

The background is a dark teal color with a subtle wood grain texture. It is decorated with various autumn-themed illustrations: a large orange pumpkin in the bottom right, a smaller orange pumpkin in the top right, a cluster of red berries in the top center, a single red leaf in the top left, a large orange pear in the bottom left, and several orange leaves scattered throughout. A thin gold line forms a rectangular frame around the text area.

# Dyslexia at a Glance

November 12, 2024 Parent Night



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Coordinator**

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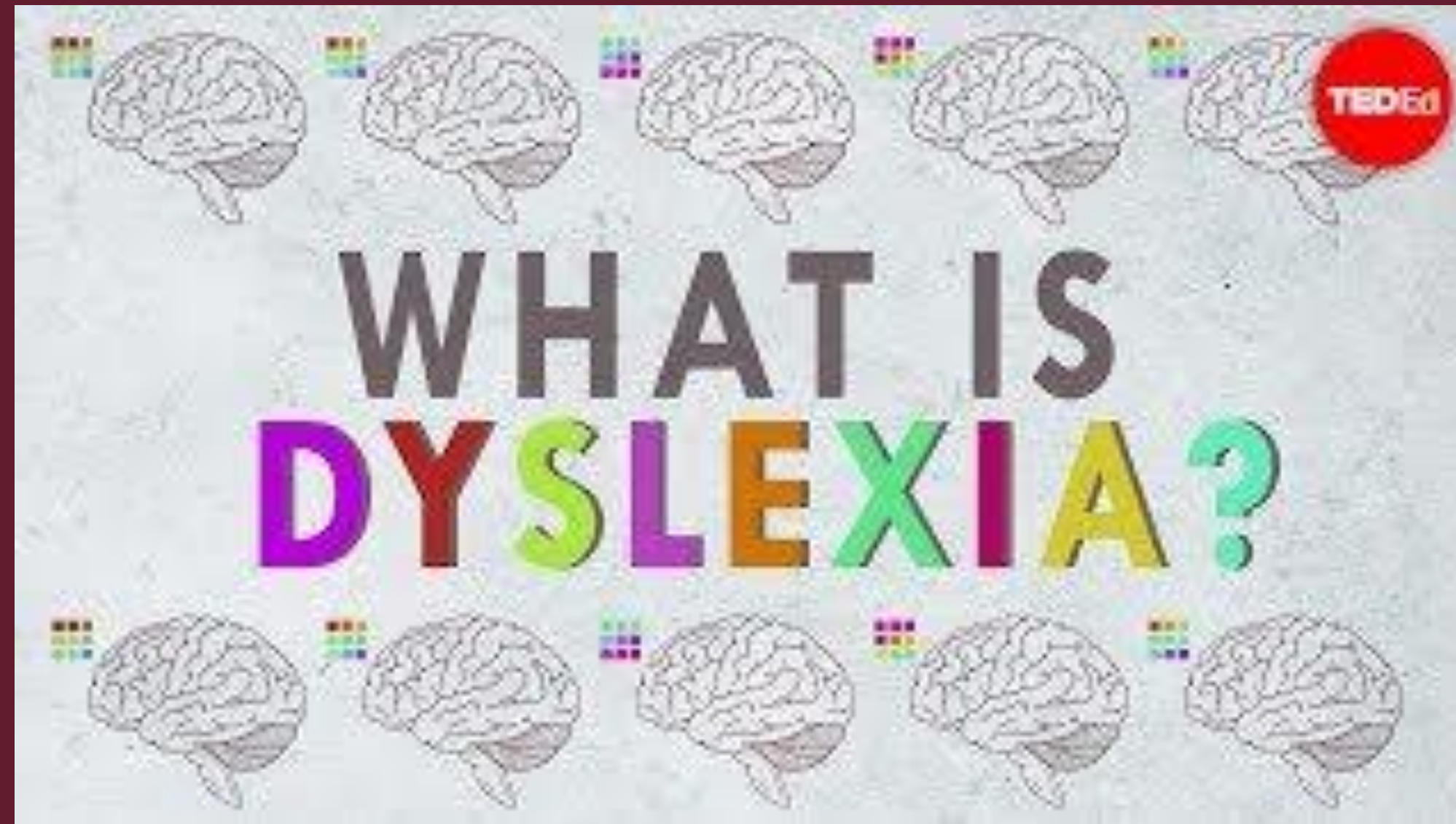


# Dyslexia Agenda

- 1 What is Dyslexia?
- 2 Characteristics
- 3 Strategies and Resources



# Understanding Dyslexia in the Classroom





# Texas Education Agency Dyslexia handbook Revised 2024

## TEA Dyslexia Handbook revised 2024: English

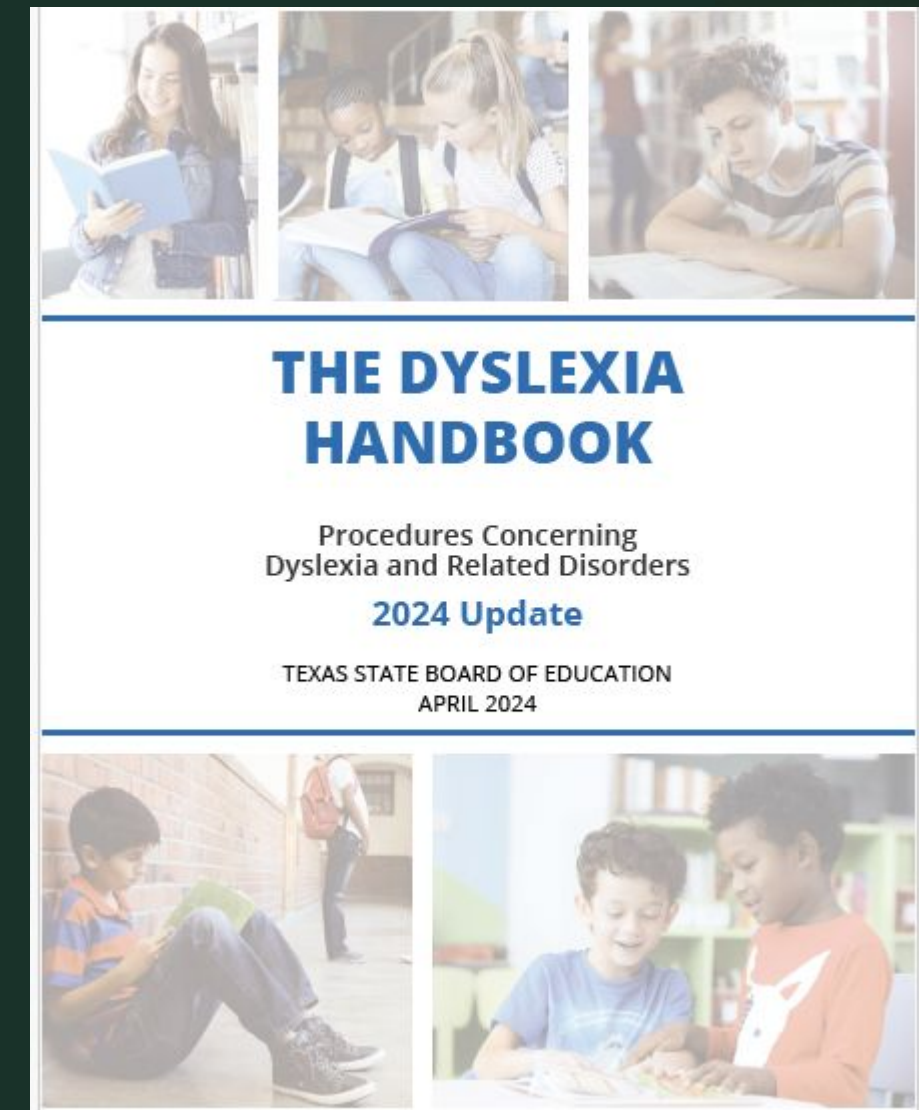
<https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf>

## TEA Dyslexia Handbook revised 2024: Spanish

<https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook-2024-spanish.pdf>


## More information on dyslexia:

<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>





# Primary Characteristics of Dyslexia

- 
- ☐ **Difficulty reading words in isolation**
  - ☐ **Difficulty accurately decoding unfamiliar words**
  - ☐ **Difficulty with oral reading (slow, inaccurate, or labored without prosody)**
  - ☐ **Difficulty spelling**

**These difficulties in phonological and phonemic awareness is unexpected to the student's cognitive abilities.**





# Dyslexia Characteristics

## by grade level



### Pre-K

- \* Delay in learning to talk
- \* Difficulty with rhyming
- \* Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”)
- \* Trouble with nursery rhymes and chants
- \* Difficulty with Vocabulary words
- \* Inability to recall the right word
- \* Trouble learning and naming letters and numbers
- \* Aversion to print (e.g., doesn’t enjoy following along if a book is read aloud)

TEA Dyslexia Handbook, p.9, 10, 2024.

<https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf>

### Kindergarten- 1st 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”)

### 2nd & 3rd grade

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

Difficulty with sight words (e.g., “to,” “said,” “been”)

Difficulty decoding single words

Difficulty recalling sounds in reading

Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)

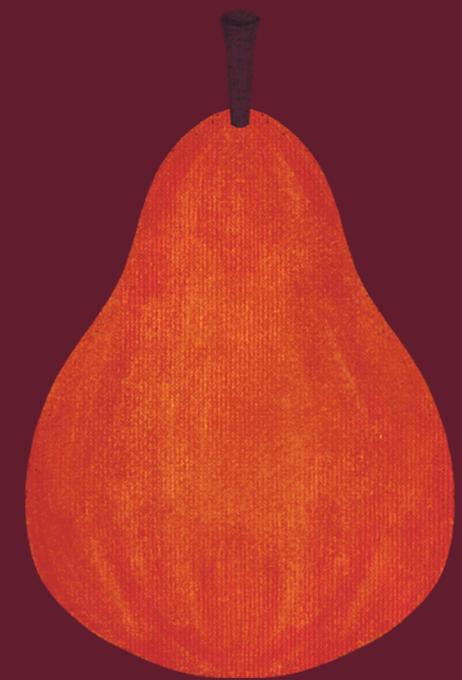
Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)

Difficulty decoding unfamiliar words in sentences using knowledge of phonics

Reliance on picture clues, story theme, or guessing at words

Difficulty with written expression





## HB 3928

# Dyslexia: a SLD under IDEA

### FAQs: Dyslexia Evaluation, Identification, & Instruction House Bill (HB) 3928



Updated: Nov.15, 2023

#### Dyslexia Evaluation, Identification, and Instruction – House Bill (HB) 3928

[HB 3928](#) prompts changes to the [Dyslexia Handbook, 2021 Update](#), adopted by the State Board of Education (SBOE), and the Questions and Answers document related to the handbook that is housed as [Appendix A](#). While the SBOE goes through the rule making process to make the necessary changes to the Handbook, TEA is providing this document to assist in the implementation of HB 3928, as the law is currently in effect.

TEA has modified [Appendix A](#) to retain only questions and answers that are likely unaffected by future Handbook changes and the bill. Once the SBOE revises the Dyslexia Handbook, Appendix A will be revised to incorporate both the guidance provided in this FAQ and the changes made by the SBOE.

*Disclaimer: TEA is issuing this FAQ and interim guidance expeditiously for the field and parents/guardians to know current requirements and recommended best practices as close to the beginning of the 2023-2024 school year as possible. Note, however, that these questions and answers are subject to modification and revision as the field, TEA, and parents/guardians learn more about the bill's impacts and the upcoming decisions of the SBOE.*

Visit the [TEA Dyslexia and Related Disorders website](#) for additional information.

#### Definitions

It is important to provide certain definitions for terms used in this FAQ. Those are:

- **Child with a disability** - The Individuals with Disabilities Education Act (IDEA) defines a child with a disability as a child evaluated as having at least one of 13 disabilities, and by reason thereof, needs special education and related services. Therefore, in this document, the use of this term means both the presence of an eligible disability and the need for special education and related services. The need for special education and related services includes the need for instruction through the local educational agency's (LEA's) evidence-based dyslexia program based on the identified disability of dyslexia.
- **Dyslexia Handbook** – This is one component of how the SBOE complies with its statutory authority to adopt rules and standards for screening, testing, and serving students with dyslexia. Sometimes referred to as simply “the Handbook” throughout this FAQ, it is officially the 2021 update adopted by reference in SBOE rule at 19 Texas Administrative Code (TAC) §74.28. All LEAs are required to follow the Handbook.
- **Evidence-based dyslexia program** – This term refers to one or more evidence-based reading programs for dyslexia or curriculums purchased or developed by an LEA, as required by 19 TAC §74.28(e), that is/are aligned with all instructional methods and components for dyslexia instruction as described in the Dyslexia Handbook. Evidence-based dyslexia programs include instructional methods that are simultaneous and multisensory (visual, auditory, kinesthetic, and tactile); systematic and cumulative; explicit; diagnostic and taught to automaticity; synthetic; and analytic [pages 42-43 of the Dyslexia Handbook]. In addition, evidence-based dyslexia programs must address all of the required critical, evidence-based components of dyslexia instruction (phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency) [pages 40-42 of the Dyslexia Handbook].

For more information contact: Special Education Programs | [SPED@tea.texas.gov](mailto:SPED@tea.texas.gov)



Starting school year 2025-2026 all students with dyslexia need to have had a Special Education evaluation and have an IEP in order to continue to receive dyslexia instruction.

<https://tea.texas.gov/academics/special-student-populations/special-education/hb-392>



# Dyslexia Teacher's Qualifications: Must have Valid Texas Teacher Certification

## A provider of dyslexia instruction:

- 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.

TEA Dyslexia Handbook, 2024 edition



Dyslexia and Other Related Disorders

### TDA 1: Dyslexia Foundations - Asynchronous Training

[View Course](#)



Dyslexia and Other Related Disorders

### TDA 3: Considerations for Emergent Bilingual Students - ...

[View Course](#)



Dyslexia and Other Related Disorders

### TDA 4: Dyslexia: From Child Find through the Admission, Review...

[View Course](#)



Dyslexia and Other Related Disorders

### TDA 5: Screening for Dyslexia - Asynchronous Training

[View Course](#)



Completion of the Texas  
Dyslexia Academy: 1-6

(Module 2 & 6- coming soon)





# Reading by Design:

Systematic, Explicit,  
and Intensive  
Reading Intervention  
Program



# Elementary Dyslexia Teachers

Laurel Baldwin	Hubbard Branch	254-215-3900
Amy Castillo	Southwest	254-215-3500
Miranda Klein	Chisholm Trail	254-316-5100
Kelsey Pryor	Chisholm Trail	254-316-5100
Kelly Rhodes	Sparta	254-215-3600
Paula Meyers	Sparta	254-215-3600
Lindsay Dubberly	Leon Heights	254-215-3200



# Elementary Dyslexia Teachers

Juli Woodward	Lakewood	254-215-3100
Emily Wardell	Lakewood	254-215-3100
Teresa Reynolds	Pirtle	254-215-3400
Janet Easley	Pirtle	254-215-3400
Donann Saxton	High Point	254-316-5000
Peggy Ramos	High Point	254-316-5000



# Elementary Dyslexia Teachers

Vanessa Hargrove	Tarver	254-215-3800
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Mary Woodlief	Tarver	254-215-3800
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Becky Morgan	Burrell	254-316-5300
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Sarah Taggart	Charter Oak	254-215-4000
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Jackie Ainsworth	Charter Oak	254-215-4000
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- If child has not been tested for Dyslexia and you have questions, please contact your child's campus Assistant Principal.



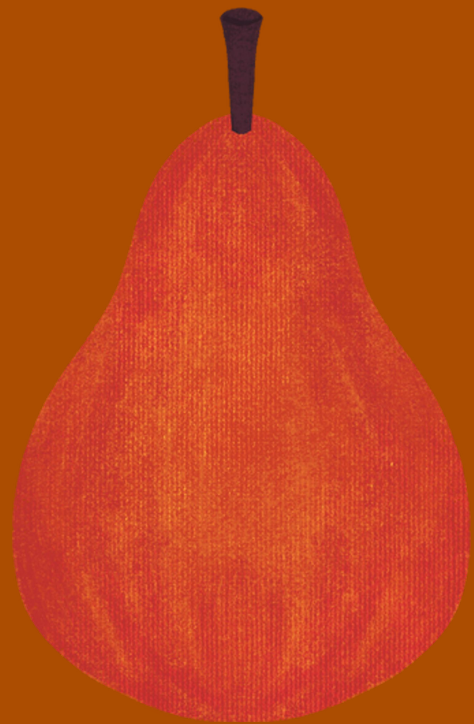
# Secondary Dyslexia Teachers

Cindy Harvey	North Belton Middle School	254-316-5200
Vicky Finley	Belton Middle School	254-215-2800
Logan Demeny	South Belton Middle School	254-215-3000
Debbie Sullivan	Lake Belton Middle School	254-215-2900
Sara Ridley	Lake Belton Middle School	254-215-2900
Carol Hajda	LBHS 254-316-6200	BNTHS 254-215-2500
	BHS 254-215-2200	



# 4 Types of Accommodations

- Presentation
- Response
- Timing and Scheduling
- Setting



## Presentation

### Instruction Examples

- Large print
- Magnification devices
- Human reader
- Audio tapes
- Digital textbooks
- Talking materials (calculators, clocks, timers)

## Response

### Instruction Examples

- Scribe
- Note-takers
- Tape recorder
- Respond on test booklet
- Spelling and grammar devices
- Graphic organizers

## Timing & Scheduling

### Instruction Examples

- Extended time
- Frequent breaks
- Multiple testing sessions

## Setting

### Instruction Examples

- Change of room or location
- Earphones or headphones
- Study carrels



# Accommodations



## Accommodations for Students with Dyslexia

Accommodations, provided for both testing and instruction, change the way students access information and demonstrate their knowledge, skills, and abilities; they do not change academic standards or expectations. The purpose of accommodations is to ensure equal access to the full school experience for students with dyslexia or other learning disabilities (e.g., providing extended exam time for a student who has slow processing speed affecting academic fluency).

Accommodations do not change the content of instruction, give students an unfair advantage, or change the skills or knowledge that a test measures.

Accommodations are adjustments made to allow a student to demonstrate knowledge, skills, and abilities without lowering learning or performance expectations and without changing what is being measured (e.g., providing text in audio format when academic knowledge [e.g., history, biology, literature] is the target skill being measured). Accommodations do not change the content of instruction, give students an unfair advantage, or change the skills or knowledge that a test measures.

Accommodations make it possible for students with dyslexia to demonstrate their learning without being hindered by their disabilities. Appropriate accommodations need to be an integral part of the normal

Assessment (testing) accommodations are changes in assessment materials (e.g., large print) or procedures (e.g., extended time) that allow students to demonstrate their abilities—not their disabilities—during tests and exams. Without accommodations, an assessment may not accurately measure the knowledge and skills of a student with a learning disability (e.g., dyslexia). An accommodation does not change item or test validity.

### Modifications Are Different from Accommodations

(<https://dyslexiaida.org/wpcontent/uploads/2017/12/Final-jpeg.png>) Modifications to curriculum content, homework assignments, or assessments change the nature of instruction and assessments and what students are expected to learn—but they have the advantage of allowing interaction with other students in the classroom and school. An instructional modification (i.e., homework assignments) might be assignment of math problems requiring a lower level of math knowledge-skill. A modification in

#### Accommodation or Modification?

- Accommodations are instructional or test adaptations. They allow a student to demonstrate what he or she knows without fundamentally changing the target skill being taught in the classroom or measured in testing situations. Accommodations do not reduce learning or performance expectations. Instead, accommodations change the manner or setting in which information is presented or the manner in which students respond.
- Modifications are instructional or test adaptations that allow a student to demonstrate what he knows or can do, but the target skill is also reduced in some way. Modifications usually lower performance expectations for a specific task or assessment.





# Dyslexic Strengths



**M- Material Reasoning** (visualize in 3D and spatial matrix)

**I - Interconnected Reasoning** (gets the “big” picture,Gist)

**N- Narrative Reasoning** (constructs mental scenes and scenarios)

**D- Dynamic Reasoning** (creative prediction and solves problems)

Eide, B.,&Eide, F.(2012). *The Dyslexia Advantage: Unlocking the Hidden Potential of the Dyslexia Brain*. New York: Hudson Street Press.

# Study Skills



**Color Coded Content:** highlighter to distinguish important study notes, sticky notes, colored pencils, colored note cards, highlighted tape

**Pictures - Visual/Music/Kinesthetic:** pictures to define meaning, using movement, music, visualize in mind

**Frontal Lobe Studying:** utilizing pictures, reasoning and clues for spelling and remember sight words Ex. **Wed** Nes **Day** (Wednesday) Ex. clay spelling of a sight word with a clue picture.

**Studying Tips:** retelling lesson or material as soon as possible, draw line on worksheets to half (chunk) for break, schedule of breaks, place, & essentials





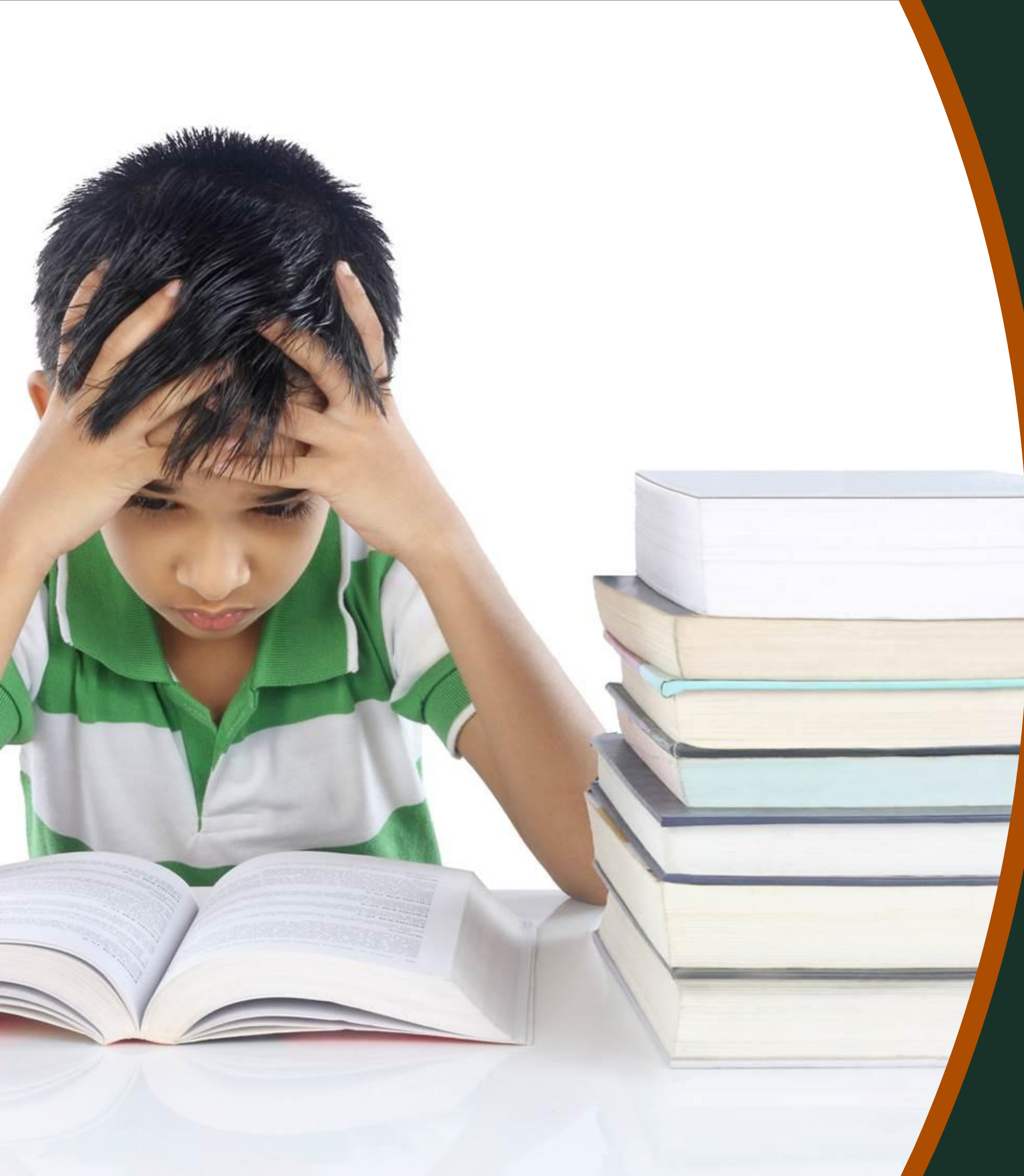
# Texas Partnership



The Texas and Learning Ally Partnership includes

- over 80,000 audiobooks (including Texas state adopted materials),
- memberships through TEA funding for K–12 public and charter schools, and
- professional learning opportunities.





## Why Audiobooks?

- Stop the frustration!
- Develop a love for reading
- Develop vocabulary, comprehension, and fluency
- Grow vocabulary and background knowledge
- Keep up with grade level peers and standards
- Practice reading skills being learned



## For more information on Dyslexia (District and Regional Contacts:

### Belton I.S.D Contacts

Amy Jourden  
Belton ISD  
Dyslexia Coordinator  
amy.jourden@bisd.net  
254-215-2106

Sara Windham  
Executive Director of Special Programs  
Sara.windham@bisd.net  
254-215-2112

Kathleen Corsi  
Director of Special Programs  
Kathleen.Corsi@bisd.net  
254-215-2112

### Region 12 Contacts

Lindsay Olsen  
Education Specialist- Dyslexia  
Education Service Center Region 12  
254-297-2943





# Thanks for coming!

Make sure to go to the other two sessions  
in Tiger and Bronco Room!