



# Dyslexia Services

Lake Travis ISD  
Fall 2024

## Meet the Team!

Lead Dyslexia Teacher

Bee Cave Elementary

Lake Pointe Elementary

Lake Travis Elementary

Lakeway Elementary

Rough Hollow Elementary

Serene Hills Elementary

West Cypress Hills Elementary

Bee Cave Middle School

Hudson Bend Middle School

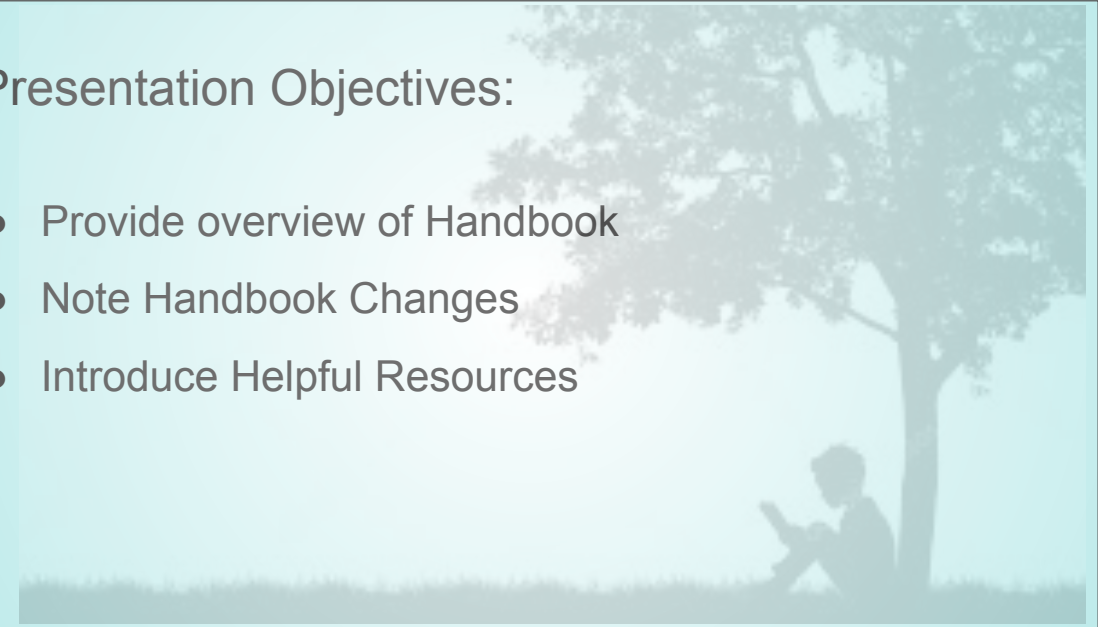
Lake Travis Elementary

Lake Travis High School

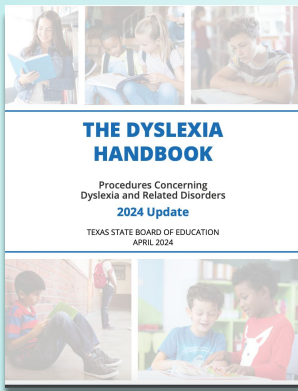


## Presentation Objectives:

- Provide overview of Handbook
- Note Handbook Changes
- Introduce Helpful Resources



## Handbook



- Definitions and Characteristics
- Screening
- Evaluation and Identification of Dyslexia
- Critical Components of Dyslexia Instruction
- Dysgraphia



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

## Chapter 1 :Dyslexia Definition



TEC §38.003 defines dyslexia and related disorders in the following way:

“Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. “Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.



## IDA Definition

**Dyslexia** is a specific learning disability that is neurological 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 the growth of vocabulary and background knowledge.

*Adopted by the International Dyslexia Association Board of Directors, November 12, 2002.*

## In other words ...

The student displays the ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling.



## Common Risk Factors (p. 9-10)

### Preschool:

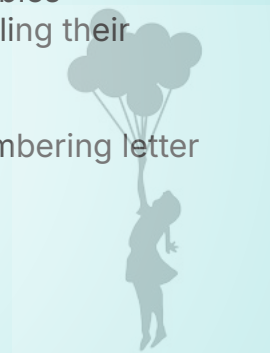
- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (i.e., pusgetti for spaghetti, mawn lower for lawn mower)
- Poor auditory memory for nursery rhymes and chants
- Difficulty in adding add new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble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



## Common Risk Factors

### Kindergarten and First Grade:

- Difficulty breaking words into smaller parts (syllables)
- Difficulty identifying and manipulating sounds in syllables
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words
- Difficulty spelling words the way they sound or remembering letter sequences in very common words seen often in print



## Common Risk Factors

### Second Grade and Third Grade:

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

- Difficulty recognizing common sight words
- 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
- Difficulty reading fluently
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

## Common Risk Factors

### Fourth Grade through Sixth Grade:

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

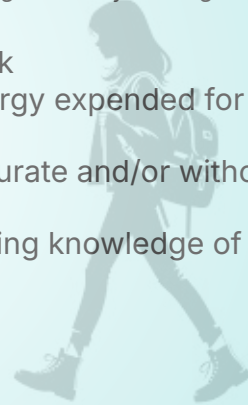
- Difficulty reading aloud
- Avoidance of reading
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words
- Reliance on listening rather than reading for comprehension

## Common Risk Factors

### 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

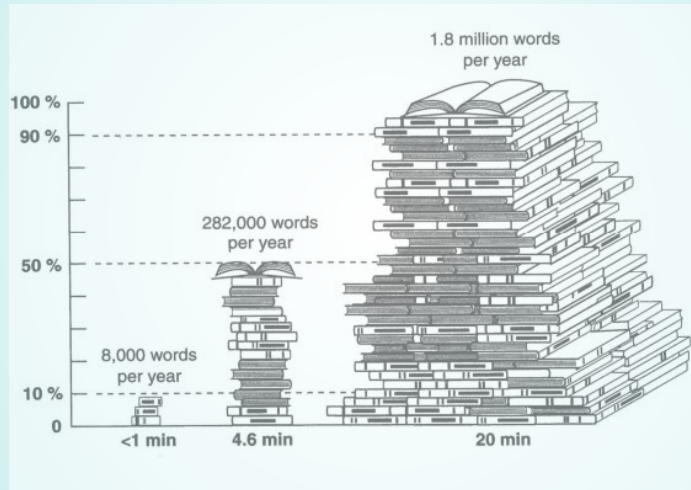


## Associated Academic Difficulties and Other Conditions p.10

- Problems in written expression
- Reading comprehension
- Mathematics
- Attention deficit hyperactivity disorder (ADHD)
- Specific developmental language disorders
- Anxiety, anger, depression, lack of motivation, or low self-esteem.



## Associated Academic Difficulties and Other Conditions



## Chapter 2 :Screening





# Screening

**TEC 38.003** All kindergarten and first grade students must be screened for dyslexia and related disorders, and all 7th graders who did not pass.....

## 1st Grade

Must be screened mid year by January 31

- Word Reading Accuracy or Fluency
- Phonological Awareness

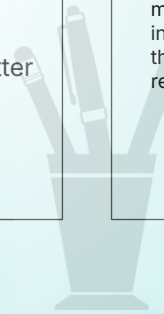
## Kindergarten

Must be screened by end of the school year.

- Letter Sounds Knowledge or Letter Naming Fluency
- Phonological Awareness

## 7th Grade

All students who did not meet standard on 6th grade STAAR must administered a reading instrument in accordance with the commissioner's recommendations



# Screening

- Completed in the classroom by teacher or reading specialist
- Reviewed by campus MTSS committee
  - reading specialist, teacher, and administrator
- Individually administered (except for spelling portion)
- Usually administered in short (2-5 minute) sessions

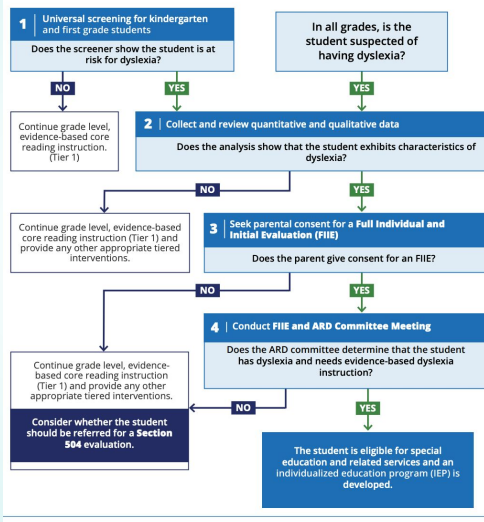


# Chapter 3 Procedures for Identification and Evaluation

The evaluation and identification process for students suspected of having dyslexia is guided by the Individuals with Disabilities Education Act (IDEA).



## Pathway for the Identification and Provision of Instruction for Students with Dyslexia



# Areas of Evaluation

**Figure 3.4. Areas for Evaluation**

<b>Academic Skills</b>	<b>Cognitive Processes</b>	<b>Possible Additional Areas</b>
<ul style="list-style-type: none"><li>• Letter knowledge (name and associated sound)</li><li>• Reading words in isolation</li><li>• Decoding unfamiliar words accurately</li><li>• Reading fluency (rate, accuracy, and prosody are assessed)</li><li>• Reading comprehension</li><li>• Spelling</li></ul>	<ul style="list-style-type: none"><li>• Phonological/phonemic awareness</li><li>• Rapid naming of symbols or objects</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary</li><li>• Listening comprehension</li><li>• Verbal expression</li><li>• Written expression</li><li>• Handwriting</li><li>• Memory for letter or symbol sequences (orthographic processing)</li><li>• Mathematical calculation/reasoning</li><li>• Phonological memory</li><li>• Verbal working memory</li><li>• Processing speed</li></ul>



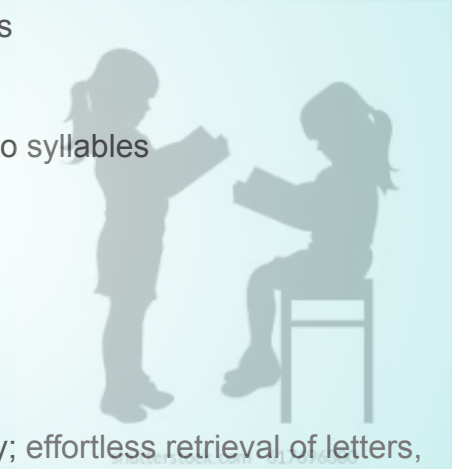
## Chapter 4: Evidence-Based Dyslexia Instruction

All dyslexia instruction is considered specially designed instruction and is delivered through special education.



## Evidence-Based Dyslexia Instruction

- Phonemic awareness - sounds in words
- Sound Symbol Associations - phonics
- Syllabication - breaking down words into syllables
- Orthography - spelling
- Morphology - roots and affixes
- Syntax - grammar
- Reading Comprehension
- Fluency - accuracy, speed and prosody; effortless retrieval of letters, words, handwriting forms



## Evidence-Based Dyslexia Instruction

- Delivered by a teacher trained in dyslexia instructions
- Systematic and cumulative
- Explicit
- Diagnostic teaching to automaticity
- Simultaneous multisensory
- Synthetic and analytic



## Chapter 5: Resources

[International Dyslexia Association](https://dyslexiaida.org/)

<https://dyslexiaida.org/>

[Yale Center for Dyslexia & Creativity](https://dyslexia.yale.edu/resources/dyslexic-kids-adults)

<https://dyslexia.yale.edu/resources/dyslexic-kids-adults>

[University of Michigan Dyslexia Help](http://dyslexiahelp.umich.edu)

<http://dyslexiahelp.umich.edu>

[Overcoming Dyslexia](#) by Sally Shaywitz, MD

[Bookshare](#) , [Learning Ally](#), [Talking Books](#) - audiobooks



## See You Next Time!

Chapter 6 Instruction

Chapter 7 Dysgraphia



### **FAMILY ENGAGEMENT NIGHTS**

Join us for Family Nights from 5:00 to 7:30 PM! Meet our staff, learn about the LTISD ARD process, and explore a variety of other valuable topics. We look forward to seeing you there!

**WHEN & WHERE?**

- Sept. 26 @ SHE
- Nov. 12 @ LTHS
- Mar. 4 @ HBMS



*Thank You!*

