

DYSLEXIA IN TEXAS PUBLIC AND CHARTER SCHOOLS

WHAT? WHO? HOW?

Prepared in Fulfillment of §74.28(k)

A Parent Education Program

WHAT IS READING?

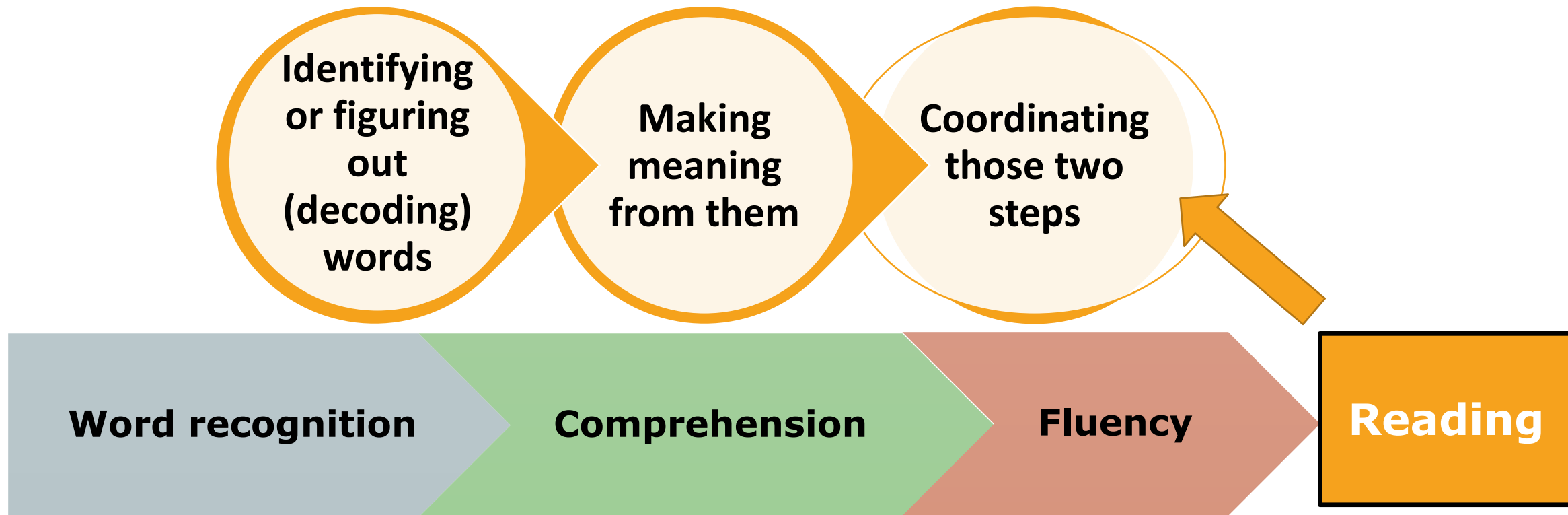
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graph TD; A[WHAT IS READING?] --> B[An acquired skill, not a natural development]; A --> C[A gradual process that starts in infancy];
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An acquired skill,
not a natural
development

A gradual process
that starts in
infancy

WHAT IS READING?

A complex process of making meaning from print

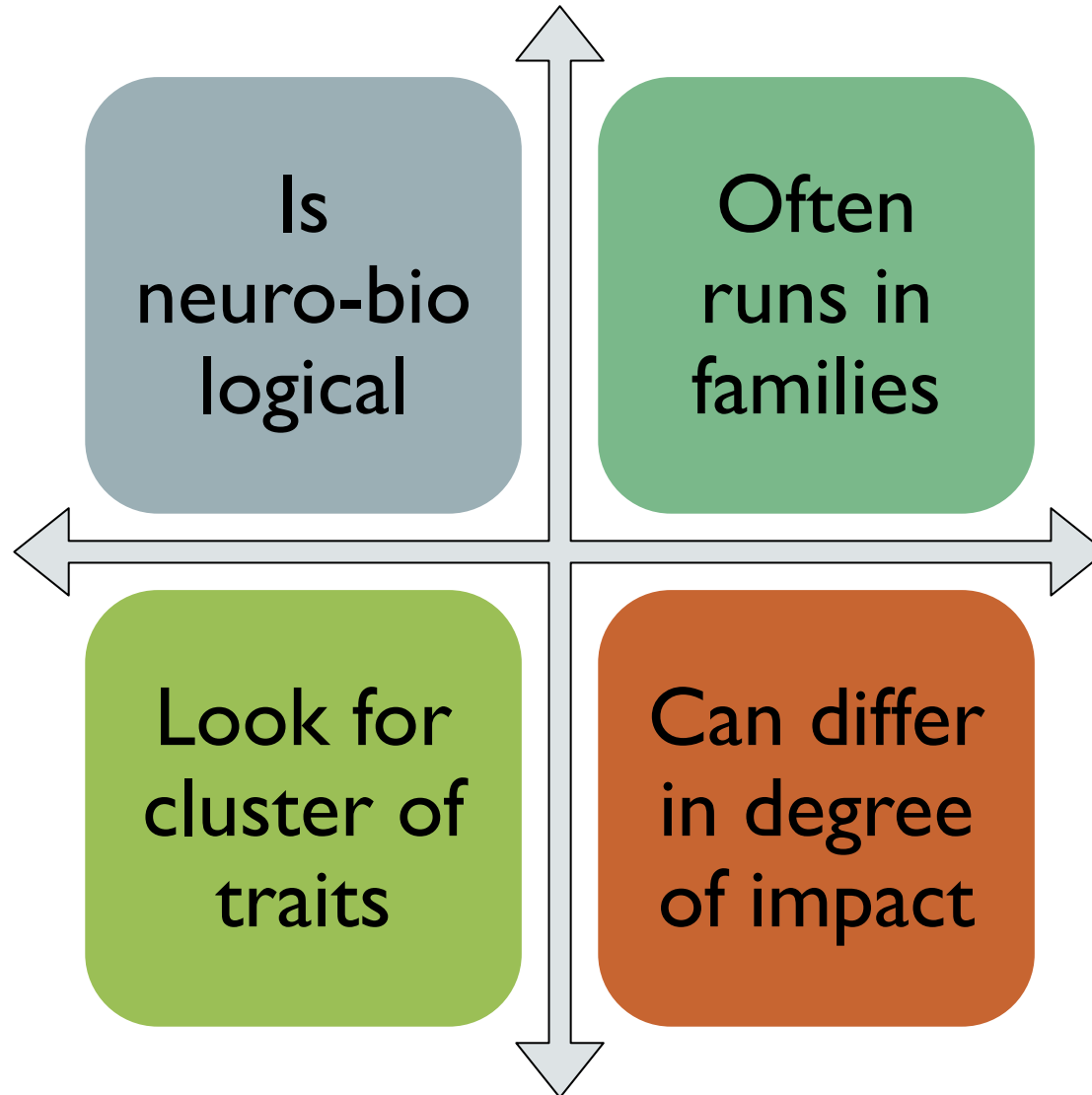




WHAT IS DYSLEXIA?



WHAT ELSE?



COMMON RISK FACTORS ASSOCIATED WITH DYSLEXIA

Note: Exhibited reading behaviors may change with age and grade.

Difficulty with oral language

- Delay in learning to talk
- Persistent “baby” talk
- Difficulty with rhyming
- Trouble pronouncing words or recalling the right word when speaking
- Problems with learning the alphabet, letter names, and corresponding sounds
- Issues with identifying and manipulating individual sounds in words

Difficulty with reading

- Guessing at words or relying on pictures
- Trouble with recognizing common sight words
- Struggles with recalling the correct sounds for letters and letter patterns
- Fluency difficulty [reading may be slow, inaccurate, and/or without expression]
- Difficulty applying phonics to figure out unfamiliar words

OTHER COMMON RISK FACTORS

Difficulty with spelling

- Trouble remembering the sounds that letters or letter patterns represent
- May omit letters in words [“*after*” spelled “*eftr*”]
- May do well on weekly spelling tests but then makes many spelling errors in daily work
- Consistently misspells common irregular words [*they, could, said*]
- Finds homophones confusing [*their, there, they're*]
- May reverse, transpose, or rotate letters

Difficulty with writing

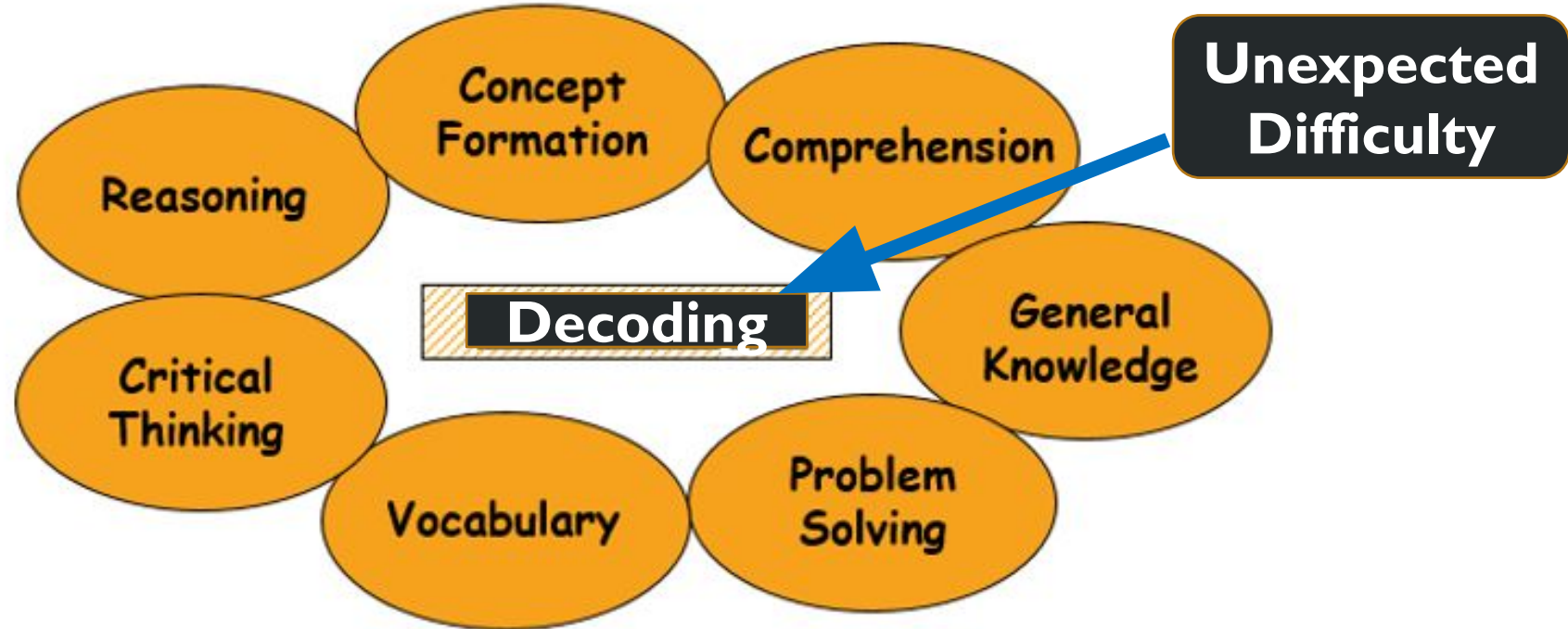
- Substitutes less-sophisticated words for those that may be harder to spell [“*big*” instead of “*enormous*”]
- Has problems with completing written assignments, especially longer ones
- May have good ideas but struggles to write them in an organized way
- Makes errors copying from the board or book
- Displays poor or illegible handwriting [sometimes to the point of not being able to reread own writing]

WHAT ELSE? MIGHT ALSO SEE...

- Tendency to avoid reading (particularly for pleasure)
- Resistance to reading aloud
- Reliance on listening rather than reading for comprehension
- Frustration with amount of time required and energy expended for reading
- Difficulty with volume of reading and written work
- Trouble with notetaking
- Oral answers often better than written responses
- Struggle to finish tests on time
- Deflated self-esteem that can seem to be lack of motivation

ARE THERE ANY POSITIVES?

Yes!



Sea of Strengths Model of Dyslexia

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, or extra support services.



WHAT IS DYSLEXIA?



WHERE CAN I LEARN MORE?

THE DYSLEXIA HANDBOOK

2018 Update

Procedures Concerning
Dyslexia and Related
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS
November 2018

Parent Resources

<https://tea.texas.gov/academics/dyslexia/>

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia>

<https://dyslexiaida.org/>

<http://dyslexia.yale.edu/>

Also...

<https://www.bookshare.org/cms/>

<https://learningally.org/>

RTI



Parental notice required

IDEA

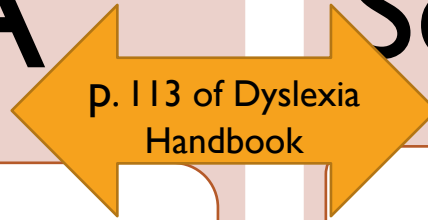


Parental consent required

Section 504



Parental consent required



p. 113 of Dyslexia Handbook

WHAT IS INVOLVED IN A DYSLEXIA EVALUATION IN TEXAS?

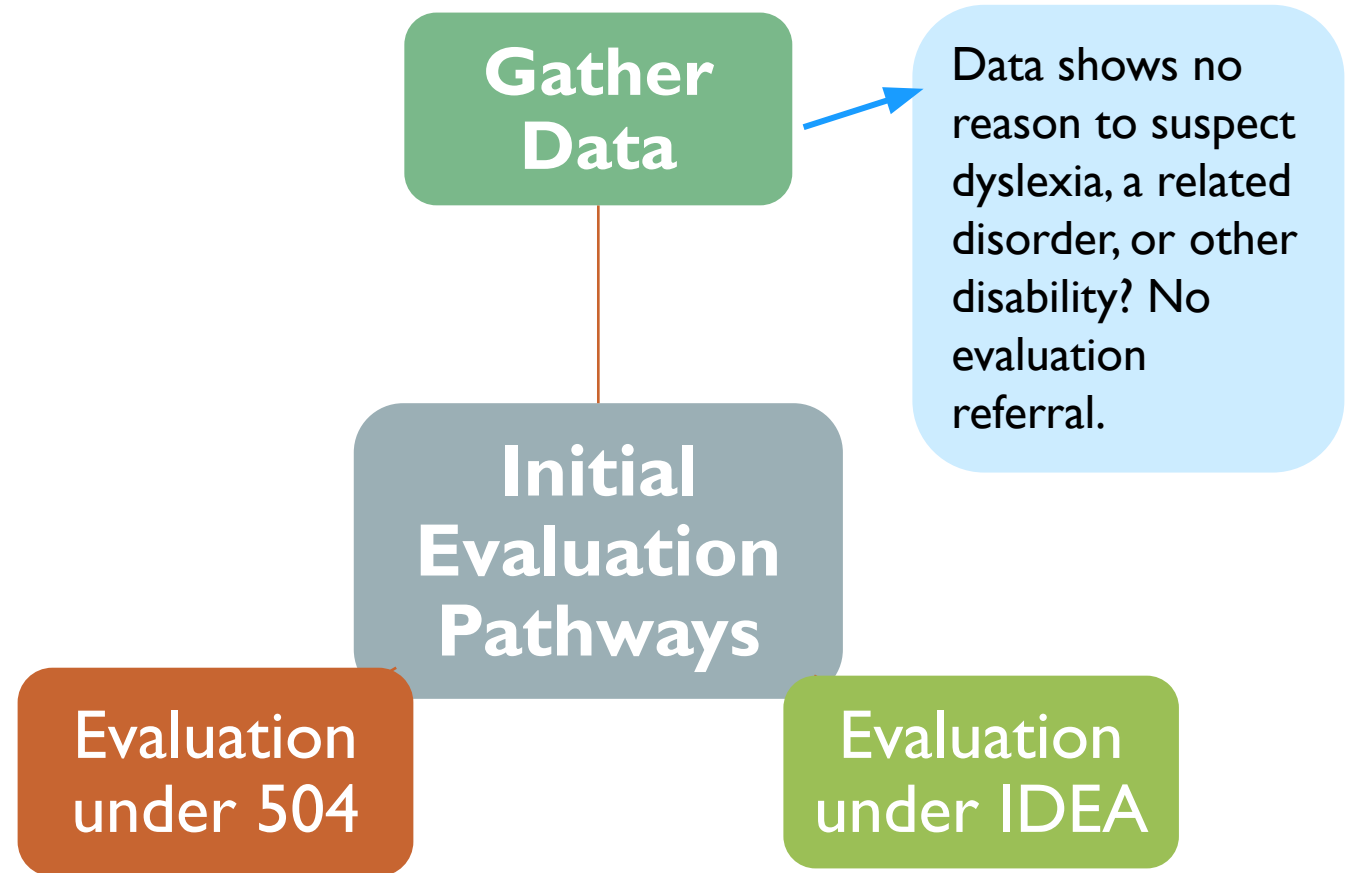
- If a school or parent suspects the possibility of dyslexia, a team of knowledgeable persons, including the parents, would discuss data collected, its implications, and student need.
- That data-based discussion could result in a referral under IDEA or Section 504 or continuation of tiered intervention.*
- Parents/guardians **always** have the right to request a referral for a dyslexia evaluation at any time.
- All public-school students in kindergarten and Grade 1 must be screened for dyslexia [unless an ARD or Section 504 committee determines the screener is not appropriate or the student is already identified with dyslexia] . Also, Grade 2 students must be screened as must any Grade 7 student who did not pass STAAR reading the previous year.
- Additionally, students enrolled in public schools must be evaluated for dyslexia and related disorders “at appropriate times.” [TEC §38.003(a)]

* See next slide for information on Pathways for Identification

WHAT ELSE?

Schools **must** recommend evaluation for dyslexia if the 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



IS IT DYSLEXIA?

Identification made by appropriate committee

Academic skills assessed

- Letter knowledge
- Word reading and decoding
- Fluency
- Spelling
- Comprehension

Cognitive processes assessed

- Phonological skills
- Rapid naming skills

No single test can be used to determine that a student has dyslexia.

Questions for Determining Dyslexia

1. Do the data show the following characteristics of dyslexia?
 - Difficulty with accurate and/or fluent word reading
 - Poor spelling skills
 - 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 other cognitive abilities and provision of effective classroom instruction?

Additional considerations for EL students.

Dyslexia Identified

504 Eligible?

IDEA Eligible?



Yes? Develop 504 Plan.

Yes? Develop IEP.



**Standard Protocol
Dyslexia Instruction**

**Specially Designed
Instruction**

COMPONENTS OF DYSLEXIA INSTRUCTION

The “What”

1. **Phonological awareness** – Skill that includes identifying and manipulating units of oral language
2. **Sound-symbol association** – Knowledge of how various speech sounds link with letters and letter combinations (usually taught with an explicit phonics approach)
3. **Syllabication** – Knowledge of the six basic syllable types in English and syllable division rules
4. **Orthography** – Understanding of the written spelling patterns and rules of English
5. **Morphology** – Study of the structure and form of words in a language, including prefixes, suffixes, inflectional endings [like adding <s> to book to make it plural]
6. **Syntax** – Study of the rules and patterns when writing grammatical sentences and phrases
7. **Reading comprehension** – Understanding and interpreting what is read
8. **Reading fluency** – Ability to read with appropriate rate, accuracy, and proper expression

DELIVERY OF DYSLEXIA INSTRUCTION

The “How”

- ❑ **Simultaneous and multisensory:** Incorporates the use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) at the same time
- ❑ **Systematic and cumulative:** Has a planned sequence of instruction that builds on itself
- ❑ **Explicit instruction:** Focuses on clear explanations and modeling of key skills
- ❑ **Diagnostic teaching to automaticity:** Individualizes teaching for automaticity
- ❑ **Synthetic instruction:** Teaches how to blend sounds to create words
- ❑ **Analytic instruction:** Instructs how to break words down into component parts

PROVIDERS OF DYSLEXIA INSTRUCTION

The “Who”

Those providing dyslexia intervention for students are not required to hold a specific license or certification.

However, they must at a minimum have additional documented training in dyslexia and related disorders as well as in the intervention curriculum being used.

THOUGHTS ON ACCOMMODATIONS

Individualized

- The impact of dyslexia will vary with each student, so there is no one-size-fits-all approach.
- While the ARD or Section 504 committee will determine accommodations, **students should be involved in their selection.**

Examples

- ❖ Note-taking assistance
- ❖ Alternative test location to reduce distractions
- ❖ Word banks
- ❖ Audiobooks
- ❖ Formula charts
- ❖ Adaptive learning tools and features in software programs

Instruction is the first priority; not all classroom accommodations are allowed during a state assessment.

WHAT ARE RELATED DISORDERS?

Disorders similar to or related to dyslexia

Developmental Auditory Imperception

- Inability to receive and understand sounds and words
- Assessed by audiologists, speech-language pathologists

Dysphasia

- Delay in development of comprehension and/or expression of oral language
- Assessed by speech-language pathologist

Developmental Spelling Disorder

- Significant difficulty learning to spell, in the absence of reading difficulties
- Assessed by someone trained in dyslexia and the reading process

Dysgraphia

Chapter 5, Dyslexia Handbook

- Inability to write legibly
- Assessed by someone trained in dyslexia and the reading process

CONTACT INFORMATION

District/
Campus

R9 ESC

- Paula Tilker
- paula.tilker@esc9.net
- 940-322-6928

Toll-free Dyslexia Hotline
1-800-232-3030