Eanes ISD

Decoding Dyslexia and Related Disorders

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Eanes ISD Student Services

AGENDA

1. Defining Dyslexia
2. Overview of the Texas Dyslexia Handbook
3. Share Common risk factors
4. Highlight related disorders & Twice Exceptional
5. Review screening, evaluation, and identification processes
6. Discuss evidence based instruction and supports
7. Resources

Decoding Activity

When you see	Pronounce as
q	d or t
z	m
p	b
b	p
ys	er
a, as in bat	e, as in pet
e, as in pet	a, as in bat

Passage:

We pegin our qrib eq a faziliar blace, a poqy like yours enq zine.
Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign.
Enq wiqhin each one of qhese zany calls, each one qheq hes QNA,
Qhe QNA coqe is axecqly qhe saze, a zess-broquceq rasuze.
So qhe coqe in each call is iqanqical, a razarkaple puq veliq claiz.
Qhis zeans qheq qhe calls are nearly alike, puq noq axecqly qhe saze.
Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're viqal is cysqainly blain.
Now qhink apouq qhe way you woulq qhink if qhose calls wyse qhe calls in your prain.

Definitions of Dyslexia

International Dyslexia Association:

"Dyslexia is a specific learning disability characterized by difficulties in word reading—affecting accuracy, speed, or both—and/or spelling, that can vary depending on the written language system. These difficulties reflect performance at the low end of a continuum of literacy skill and occur despite evidence-aligned instruction that is effective for the individual's peers. The cause and development of dyslexia involve the interplay of multiple biological and environmental influences. Phonological and/or morphological difficulties are common but not always present. Among the secondary consequences are limitations in language development and academic progress as well as challenges to psychological well-being and vocational opportunities. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education can be particularly effective."

Updated by IDA, 2025

Texas Dyslexia Handbook:

"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.

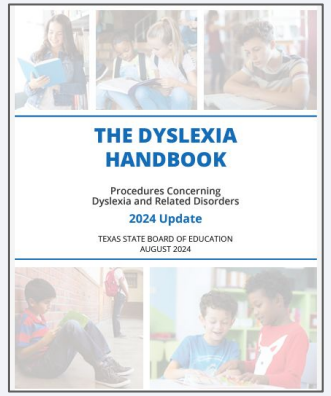
"Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Texas Education Code (TEC) §38.003

Texas Dyslexia Handbook

- New Dyslexia Handbook released in June of 2024
- Definitions and Characteristics
- Screening
- Evaluation and Identification of Students with Dyslexia
- Critical, Evidence-based Components of Dyslexia Instruction
- Dysgraphia

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



Common Risk Factors

Preschool

- Delayed speech or difficulty pronouncing words
- Difficulty with rhyme, songs or verbal sequences
- Difficulty learning letters or remembering names of familiar things (word retrieval)
- Difficulty in adding new vocabulary

Kindergarten - Grade 1

- Difficulty learning letter names and sounds
- Trouble hearing or separating sounds in words
- Difficulty breaking words into smaller parts, or syllables
- Difficulty decoding single words
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences

Grades 2-3

- Difficulty recognizing common sight words (said, been, to)
- Difficulty decoding single words
- Difficulty sounding out unfamiliar words
- Difficulty reading fluently
- Persistent spelling challenges
- Difficulty with written expression
- Avoidance of reading or writing tasks

Common Risk Factors

Grades 4th- 6th

- Difficulty reading aloud
- Difficulty reading fluently
- Difficulty decoding unfamiliar words
- Frustration with the the amount of time and energy spent on reading & writing
- Acquisition of less vocabulary in writing
- Reliance on listening rather than reading for comprehension

Middle - High School

- Difficulty reading fluently
- Difficulty decoding unfamiliar words
- Difficulty managing large amounts of reading and writing
- Frustration with the the amount of time and energy spent on reading & writing
- Tendency to avoid reading
- Difficulty learning a foreign language

Other possible challenges

Some students may also experience difficulties with written expression, reading comprehension, math, or attention. Anxiety or low self confidence may develop when school work feels difficult.

Dysgraphia

Dysgraphia is related to dyslexia as both are language-based disorders. In dyslexia, the impairment is with word-level skills (decoding, word identification, spelling). Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills—finding, retrieving and producing letters, which is a subword-level language skill.

(Texas Dyslexia Handbook, 2024)

Characteristics of Dysgraphia:

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slower writing and copying

Twice Exceptional

"Twice exceptional students may not initially appear to be at risk for dyslexia. Twice exceptional, or 2e, is a term used to describe students who are both intellectually gifted and learning disabled, which may include students with dyslexia. Parents and teachers may fail to notice either giftedness or dyslexia in a student as the dyslexia may mask giftedness or the giftedness may mask dyslexia"

(Texas Dyslexia Handbook, 2024)

The International Dyslexia Association's Gifted and Dyslexic: Identifying and Instructing the Twice Exceptional Student Fact Sheet (2013), identifies the following common characteristics of twice-exceptional students.

- Superior oral vocabulary
- Advanced ideas and opinions
- High levels of creativity and problem-solving ability
- Extremely curious, imaginative, and questioning
- Discrepant verbal and performance skills
- Clear peaks and valleys in cognitive test profile
- Wide range of interests not related to school
- Specific talent or consuming interest area
- Sophisticated sense of humor

Screening

Who is screened?

TEC 38.03: Texas requires screening for all Kindergarten and first-grade students.

When?

- Grade 1: by January 31st
- Kindergarten: by the end of the school year

What does Eanes use?

mCLASS by Amplify to meet the requirements of the screener as outlined in the Texas Dyslexia Handbook focusing on early literacy skills.

- **The screening helps identify students who may be at risk. It does not, by itself, diagnose dyslexia.**
- **Data is reviewed by an MTSS committee**
- **Parents will receive notification if their child is at risk and the action plan to support student**

Identification & Evaluation

1. Review information

The Student Support Team (SST) reviews data including screening, benchmarks, academic history, intervention data, parent input, and outside evaluation (if applicable).

2. Consider evaluation

The team considers whether further evaluation is needed based on the student's needs and available information.

3. Determine support

If the results of the evaluation prove that the student meets IDEA eligibility criteria for a specific learning disability and needs specially designed instruction due to dyslexia or a related disorder;

Continued…

Then, the ARD committee makes the determination as to whether or not the student has dyslexia and determines the best way to serve the child with specially designed instruction, services, and/or accommodations.

Dyslexia exists on a continuum. Where the student falls on the continuum determines the amount and type of support needed.

At any time, parents have the right to request an evaluation through an FIIE

- https://www.eanesisd.net/dept/sped/child-find/fiee

Evidence Based Instruction

Eanes ISD uses the Wilson Reading System and Reading by Design for dyslexia intervention.

Instruction is…

- Multisensory
- Language based
- Systematic and cumulative
- Direct and Explicit
- Diagnostic
- Synthetic and analytic

Components Include…

- Phonological Awareness
- Sound-Symbol Association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension
- Reading Fluency

Instruction develops…

- Sound awareness and sound-letter connection
- Decoding, syllables, spelling, and word parts
- Sentence structure and written-language skills
- Fluency and comprehension

Support for Students

Delivery of Instruction:

- Is considered specially designed instruction; delivered through Special Education.
- Is implemented by a certified Provider of Dyslexia Instruction (PDI).
- Elementary: Is delivered during WIN time or determined by the ARD Committee.
- Secondary: Is during a class period. In 6th grade this sometimes occur during the WHEEL block.

Other Supports:

Supports are based on each student's needs and educational plan through an IEP or 504 plan.

- Academic accommodations
- Instructional apps for phonics and fluency practice
- Note taking strategies and support
- Handwriting tools and instruction

Technology Tools:

- Copy of class notes through Canvas
- Text to speech
- Speech to text
- Spelling Assistance
- Access to audiobooks (Learning Ally and/or Talking Books)

Campus Dyslexia Specialist

- **Barton Creek Elementary**- Linda Hargis & Darcy Robinson
- **Bridge Point Elementary**- Shane Oberle & Carley Leavitt
- **Cedar Creek Elementary**- Angela Maldonado & Alissa Fehr
- **Eanes Elementary**- Elizabeth Harpine & Rachael Howard
- **Forest Trail Elementary**- Ashley Krause & Catherine Edmund
- **Hill Country Middle School** - Nicole Lencioni
- **Westridge Middle School**- Kristin Behnke
- **Westlake High School**- Joy Eickhoff

**Other staff members at each campus are trained to provide dyslexia instruction.

Resources

- TEA Dyslexia and Related Disorders: Information for Parents
- Eanes ISD- Dyslexia Resources
- International Dyslexia Association
- Reading Rockets | Launching Young Readers
- The Yale Center for Dyslexia & Creativity
- Recommended Books:
  Overcoming Dyslexia by Sally Shaywitz
  Equipped for Reading Success by David Kilpatrick
  Raising a Child with Dyslexia: What Every Parent Needs to Know by Don Winn
  Straight Talk About Reading: How Parents Can Make a Difference During the Early Years by Louisa Moates
  Unlocking Literacy: Effective Decoding and Spelling Instruction by Marcia Henry
  Dyslexia Explained by Mike Jones

THANK YOU

Unite. Empower. Inspire — every person, every day.