

COMMON CHARACTERISTICS OF DYSLEXIA:

- Failure to understand that words are made up of parts or individual sounds
- Difficulty learning the letter names and their corresponding sounds
- Difficulty reading single words in isolation
- Difficulty spelling phonetically
- Difficulty reading aloud
- Avoids reading for pleasure

INTERVENTION & EFFECTIVE STRATEGIES:

Dyslexia intervention services are provided by an individual trained in dyslexia instructional strategies and the Reading by Design dyslexia curriculum.

In addition to explicit and systematic instruction in phonological and phonemic awareness, phonics, and word recognition, spelling, fluency, vocabulary, and comprehension, students learn self-monitoring strategies, memory techniques, and techniques to help with organization and time-management

Accommodations, determined by a committee, may include:

- copy of class notes
- extra time
- oral administration of assignments and/or tests
- spelling assistance
- small group testing
- audiobooks

For more information about accommodations, visit <https://tea.texas.gov/accommodations>

CONTACT INFORMATION

State Dyslexia Consultant:
Region 10 Education Service Center
400 E. Spring Valley Road
Richardson, TX 75083-1300
www.region10.org/dyslexia/index
Texas Dyslexia Hotline: 1-800-232-3030

Statewide English Language Arts/Reading Coordinator:
Texas Education Agency Division of Curriculum
1701 N. Congress Avenue
Austin, TX 78701
www.tea.state.tx.us/index2.aspx?id=4434
512-463-9581

Region 3 ESC Dyslexia Specialist:
Chryseis Baker
cbaker2@esc3.net
361-573-0731

Tidehaven ISD Special Programs Coordinator:
Merideth Dodd
mdodd@tidehavenisd.com
979-843-4320

Gulf Coast Special Education Services:
Stacie Presley, Director
spresley@vvisd.org
979-318-7600

PARENT RESOURCES:

International Dyslexia Association
<http://www.interdys.org>

Learning Ally
<https://learningally.org/>

Bookshare
<http://www.accessiblebooks4tx.org/>

Talking Book Program
https://www.tsl.texas.gov/tbp/reading_disabilities

Texas College and Career Readiness Support Center
<http://txccrsc.org/>

Partners Resource Network
<http://prntexas.org>



Parent & Guardian Dyslexia Education & Awareness

- *What is dyslexia?*
- *What are the common characteristics of dyslexia?*
- *How do we assess and identify for dyslexia?*
- *How do we determine eligibility?*
- *What is the difference between RTI, Section 504, and IDEA?*
- *Who provides intervention services and what are some effective instructional strategies?*
- *What are some accommodations available to students with dyslexia?*
- *Who do I contact for more information or concerns?*

WHAT IS DYSLEXIA?

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

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

The 2024 Dyslexia handbook is linked from the Tidehaven ISD website, and is also available here:
<https://tea.texas.gov/academics/dyslexia/>



HOW IS DYSLEXIA ASSESSED AND IDENTIFIED?

TEC §38.003, “Screening and Treatment for Dyslexia” requires that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate. 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.

-2024 Dyslexia Handbook

A knowledgeable team of persons meets to discuss the data collected, including data obtained during dyslexia screenings, and the implications of the data. If the team suspects that a student has dyslexia, a related disorder, or another disability, the team must refer the student for a full individual initial evaluation (FIIE) under IDEA and all special education procedures must be followed.

Schools must recommend evaluation for dyslexia if a student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student’s age/grade
- Characteristics and risk factors of dyslexia

When a formal evaluation is recommended, the school must complete the evaluation process as outlined in IDEA. Procedural safeguards under IDEA must be followed. Formal evaluations assess the academic skills and cognitive processes related to dyslexia. Decisions are made by the ARD committee (including the parent).

DETERMINING ELIGIBILITY

1. Does the data show the following characteristics of dyslexia?
 - a. difficulty with accurate and/or fluent word reading
 - b. poor spelling skills
 - c. poor decoding ability
2. Do these difficulties (typically) result from a deficit in the phonological component of language?
3. Are these difficulties unexpected for the student’s age in relation to the student’s cognitive abilities and provision of effective classroom instruction?

Once dyslexia has been identified as the IDEA-eligible disability, a determination must be made by the ARD committee regarding the most appropriate way to serve the student.

SERVICES

Response to Intervention (RTI) is a tiered approach to providing services and interventions at increasing levels of intensity to students who struggle with learning.

Section 504 is a program which provides equal opportunity to eligible students with disabilities when compared to their non-disabled peers. This program provides support and interventions through general education.

IDEA (Individuals with Disabilities Education Act) ensures that all children with disabilities have available to them a free and appropriate public education. IDEA provides individual supplemental educational services and supports in addition to what is provided to students in the general curriculum to ensure that the child has access to and benefits from the general curriculum.