

Belton ISD Dyslexia Awareness Parent Night

October 20, 2026



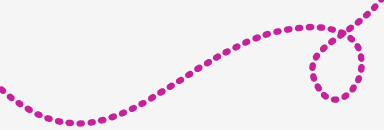


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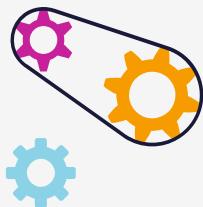
Reading by Design
District Dyslexia Program

03

**Dyslexia Evaluation and
Accommodations**

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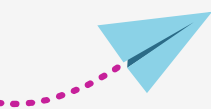




01

Dyslexia at a Glance

Update on Dyslexia



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504 , Dyslexia , & Homebound
Special Program Coordinator
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Office: 254-215-2106

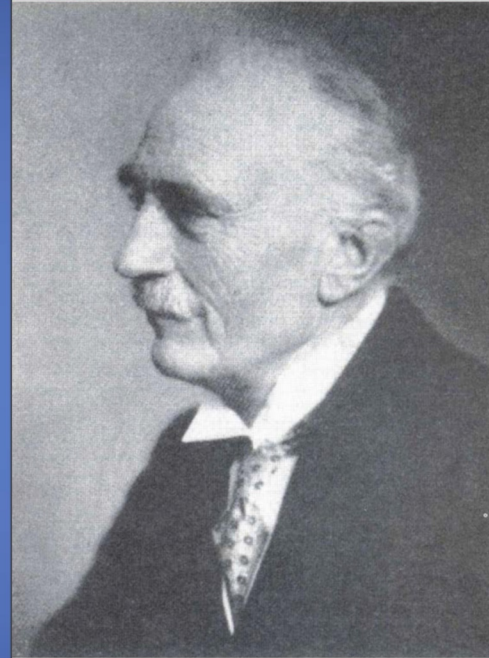


History of Dyslexia



1895 - 1896

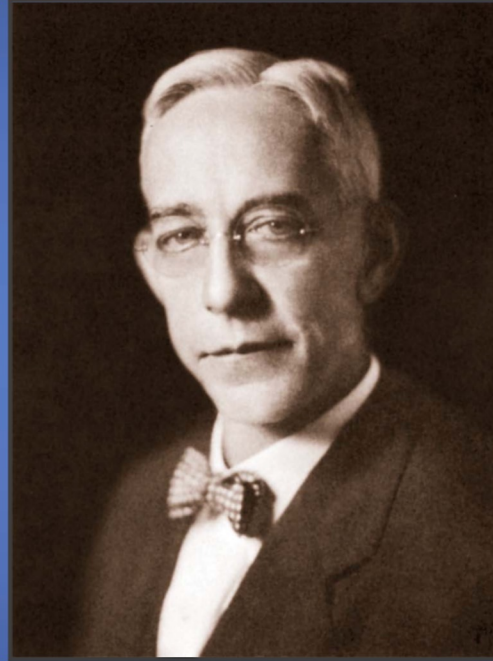
2 British Physicians –
W. Pringle Morgan
and James
Hinshelwood both
wrote about
*“congenital word
blindness”*



W. PRINGLE MORGAN, M.B.

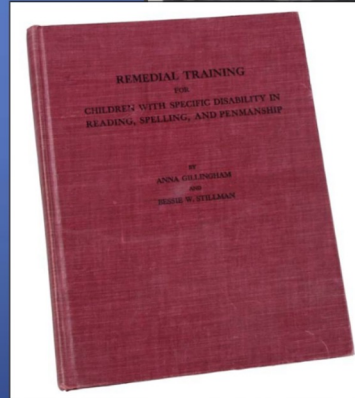
1926

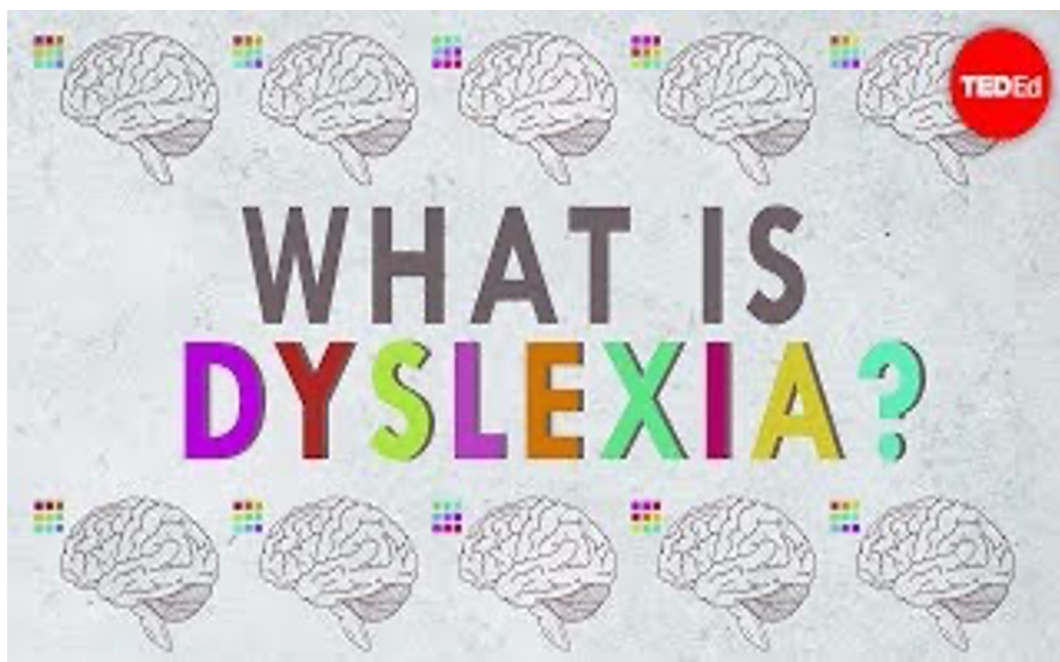
Samuel T. Orton, MD., recommended “the use of all sensory pathways to reinforce the memory patterns and strengthen one another.”



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.





Primary Characteristics of Dyslexia

The student has problems with:

Decoding Unfamiliar words

Reading words in isolation

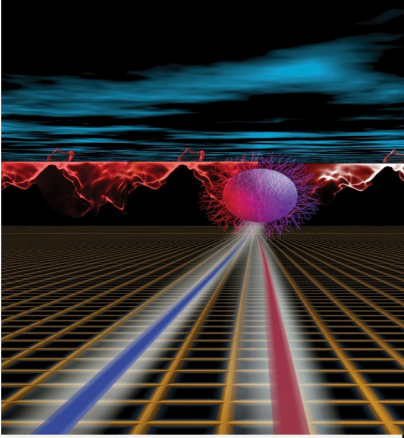
Fluency is slow and labored and...

Difficulty spelling words

Secondary consequences in Written Expression and Comprehension due to low vocabulary and language knowledge from limited reading.

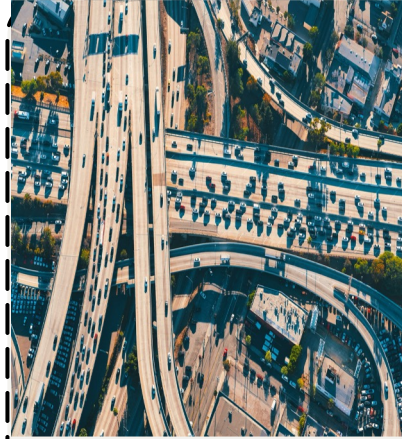


Dyslexia Strengths



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.

Dyslexic Strengths



WHAT IS
DYSLEXIA?



DyslexicAdvantage.org



Effective Strategies for Dyslexic Students

Highlight key words



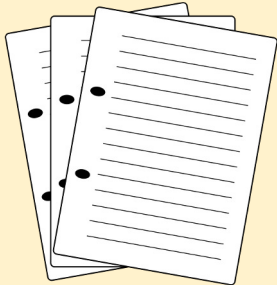
Step by Step directions



Pre-teach Vocabulary



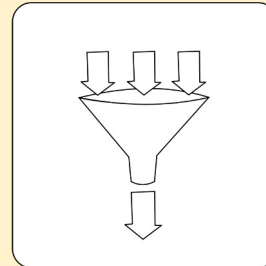
Copy of Notes



Audiobooks for comprehension



Graphic Organizers



Visual and Verbal Cues



Accommodations for Students with Dyslexia

Accommodations, provided for both testing and instruction, change the way students access information and demonstrate their knowledge, skills, and abilities; they do not change academic standards or expectations. The purpose of accommodations is to ensure equal access to the full school experience for

students with dyslexia or other learning disabilities (e.g., providing extended exam

Accommodations do not change the content of instruction, give students an unfair advantage, or change the skills or knowledge that a test measures.

time for a student who has slow processing speed affecting academic fluency). Accommodations are adjustments made to allow a student to demonstrate knowledge, skills, and abilities without lowering learning or performance expectations and without changing what is being measured (e.g., providing text in audio format when academic knowledge [e.g., history, biology, literature] is the target skill being measured). Accommodations do not change the content of instruction, give students an unfair advantage, or change the skills or knowledge that a test measures. Accommodations make it possible for students with dyslexia to demonstrate their learning without being hindered by their disabilities. Appropriate accommodations need to be an integral part of the normal

Assessment (testing) accommodations are changes in assessment materials (e.g., large print) or procedures (e.g., extended time) that allow students to demonstrate their abilities—not their disabilities—during tests and exams. Without accommodations, an assessment may not accurately measure the knowledge and skills of a student with a learning disability (e.g., dyslexia). An accommodation does not change item or test validity.

Modifications Are Different from Accommodations

(<https://dyslexiaida.org/wpcontent/uploads/2017/12/Final-jpeg.png>) Modifications to curriculum content, homework assignments, or assessments change the nature of instruction and assessments and what students are expected to learn—but they have the advantage of allowing interaction with other students in the classroom and school. An instructional modification (i.e., homework assignments) might be assignment of math problems requiring a lower level of math knowledge-skill. A modification in

Accommodation or Modification?

- Accommodations are instructional or test adaptations. They allow a student to demonstrate what he or she knows without fundamentally changing the target skill being taught in the classroom or measured in testing situations. Accommodations do not reduce learning or performance expectations. Instead, accommodations change the manner or setting in which information is presented or the manner in which students respond.
- Modifications are instructional or test adaptations that allow a student to demonstrate what he knows or can do, but the target skill is also reduced in some way. Modifications usually lower performance expectations.

Accommodations for Students with Dyslexia

<https://dyslexiaida.org/accommodations-for-students-with-dyslexia/>





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

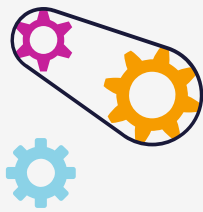
<https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf>

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:

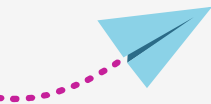
<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

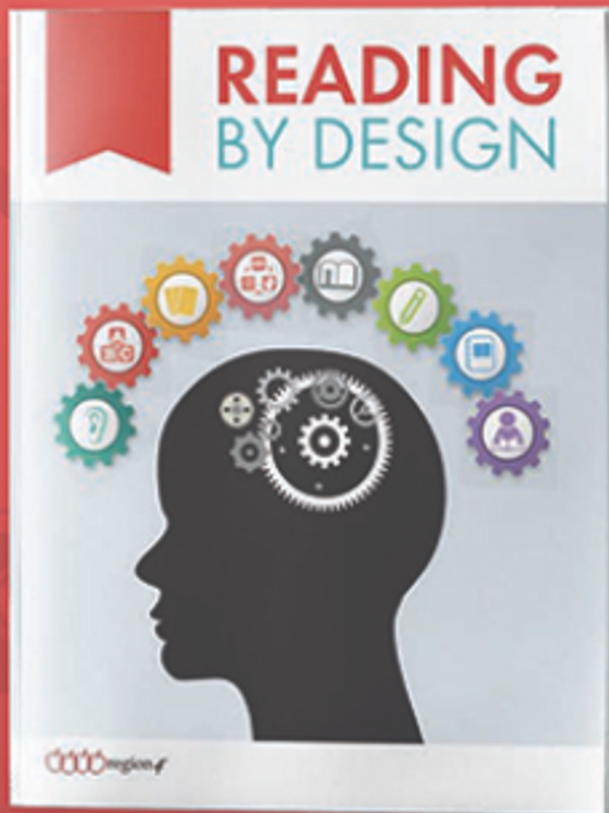


02

Reading by Design

District Dyslexia
Program





Reading by Design:

Systematic, Explicit,
and Intensive
Reading Intervention
Program

26-27 Elementary Dyslexia Interventionist

Lori Vance/Lorin Rhodes

Hubbard Branch

215-3900

Amy Castillo

Southwest

Miranda Klein/Christy Truitt

Chisholm Trail

316-5100

Kelly Rhodes
3600

Sparta

215-

Lindsay Dubberly
3200

Leon Heights

215-

Emily Wardell/Pam Harler
215-3100

Lakewood

Rachel Johnson



26-27 Elementary Dyslexia Interventionist

Teresa Reynolds/Alissa Meeks-Small
3400

Pirtle

215-

Becky Morgan/Alissa Meeks-Small
5300

Burrell

316-

Vanessa Hargrove/Mary Woodlief
3800

Tarver

215-

Sarah Taggart/Jackie Ainsworth

Charter Oak

215-4000

Misao Takii (Esperanza) Charter Oak, SW, Chisholm Trail



Secondary Dyslexia Interventionist

Cindy Harvey	North Belton Middle School	316-5200
Vicky Finley	Belton Middle School	215-2800
McKenzie Hager	South Belton Middle School	215-3000
Dawn Bush	South Belton Middle School	215-3000
Debbie Sullivan	Lake Belton Middle School	215-2900
Sara Ridley	Lake Belton Middle School	215-2900
Carol Hajda	LBHS 316-6200	BNTHS 215-2500
	BHS	215-2200



Dyslexia Teacher's Qualifications: Must have Valid Texas Teacher Certification

A provider of dyslexia instruction:

- must be fully trained in the LEA's adopted instructional materials for students with dyslexia; and
- is not required to be certified as a special educator unless he or she is employed in a special education position that requires the certification.

TEA Dyslexia Handbook, 2024 edition



Dyslexia and Other Related Disorders
TDA 1: Dyslexia Foundations - Asynchronous Training

[View Course](#)



Dyslexia and Other Related Disorders
TDA 3: Considerations for Emergent Bilingual Students - ...

[View Course](#)



Dyslexia and Other Related Disorders
TDA 4: Dyslexia: From Child Find through the Admission, Review...

[View Course](#)



Dyslexia and Other Related Disorders
TDA 5: Screening for Dyslexia - Asynchronous Training

[View Course](#)



Multi Disciplinary Team

- **Completion of: *Texas Dyslexia Academy: Module 1-6***
- ***Comprehensive Guidance of Evaluation for Specific Learning Disabilities***
- ***Updates on research based assessments for dyslexia.***



Reading by Design

Reading by Design has a total of 199 lessons.

There are 5 volumes:

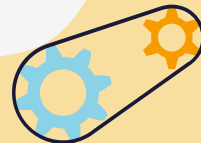
V1: 33 Lessons

V2: 36 Lessons

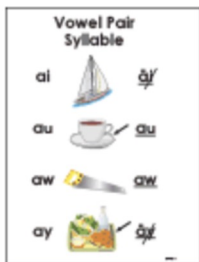
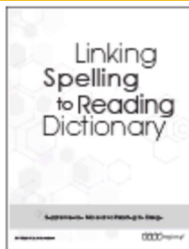
V3: 36 Lessons

V4: 44 Lessons

V5: 50 Lessons-Morphology (Prefixes, Suffixes, Roots)



Reading by Design



Five volume set

- Volume 1- Alphabetic Principle
- Volume 2-4- Six syllable types, digraphs, diphthongs, and other sound/symbol correspondences
- Volume 5- Greek and Latin Roots/Morphology



Parts of A Lesson

- Phonological Awareness



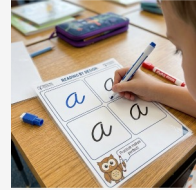
- Alphabet

- Deck Review



- New Learning (Skill)

- Coding/Reading Practice



- Handwriting

- Spelling



Components of Language



ESPERANZA

A Spanish Language Program



Esperanza – Un programa de dislexia en español

El programa Esperanza es un enfoque de lenguaje estructurado multisensorial en español para lectura, escritura y ortografía.

El objetivo de este programa es proporcionar un enfoque multisensorial, secuencial y sistemático para lograr la alfabetización en español.

Esperanza es impartido por un maestro certificado que ha recibido capacitación en el programa.



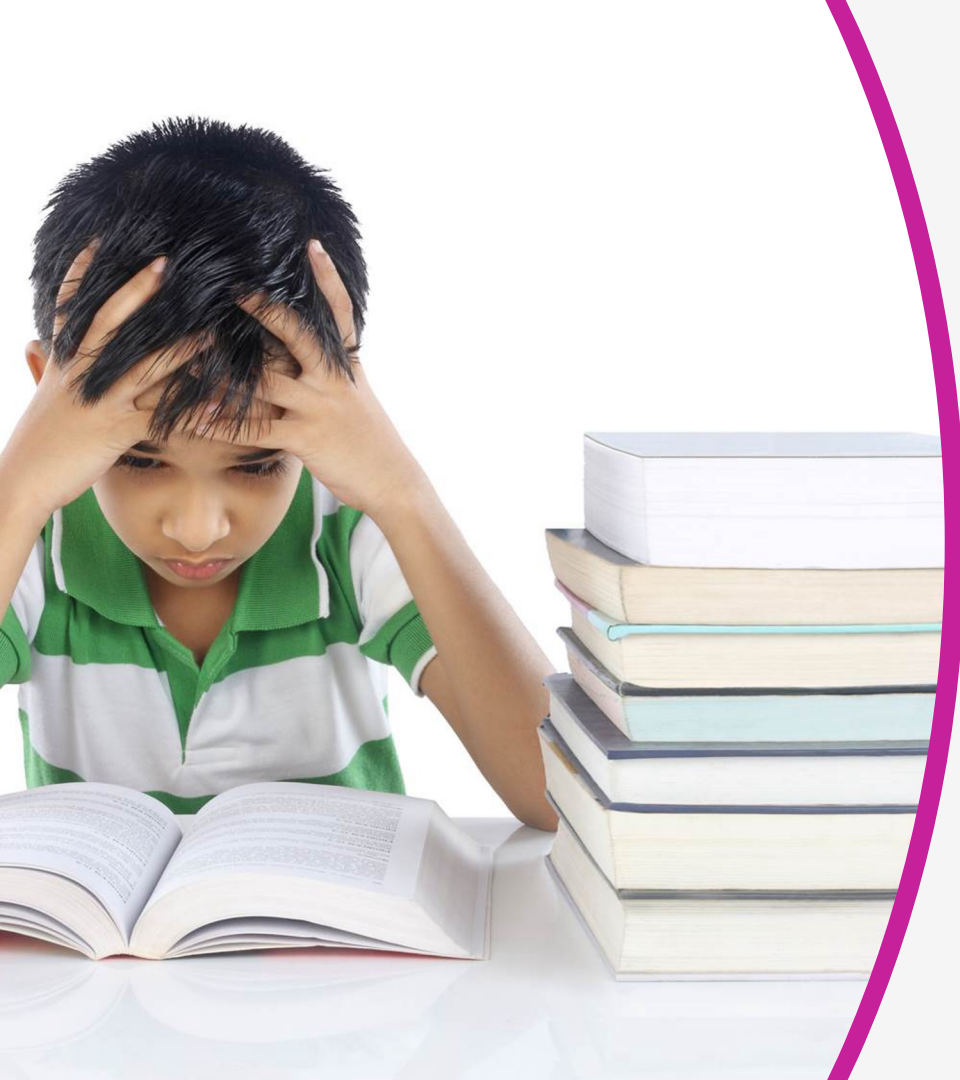


Texas Partnership



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

How do you access Learning Ally?

Your student logs into Classlink on Chromebook.

1. Choose Learning Ally application.
2. It should automatically log them into Learning Ally.
3. Browse books.
4. Add choices to shelf. Download book.
5. Read On!





Eligibility and Apply for Service

Find and Request Books

BARD - Download Books

Texas Magazines for Download

Apps and Playback Equipment

Disability Information and Referral Center

Schools

Institutions

Demonstration Sites

About the Talking Book Program

The Talking Book Program (TBP) provides free library services for Texans of any age who are blind or have a visual, physical, or reading disability.

- An individual who is blind.
- An individual who has a visual impairment that makes them unable to comfortably read standard print books.
- An individual who has a physical disability that makes it hard to hold or manipulate a book or to focus or move the eyes as needed to read a print book.
- An individual who has a perceptual or reading disability.

Registered TBP patrons may borrow books and magazines in digital audio, braille, and large print.

Materials and playback machines are mailed to your door, completely free of charge—you do not have to pay for postage when you return them. Eligible Texas residents who cannot read standard print material in the usual manner can [complete an application](#) and return it by mail. TBP will call you to set up an account after the application is approved. Contact us for any questions or comments you may have.

Parental Acknowledgement Required for Applicants Under Age 18

Applicants under the age of 18 must have a completed Parental Acknowledgement Form on file. This required form, signed by the minor's parent or guardian, confirms the signatory understands their child will receive Talking Book Program services and equipment and will have access to the National Library Service's (NLS) full collection of reading materials. This form also acknowledges responsibility for the return of all borrowed materials and equipment, including players, accessories, cartridges, large print, and braille materials, when they are no longer needed. Enrollment cannot be completed until the signed form is received.

National Library Service for the Blind

Since 1931, TBP has been a regional library of the

<https://www.tsl.texas.gov/tbp/about>
[US](#)

Belton I.S.D Contacts

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Dyslexia Coordinator
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254-215-2106

Sara Windham
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254-215-2112

Kathleen Corsi
Director of Special Programs
Kathleen.Corsi@bisd.net
254-215-2112

Region 12 Contacts

Lindsay Olsen
Education Specialist- Dyslexia
Education Service Center Region 12
254-297-2943

