

Dyslexia Awareness

Empowering Parents to Support Their Learners



Today's Goals

Leave with clear language, practical tools, and questions you can use right away.

UNDERSTAND

What dyslexia can affect—and what it does not say about a child.

NOTICE

Patterns worth sharing with a teacher, without turning a checklist into a diagnosis.

ACT

Low-pressure ways to help at home and partner with your child's school.

What Is Dyslexia?

A language-based learning disability

It can affect accurate or fluent word reading, decoding, and spelling. Dyslexia looks different from child to child—and support should match the learner.

“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.

NOT A MEASURE OF

**intelligence
effort
potential**

Children with dyslexia can be curious, creative, capable thinkers.

What Might Families Notice?

Look for patterns over time—not a single sign.

1

Reading

Slow or effortful reading;
guessing at unfamiliar words

2

Sounds + letters

Trouble connecting speech
sounds to letters or blending
sounds

3

Spelling

Inconsistent spelling or
difficulty remembering
patterns

A checklist cannot diagnose dyslexia. Share observations and ask the school what they see across settings.



Every Child Has Strengths

Dyslexia describes a learning difference—not the whole child. Notice and name strengths often.

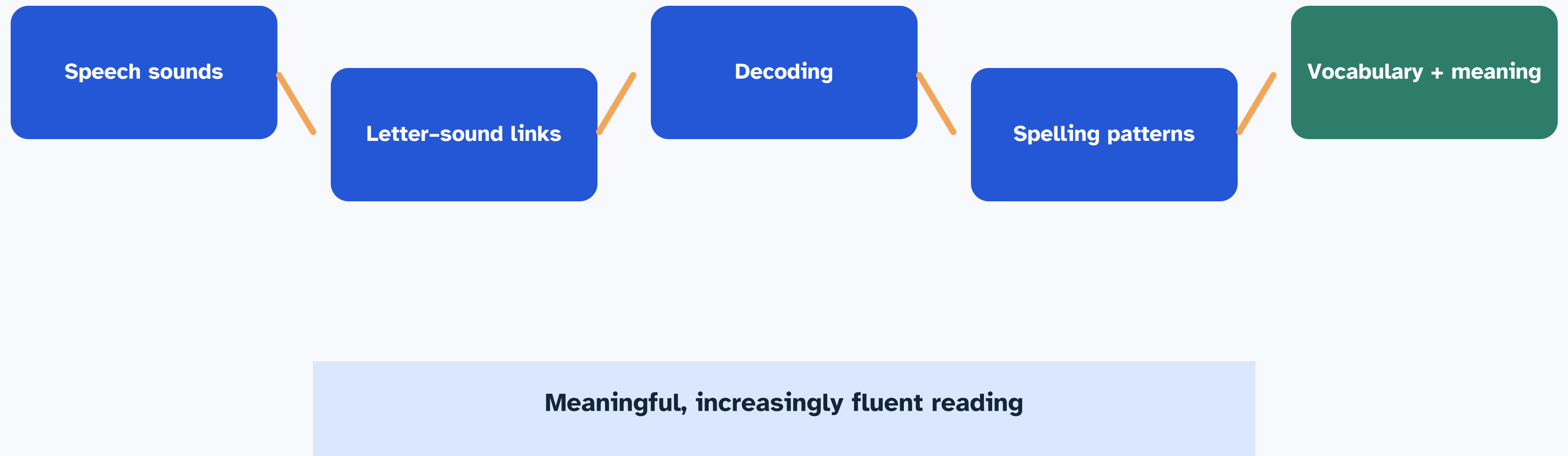
Ideas • curiosity • problem-solving

Storytelling • empathy • persistence

Confidence grows when support and challenge stay in balance.

Skills That Support Reading

Strong reading grows from connected building blocks.



What Effective Instruction Looks Like

Teaching is clear, planned, connected, and responsive.

EXPLICIT

The teacher models and explains each step.

SYSTEMATIC

Skills follow an intentional sequence.

CUMULATIVE

New learning builds on practiced skills.

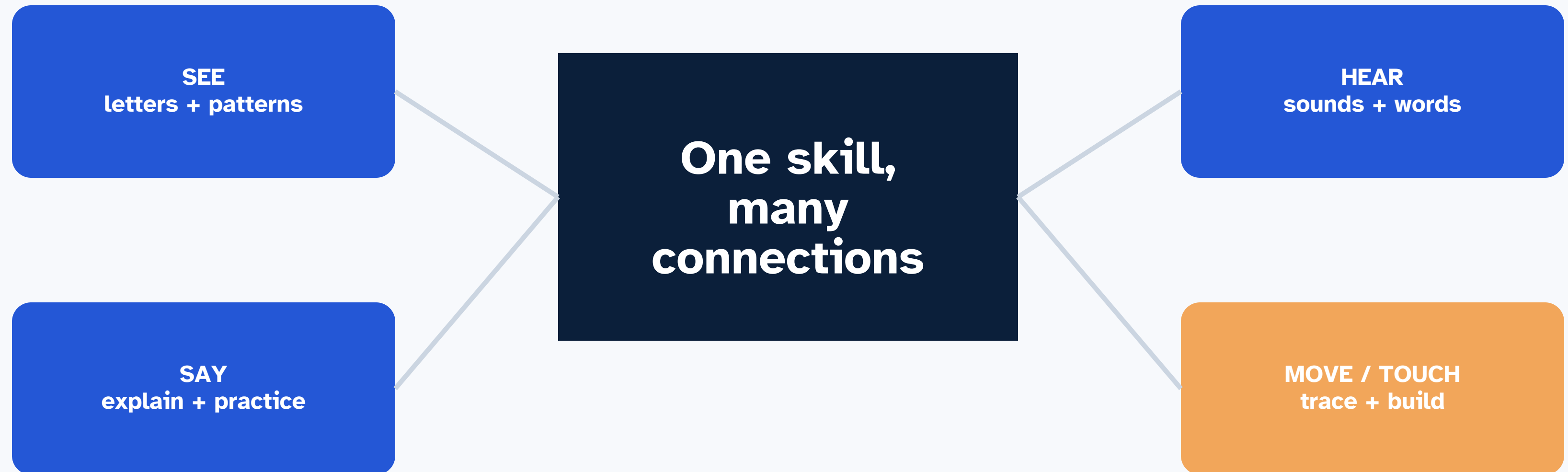
EVIDENCE-BASED

Methods are supported by reading research.

Practice → feedback → review → growing independence

Multisensory + Structured Practice

Students connect the same learning through more than one pathway.



Activities are purposeful—not busywork. The teacher links each action to a reading or spelling goal.

Examples of School Dyslexia Programs

Two names families may hear in district conversations:

MTA

A structured approach that may be used to build decoding, spelling, and fluency skills.



Reading by Design

A structured literacy program that may be used for explicit, sequenced instruction.



The program used depends on student needs, staffing, training, and district practice. Ask what your child receives—and how progress is measured.

HOW DO THE PROGRAMS ALIGN WITH THE DEFINITION OF A SPDI?

According to the 2021 edition of the [Texas Education Agency Dyslexia Handbook](#), a standard protocol dyslexia instructional program (SPDI) should have the following aspects. It should be:

explicit	systematic	intentional in its approach	instruction is designed and effective for all students with dyslexia	takes place in a small group setting	evidence-based	taught by an appropriately trained instructor	implemented with fidelity
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Evidence-based instructional components should include explicit teacher-led instruction in:

phonological awareness	sound-symbol association	syllabication	orthography	morphology	syntax	reading fluency	reading comprehension
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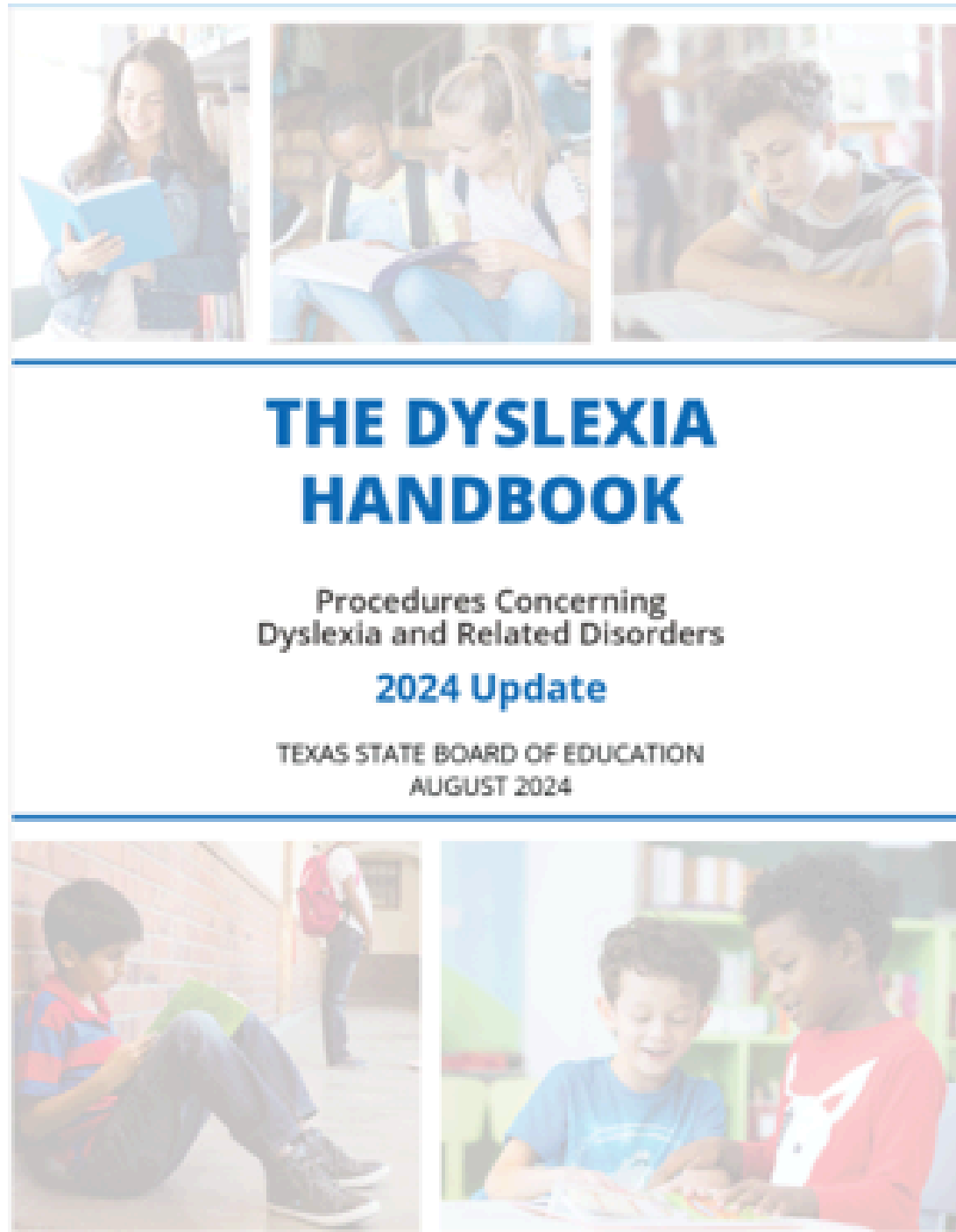
Instruction delivery includes:

simultaneous, multisensory (VAKT)	systematic and cumulative	explicit instruction	diagnostic teaching to automaticity	synthetic instruction	analytic instruction
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MTA meets all descriptors of an SPDI, evidence-based components, and instructional delivery.

TEXAS DYSLEXIA HANDBOOK



- The Texas Dyslexia Handbook has all information regarding Dyslexia and related disorders including
 - The evaluation process
 - Requirements for Standard Protocol Dyslexia Instruction (SPDI)
 - Qualifications for those conducting evaluations
 - Qualifications for Providers of Dyslexia Instruction (PDI)
 - Support and services that may be offered through Section 504 and IDEA

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

How Can I Help at Home?

READ TOGETHER

Take turns, use audiobooks, and talk about the story.

KEEP IT SHORT

Ten calm minutes can be more useful than a long struggle.

PRAISE THE PROCESS

Notice persistence, strategies, and questions—not just speed.



Build Self-Advocacy

Give children simple words for what helps them learn.

“I understand better when...”,

“Could you please...”,

“I need a moment to...”,

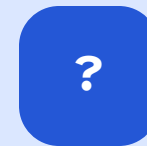
Practice at home first. Adults can model asking clearly, respectfully, and without apology.

Working With Your Child's School

Bring observations. Ask for examples. Leave with next steps.



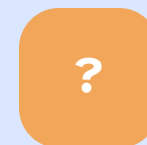
What patterns are you seeing in class and in student work?



What instruction or intervention is my child receiving?



How will progress be measured and shared with us?



What can we reinforce at home without adding pressure?

Screening, Evaluation, and Support

These words are related—but they are not interchangeable.

SCREENING

A brief check that can flag possible risk and the need to look closer.

EVALUATION

A fuller process using multiple sources of information to understand needs.

SUPPORT

Instruction, intervention, and/or accommodations based on the student.

Ask your campus about current Texas procedures, timelines, consent, and how families receive results.

Understanding Section 504 + Special Education

Different school processes may be considered based on individual needs and eligibility.

SECTION 504

May provide access supports and accommodations when eligibility requirements are met.

SPECIAL EDUCATION

May provide specially designed instruction and related supports when eligibility requirements are met.

Not every student qualifies for the same service. The team reviews data, needs, and eligibility—not a label alone.

Helpful Technology + Tools

Tools can improve access while students continue building skills.

TEXT TO SPEECH

Hear digital text read aloud.

SPEECH TO TEXT

Draft ideas by speaking.

AUDIOBOOKS

Build knowledge and enjoy stories.

DIGITAL HIGHLIGHTING

Track key words and directions.

SPELLING SUPPORT

Reduce barriers during writing.

Availability varies by school, platform, device, and student plan.





DYSLEXIA

FAMILY RESOURCES

Scan the QR codes to explore trusted information, tools, and support for families.



Practical resources and expert advice for parents of children with learning and thinking differences, including dyslexia.



SCAN ME



www.understood.org/en/topics/dyslexia



Evidence-based information, resources, and fact sheets about dyslexia.



SCAN ME



dyslexiaida.org/fact-sheets/



Always Innovating
South Texas ISD
RIO GRANDE VALLEY | GRADES 6-12

District resources, programs, and supports for students with dyslexia and other learning needs.



SCAN ME



www.stisd.net/departments/special-programs/special-education



Information for parents about dyslexia, other related disorders, special education services, and advocacy in Texas.



SCAN ME



www.spedtex.org/resources/dyslexia-and-related-disorders-information-parents



Research-based resources for families, including early warning signs, tips for supporting reading at home, and guidance for working with schools.



SCAN ME



dyslexia.yale.edu/resources/parents/



Family-friendly guides, strategies, and activities to support reading and help children with dyslexia succeed at home and school.



SCAN ME



www.readingrockets.org/guidance-families



Texas Dyslexia-Statewide Resources including information, tools, and supports for families.



SCAN ME



www.region10.org/programs/dyslexia-statewide/resources/



TEXAS CENTER
for
LEARNING
DISABILITIES

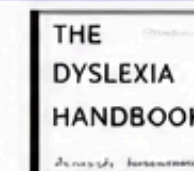
Resources and guidance for families to better understand dyslexia and other learning disabilities.



SCAN ME



www.texasldcenter.org/



The Dyslexia Handbook provides guidance on identification, instruction, and support for students with dyslexia in Texas.



SCAN ME



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

Every Learner has strengths.
With the right support, brighter futures are possible!

Your Family Action Plan

Three small steps can create momentum.

1

NOTICE

Write down one pattern and one strength you see.

2

ASK

Choose one question for your child's teacher or campus team.

3

TRY

Pick one low-pressure home support to use this week.

Progress grows through partnership—not perfection.

Questions?

Families are important partners in every child's learning.

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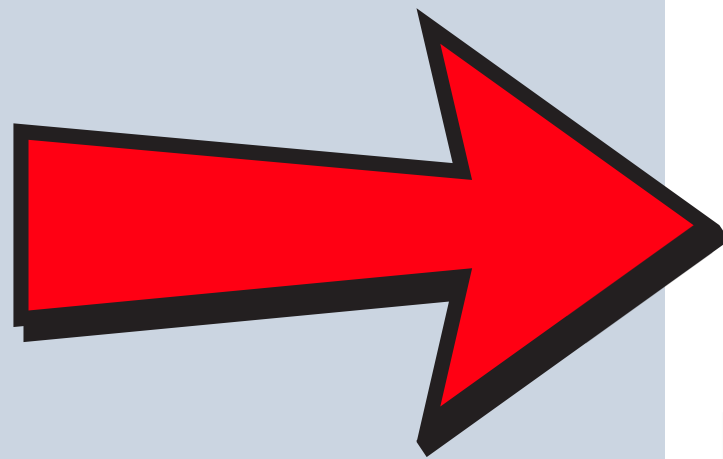
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SPECIAL EDUCATION

Cooperative

Join us
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sessions!



Parent Sessions

**DYSLEXIA
AWARENESS
2026**

✱ EMPOWERING FAMILIES • SUPPORTING LEARNERS • CELEBRATING STRENGTHS ✱

OCTOBER 13

ENGLISH: 11:30AM-12:15PM
SPANISH: 12:30-1:15 PM

EMPOWERING PARENTS

"Dyslexia Awareness: Empowering Parents to Support Their Learners"

Virtual Session



OCTOBER 21

TIME: 12:00-12:45PM

TOOLS & RESOURCES

"Tools and Resources for Parents to Support Dyslexia"

Virtual Session



OCTOBER 29

TIME: 5:30-6:30PM

UNLOCKING POTENTIAL

"Helping Children with Dyslexia and Executive Functioning Needs"

In Person and Virtual Options Session



NOVEMBER 3

DYSLEXIA SIMULATION

Experience what it's like to learn with dyslexia

In Person Session



REGISTER



<https://forms.cloud.microsoft/r/cvzvzVwcW0>

Must register to receive
the Zoom link for virtual



In Person Sessions:

South Texas ISD Teaching and Learning Center
7001 E. Expressway 83, Mercedes, Tx 78570

For more information:

Special Programs Department (956)260-2259

WORTH CHECKING OUT!

Dyslexia Simulation Session

))((Learning Ally®

