

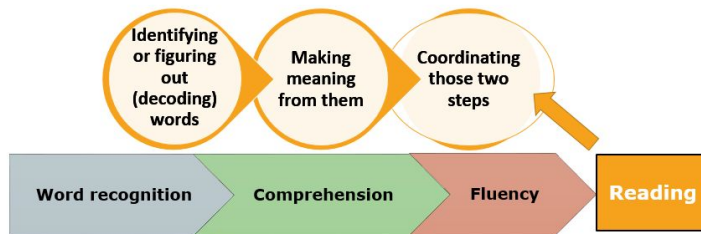
Dyslexia in Texas

What? Who? How?

Parent Education Program Handout

WHAT IS READING?

A complex process of making meaning from print



Unlike speaking, reading is an acquired skill that requires years of instruction and practice. Such instruction and practice help establish and reinforce networks of neurons connecting spoken language areas and visual areas. These networks make reading possible, from processing words automatically and accurately enough to making meaning from them.

WHAT IS DYSLEXIA?



Dyslexia, the most common learning disability, makes learning to read or to read well difficult. Parents and teachers may see some or all of these characteristics.

Dyslexia is also neurobiological, meaning problems associated with it are in the brain, often in the connectivity of neuron pathways for reading. Besides tending to run in families, dyslexia can vary in the severity of its impact.

Common Risk Factors and Behaviors Associated with Dyslexia

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

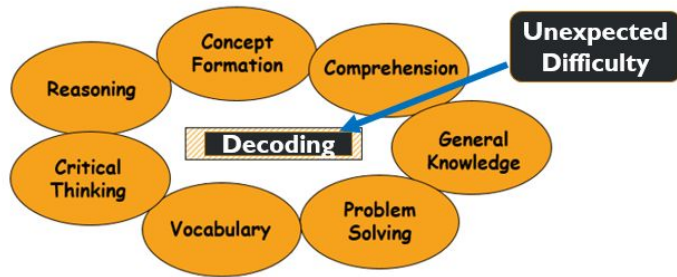
Difficulty with spelling

- 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]

- 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



Sea of Strengths Model of Dyslexia

One of the key factors in identifying dyslexia is the unexpectedness of the reading difficulties, given the student's other abilities. These are students who have at least an average ability to learn in the absence of print.

Learn more by viewing "What Is Dyslexia?" at

<https://ed.ted.com/lessons/what-is-dyslexia-kelli-sandman-hurley>

**THE
DYSLEXIA
HANDBOOK**

2018 Update
Procedures Concerning
Dyslexia and Related
Disorders

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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/>

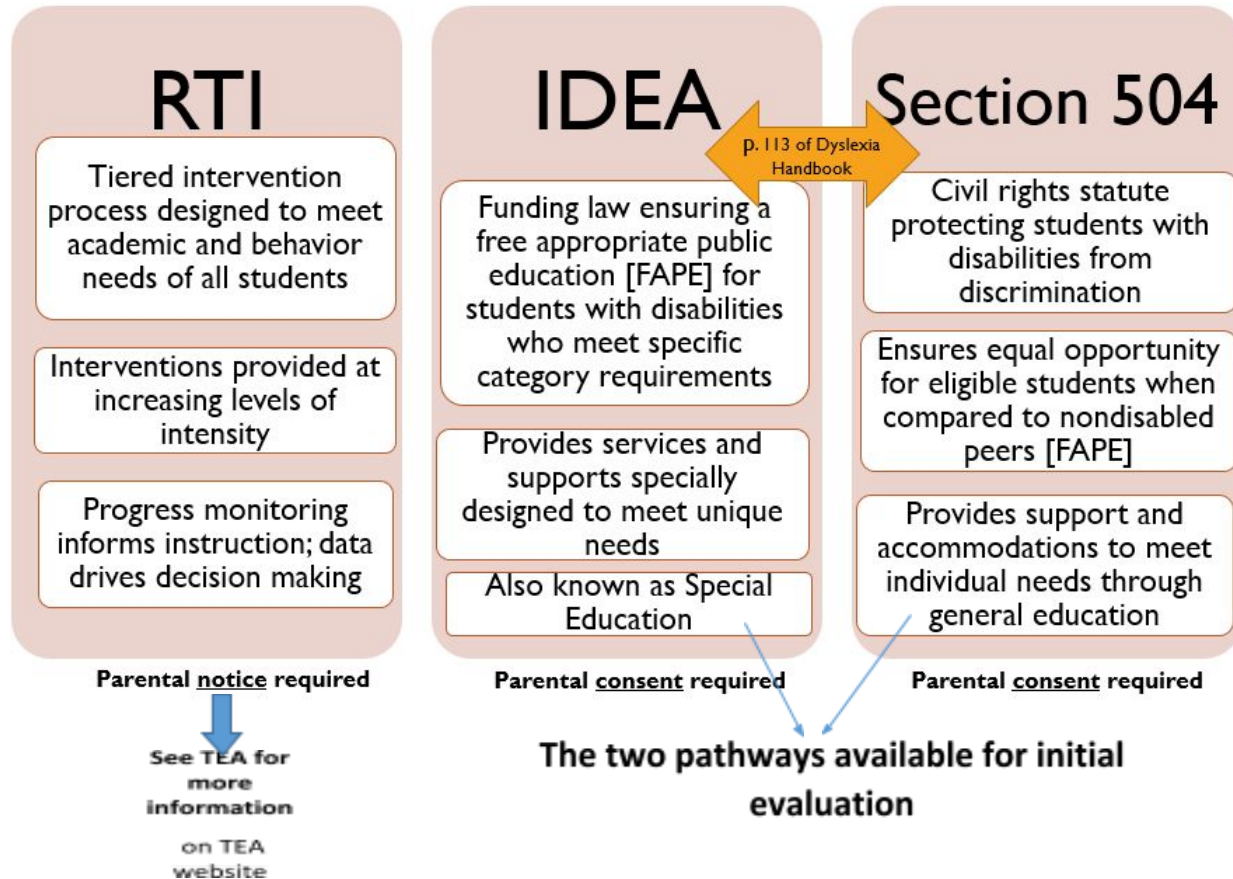
Also...

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

<https://learningally.org/>

Also:

- <http://www.readingrockets.org/article/top-10-resources-dyslexia>
- <https://childmind.org/guide/parents-guide-to-dyslexia/>
- <http://dyslexiahelp.umich.edu/>
- <https://www.landmarkoutreach.org/videos/underlying-causes-dyslexia/>



Parents and guardians **always** have the right to request a referral for a dyslexia evaluation at any time.

ADDITIONAL NOTES:

- If dyslexia is identified in the Section 504 evaluation, the committee would also determine eligibility for 504. If criteria are met, a 504 plan would be developed, and typically the student would receive standard protocol dyslexia instruction.
- If dyslexia is identified in the IDEA evaluation, the committee would also determine whether the student is eligible under IDEA criteria as a student with a specific learning disability and, because of dyslexia or a related disorder, needs special education. If “yes,” an Individualized Education Program would be developed detailing services, supports, and specially designed instruction.
- Those providing dyslexia intervention for students must, at a minimum, have additional documented training in dyslexia and related disorders as well as in the intervention curriculum being used.
- English Language students being evaluated for dyslexia have additional factors that must be considered.

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.

Students with dyslexia will often need accommodations in classroom work and assignments.

Accommodations are meant to provide support for learning, not altering what is being taught and not bypassing instruction.

Related Disorders

- **Developmental Auditory Imperception:** Refer to audiologist, speech-language pathologist
- **Dysphasia:** Refer to speech-language pathologist
- **Developmental Spelling Disorder:** Refer to someone trained in dyslexia and the reading process
- **Dysgraphia:** See Chapter 5, *Dyslexia Handbook*, for full guidance

**District/Campus
Contact
Information:**

**Region 9 Education Service
Center Contact:**

Paula Tilker

Paula.tilker@esc9.net

940-322-6928

**Toll-free Dyslexia
Hotline:**

1-800-232-3030

<https://www.region10.org/programs/dyslexia-statewide/dyslexia-handbook/>