

Dyslexia at a Glance

Strategies and Resources

Definition & Characteristics

Introduction

Overview

October 14, 2025

OVERVIEW

01 Overview & Introductions

02 Definition & Characteristics

03 Strategies and Resources

INTRODUCT

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Christy Truitt

Chisholm Trail

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Sparta

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Lakewood

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Emily Wardell

Lakewood

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Teresa Reynolds

Pirtle

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Janet Easley

Pirtle

254-215-3400

Peggy Ramos

High Point

254-316-5000

Brenda Urben

High Point

254-316-5000

INTRODUCT

Vanessa Hargrove

Tarver

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Mary Woodlief

Tarver

254-215-3800

Becky Morgan

Burrell

254-316-5300

Sarah Taggart

Charter Oak

254-215-4000

Jackie Ainsworth

Charter Oak

254-215-4000

- If your child has not been tested for Dyslexia and you have questions, please contact your child's campus Assistant Principal.

INTRODUCT

Cindy Harvey

North Belton Middle School 254-316-5200

Vicky Finley

Belton Middle School 254-215-2800

McKenzie Hager

South Belton Middle School 254-215-3000

Dawn Bush

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

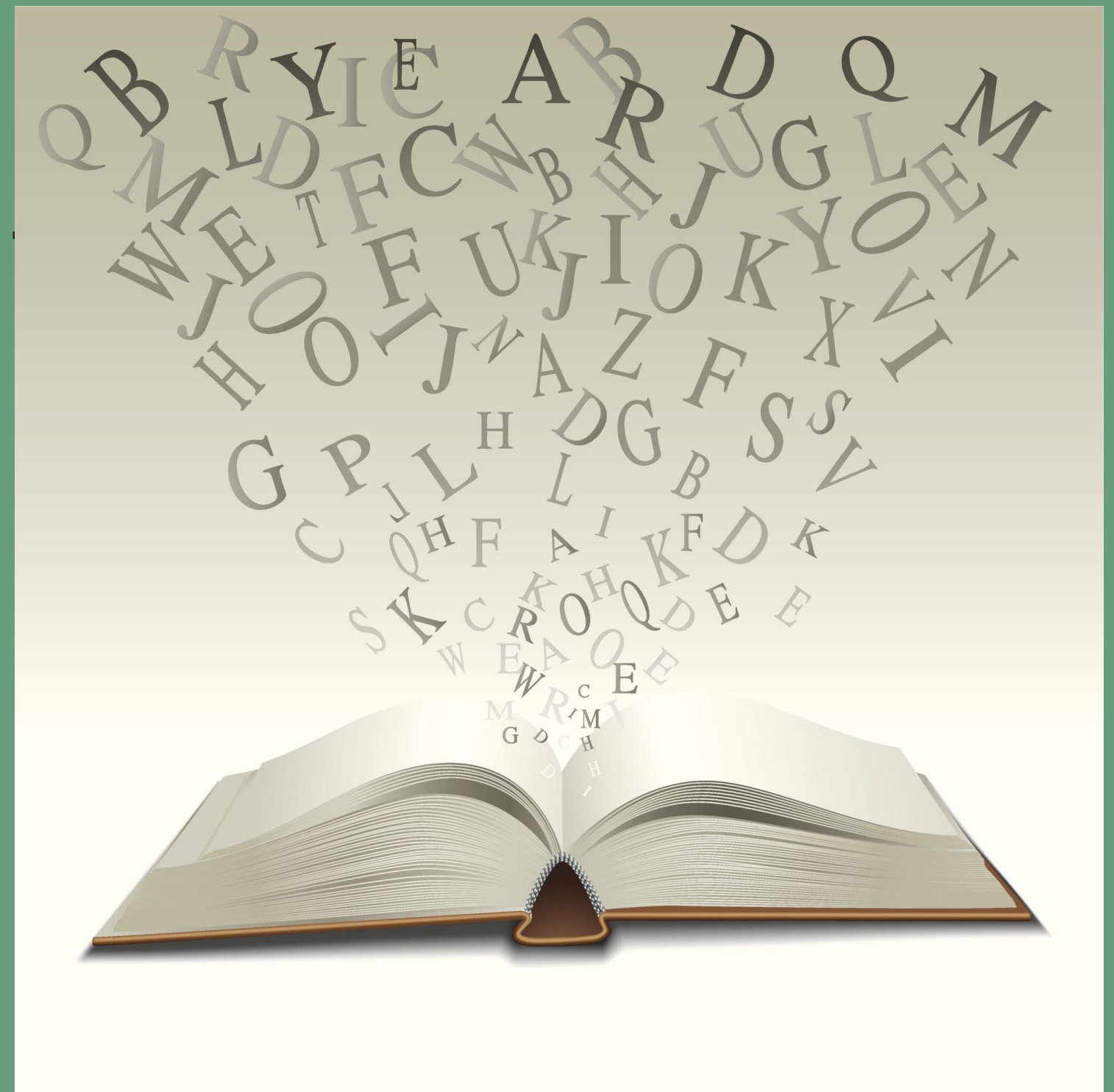
LBHS 254-316-6200 BNTHS 254-215-2500

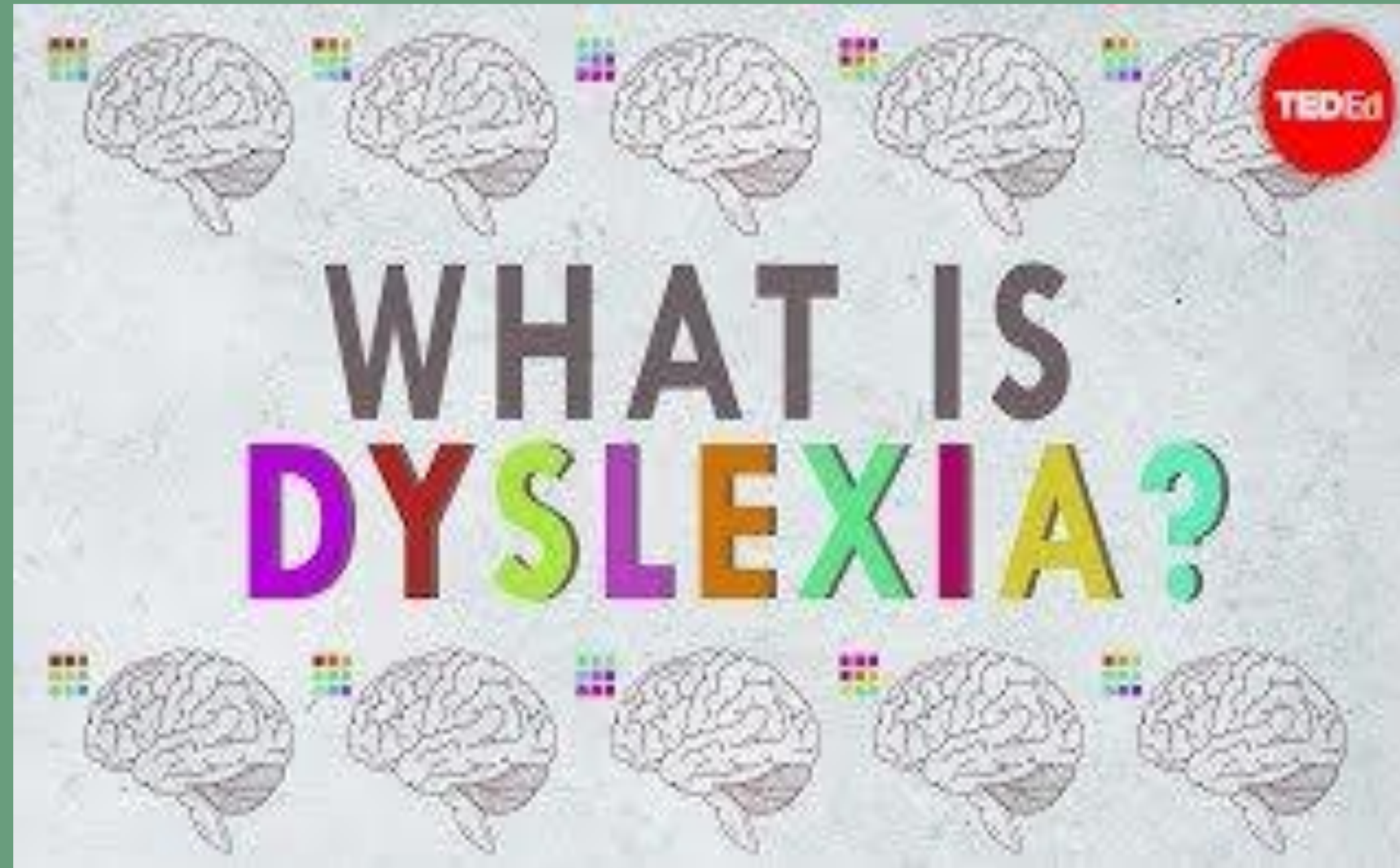
BHS 254-215-2200

What is Dyslexia?

Definition of Dyslexia

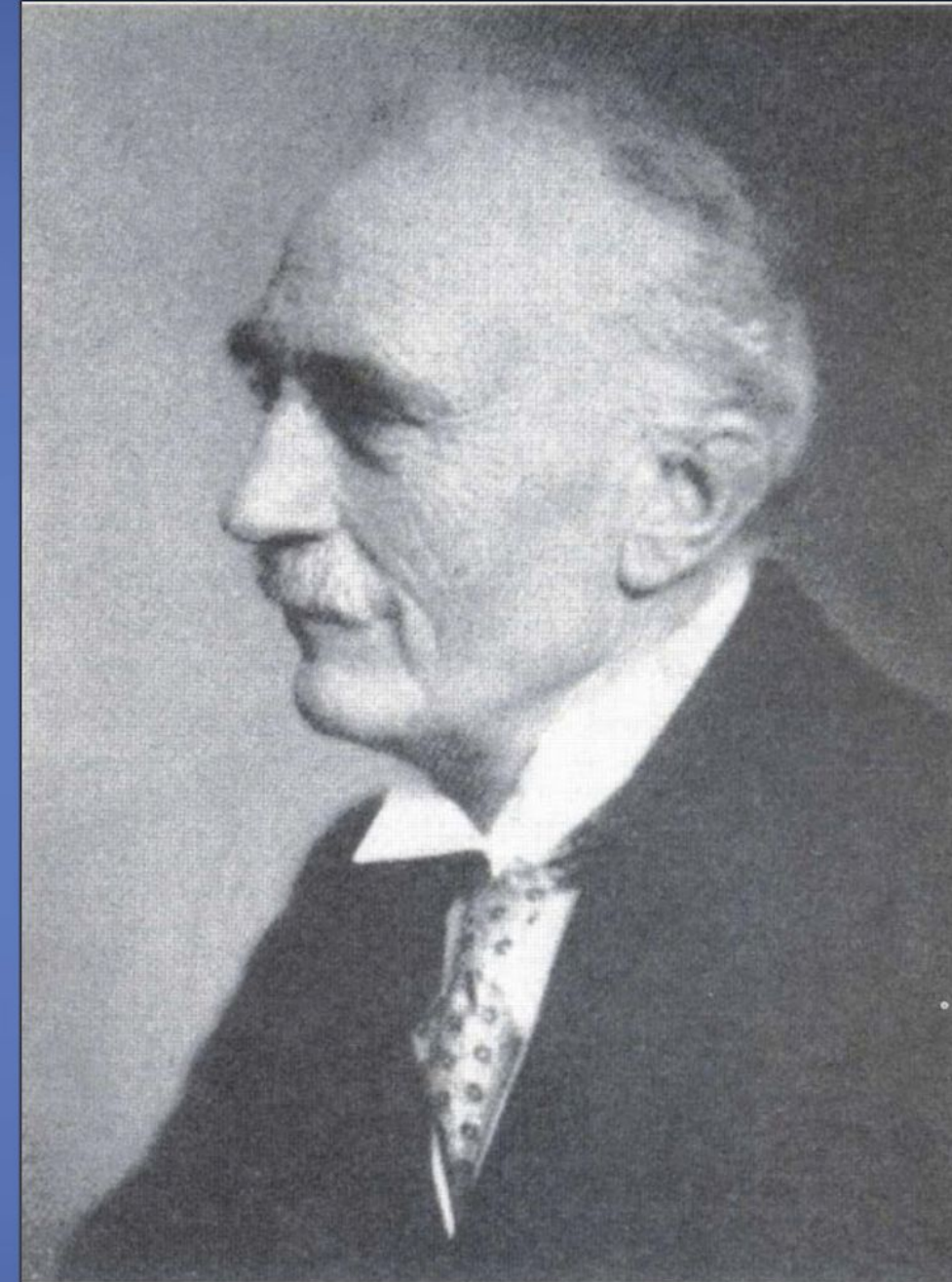
Characteristics





1895 - 1896

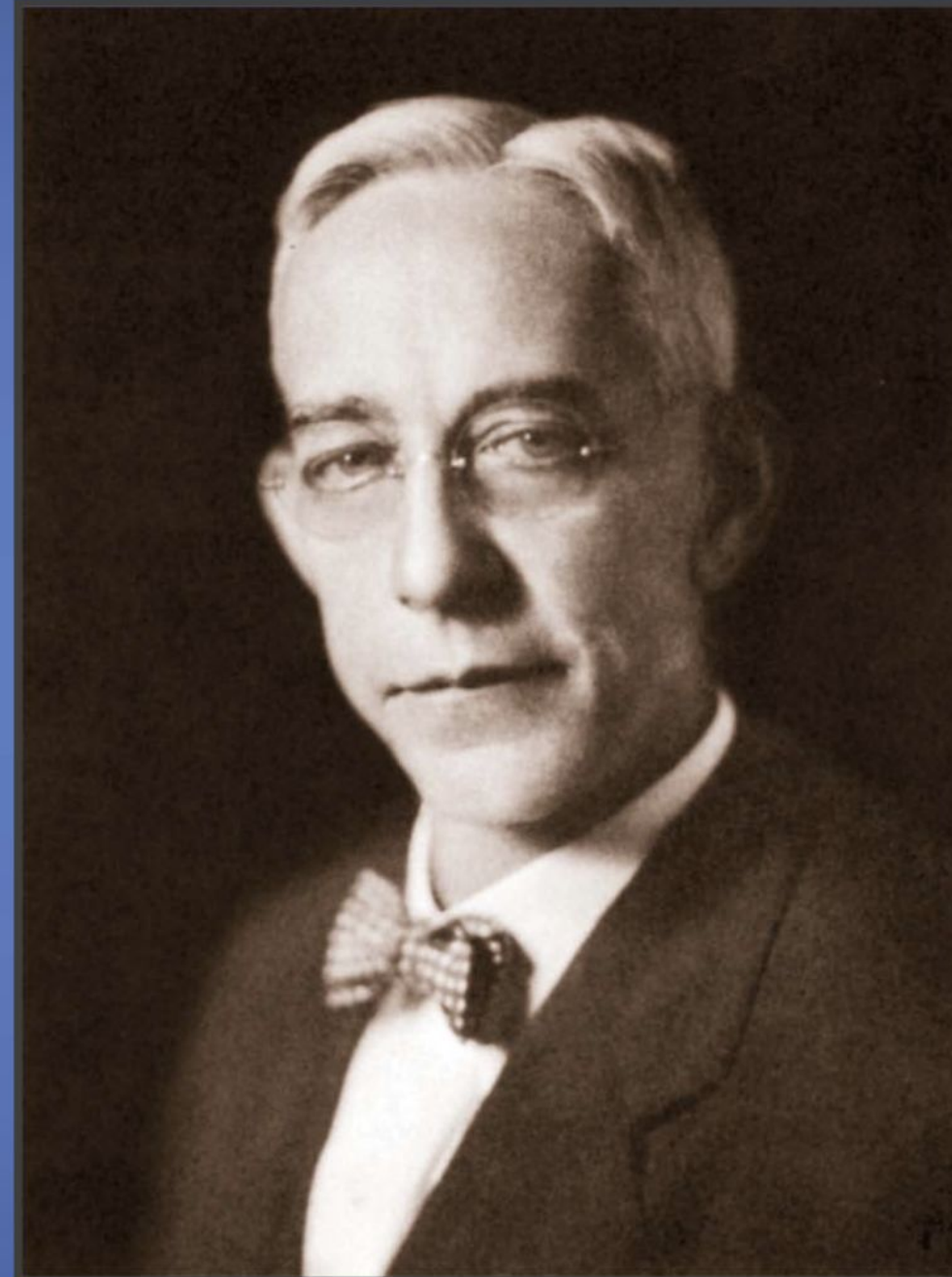
2 British Physicians –
W. Pringle Morgan
and James
Hinshelwood both
wrote about
*“congenital word
blindness”*



W. PRINGLE MORGAN, M.B.

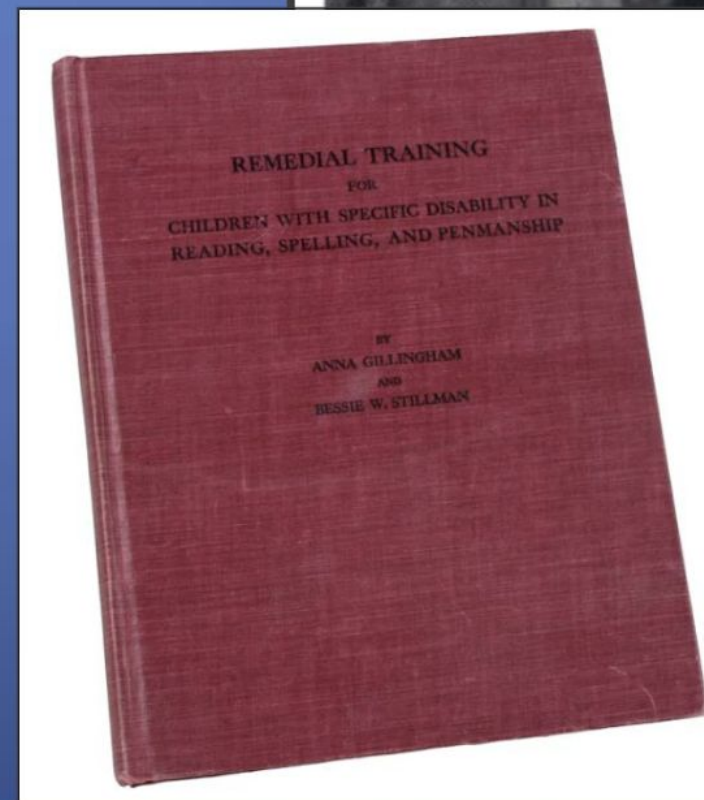
1926

Samuel T. Orton, MD., recommended “the use of all sensory pathways to reinforce the memory patterns and strengthen one another.”



1920's

Anna Gillingham and Bessie Stillman developed a phonics approach following Orton's theories using V – A – K instruction incorporating activities to link the senses.



1968

World Federation of Neurology approves dyslexia definition

WORLD FEDERATION OF NEUROLOGY

SECRETARY-GENERAL-TREASURER
EDSON HENRY MILLER

PRESIDENT
DR. MACDONALD
INSTITUTE OF NEUROLOGY
11 QUEEN SQUARE
LONDON W.C.1
ENGLAND
TEL. TERMINUS

The first meeting of the World Federation of Neurology's Research Group on Developmental Dyslexia and World Illiteracy took place at the Language Research and Training Laboratory of the Texas Scottish Rite Hospital, Dallas, Texas, U.S.A. on 3rd, 4th and 5th April, 1968. The following attended:

Chairman: Macdonald Critchley, London, England
Lucius Waites, Dallas, Texas, U.S.A.
Stanton Barron, Abilene, Texas, U.S.
Eberhard Bay, Dusseldorf, Germany
Arthur Benton, Iowa City, Iowa, U.S.
Douglas Buchanan, Chicago, Illinois,
Constantin Calavrezo, Bucharest, Rum
Artidoro Cacaes, Lima, Peru
Douglas Crowther, San Francisco, Cal

Definition Progression Continued

- Developmental Reading Disorder (American Psychiatric Association, 1980)
- Dyslexia
(International Dyslexia Association, 1995)
- Research based definition
(National Reading Panel and IDA, 2002)

Definition of Dyslexia

Definition of Dyslexia (IDA)

“In 2002, experts in reading research and related fields reflected upon the findings of thousands of scientific studies to write a standard definition.”

(Moats L.C. and Dakin K.E., p3)

International Dyslexia Association defines dyslexia in the following way:

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 include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(Adopted by IDA Board of directors, November 12, 2002)

STAY TUNED... New Definition coming



Primary Characteristics of Dyslexia

The student has problems with:

Decoding Unfamiliar words

Reading words in isolation

Fluency is slow and labored and...

Difficulty spelling words

***unexpected to cognitive and age abilities





THE DYSLEXIA HANDBOOK

Procedures Concerning
Dyslexia and Related Disorders
2024 Update

TEXAS STATE BOARD OF EDUCATION
APRIL 2024



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>

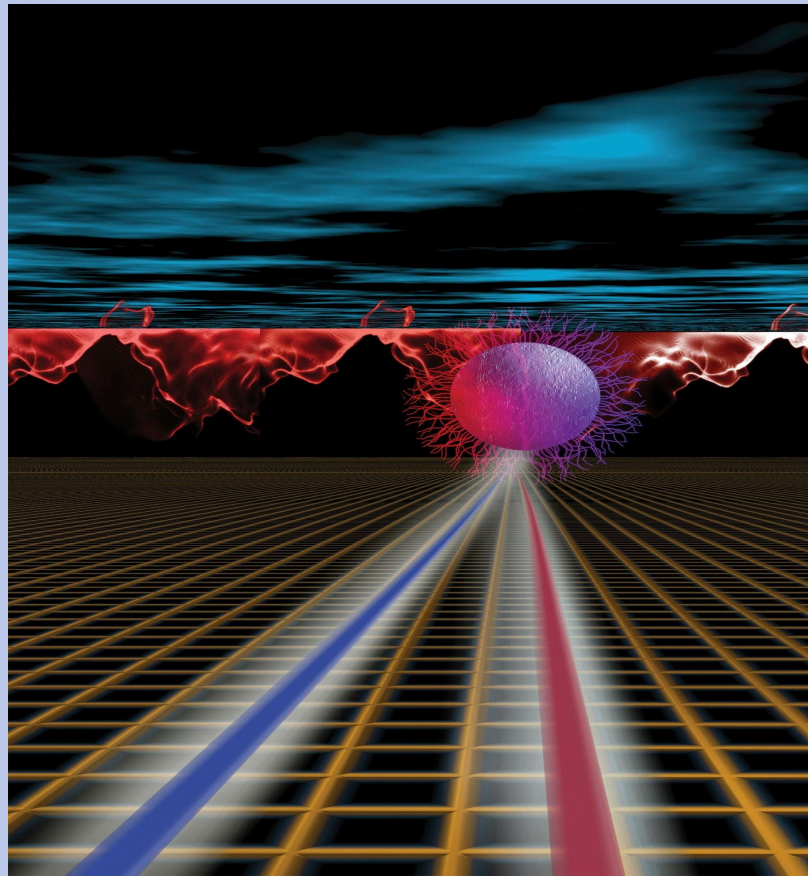
TEA Dyslexia Handbook revised 2024: Spanish

<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>

Dyslexia Strengths



M

Material Reasoning



I

**Interconnected
Reasoning**



N

**Narrative
Reasoning**



D

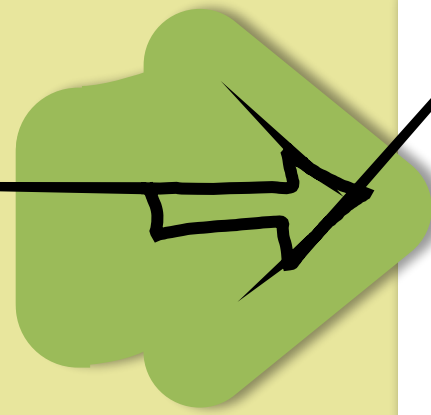
**Dynamic
Reasoning**

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

www.dyslexia.yale
.edu

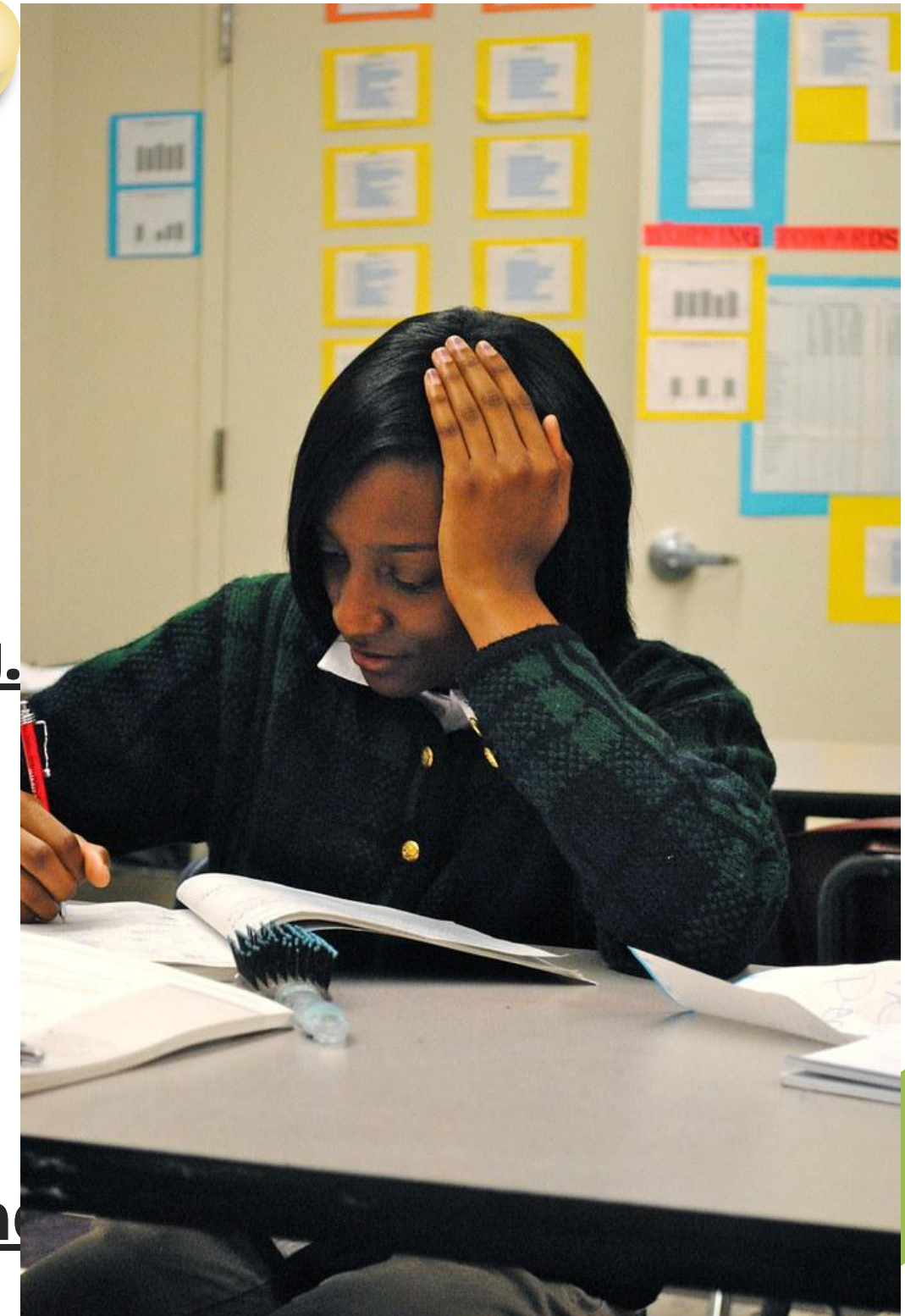
Helping your child with school work

- Environment- workspace needs to be distraction free. Quiet. Ear plugs or headphones.
- Highlighting important key facts or drawing information of story plot/models diagrams, timelines of science and history.
- Flashcards- Portable, small chunks of study materials.



Time Organization

- Break Projects up into manageable chunks
- What is due first then organize tasks accordingly.
- Outline project or homework What do you need? How many steps for project.
- Have student preview words they do not know and ask before they start reading.



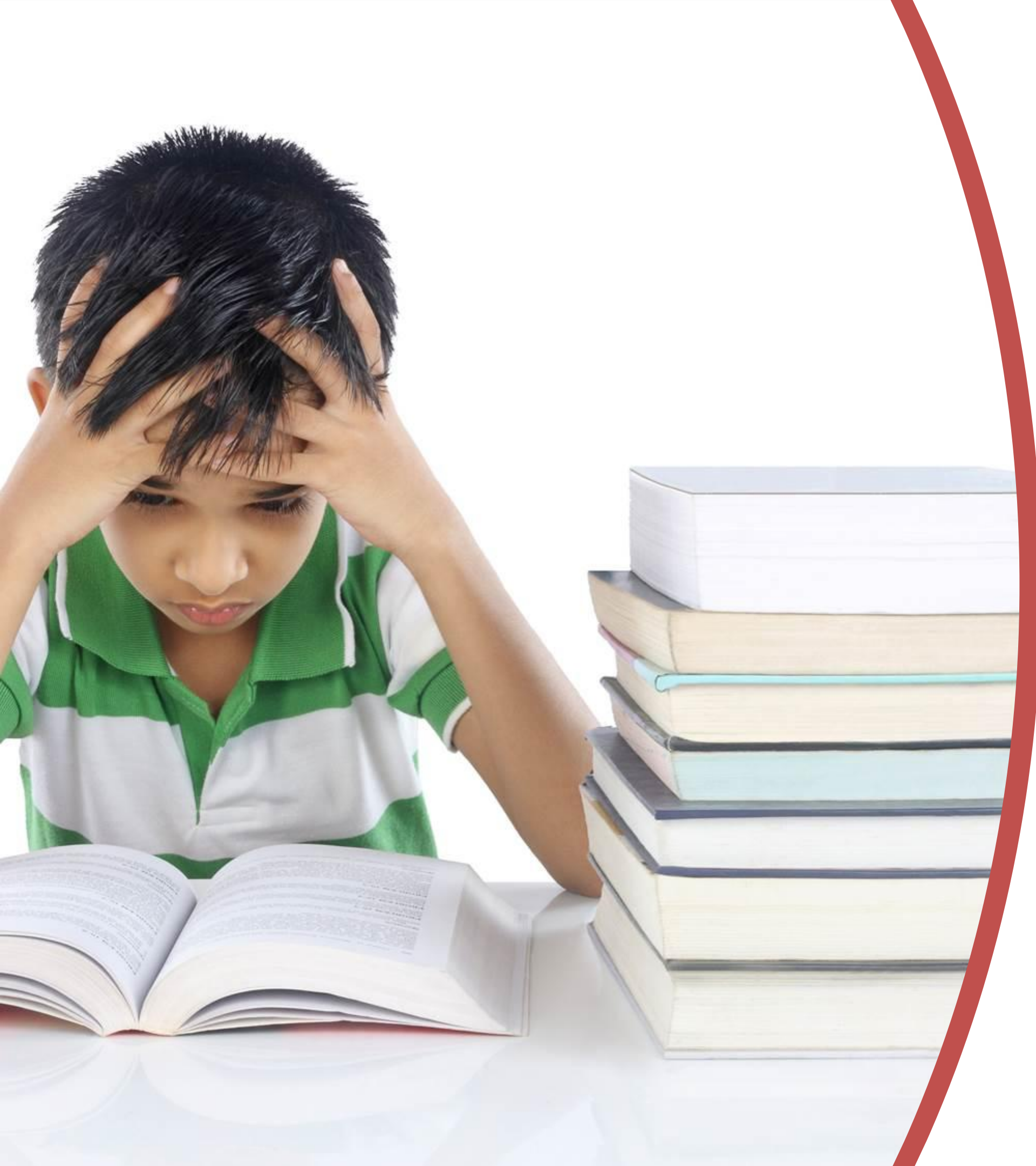


Texas Partnership



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

Dyslexia Information for Parents

www.understood.org



www.dyslexia.yale.edu

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THE YALE CENTER FOR
DYSLEXIA & CREATIVITY

www.dyslexiaida.org

International
DYSLEXIA
Association®

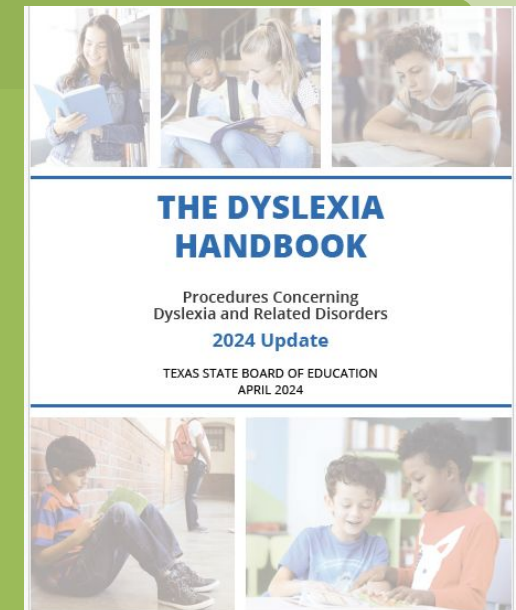
Instagram

Group: Dyslexia
Classroom

Group: Made by
Dyslexia

Facebook

Group: Learning
Ally Parent Chat



"Local District and Regional Contacts for Dyslexia"

Belton I.S.D Contacts

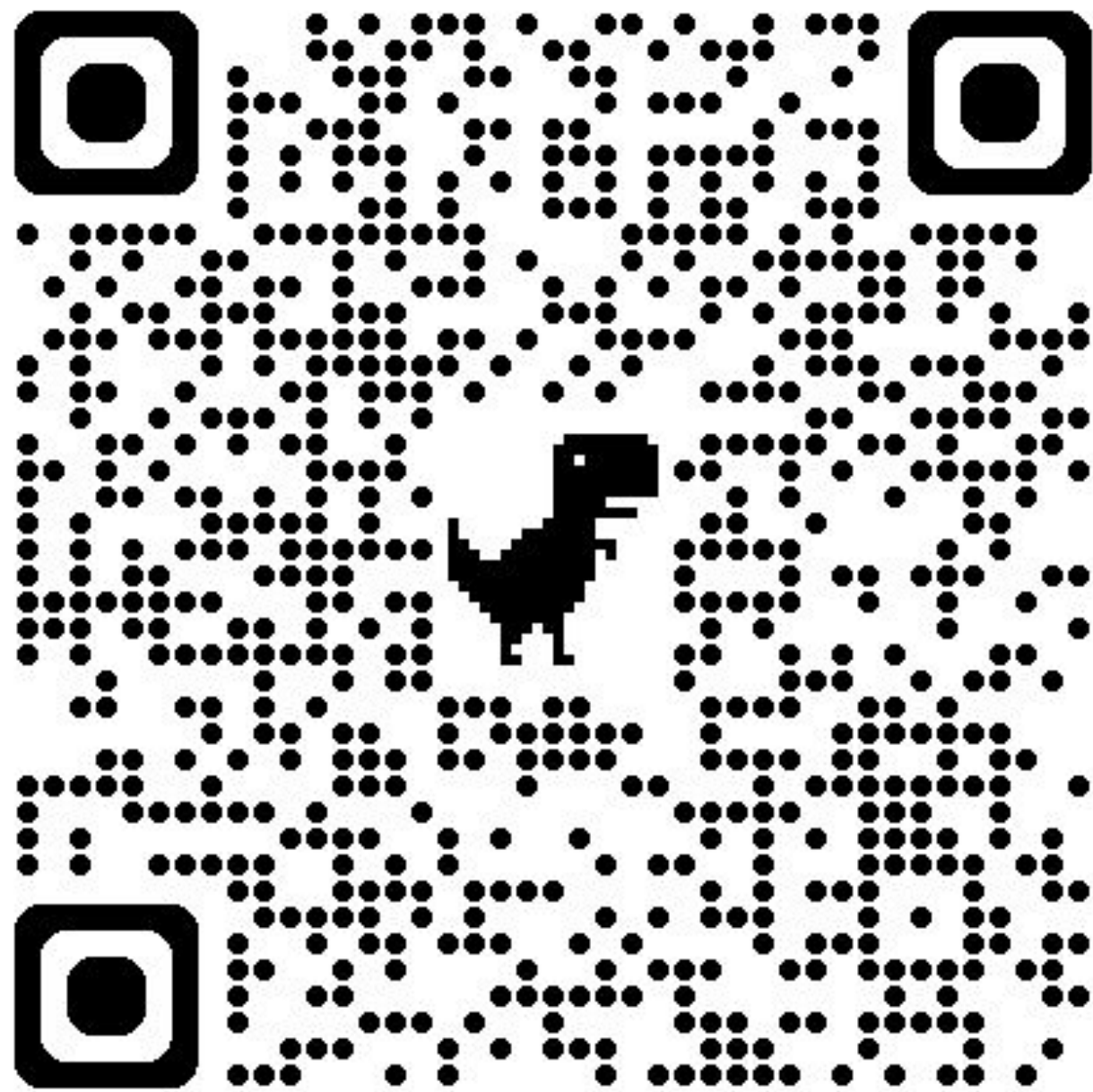
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Thank

You