

WHO TEACHES DYSLEXIA?

Dyslexia therapists, reading specialists, master reading teachers, general education classroom teachers, or special education teachers, must have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity. A computer program may **not** be used as the primary method of dyslexia instruction.

ACCOMMODATIONS/MODIFICATIONS

Decisions regarding accommodations/modifications are determined by the 504/ARD committee and based on the individual needs of the student. When appropriate, student input is encouraged to determine what accommodations/modifications are beneficial and useful.

ASSISTIVE TECHNOLOGY

Technology tools vary upon the need of each student. Utilizing assistive technology enables dyslexic students to participate equally in learning experiences. For more information, see Technology Integration for Students with Dyslexia, www.region10.org/programs/dyslexia/techplan

EFFECTIVE STRATEGIES

Decoding

reminders to decode unfamiliar words

Organization

color coding, checklists, visual cues

Time management

Speech to text

Audiobooks

Oral administration

Note-taking assistance

Extended time

Self-advocacy

"I have dyslexia, and I learn best by..."

RESOURCES

- **International Dyslexia Association (IDA):** dyslexiaida.org
- **ALTA:** altaread.org
- **Bookshare:** www.bookshare.org/cms
- **Learning Ally:** learningally.org
- **Texas College and Career Readiness Support Center:** ccrcenter.org/implementation-tools
- **Dyslexia Handbook:** <https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf>
- **Child Find:** <https://childfindtx.tea.texas.gov/index.html>
- **504:** <https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>
- **Talking Books:** www.tsl.texas.gov/tbp

DISTRICT/CAMPUS DYSLEXIA CONTACT:

www.esc12.net/dyslexia

4-22/CMS

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Region 12
Education Service Center

This brochure was created in collaboration with districts across Region 12.



DYSLEXIA DEFINED

The International Dyslexia Association defines dyslexia as the following:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Students with dyslexia have difficulty sounding out words due to confusion between sound(s) and the associated letter(s). As a result, the student often becomes frustrated when reading, impacting reading fluency, comprehension, vocabulary, spelling, and overall self-confidence.

DYSLEXIA SCREENING

Texas Education Code §38.003 requires all students in K & 1st, regardless of the student's primary language, to be screened for dyslexia and other related disorders. The screener addresses the following skills:

Kindergarten	First Grade
<ul style="list-style-type: none"> Letter Naming Fluency/Letter Sound Knowledge Phonological Awareness 	<ul style="list-style-type: none"> Word Reading Accuracy or Fluency Phonological Awareness

WHY IS SCREENING IMPORTANT?

There is a 75% probability a student will struggle with reading in school, if interventions aren't provided before the age of eight.

Early intervention leads to easier remediation

Mid-kindergarten at-risk identification is 85% accurate

WHEN IS SCREENING DONE?

Kindergarten: End of the school year

First grade: No later than January 31

WHO ADMINISTERS THE SCREENER?

Appropriately trained kindergarten or first-grade certified teachers

OR Teachers certified/licensed in dyslexia

WHAT HAPPENS WITH SCREENING DATA?

Shared with parents

Guides instruction/intervention

Added to student's data to determine if further evaluation is warranted

WHEN TO ASSESS FOR DYSLEXIA

When to assess: When data leads to suspicion of dyslexia or a related disorder, students may be assessed at any time while following the evaluation process as outlined in the Individuals with Disabilities Education Act (IDEA). Progression through RtI cannot be used to delay a referral.

Characteristics: When working with students who may be at risk for dyslexia, look for some or all of the following primary characteristics. Does the student have difficulty with:

Oral language <small>(slow, inaccurate, or labored reading without prosody)</small>	Reading words in isolation
Accurately decoding unfamiliar words	Spelling

Older students and twice exceptional students may be challenging to identify due to their ability to compensate for reading deficits. These students may read accurately but not fluently.

WHY DYSLEXIA INSTRUCTION IS NECESSARY

Dyslexia is a language-based disability that requires specific intervention. 19 TAC §74.28(e) states that districts must purchase or develop an evidence-based reading program for students with dyslexia and related disorders that incorporates the following critical, evidence-based components:

Phonological awareness breaking words into sounds	Morphology studying morphemes and combining to form words
Sound-symbol association certain sounds go to specific letters	Syntax grammar, mechanics of language
Syllabication learning the 6 syllable types	Reading comprehension constructing meaning from reading based on ability to read accurately, fluently, using appropriate strategies, utilizing background knowledge, listening comprehension and vocabulary
Orthography Spelling patterns and rules	Reading fluency reading with sufficient accuracy, speed, and prosody