

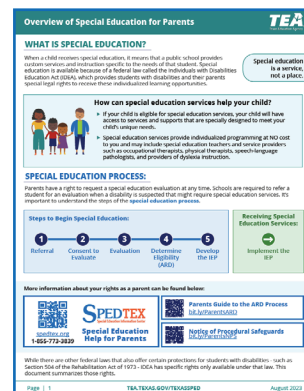
Dyslexia and Related Disorders: Information for Parents



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