

Effective Strategies

In addition to the instructions in phonics, word recognition, spelling, fluency, vocabulary and comprehension, we use:

- self-monitoring strategies
- memory techniques to remember processes
- teaching and practice skills for organizing, time management and reviewing information

Possible Accommodations:

- Copies of notes
- Note-taking assistance
- Addition time on class assignments and tests
- Shortened assignments
- Alternative Test locations
- Priority seating
- Oral reading
- Word banks
- Audiobooks
- Text to speech
- Electronic spellers or dictionaries
- Charts
- Adaptive learning tools



Contacts for further information:

State Dyslexia Consultant
Region 10 Education Service Center
400 E. Spring Valley Road Richardson, Tx
75083-1300
Texas Dyslexia Hotline: 1(800)- 232-3030

Statewide English Language
Arts/Reading Coordinator
Texas Education Agency Division of
Curriculum
1701 N. Congress Avenue
(512)463-9581

Dyslexia contacts at Texas Regional
Education Service Centers

www.tea.state.tx.us/regional_services/esc/

Colmesneil ISD District Dyslexia Contact:
Jennifer Lawson
(409)-837-5757
jennifer.lawson@colmesneilisd.net

Dyslexia Program Awareness for Educators and Parents



What is dyslexia?

How we identify issues?

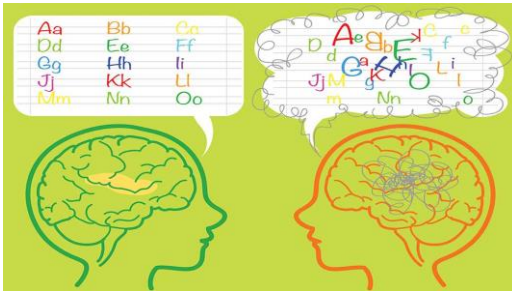
Who assists students?

What accommodations are available?

What is the difference between IDEA, Section 504, and Rtl?

Who do I contact?

What is Dyslexia?



The current Definition from the international Dyslexia Association States:

Dyslexia- is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Referenced in 2018 Dyslexia Handbook

How is Dyslexia Assessed and Identified?

- Each individual student is assessed by data and each student's needs.
- If the team determines if special services, they refer the student for evaluation. All special education procedures must be followed.
- If the team determines that the child does not need dyslexia requirements, they must refer the student to be evaluated under Section 504.
- All public-school students are required to be screened for dyslexia while in kindergarten and first grade.
- Students are often referred for evaluation is:
 - Poor performance in more than one area of reading and spelling for their age/grade
- When evaluation is recommended, the school must complete the evaluation process and all procedures must be followed.

For more information, refer to Texas Dyslexia Handbook:
<http://tea.texas.gov/academics/dyslexia/>

Who Delivers Dyslexia Instructions?



A certified teacher who has been trained in dyslexia and related learning issues and the curriculum of on instruction.

Differences between Rtl/504/IDEA

Response to intervention: is a tiered approach to providing services and interventions at increasing levels of intensity to student who struggle with learning.

Section 504: provides equal opportunity to eligible student with disabilities when compared to their non-disabled peers. Provides support and intervention through general education.

IDEA: ensures that all children with disabilities. Provides individual supplemental educational services and support in addition what is provided to students in the general curriculum to ensure that the child has access to and benefits from the general curriculum.