



Karnes City
ISD

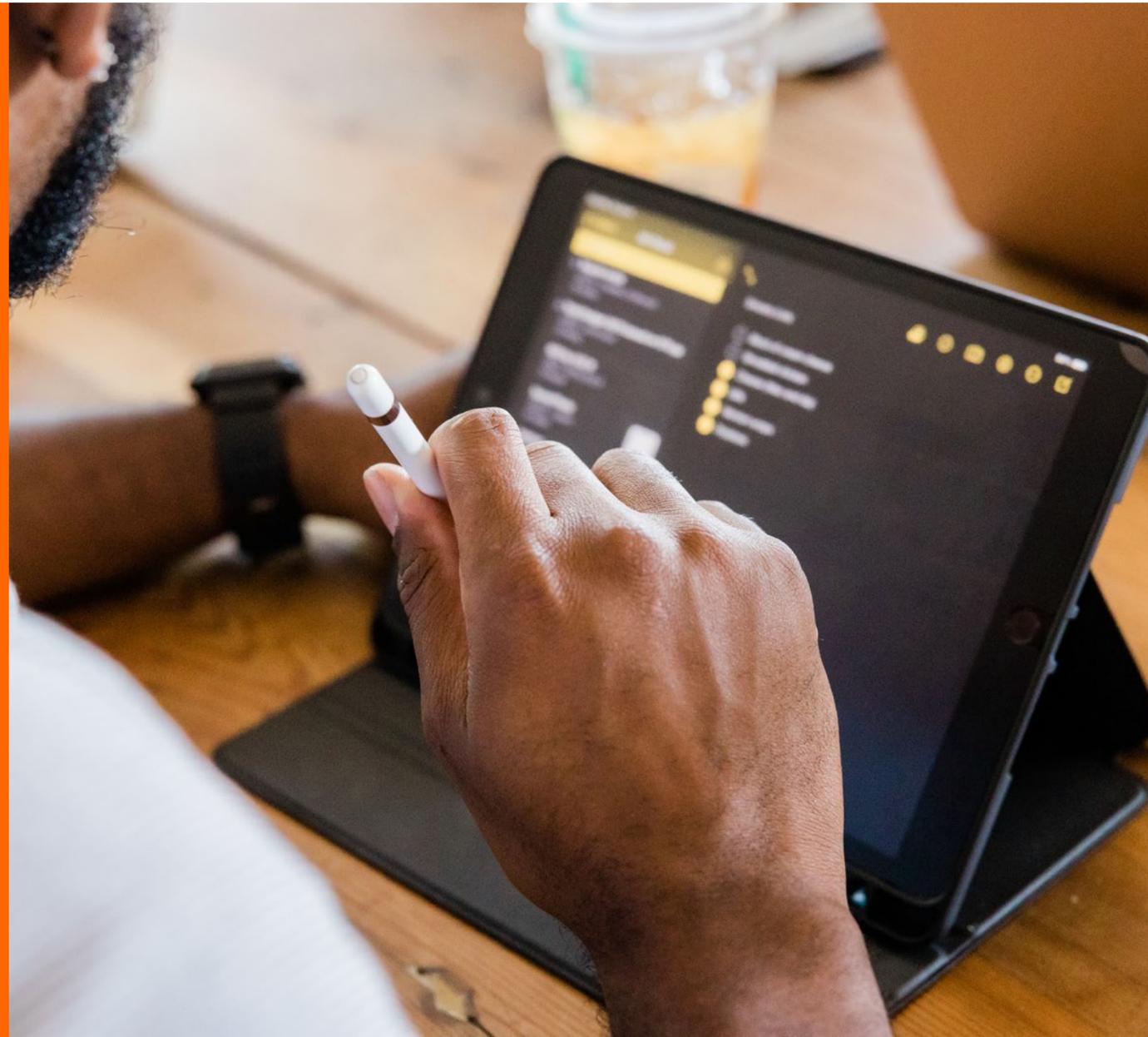
What is Dyslexia? Information for KCISD Parents

Presented to

 Information available in audio.



Agenda



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Dyslexia Definition

The International Dyslexia Association Definition of Dyslexia
Most current definition: Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate/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.

- Adopted by the IDA Board, November 12, 2002.
- This definition is also used by the National Institutes of Child Health and Human Development (NICHD), 2002.



Definition Breakdown

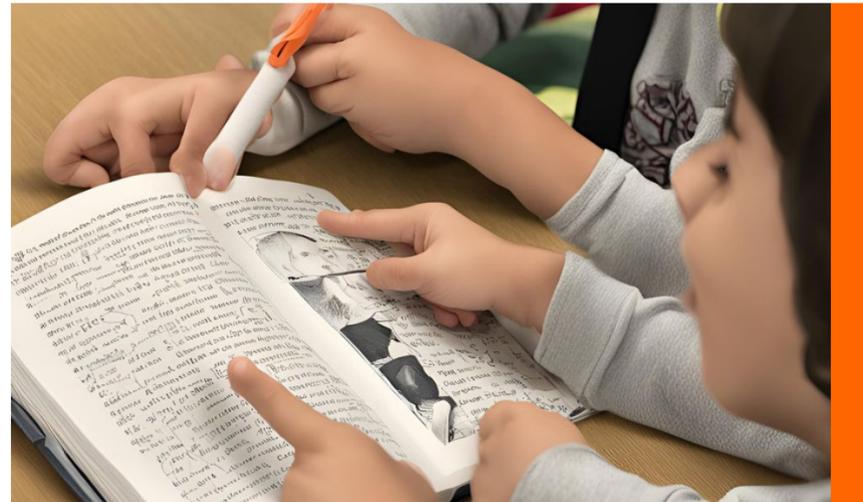
Specific learning disability – research has indicated specific cognitive characteristics related to dyslexia.



...that is neurological
in origin

–dyslexia results from differences in how the brain processes information. Specifically, functional brain imaging has demonstrated a failure of the left hemisphere posterior brain systems to function properly during reading.

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Dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities –students with dyslexia will demonstrate difficulties identifying real words (word recognition) and pronouncing nonsense words (decoding); the student’s ability to read fluently is also a major characteristic as well as difficulty with spelling. This is in contrast to the popularly held belief that the major characteristic is the reversal of letters, words and numbers.



A few facts about Dyslexia....

- The word dyslexia comes from the Greek language means poor language.
- Dyslexia is a lifelong status, however, its impact can change at different stages in a person’s life.
- Dyslexia is not due to either lack of intelligence or desire to learn; with appropriate teaching methods dyslexics can learn successfully.
- Early identification and treatment is the key to help dyslexics achieve in school and in life.

(Source: The International Dyslexia Association)

Dyslexia Characteristics

THE FOLLOWING ARE THE READING/SPELLING CHARACTERISTICS OF DYSLEXIA:

- Difficulty reading words in isolation;
- Difficulty accurately decoding unfamiliar words;
- Difficulty with oral reading (slow, inaccurate, or labored);
- Difficulty spelling.

THE READING/SPELLING CHARACTERISTICS ARE MOST OFTEN ASSOCIATED WITH THE FOLLOWING:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness);
- Learning the names of letters and their associated sounds;
- Holding information about sounds and words in memory (phonological memory);
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

CONSEQUENCES OF DYSLEXIA MAY INCLUDE THE FOLLOWING:

- Variable difficulty with aspects of reading comprehension;
- Variable difficulty with aspects of written language;
- Limited vocabulary growth due to reduced reading experiences.

Testing and Identification of Dyslexia

Screening

TEC§38.003 requires students to be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. Screening must occur at the end of the school year of each student in kindergarten and each student in the first grade. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate.

Additional Screening

Texas Education Code §28.006, Reading Diagnosis, requires each school district to administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension. This law also requires school districts to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth grade state reading assessment.

Students Determined to be At-Risk of dyslexia

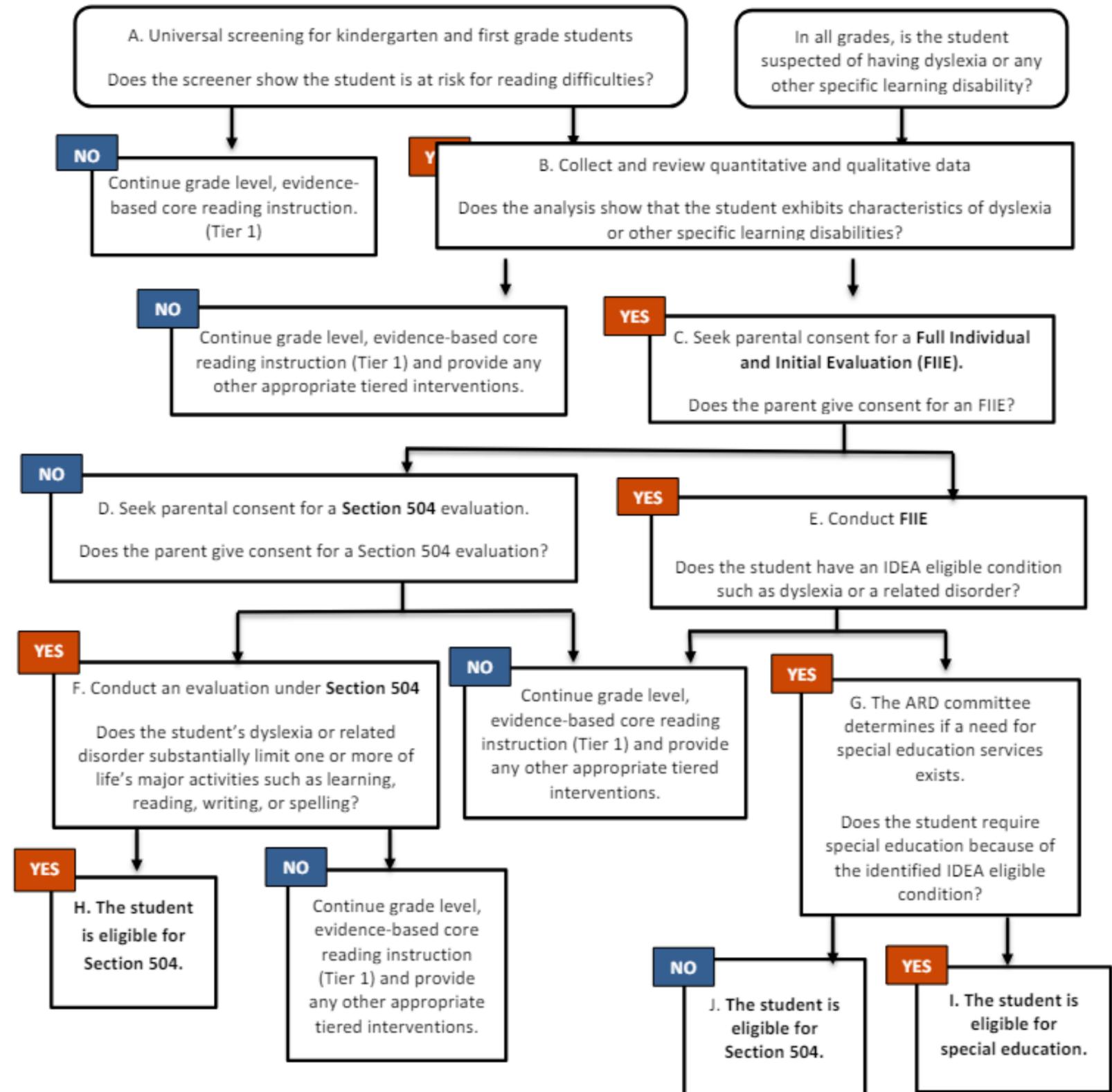
Further, a school district is required to notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined to be at risk for dyslexia or other reading difficulties based on the results of the reading instruments. In accordance with TEC§28.006(g), an accelerated reading instruction program must be provided to these students.

Possible Next Steps

Because a student suspected of having dyslexia may be a student with a disability under the IDEA, the Child Find mandate includes these students. Therefore, when referring and evaluating students suspected of having dyslexia, LEAs must follow procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA. Under Section 504, public schools must annually attempt to identify and locate every qualified student with a disability residing in its jurisdiction and notify them and/or their parents of the requirements of Section 504.

Pathways for Identification and Provision of Instruction for Students with Dyslexia

Figure 3.8
Pathways for the Identification and Provision of Instruction for Students with Dyslexia



Dyslexia Strategies Accommodations, and Modifications

Students in Karnes City ISD's dyslexia program will have instruction delivered to them by certified teachers and/or Dyslexia Therapists who have been trained in Reading by Design or Take Flight.

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STRATEGIES

- Simultaneous, multisensory (VAKT)
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction

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COMPONENTS OF INSTRUCTION

- Phonemic Awareness detect, segment, blend, and manipulate sounds in spoken language;
- Graphophonemic Knowledge phonics instruction, sound association that emphasizes the relationship of letters and sounds;
- Language Structure study of meaningful units of language (prefixes, suffixes, roots); semantics (meanings); syntax (sentence structure); pragmatics (how to use language in a particular context);
- Process oriented instruction decoding, encoding, word recognition, fluency and comprehension

ACCOMMODATIONS AND MODIFICATIONS

Please follow this link for TEA's Accommodation Resources Page

- <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources>

Resource Page

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2021 Dyslexia Handbook

<https://tea.texas.gov/academics/special-student-populations/texas-dyslexia-handbook-2021.pdf>

Region 10 Education Service Center- Dyslexia State Network

<https://www.region10.org/programs/dyslexia-statewide/overview/>

International Dyslexia Association

<https://dyslexiaida.org/>

SPEDEX

<https://www.spedtex.org/>

Senate Bill 2075

Requires districts to notify the parent/guardian of each student determined to have dyslexia (following a screening) or determined to be at risk for dyslexia or other reading difficulties (based on reading instrument results) of the Texas State Library and Archives Commission's audiobook program for students with reading disabilities."

<https://www.tsl.texas.gov/tbp/index.html>