

SBISD Dyslexia Parent Handbook



Empowering growth. Forging strengths.

Revised Fall 2024

Mission Statement

We believe our students embrace their abilities to overcome challenges, empower growth, and forge strengths. ***SBISD Dyslexia. Empowering growth. Forging strengths.***

We believe every child is unique and deserves to learn fundamental literacy skills in the best way they learn. Therefore, we provide a multisensory approach to teaching and learning. Our team is dedicated to serving students and teachers in a way that positively affects their lives.

Program Purposes & Goals

SBISD strives to ensure that students with dyslexia and dysgraphia receive an intensive, structured, explicit, yet targeted program that meets their specific needs. Strategies and accommodations are taught to improve student literacy skills, provide appropriate scaffolding supports, and promote independence and self-advocacy in the academic setting.

While in this intervention, students receive direct services until established goals are met. We follow a gradual release model comprised of three phases:

- **Foundational Phase**

- While students are in this phase, students work to strengthen foundational literacy skills and concepts necessary to move through the continuum of literacy development. Learn and apply strategies that improve fluency and comprehension.

- **Supplemental Phase**

- Once foundational skills are acquired, students shift into the supplemental phase, which provides continued support toward mastery of specific skills identified by the ARD committee.

- **Accommodations Only**

Once students have achieved independence, self-advocacy, and academic success through the application of skills, strategies, and accommodations, they transition from direct intervention services to classroom accommodations (if needed) to support their learning needs. In many cases, students moving to Accommodations only will be exited from Special Education and transition to Section 504. Under Section 504, they maintain their The ARD committee decides to exit a student from Special Education when specially designed instruction is no longer necessary.

SBISD's Dyslexia & Related Disorders Support Program

SBISD's Dyslexia Support Program is founded on Structured Literacy concepts and instructional approaches. Our program focuses on a multi-modal structured language approach utilizing information and instructional strategies from *The Institute for Multisensory Education (IMSE)* and *Esperanza: A Spanish Language Program*. This instructional approach includes the components of **phonemic awareness, grapho-phonemic knowledge, language structure, linguistic patterns, and strategy-oriented instruction in decoding, encoding, word recognition, fluency, and comprehension** consistent with 19 TAC §74.28.

The Orton-Gillingham approach combines multimodal techniques (auditory, kinesthetic, visual), enabling learners to capitalize on their strengths while remediating deficits. The structure of the English language is also included and explicitly taught, beginning with simple sound/symbol relationships and progressing logically to more complex concepts.

Evidenced-Based Dyslexia Instruction

While the components of instruction for students with dyslexia include sound teaching principles for all teachers, the explicitness and intensity of the instruction, fidelity to program descriptors, grouping formats, and training and skill of the teachers are wholly different from core classroom instruction and must be considered when making individual placement decisions.

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional focused intervention as appropriate for the reading needs of the student with dyslexia. 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 typically takes place in a small group setting.

Dyslexia instruction must be-
<ul style="list-style-type: none">• Evidence-based and effective for students with dyslexia• Taught by an appropriately trained instructor; and• Implemented with fidelity.

Evidence-based dyslexia programs and instruction are considered specially designed instruction (SDI) and, therefore, special education services, so the provision of those services must follow the Individuals with Disabilities Education Act (IDEA) requirements. This

means that evidence-based dyslexia instruction is only available to students served under IDEA, which prescribes the legal requirements for special education and related services. Districts must ensure that the provision of evidence-based dyslexia instruction addresses the critical, evidence-based components and methods of delivery described in this chapter.

A district's first consideration for every student who requires dyslexia instruction should be an evidence-based dyslexia program taught with fidelity and in accordance with all State Board of Education (SBOE) dyslexia program requirements included in this handbook. Differentiation that does not compromise the fidelity of the program, such as adjusting the amount of information or pacing of the program, may be necessary to address students' unique needs and to promote progress among students receiving dyslexia instruction. An ARD committee must only consider deviations from the program's fidelity requirements when data collection, a student's present levels of academic achievement and functional performance (PLAAFP), and other areas of the student's IEP clearly indicate the need for more intensive or supplemental supports.

The ARD committee, when discussing how a student will access an district's evidence-based dyslexia program, must address the following:

- How the program addresses the required components of dyslexia instruction described in this handbook, and whether the student's PLAAFP or other areas of the IEP show evidence that the program must be supplemented with a focus on one or more components;
- How the program addresses the required instructional delivery methods described in the handbook, and whether the student's PLAAFP or other areas of the IEP show evidence that the program must be supplemented to meet the student's needs;
- The fidelity statements/requirements that are included with the program, and how those will be delivered and/or intensified for the student; and
- Confirm that the provider of dyslexia instruction (PDI) is fully trained in the instructional materials to implement the program and how to differentiate the program, as determined by the ARD committee.

Evidence-based dyslexia instruction is not considered "regular" education aids and services. Regular aids and services are accommodations provided to a student to assist in classroom instruction and access to instruction, such as extra time for assignments and speech-to-text capabilities when given a writing assignment. While a Section 504 plan could be appropriate for those needs, the need for evidence-based dyslexia instruction crosses over into a special education need.

Critical, Evidence-Based Components of Dyslexia

Instruction

- **Phonological awareness**—“Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes [phonemic awareness].” (Birsh, 2018, p. 26).

- **Sound-symbol association**—Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2018, p. 26). “Explicit phonics refers to an organized program in which these sound-symbol correspondences are taught systematically” (Berninger & Wolf, 2009, p. 53).

- **Syllabication**—“A syllable is a unit of oral or written language with one vowel sound. Instruction must include the six basic types of syllables in the English language; closed, open, vowel-consonant- e, r-controlled, vowel pair (or vowel team), and final stable syllable. Syllable division rules must be directly taught in relation to the word structure” (Birsh, 2018, p. 26).

- **Orthography**—Orthography is a given language's written spelling patterns and rules. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound- symbol knowledge.

- **Morphology**—“Morphology is the study of how morphemes are combined to form words. A morpheme is the smallest unit of meaning in the language” (Birsh, 2018, p. 26).

- **Syntax**—“Syntax is the set of principles that dictate sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language” (Birsh, 2018, p. 26).

- **Reading comprehension**—Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader's skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader's interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2018, p.14; Snow, 2002).

- **Reading fluency**—"Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension" (Moats & Dakin, 2008, p. 52). Fluency also includes prosody. Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages) (Henry, 2010, p.104.)

In addition, other areas of language processing skills, such as written expression, which require integration of skills, are often a struggle for students with dyslexia. Moats and Dakin (2008) posit the following:

The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved (p. 55).

Both the provider of dyslexia instruction and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

Delivery of Dyslexia Instruction

While it is necessary that students are provided instruction in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include the following:

- **Simultaneous, multisensory (VAKT)**—"Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic, tactile) simultaneously in order to enhance memory and learning" (Birsh, 2018, p. 26). "Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning" (Moats & Dakin, 2008, p. 58).

- **Systematic and cumulative**—"Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2018, p. 26).
- **Explicit instruction**—"Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print" (Moats & Dakin, 2008, p. 58). Explicit Instruction is "an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, p. 326).
- **Diagnostic teaching to automaticity**—"The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The content presented must be mastered to the degree of automaticity" (Birsh, 2018, p. 27). "This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student" (Moats & Dakin, 2008, p. 58). "When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner" (Berninger & Wolf, 2009, p. 70).
- **Synthetic instruction**—"Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole" (Birsh, 2018, p. 27).
- **Analytic instruction**—"Analytic instruction presents the whole and teaches how this can be broken into its component parts" (Birsh, 2018, p. 27).

Sources for Critical, Evidence-Based Components and Delivery of Dyslexia Instruction

-The Dyslexia Handbook 2024 Revision, pages 38-41

As appropriate intervention is provided, students with dyslexia make significant gains in reading. Effective instruction is highly structured, systematic, and explicit, and it lasts for a sufficient duration. With regard to explicit instruction, Torgesen (2004) states, "Explicit instruction is instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own" (p. 353).

In addition, because effective intervention requires highly structured and systematic delivery, it is critical that those who provide intervention for students with dyslexia be trained in the program used and that the program is implemented with fidelity.

Student Progress Reports

Any student who is provided an evidence-based reading program must have a progress report prepared and communicated to a parent specifically on the student's progress at least once per grading period. To the extent that an IEP goal progress report would not comply with this requirement for a student receiving special education and related services, a separate progress report should be sent to comply with TEC §29.0031(d). This includes a student receiving evidence-based dyslexia instruction through a Section 504 accommodation plan during the transition period, which ends beginning with the 2025-2026 school year.

Providers of Dyslexia Instruction

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. This includes training in critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. In addition, districts must deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches.

A provider of dyslexia instruction:
<ul style="list-style-type: none">• must be fully trained in the LEA's adopted instructional materials for students with dyslexia; and• is not required to be certified as a special educator unless he or she is employed in a special education position that requires the certification.

The completion of a literacy achievement academy does not satisfy the requirements for being fully trained in the LEA's adopted instructional materials. However, completion of a literacy achievement academy will satisfy continuing education requirements for educators who teach students with dyslexia regarding new research and practices in educating students with dyslexia [see TEC 21.054 and 21.45552].

Although Texas does not have a certification requirement specific to teachers providing intervention to students with dyslexia, opportunities for those who provide dyslexia instruction to pursue a certification and/ or license are available through several professional organizations as well as through the Texas Department of Licensing and Regulation.

The effort to train professionals who work with students with dyslexia is also supported by The International Dyslexia Association (IDA) Position Statement: Dyslexia Treatment Programs (March, 2009), which states the following:

Professional practitioners, including teachers or therapists, should have had specific preparation in the prevention and remediation of language-based reading and writing difficulties. Teachers and therapists should be able to state and provide documentation of their credentials in this field, including program-specific training recommended for the use of specific programs (pp. 1–2).

Providers of dyslexia instruction must be prepared to use the techniques, tools, and strategies outlined in the previous sections of this chapter. They may also serve as trainers and consultants in dyslexia and related disorders for regular, remedial, and special education teachers.

SBISD trains all Providers of Dyslexia Instruction (PDI) in the Institute of Multisensory Education's Comprehensive Plus 30-hour training. IMSE courses are IDA accredited and delivered by CERI certified instructors

Dysgraphia

Texas state law requires districts and charter schools to identify students who have dyslexia and related disorders. TEC §38.003 identifies the following examples of related disorders: developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Recent research in the field of dysgraphia has prompted the addition of the following guidance regarding the evaluation, identification, and provision of services for students with dysgraphia.

Definition and Characteristics of Dysgraphia

Difficulty with handwriting frequently occurs in children with dyslexia. When Texas passed dyslexia legislation, the co-existence of poor handwriting with dyslexia was one reason why dysgraphia was called a related disorder. Subsequently, dyslexia and dysgraphia have been found to have diverse co-morbidities, including phonological awareness (Döhla and Heim, 2016). However, dyslexia and dysgraphia are now recognized to be distinct disorders that can exist concurrently or separately. They have different brain mechanisms and identifiable characteristics.

Dysgraphia is related to dyslexia as both are language-based disorders. In dyslexia, the impairment is with word-level skills (decoding, word identification, spelling.) Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills—finding, retrieving and producing letters, which is a subword-level language skill. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015).

A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015).

Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

The characteristics of dysgraphia include the following:
<ul style="list-style-type: none">• Variably shaped and poorly formed letters• Excessive erasures and cross-outs• Poor spacing between letters and words• Letter and number reversals beyond early stages of writing• Awkward, inconsistent pencil grip• Heavy pressure and hand fatigue• Slow writing and copying with legible or illegible handwriting
(Andrews & Lombardino, 2014)

Additional consequences of dysgraphia may also include:
<ul style="list-style-type: none">• Difficulty with unedited written spelling• Low volume of written output as well as problems with other aspects of written expression

Instruction for Students with Dysgraphia

"... Done right, early handwriting instruction improves students' writing. Not just its legibility, but its quantity and quality." (p. 49)

—S. Graham, *Want to Improve Children's Writing? Don't Neglect Their Handwriting, American Educator*, 2010

Research demonstrates that handwriting difficulties interfere with other writing processes such as expression of ideas and organization. In fact, a 2016 meta-analysis showed that handwriting instruction improved students' writing fluency, quantity, and quality. (Santangelo & Graham, 2016).

Handwriting interferes with other writing processes or consumes an inordinate amount of cognitive resources, at least until handwriting becomes automatic and fluent ... Handwriting-instructed students made greater gains than peers who did not receive handwriting instruction in the quality of their writing, how much they wrote, and writing fluency. (p. 226)

—Santangelo & Graham, A Comprehensive Meta-Analysis of Handwriting Instruction, 2016

Supporting Students Struggling with Handwriting

Between 10% and 30% of students struggle with handwriting. Early difficulties in this area are significantly correlated with poorer performance on composition tasks. The following are research-based elements of effective handwriting instruction.

These elements, which apply to both manuscript and cursive handwriting, may not necessarily apply to an entire class but instead may be used to support instructional methods delivered in small groups with students whose penmanship is illegible or dysfluent

- Show students how to hold a pencil.
- Model efficient and legible letter formation.
- Provide multiple opportunities for students to practice effective letter formation.
- Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.
- Have students practice writing letters from memory.
- Provide handwriting fluency practice to build students' automaticity.
- Practice handwriting in short session

Adapted from Berninger et al., 1997; Berninger et al., 2006; Denton, Cope, & Moser, 2006; Graham et al., 2012; Graham, Harris, & Fink, 2000; Graham & Weintrub, 1996.

Some students who struggle with handwriting may have dysgraphia. Dysgraphia may occur alone, or with dyslexia. An assessment for dysgraphia, as it relates to dyslexia, is important to determine whether children need additional explicit, systematic instruction in handwriting only; handwriting and spelling; or handwriting, spelling, and written expression along with word reading and decoding (IDA, 2012).

Texas Education Code §38.003(b) states, "In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder."

While it is important for students with dysgraphia to receive the research-based elements of handwriting, spelling, and written language instruction as part of the core curriculum, for those students who require additional supports and services for dysgraphia, instructional decisions must be made by a committee (either Section 504 or ARD) that is knowledgeable about the instructional elements and delivery of instruction that is consistent with research-based practice.

Handwriting

The research-based elements for effective instruction of handwriting as stated above for all students are the same for students with dysgraphia. However, the intensity, frequency, and delivery of instruction may need to be adjusted to meet specific student need as determined by the Section 504 or ARD committee.

Spelling

Handwriting supports spelling, a complex process of translating a phoneme (spoken sound) to the corresponding grapheme (orthographic representation) to generate written text to express an idea. Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of a language's orthographic patterns explicitly and systematically. The instruction should be integrated with phonology and sound-symbol knowledge.

Because spelling is meaning-driven and draws upon the phonological, orthographic, and morphological aspects of words, students will benefit from systematic, explicit instruction based on the following guiding principles:

- Phoneme-grapheme correspondence
- Letter order and sequence patterns, or orthographic conventions:
 - Syllable types
 - Orthographic rule
 - Irregular words
- Position of a phoneme or grapheme in a word
 - Meaning (morphology) and part of speech
 - Language of origin (Moats, 2005)

Writing

A potential secondary consequence of dysgraphia is difficulty with students expressing themselves in written text. This difficulty may be attributed to deficits in handwriting, spelling, language processing, or the integration of each of those skills. In Chapter 4 of this handbook, Moats and Dakin (2008) are quoted as stating:

The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved (p. 55).

Students with written expression difficulties because of dysgraphia would benefit from being taught explicit strategies for composing, including planning, generating, reviewing/evaluating, and revising compositions in different genres, including narrative, informational, compare-and-contrast, and persuasive compositions (IDA, 2012).

Delivery of Intervention

The way the content is delivered should be consistent with the principles of effective intervention for students with dysgraphia including the following:

- **Simultaneous, multisensory (VAKT)** — “Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning” (Birsh, 2018, p. 19). “Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning” (Moats & Dakin, 2008, p. 58).
- **Systematic and cumulative** — “Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory” (Birsh, 2018, p. 19).
- **Explicit instruction** — “Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print” (Moats & Dakin, 2008, p. 58). Explicit Instruction is “an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently” (Mather & Wendling, 2012, p. 326).
- **Diagnostic teaching to automaticity** — “The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The content presented must be mastered to the degree of automaticity” (Birsh, 2018, p. 27). “This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student” (Moats & Dakin, 2008, p. 58). “When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner” (Berninger & Wolf, 2009, p. 70).

Sources for Critical, Evidence-Based Components and Delivery of Dysgraphia Instruction

-The Dyslexia Handbook 2021 Revision, pages 60-71

Technology Tools

There are many technology resources to assist a student with dyslexia and/or dysgraphia. The *Technology Integration for Students with Dyslexia* online tool (TEC §38.0031) is a resource developed to support school districts and charter schools in making instructional decisions regarding technology that benefit students with dyslexia and related disorders.

[Accessibility Supports](#)

[Region 10](#)

[Technology Integration Information](#)

Accommodation Considerations

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction. Accommodations are used primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year or over several years, including beyond graduation.

Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dyslexia or dysgraphia or provide support for the use of an accommodation should not be limited by whether an accommodation is allowable on a state assessment. In order to make accommodation decisions for students, educators should have knowledge of the Texas Essential Knowledge and Skills (TEKS) and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports from parents and teachers) so that informed educational decisions can be made for each student. By analyzing

data, an educator can determine if the accommodation becomes inappropriate or unnecessary over time due to the student's changing needs.

Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

Accommodations are not a one size fits all; rather, the impact of disability on each individual student determines the accommodation.

For more information about accommodations, see [At a Glance: Classroom Accommodations, Accommodations for students with Disabilities](#) available at the [International Dyslexia Association](#).

Access to Instructional Materials for Students with Disabilities

Accessible instructional materials (AIM) are textbooks and related core instructional materials that have been converted into specialized formats (e.g., Braille, audio, digital text, or large print) for students who are blind or have low vision, have a physical disability, or have a reading disability such as dyslexia. Digital books or text-to-speech functions on computers and mobile devices provide access to general education curriculum for students with dyslexia.

Bookshare and **Learning Ally** provide electronic access to digitally recorded materials for students with print disabilities. TEA provides links to these resources as well as other accessible instructional materials for students with disabilities at the [Texas Education Agency](#).

All students in SBISD have access to **Read and Write for Google** which provides accessibility features through the Read and Write for Google Toolbar on your child's Chromebook. Each of the features are described in the [Read and Write for Google Quick Reference Guide](#). Toolbars are accessible in Google Drive, on websites and PDFs.

Texas State Student Assessment Program Accommodations for Students with Disabilities

Educators, parents, and students must understand that accommodations provided during classroom instruction and testing might differ from accommodations allowed for use on state assessments. The state assessment is a standardized tool for measuring every student's learning in a reliable, valid, and secure manner. An accommodation used in the classroom for learning may invalidate or compromise the security and integrity of the state assessment; therefore, not all accommodations suitable for instruction are allowed during the state assessments. It is important to keep in mind that the policies for accommodation use on state assessments **should not** limit an educator's ability to develop individualized materials and techniques to facilitate student learning. **Instruction comes first** and can be customized to meet the needs of each student.

For the purposes of the statewide assessments, students needing accommodations due to a disability include the following:

- Students with an identified disability who receive special education services and meet established eligibility criteria for certain accommodations
- Students with an identified disability who receive Section 504 services and meet established eligibility criteria for certain accommodations
- Students with a disabling condition who do not receive special education or Section 504 services but meet established eligibility criteria for certain accommodations

For students who receive special education or Section 504 services, the decision for student use of accommodations during the statewide assessments is made by the ARD or Section 504 committee. In those rare instances where a student does not receive services but meets the eligibility criteria due to a disabling condition, the decision about using accommodations on the statewide assessments is made by the appropriate team of people at the campus level, such as the RTI team or student assistance team. For more information about accommodations on statewide assessments, visit the [Texas Education Agency](#).

SBISD Dyslexia Support Program

Foundational Instruction

Audience	For students who have been identified with Dyslexia through or Special Education and for whom specially designed instruction has been assigned by the ARD committee.
Purpose	Solidifying foundational literacy skills and concepts necessary to move through the continuum of literacy development. Learn and apply strategies that improve fluency and comprehension.
Group Size/Setting	Small group instruction
Support Schedule	4 days per week for 45 minutes
Progress Monitoring	Students are regularly evaluated on skills and concepts taught to ensure progress
Progress Reporting	Students receive a progress report each grading period.
Duration	20 weeks (minimum) Mastery of both progress checks and general outcomes will inform decisions about student reading needs. Solidifying foundational literacy skills and concepts necessary to move through the continuum of literacy development. Learn and apply strategies that improve fluency and comprehension.
Strategic Reading (Middle School)	This class is for middle school students identified with Dyslexia through Special Education and for whom specially designed instruction has been assigned by the ARD committee and solidifies foundational literacy skills and concepts necessary to move through the continuum of literacy development. It will replace an elective in the student's schedule and meet five days a week for the duration of a class period.

Due to the differences in language proficiency skills, English Learners (ELs) will receive dyslexia services that target their unique needs. Unlike native English-speakers, ELs particularly young children— are charged with the task of acquiring a second language while simultaneously developing their first. Many related factors influence ELs' academic outcomes, including educational history, cultural and social background, length of exposure to the English language, and access to appropriate and effective instruction to support second language development. For some learners a process is facilitated— alongside formal instruction— by first language skills. Acquiring reading skills in a second language is similar to the process of acquiring reading skills in a first language. (Francis & Rivera U of H University of Houston)

Supplemental Support

Audience	Dyslexia Students identified by the ARD committees who have completed foundational instruction but continue to need specific remediation, based on data, in some, but not all, critical components.
Purpose	To provide continued support for students to master their goals on specific program components.
Group Size/Setting	Small group instruction
Support Schedule	As determined by the ARD committees
Progress Monitoring	Based on individual student goals
Progress Reporting	Students receive a progress report each grading period.
Duration	Determined by goal mastery

Due to the differences in language proficiency skills, English Learners (ELs) will receive dyslexia services that will target their unique needs. Unlike native English-speakers, ELs—particularly young children— are charged with the task of acquiring a second language while simultaneously developing their first. Many related factors influence ELs’ academic outcomes, including educational history, cultural and social background, length of exposure to the English language, and access to appropriate and effective instruction to support second language development. For some learners a process is facilitated— alongside formal instruction— by first language skills. Acquiring reading skills in a second language is similar to the process of acquiring reading skills in a first language. (Francis & Rivera U of H)

Accommodations Only

Focus	Students identified with Dyslexia through Special Education and have mastered the goals of foundational/supplemental instruction.
Purpose	Students have achieved independence, self-advocacy, and academic success through the application of skills, strategies, and accommodations. Students understand that they maintain their protections under their 504 plan as supported by data.
Group Size/Setting	n/a
Support Schedule	Students access learning resources and school support resources (counselors, teachers, librarians, peers, etc.) in support of their academic achievement. Students continue to have access to specialized technologies for students with dyslexia.
Duration	The remainder of time in SBISD as supported by data
Pacing	n/a
Initial Assessment	n/a
Progress Monitoring	Multiple sources of data will be reviewed at the annual 504 to ensure that students are meeting the set goals/benchmarks.

SBISD Dyslexia Contacts

Dr. Lance Stallworth

Executive Director of Student Support Services

DeaAnne Baker

Director of Special Education

Molly Dwyer

Special Education Coordinator

Aissa Painter

Dyslexia & Reading Intervention Coordinator

Edwina Clissa

504 District Advisor

Helpful Links

[Texas Department of Education](#)

[Institute of Multisensory Education](#)

[Esperanza, Valley Speech](#)

[International Dyslexia Association](#)

[SBISD Special Education Website](#)

[SBISD Dyslexia Website](#)

[SBISD Section 504 Website](#)

Appendix

Campus Providers of Dyslexia Instruction
2024-2025

SCHOOL NAME	PRINCIPAL ASSISTANT PRINCIPALS	DYSLEXIA INTERVENTIONS	PHONE NUMBER
Buffalo Creek Elementary	Carmilla Young Laura Ramos Lopez Veronica Tristan	Kassandra Quintana Maria "Alejandra" Reza	713-251-5300
Bunker Hill Elementary	Desiree Rios Jaime Vendetti Tammy Holley	Lisa Mansfield Elizabeth Peltier	713-251-5400
Cedar Brook Elementary	Alejandra Perez Anne Dennis	Ivonne Navarro Maricela Olivarez	713-251-5500
Edgewood Elementary	Jessica Tejada Gabby Cruz	Gladys Baez Hannah Hartsoch	713-251-5600
Frostwood Elementary	Hillary Hiler Lisa Mayer Lee Ann Berk	Shannon Camp Erica Flores	713-251-5709
Hollibrook Elementary	Anabel Taylor April Tavilson Asna Masood	Kristina Martinez Miwa Yamamoto	713-251-5800
Housman Elementary	Lindy Robertson Ligia Ortega	Kelli Cheseboro Shanne Slape	713-251-5900
Hunters Creek Elementary	Robye Snyder Rachel Odom	Nan Chandler Amy Griffith	713-251-6000
Meadow Wood Elementary	Lynne Barry Megan Watson	Rachel Rankin Monica Sattler	713-251-6200
Memorial Drive Elementary	Thayer Hutcheson Bethany Goodrich	Elise Cooper Anna Williamson	713-251-6300
Nottingham Elementary	Becky Hagan Carlos Ortiz Shalesha Smith	Stacey Perera Stacy Volkmer	713-251-6400
Pine Shadows Elementary	Aylin Martinez Natasha Patel Barbara Dunn	Danielle Auzenne Patty Baxter Isa Mireles Elodia "Gigi" Rendon	713-251-6500
Ridgecrest Elementary	Michelle Garcia Raquel Villareal Nelda De La Rosa	Cyril Kypriotakis Julia Rodriguez Patricia Suess	713-251-6600
Rummel Creek Elementary	Laura Sloan Melissa Von Blon Paul Wallace	Jessica Clapp Sara Lufburrow	713-251-6700
Shadow Oaks Elementary	Mandy Antolini Alejandro Requenez	Iliana Guzman-deRolon Christina Leal	713-251-6800
Sherwood Elementary	Sarah Salas Jennifer Pluchino	Soraya Mendoza Ivonne Resendiz	713-251-6900
Spring Branch Elementary	David Rodriguez Ana Medrano	Dunia Camperos Lori Dismukes	713-251-7000
Terrace Elementary	Hayley Davis Jennifer Roberts	Jamie Newby Julie Peters	713-251-7200

Campus Providers of Dyslexia Instruction
2024-2025

SCHOOL NAME	PRINCIPAL ASSISTANT PRINCIPALS	DYSLEXIA INTERVENTIONS	PHONE NUMBER
Thornwood Elementary	Sandra Houston JoAnne Lim	Aileen Coyne Tabitha Pena	713-251-7300
Valley Oaks Elementary	Brooke Monteith Kira White Carol Cucek	Amanda Germain Diana Hinojosa Victoria Wolfram	713-251-7500
Westwood Elementary	Criselda Chavez Thelma Flores	Leslie Marquez Ronda Mouser	713-251-2100
Wilchester Elementary	Anna Goodman Susan Bryant Stacy Clayton	Judith Dodd Anne Marie Thomeer	713-251-7700
Woodview Elementary	Irma Garner Alyssa Cheetham-West	Francisco Aviles Rosa Jones	713-251-7800
Cornerstone Academy	Angel Purdy Daniel Feak	Anne LaBaume	713-251-1609
Landrum Middle School	Roy Moore Stacy Sanchez Sonya Simon Clark Tatiane Pendola	Carolyn Pontikes	713-251-3700
Memorial Middle School	Ellen Green Roberto Gonzalez Allison Kohtz Joe Roth	Elise Cooper Priscilla Crosser	713-251-3900
Northbrook Middle School	Bruce Hill Lisett Baez Adrienne Pere Sonya Clark	Priscilla Crosser	713-251-4100
Spring Branch Middle School	Catherine Pavone Chauncey Williams Mayerling Franchi Meagan Hudek	Anne LaBaume	713-251-4400
Spring Forest Middle School	Anisa Jones Ryan Craig Deana Ratnala Gregory Tammen	Ampelia Fleming	713-251-4600
Spring Oaks Middle School	Mary Lou Davalos Lawrence Anglin Justin Wheeler Crystal Nicholas	Michele Jankowski	713-251-4800
Spring Woods Middle School	Mark Smith Christina Huerta Rhonda Sneed Leah Norsworthy	Malissa Childers	713-251-5000
Academy of Choice/SBEC	<i>Angel Purdy</i> Danielle Monroe	Anne LaBaume	713-251-1500
Memorial High School	Lisa Weir Jennifer Lee Starnes Buffie Matthews Alyson Vanek Justin Wright Dana Johnson	Priscilla Crosser Anne LaBaume	713-251-2500

Campus Providers of Dyslexia Instruction
2024-2025

SCHOOL NAME	PRINCIPAL ASSISTANT PRINCIPALS	DYSLEXIA INTERVENTIONS	PHONE NUMBER
Northbrook High School	HP Hyder Alan Gray Daphne Wilson Alexis Green Andrea Valencia- Hernandez Reba Poteet	Carolyn Pontikes	713-251-2800
Spring Woods High School	Stephanie Meshell Wilbert Banks Angela Borzon Steven Dibble Andrea Ganci Toby Day	Michele Jankowski	713-251-3100
Stratford High School	Raymorris Barnes Carl Blaze Sara Guillory Terri Rogers Steve Barry Danielle Prontka	Ampelia Fleming	713-251-3400
Westchester Academy	Valerie Hernandez Director Alison Butler Assistant Director Jesus Tachiquin Assistant Principal	Anne Marie Thomeer	713-251-1800
SB Academic Institute-Elem	Patricia Kassir Director	Tabitha Pena	713-251-2277

All Providers of Dyslexia Instruction are trained in the Institute of Multisensory Education (IMSE) Orton Gillingham Comprehensive Methodology, which is accredited by the International Dyslexia Association (IDA).

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:

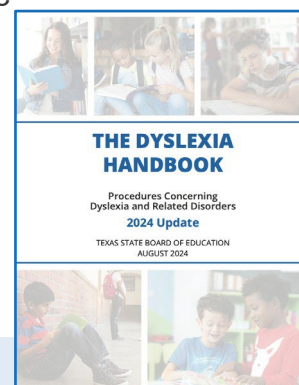
- ◆ Forming letters correctly
- ◆ Excessive erasures and cross-outs
- ◆ Poor spacing between letters and words
- ◆ Letter and number reversals beyond grade 2
- ◆ Awkward, inconsistent pencil grip
- ◆ Heavy pressure and hand fatigue
- ◆ Copy words correctly
- ◆ Completing writing assignments

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, 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:

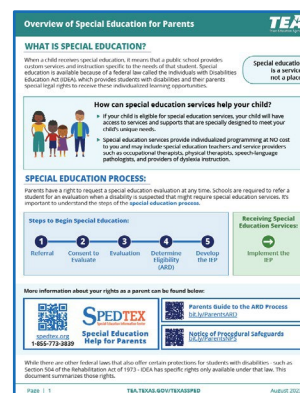
Contact Information:

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

Dyslexia and Related Disorders: Information for Parents



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

The following characteristics identify risk factors associated with dyslexia at different stages or grade levels.

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”)
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/ her name
- Aversion to print (e.g., doesn’t enjoy following along if a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., “baseball” can be pulled apart into “base” “ball” or “napkin” can be pulled apart into “nap” “kin”)
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)

Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading

- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student’s reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

Since dyslexia is a neurobiological, language-based disability that persists over time and interferes with an individual’s learning, it is critical that identification and intervention occur as early as possible.

Associated Academic Difficulties and Other Conditions

The behaviors in the previous sections represent common difficulties that students with dyslexia may exhibit. In addition, students with dyslexia may have problems in written expression, reading comprehension, and mathematics as well as other complicating conditions and/or behaviors.

Besides academic struggles, some students with dyslexia may exhibit other complex conditions and/or behaviors. The most common co-occurring disorders with dyslexia are attention deficit hyperactivity disorder (ADHD) and specific developmental language disorders (Snowling & Stackhouse, 2006, pp. 8–9). Some, though not all, students with dyslexia may also experience symptoms such as anxiety, anger, depression, lack of motivation, or low self-esteem. In such instances, appropriate instructional/referral services need to be provided to ensure each student’s needs are met.



Student Resources for Reading Disabilities

Throughout Texas, children with disabilities that prevent them from reading standard print are enjoying the world of reading through Talking Book Program. While we do not have textbooks in our collection, TBP offers thousands of books that students can use in their schoolwork.

The collection includes titles for all ages, including literary classics, fairy tales, poetry, mysteries, sports, science fiction and biographies. Many Newbery, Caldecott, Bluebonnet and Lone Star award-winning titles are also available. Most of our materials are provided by NLS, a program administered by the Library of Congress. To supplement the national collection, Texas volunteers have recorded hundreds of books about Texas and the Southwest, along with Spanish-language titles and children's books.

Books may be downloaded via the Braille and Audio Reading Download (BARD) Mobile app on iOS and Android devices. The downloadable collection contains more than 150,000 books and magazines in audio format, and it is growing rapidly.

In addition to providing books, TBP also offers many national magazines that students can use in school and recreation. These include National Geographic Kids, Seventeen, Sports Illustrated for Kids, Spider, Conundrum, and others. Not all magazines are available in all formats. A list of available magazines is provided upon registration.

What TBP Provides:

- Thousands of book titles and magazines in a variety of categories.
- Personalized service from reader consultants and librarians.

How to Receive Books and Magazines:

- By download to portable devices using the Braille and Audio Reading Download (BARD) Mobile app.

Who is eligible? Texans of all ages who:

- has a perceptual or reading disability, such as dyslexia.
- is blind.
- has a visual impairment that makes them unable to comfortably read standard print books.
- has a physical disability that makes it hard to hold or manipulate a book or to focus or move the eyes as needed to read a print book.

The disability may be temporary or a lifelong need.

How do I apply?

If a person meets one or more of the criteria above, fill out an application and have it certified.

After you have completed the application, please mail it to:

Talking Book Program
Texas State Library and Archives Commission
PO Box 12927
Austin TX 78711-2927

or fax to: 512-936-0685 (fax)

or email to: tbp.services@tsl.texas.gov

If you have questions or want to request a print copy of the application form(s), please contact us at:

1-800-252-9605 (in Texas)
512-463-5458 (in Austin)
512-936-0685 (fax)
tbp.services@tsl.texas.gov

Bienvenido al Programa de Libros Que Hablan

Nuestra biblioteca atiende a Tejanos ciegos y con discapacidades físicas o de lectura. Es un servicio de la Biblioteca del Estado de Texas y Comisión de Archivos.

TBP proporciona servicio gratuito de biblioteca a tejanos de todas las edades que no pueden leer tipografía normal debido a discapacidades visuales, físicas o de lectura, temporales o permanentes. Nuestros libros y revistas están disponibles en formatos especiales, principalmente en audio digital, pero también en Braille y en letra grande. Lo mejor de todo, es que los libros son llevados directamente a su puerta. Todos los artículos son enviados y devueltos por correo gratuito. El programa ofrece más de 150,000 títulos de ficción y no-ficción incluyendo cientos de títulos en español, más 50 revistas nacionales para adultos y niños.

Elegibilidad

El Programa De Libros Que Hablan no solo está disponible a Texanos con impedimentos visuales, sino también a personas que tienen impedimentos físicos o impedimentos para leer. El impedimento puede ser permanente o temporal.

Personas elegibles para el programa incluyen residentes Texanos de cualquier edad que son:

- Un individuo ciego.
- Una persona que tiene una discapacidad visual que le impide leer cómodamente libros impresos estándar.
- Una persona que tiene una discapacidad física que le dificulta sostener o manipular un libro o enfocar o mover los ojos según sea necesario para leer un libro impreso.
- Un individuo que tiene una discapacidad de percepción o lectura.

Autoridad certificada

La definición de “Autoridad certificada” incluye doctores de medicina y osteopatía, oftalmólogos, optómetras, enfermeros registrados, terapeutas, el cuerpo profesional de hospitales, instituciones y agencias de servicios públicos o sociales (trabajadores sociales, consejeros, consejeros de rehabilitación vocacional, maestros privados, y superintendentes). En la ausencia de cualquiera de estos, la certificación puede ser hecha por bibliotecarios o miembros del clero. Los certificadores no pueden certificar a sus propios parientes.

[Aplicaciones del Programa de Libros que Hablan \[rtf\]](#)

Después de haber accedido al formulario de nuestra aplicación, imprímala, llene la información solicitada, y obtenga la firma para su aplicación de un profesional apropiado antes de enviarla al Programa de Libros que Hablan (nuestra dirección aparece al fondo de esta página).

Programa de Libros Que Hablan

Biblioteca del Estado de Texas y Comisión de Archivos

PO Box 12927

Austin TX 78711-2927

1-800-252-9605 (gratis en Texas); 512-463-5458 (en Austin);

512-936-0685 (fax)

tbp.services@tsl.texas.gov



GREETINGS FROM THE TALKING BOOK PROGRAM!

Thank you for your interest in our library program. The Talking Book Program offers a variety of ways for you to read. BARD, the Braille and Audio Reading Download service, is easy to use and gives you instant access to more than 140,000 audiobooks via your computer, tablet, or smartphone. Digital audio playback equipment and digital audiobooks are also available from the library, as well as Braille, electronic Braille (via BARD), and large print books. We look forward to helping you read the way you want to read.

By law, preference in lending of books and equipment is given to veterans. Please check if you have been honorably discharged from the armed forces of the U.S. ☐

PLEASE PRINT CLEARLY & COMPLETELY

Name: _____ **Sex:** _____
First Middle Initial Last

Mailing Address: _____

City: _____ **TX Zip:** _____

Phone _____
Home Phone Work Phone E-mail

Birth Year: _____ **Primary Language:** ☐ English ☐ Spanish
Other (specify) _____

Information required for borrowing of Library of Congress materials will be kept confidential. If applicant is a minor, please list the name and phone number of a parent or guardian.

Alternate Contacts:

1. Name: _____

Phone: _____

Cell, home, or work phone

Relationship: _____

Email: _____

2. Name: _____

Phone: _____

Cell, home, or work phone

Relationship: _____

Email: _____

Are contact(s) authorized to request books or make changes to your profile?

☐ Yes ☐ No If not, Authorized Contact (optional): _____

Please mail this completed application and agreement to: Talking Book Program, PO Box 12927, Austin TX 78711-2927 or email* to tbp.services@tsl.texas.gov

TALKING BOOK PROGRAM - Texas State Library and Archives Commission
1-800-252-9605 (in Texas) or 512-463-5458 (in Austin)

To help us process your application promptly, please read the certification section on the last page very carefully and follow the instructions. The certifying authority information must be filled out completely. Qualified patrons must be residents of the U.S. or American citizens living abroad.

APPLICANT AGREEMENT

It is the responsibility of Talking Book Program users to:

1. Return equipment loaned to you when you are no longer using the recorded reading materials provided by the Texas Talking Book Program.
2. Promptly notify the library of any address or telephone number changes.
3. Take reasonable care of materials and equipment.
4. Borrow or download books and/or magazines at least once a year.
5. Return books by the end of their loan periods (60 days for digital books; 45 days for large print and braille.)

By submitting this application, I agree to follow these rules.

Signature of applicant/guardian **X**__

Electronic typed signature accepted

How did you learn about the Talking Book Program? (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Veterans Affairs/Defense Health Agency | <input type="checkbox"/> Event/Expo |
| <input type="checkbox"/> Other Health Care Professional | <input type="checkbox"/> TV Ad |
| <input type="checkbox"/> Vocational Rehabilitation Center | <input type="checkbox"/> Radio Ad |
| <input type="checkbox"/> Friend/Family | <input type="checkbox"/> Consumer/Support Group |
| <input type="checkbox"/> Public Library | <input type="checkbox"/> Other Ad (specify below) |
| <input type="checkbox"/> School | <input type="checkbox"/> Internet/Social Media (specify below) |
| | <input type="checkbox"/> Other (specify below) |

Please specify: __

Please send this completed application and agreement to:
Talking Book Program, PO Box 12927, Austin TX 78711-2927
Fax to 512-936-0685 or email to tbp.services@tsl.texas.gov

*The security of your Personal Information is important to us, however no method of transmission over the internet is 100% secure. While we strive to use commercially acceptable means to protect your Personal Information, we cannot guarantee its absolute security. If you prefer you may submit applications via U.S. mail.

ELIGIBILITY CRITERIA:

Please indicate all qualifying disabilities for the applicant. An "eligible person" is an individual who, regardless of any other disability, meets one or more of the following conditions:

- | | |
|--|--|
| <input type="checkbox"/> Blindness | An individual who is blind. |
| <input type="checkbox"/> Visual Disability | An individual who has a visual impairment that makes them unable to comfortably read standard print books. |
| <input type="checkbox"/> Physical Disability | An individual who has a physical disability that makes it hard to hold or manipulate a book or to focus or move the eyes as needed to read a print book. |
| <input type="checkbox"/> Reading Disability | An individual who has a perceptual or reading disability. |
| <input type="checkbox"/> Deaf and Blind | Hearing impairment is moderate or profound. |

TO BE COMPLETED BY CERTIFYING AUTHORITY

Eligibility must be certified by one of the following: public or welfare agencies (such as an educator, a social worker, case worker, counselor, rehabilitation teacher, certified reading specialist, dyslexia specialist, psychologist, superintendent, or librarian), registered nurse, therapist, professional staff of hospitals, institutions, doctor of medicine, doctor of osteopathy, ophthalmologist, optometrist, or psychologist. Certifying authorities are not permitted to certify relatives. **Please fill out the following information completely.**

I certify that the applicant named is unable to read or use standard printed material for the reason(s) indicated above.

Signature: _____ Title: _____
Electronic typed signature accepted

Name: _____ Organization: _____
please print

Address: _____ City: _____ TX Zip Code _____

Phone: _____ work Email: _____

Date: _____

Talking Book Program, PO Box 12927, Austin TX 78711-2927
Fax to 512-936-0685 or email* to tbp.services@tsl.texas.gov

*The security of your Personal Information is important to us, however no method of transmission over the internet is 100% secure. While we strive to use commercially acceptable means to protect your Personal Information, we cannot guarantee its absolute security. If you prefer you may submit applications via U.S. mail.

SALUDOS DEL PROGRAMA DE LIBROS QUE HABLAN!

Gracias por su interés en nuestro servicio bibliotecario. Queremos trabajar con usted para diseñar un programa que mejor realice sus intereses y necesidades de lectura.

Para ayudarnos a procesar su solicitud con prontitud, lea detenidamente la sección de certificación en la última página y siga las instrucciones. La información de la autoridad certificadora debe completarse en su totalidad. Una vez que se haya recibido su aplicación, un consultante de lectura le llamará para hablar de nuestros servicios en mayor detalle.

Por ley, preferencia en el préstamo de libros y equipo es dado a veteranos.

Marque aquí si ha sido dado de baja honorablemente de las fuerzas armadas de los EE. ☐

Calificados deben ser residentes de los EE.UU., o ciudadanos viviendo en el extranjero.

FAVOR DE USAR LETRA DE MOLDE

Nombre: _____ **Sexo:** F ☐ M ☐

Dirección: _____

Ciudad: _____ **TX_Código Postal:** _____

Teléfono: _____
Código de área y domicilio trabajo Correo electrónico

Año de nacimiento: _____ **Idioma Primario:** ☐ Inglés ☐ Español
año Otro (especificar) _____

Tratamos de hacer contacto, por teléfono, con cada aplicante. Si por alguna razón nosotros no podemos conseguirlo por teléfono, o prefiere no ser comunicado por teléfono, favor de dar el nombre y número del teléfono de otra persona que pueda discutir los servicios disponibles. Si usted es menor de edad, favor de dar el nombre y número del teléfono de uno de sus padres, o guardián.

Contacto Alternativo:

1. Nombre: _____

Teléfono: _____

Código de área y domicilio trabajo

E-correo: _____

Relación: _____

2. Nombre: _____

Teléfono: _____

Código de área y domicilio trabajo

E-correo: _____

Relación: _____

¿Tendría el contacto(s) la autorización de pedir libros o hacer cambios a su perfil?

☐ Sí ☐ No Sí no, contacto autorizado: _____

Por favor envíe esta aplicación y acuerdo completados a:
Talking Book Program, PO Box 12927, Austin TX 78711-2927

Programa de Libros que Hablan – 1-800-252-9605 o 512-463-5458
LA BIBLIOTECA DEL ESTADO DE TEXAS Y COMISION DE ARCHIVOS

Para participar en este servicio gratuito, complete la aplicación y devuélvala a **Texas State Library Talking Book Program** por correo, email, o fax. La información requerida para tomar materiales prestados de la Biblioteca del Congreso es confidencial.

EL ACUERDO DE APLICANTE

Lo siguiente es la responsabilidad de los usuarios del Programa de Libros que Hablan:

1. Devuelva las máquinas prestadas a usted cuando usted deje de usar los materiales de lectura proveídos por el Programa de Libros que Hablan de Texas.
2. Notifique a la biblioteca de cualquier cambio de dirección o número de teléfono.
3. Guarde con cuidado los materiales y máquinas.
4. Pedir prestado libros y/o revistas al menos una vez al año.
5. Leer y devolver los libros dentro de 45 días de haberlos recibido, para permitir a otros la oportunidad de leer.

Entiendo las citadas responsabilidades y estoy de acuerdo en practicarlos.

La firma de aplicante o custodio legal X _____

Se acepta firma electrónica

¿Como se enteró del servicio gratuito Programa de Libros que Hablan de Texas?
(Marque todas las opciones que correspondan)

- | | |
|--|---|
| <input type="checkbox"/> Centro de Rehabilitación Vocacional | <input type="checkbox"/> Escuela |
| <input type="checkbox"/> Otro Profesional de Salud | <input type="checkbox"/> Evento/Expo |
| <input type="checkbox"/> Amigo/Familiar | <input type="checkbox"/> Anuncio de Televisión |
| <input type="checkbox"/> Biblioteca Publica | <input type="checkbox"/> Anuncio de Radio |
| <input type="checkbox"/> Grupo de Apoyo/Asociación de Consumidores | <input type="checkbox"/> Internet/Redes Sociales (especifique debajo) |
| <input type="checkbox"/> Departamento de Asuntos de Veteranos/Agencia de Salud y Defensa | <input type="checkbox"/> Otro tipo de Anuncio (especifique debajo) |

Por favor especifique: _____

Por favor envíe esta aplicación y acuerdo completados a:

Talking Book Program, PO Box 12927, Austin TX 78711-2927
o por fax a 512-936-0685 o por email a tbp.services@tsl.texas.gov

*La seguridad de su información personal es importante para nosotros, sin embargo, ningún método de transmisión a través del Internet es 100% seguro. Si bien nos esforzamos por utilizar medios comercialmente aceptables para proteger su información personal, no podemos garantizar su seguridad absoluta. Si lo prefiere, puede enviar solicitudes por correo de los Estados Unidos.

CRITERIO DE ELEGIBILIDAD:

Indique todas las discapacidades que califican para el solicitante. Una "persona elegible" es una persona que, independientemente de cualquier otra discapacidad, cumple una o más de las siguientes condiciones:

- | | |
|--|---|
| <input type="checkbox"/> Ceguera | Un individuo ciego. |
| <input type="checkbox"/> Impedimento visual | Una persona que tiene una discapacidad visual que le impide leer cómodamente libros impresos estándar. |
| <input type="checkbox"/> Impedimento físico | Una persona que tiene una discapacidad física que le dificulta sostener o manipular un libro o enfocar o mover los ojos según sea necesario para leer un libro impreso. |
| <input type="checkbox"/> Impedimento para leer | Un individuo que tiene una discapacidad de percepción o lectura. |
| <input type="checkbox"/> Sordera y ceguera | Sordera es moderada o profundo. |

COMPLETADO POR LA AUTORIDAD CERTIFICADA

La definición de "Autoridad certificada" incluye doctores de medicina y osteopatía, oftalmólogos, optómetras, enfermeros registrados, terapeutas, el cuerpo profesional de hospitales, instituciones y agencias de servicios públicos o sociales (trabajadores sociales, consejeros, consejeros de rehabilitación vocacional, maestros privados, y superintendentes). En la ausencia de cualquiera de estos, la certificación puede ser hecha por bibliotecarios o miembros del clero. Los certificadores no pueden certificar a sus propios parientes. Llene por favor la información siguiente completamente.

Certifico que el aplicante nombrado tiene la inhabilidad de leer o usar materiales impresos con letra de tamaño normal por la razón (razones) indicada arriba.

Firma: _____ Título: _____

Se acepta firma electrónica

Nombre: _____ Organización: _____

o favor imprimir

Dirección: _____ **TX** _____
calle ciudad código postal

Teléfono: _____ Email: _____
código de área trabajo

Fecha: _____

Talking Book Program, PO Box 12927, Austin TX 78711-2927

Fax to 512-936-0685 or email* to tbp.services@tsl.texas.gov

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solicitudes por correo de los Estados Unidos.