smoothly with enough speed and accuracy to comprehend
- ◆ Spelling

### What is Dysgraphia?

Dysgraphia is a related disorder of dyslexia and is a written language disability that involves both motor and language skills such as the finding, retrieving, and producing of letters.

#### Primary characteristics include difficulties with:

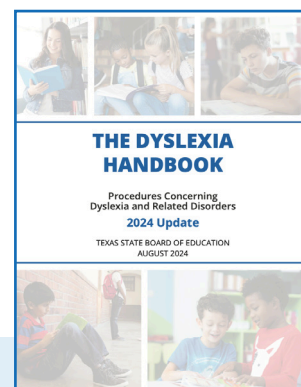
- ◆ Forming letters correctly
- ◆ Excessive erasures and cross-outs
- ◆ Poor spacing between letters and words
- ◆ Letter and number reversals beyond grade 2
- ◆ Awkward, inconsistent pencil grip
- ◆ Heavy pressure and hand fatigue
- ◆ Copy words correctly
- ◆ Completing writing assignments

The Texas State Board of Education (SBOE) requires, through their rule at [19 Texas Administrative Code \(TAC\) §74.28\(f\)](#), that each school district and open-enrollment charter school provide certain information about dyslexia and related disorders to parents of students enrolled in the district or school.

19 TAC §74.28, along with the SBOE's Dyslexia Handbook referenced in subsection (c) of that rule and which is also available at [tea.texas.gov/dyslexia](http://tea.texas.gov/dyslexia), describes common characteristics of dyslexia and related disorders, the evaluation and identification process when dyslexia or a related disorder is suspected, and the instructional requirements for an identified student. If you have any problems accessing the electronic version of the Dyslexia Handbook, or if you wish to receive a hard copy, contact your child's school.



### [View the Dyslexia Handbook](#)



To find out more information about the qualifications and contact information for the professionals who provide dyslexia instruction to identified students in your district or open-enrollment charter school:

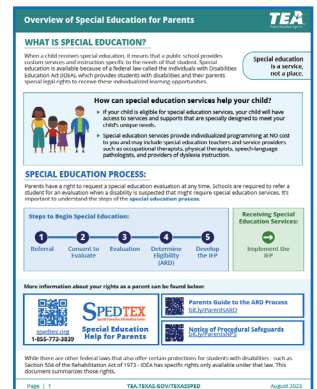
#### Contact Information:

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## Evaluation and identification of dyslexia and related disorders and the steps in the special education process:

Dyslexia and dysgraphia are considered specific learning disabilities (SLDs) under the Individuals with Disabilities Education Act (IDEA), which is the federal law that describes the requirements of special education. Special education is available because of IDEA, and the law provides students with disabilities and their parents special legal rights to receive individualized learning opportunities. It's important to understand the steps of the special education process. Please review the [Overview of Special Education for Parents](#) form developed by TEA for more information. When dyslexia or a related disorder is suspected that may require the provision of special education and related services, both IDEA and the Dyslexia Handbook outline the requirements for individual evaluations and the identification process.



This form and other valuable resources that explain IDEA eligible disabilities, parent rights, the special education process and more can be found on the [SPEDTex](#) website.

## Effective instructional strategies for teaching students with dyslexia and related disorders:

Evidence-based dyslexia programs specifically studied to be used for students with dyslexia are considered specially designed instruction (SDI). SDI is the instruction required for the provision of special education and related services under the IDEA and is determined by an admission, review, and dismissal (ARD) committee. Evidence-based dyslexia programs are required to be delivered as the publisher intended unless a student's data indicates that changes are necessary. These programs must address certain components of instruction and delivery.

More information can be found on pages 39-41 of The Dyslexia Handbook.



## Components of Instruction

### PHONOLOGICAL AWARENESS

Recognize and  
manipulate sounds in  
words

### SYLLABICATION

Breaking words into  
parts

### SOUND-SYMBOL ASSOCIATION

Sounds letters  
make

### ORTHOGRAPHY

Knowing how to spell  
words

### MORPHOLOGY

Prefixes, roots,  
suffixes

### READING COMPREHENSION

Understanding what  
you read

### SYNTAX

Knowledge of how  
words are arranged in  
meaningful sentences

### READING FLUENCY

Reading connected  
text with ease

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## Components of Delivery

**Simultaneous, multisensory, visual, auditory, kinesthetic, tactile (VAKT)**

Delivery of instruction includes all learning pathways to the brain

**Systematic and cumulative**

Instruction involves the introduction of skills from easiest to most difficult

**Explicit instruction**

Lessons are teacher led, and students are provided step-by-step instruction with immediate corrective feedback

**Diagnostic teaching to automaticity**

Skills can be performed quickly and efficiently

**Synthetic instruction**

Blending individual sounds to read a word

**Analytic instruction**

Reading a word and breaking it down into its individual sounds

## Instructional Accommodations and Modifications:

Instructional accommodations and modifications are educational strategies that help students with disabilities learn independently by tailoring them to fit the students' specific needs. For students who qualify for special education and related services, accommodations and/or modifications are included in the student's individualized education program or (IEP). An IEP is the written document that is completed by the ARD committee for a student receiving special education services in Texas.



### Accommodations:

Accommodations are intended to reduce or even eliminate the effects of student's disability on academic tasks but do not change learning expectations.

The objectives of the course or activity remain the same. Accommodations change how the student learns or demonstrates knowledge.

Accommodations are not one size fits all; rather, the impact of dyslexia or a related disorder on each individual student determines the necessary accommodations.

For additional information on accommodations for dyslexia and dysgraphia see pages 51 and 66 in The Dyslexia Handbook.

**Accommodation:**  
Changing  
**HOW**  
they are learning

### Modifications:

Modifications change what the student is expected to master. Modifications typically reduce the requirements

for Texas Essential Knowledge and Skills (TEKS) which are the state standards for what students should know and be able to do. With modifications, students access grade level curriculum through prerequisite skills. The decision to modify is a significant one; however, some students will require modifications. Decisions to modify should be data driven and individualized for the student.

**Modification:**  
Changing  
**WHAT**  
they are learning

# QUALIFICATIONS OF AND CONTACT INFORMATION FOR PROVIDERS OF DYSPLEXIA 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	<a href="mailto:jhough@wisd.us">jhough@wisd.us</a>
Cleckler-Heald	Sherri Bagwell	<a href="mailto:sbagwell@wisd.us">sbagwell@wisd.us</a>
Gonzalez	Ashley Sanchez	<a href="mailto:assanchez@wisd.us">assanchez@wisd.us</a>
Margo	Yolanda Montano	<a href="mailto:ytrevino@wisd.us">ytrevino@wisd.us</a>
Memorial	Josue Palomo	<a href="mailto:jcpalomo@wisd.us">jcpalomo@wisd.us</a>
North Bridge	Yolanda Montano	<a href="mailto:ytrevino@wisd.us">ytrevino@wisd.us</a>
Rico	Beatriz de Anda	<a href="mailto:bdeanda@wisd.us">bdeanda@wisd.us</a>
Sam Houston	Joseph M. Hough	<a href="mailto:jhough@wisd.us">jhough@wisd.us</a>
Silva	Ashley Sanchez	<a href="mailto:assanchez@wisd.us">assanchez@wisd.us</a>
Ybarra	Eliza Garcia	<a href="mailto:elrodrique@wisd.us">elrodrique@wisd.us</a>
Middle School Campus	Provider of Dyslexia Instruction	Contact Information
B. Garza	Michelle Adams - Muniz	<a href="mailto:madams@wisd.us">madams@wisd.us</a>
Central	Consuelo Cavazos John Martinez Mary Strickland	<a href="mailto:cocavazos@wisd.us">cocavazos@wisd.us</a> <a href="mailto:johmartine@wisd.us">johmartine@wisd.us</a> <a href="mailto:mstrickl@wisd.us">mstrickl@wisd.us</a>
Cuellar	Mariela Martinez	<a href="mailto:marmartinez@wisd.us">marmartinez@wisd.us</a>
Mary Hoge	Gabriella Ortiz	<a href="mailto:gortiz@wisd.us">gortiz@wisd.us</a>
High School Campus	Provider of Dyslexia Instruction	Contact Information
South Palm Gardens HS	Jessica Ferrer	<a href="mailto:jdferrer@wisd.us">jdferrer@wisd.us</a>
Weslaco High School	Itzel Zepeda	<a href="mailto:imzepeda@wisd.us">imzepeda@wisd.us</a>
Weslaco East High School	Alfredo Oviedo Andrew Rangel	<a href="mailto:oviedo@wisd.us">oviedo@wisd.us</a> <a href="mailto:airangel@wisd.us">airangel@wisd.us</a>

